



Practice SAC

Name of Subject: **Unit 3 English**

Assessment Task title: **Unit 3 Outcome 2 - Comparative Language Analysis**

Reading Time: 15 minutes

Writing Time: 90 minutes

Total marks: 40

Students with special exam arrangements: _____

Student Name: _____

Mentor group: _____

Teacher Name: _____

Instructions to students:

This assessment is to be completed under examination conditions. This means that:

- You should not have a mobile phone or any other unauthorised electronic devices in the assessment room
- Watches should be on the desk in front of you
- The assessment is to be conducted in silence
- You are permitted to bring into this assessment the following items: a clear water bottle, writing implements, dictionary. Copies of the novel and notes are not permitted
- All answers should be written into your SAC book. Pages should not be removed from the book. All SAC books must be submitted at the end of the SAC
- Your name should be written on the front of the SAC task sheet and placed inside your SAC book at the end of the writing time
- The suggested length for this response is 900-1200 words

Task Outline:

Students are to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

In a coherently constructed piece of prose, analyse the ways in which both written and visual language is used to persuade audiences. In your written response, you must compare, contrast and critique the effectiveness of persuasive devices used in all three media items.

Are African youth gangs a public safety threat in Melbourne?**Background information**

Peter Dutton, a member of the Liberal Party and the federal Minister for Home Affairs, weighed into the debate of the accusation against youth violence, particularly those of Sudanese decent, suggesting that Melbournians were afraid to even go out for dinner. The Victorian Premier and member of the Australian Labour Party, Daniel Andrews, and the Police Commissioner, Graham Ashton, rejected this suggestion, contending that the Victorian Government has the matter under firm control.

Some believe that the city has a serious issue maintaining law and order, whilst others have asked for calm, calling for the community to put the issue in perspective and try to understand its complexities. Members of the public, social workers, members of the police force and social commentators all contributed to the debate.

Text 1: Letter to the Editor

The Herald Sun, January 3, 2018

How frightening and sad it is that in Victoria, one home is burgled every 15 minutes.

Victorians are becoming prisoners in their own homes – and even there, they are not safe.

The leaders of this state and country should be ashamed to show their faces in public.

The fact is people are not safe driving on roads, walking the streets, at social gatherings, and worst of all, within the walls of their own homes.

No, it is not the times we live in. It is the times they have allowed to fester and grow on society like an incurable disease. It all comes down to weak governing, weak law enforcing and police not having the control they should be given to rid society of this unacceptable situation – and it seems to be of no concern to our so-called leaders.

The next premier of this state will have an unenviable job on their hands to try and restore some level of security to this state and make it safe for its residents to go about their lives as they should be able to, in peace and safety.

V. Wilson, Mt Martha

Text 2: Opinion Piece

***The Herald Sun*, Thursday January 4, 2018**

‘Fear on our streets damages everyone’ by Berhan Ahmed



The African-Australian community is a vibrant and thriving part of Melbourne. We love our city and are appalled by and condemn the recent spate of violence on our streets — whether that be by a small section of African youth or any other perpetrator, regardless of their cultural background.

The thought that some fellow members of our community look upon recent immigrants from Africa with fear saddens us terribly and is why the leaders within our community have worked tirelessly with the state government to help our community connect with other Melburnians.

In fact, 2017 has been the most rewarding, productive and inspiring year in the African-Australian community's history. Achievements through the ministerial working group have placed us in an excellent position to consolidate these gains and to continue to grow in 2018 to meet the challenges facing our youth.

Such work allows us to maintain our African culture and traditions and open channels to share those with the wider community. This integration and embrace of the values of the great Australian community befits our earnest desire to participate and contribute as strong and effective citizens of Australia, our new home.

That does not mean that we as community do not recognise that there are problems among our youth. A primary concern is that some of our young people have disconnected from their communities, and that has led to anti-social behaviour.

For our young people, this disengagement could be for a variety of reasons, including a lack of identity, of learning at school, of job prospects, of positive role models or of funding for community projects which will occupy them in a worthwhile way.

All of those concerns are not limited to children of African descent. Many young people across all cultural backgrounds face such problems, which in turn creates a fertile recruiting ground for criminals to exploit our children.

It is a universal truth that the continuity and progress of any given society hinges upon its youth. A society that fails to cultivate and invest in its youth also fails to ensure its own future.

Crime has many roots, but the most important root is poverty. We need to understand that it is the combination of poverty and hopelessness that produces violent crime.

Regardless of the cause, there is a difficult reality for the African community to face, and that is the "fear" with which our community is viewed by some of our fellow Australians.

That fear does little to promote positive cohesion, providing even further reason for our youth to feel isolated and disconnected from the broader community. In a climate of such fear, we do have to make clear to our fellow Victorians that our community is not reflective of these violent youths and we equally want to see action taken to rid our streets of these criminals.

In addition to punitive measures for those who break the law, it is also important to put in place preventive measures for those youngsters who come next.

FOR the African-Australian community, we have commenced these measures through the African-Australian Multicultural Employment and Youth Services, created to help deal with disengaged youth.

Part of this process involves establishing relationships with African families living in the south eastern and western suburbs in Melbourne, through our "Youth Needs and Issues" program.

Supported by the Victorian government, we have engaged with these communities to build a plan that overcomes the unique and specific problems that their local area may face — such as a lack of employment opportunities or educational support — so that we can put into place resourcing that will help prevent their children from being recruited into criminal gangs.

An important component of such programs always comes back to a core issue of disconnection and education, or more accurately, the lack of it.

For Australians, who live in such a wondrous and peaceful nation, it can be difficult to understand the problems faced by children who have emigrated from lands faced with years of civil conflict, violence and famine. Children from such backgrounds require considerable specialist support to achieve their full potential in our education system. This support should begin with family-based counselling and support services to help parents migrate successfully into the community, and their children into the education system.

The first step is adequate resourcing, which would allow teachers to provide focused teaching to students. Linguistics-informed teaching of English is critical to ensuring that these students achieve grade-appropriate levels of spoken academic English and English literacy, allowing them to participate fully in the curriculum.

In addition, the students' families, many of whom come from nations where food and survival were more important than schooling, are encouraged to be actively involved in their children's education, so they can understand the important role of schooling in Australian society.

The key to making sure we see our kids in school and out of trouble is to ensure there are pathways to enable successful transitions into either a job or further education through support programs that recognise children's unique background, so that their futures are not limited by it.

— Dr Berhan M Ahmed is CEO of the African Australian Multicultural Employment and Youth Services and a Research Fellow at the University of Melbourne.

Text 3: Cartoon

Cartoon illustrated by Golding and appeared in *The Age* on January 14, 2018

