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| ****Text:**** Real  ****Produced by/when:** Stephen Oliver**  ****Precise one-two sentence summary of this text:** We can’t ignore racism for the sake of being prideful (regarding the perpetrators) or humble (regarding the victims).**  ****Key people in this text:** Meyne Wyatt and other mentioned victims of racism.** | |
| ****Syllabus skill**** | ****Notes on studied text**** |
| **Use of generic conventions to achieve purpose**   * **Identify one or more specific purpose(s)** * **Make notes on how this purpose is achieved through specific language (identify) and/or textual features?** * **How is this a hybrid text that blends generic conventions?** | **Purpose: To encourage people not to allow racism for the sake of being prideful (regarding the perpetrators) or humble (regarding the victims).**  **Genres: Monologue and pictorial.**  The text “Real” by Stephen Oliver uses rhyme to inspire change regarding judgement towards half-cast individuals. Throughout the text, Oliver uses rhyming couplets to make the message more memorable, as rhymes are generally more easily remembered. This can be seen through the last word of each line, such as “me”, “Aborigines”, “outback”, “black”, “explain”, “disdain”, “suppose”, “nose”, “aback”, “black”, “see”, “me”, “guy”, “justify”, “identity”, “Aboriginality”, “voice” and “choice”, along with more throughout the whole text. This works to make the message more memorable, thus achieving the text’s purpose, that is, to inspire change regarding judgement towards half-cast individuals.  Oliver also uses repetition to inspire change against judgement towards half-cast individuals. This can be seen when Oliver writes “I wasn’t even black”, “To this obvious expert on everything black”, “He can’t understand what it means to be black” and “But to say that I’m less because my skin’s not as black”. This repetition of the word “black” works to emphasise the topic of the speech – that he is being judged for not being of fully black descent. Undeserved judgement has negative connotations to it and thus this emphasis has the effect of reminding the audience that this judgemental behaviour and way of thinking is a detriment to the health and wellbeing of half-cast individuals, therefore achieving the purpose of the text, that is, to inspire change against judgement towards half-cast individuals.  Oliver also uses connotations when he writes “McGuire or Tomic or Andrews or Lee… Yet you are Australian to your very core” to achieve the text’s purpose. These names have connotations to different nationalities and thus this use of connotations works to emphasise that no matter the nationality of an individual, if they live in Australia then they deserve to be able to label themselves as an Australian, thus achieving the purpose of the text, that is, to inspire change against judgement towards half-cast individuals. |
| **Make notes on how voice reveals values, attitudes reinforced or challenged through the text.** |  |
| **Identify the perspectives offered in the text – particularly paying attention to more than one perspective within a text.**  **Remember that perspective is both viewpoint and context together.**  **Are any perspectives in conflict within a text?** |  |
| **Make notes on audience positioning – are we positioned to be empathetic? How so? Is there controversy within the text or surrounding the context of production/reception? Controversy is when there is significant public disagreement about an issue. Something that gives rise to public debate.** |  |

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| ****Text:** Black Like Me**  ****Produced by/when:** By Stan Grant on 13th July 2020**  ****Precise one-two sentence summary of this text:** George Floyd’s death sparked awakening regarding how society treats people of darker skin colour.**  ****Key people in this text:** George Floyd** | |
| ****Syllabus skill**** | ****Notes on studied text**** |
| **Use of generic conventions to achieve purpose**   * **Identify one or more specific purpose(s)** * **Make notes on how this purpose is achieved through specific language (identify) and/or textual features?** * **How is this a hybrid text that blends generic conventions?** | **Purpose: To awaken and inspire movement towards equal treatment of people regardless of race.**  **Genres: Written and visual.**  **Genres: Personal essay, video and pictorial.**  Throughout the text, Grant uses inclusive language, using word such as “we” and “us” repeatedly. This can be seen when he writes “And we fail to stop it”, “In his cries, we hear the cries of hundreds of years and the unknown dead”, “Now we are joining our voices with the voices of black America”, “Those who say Black Lives Matter is a movement we are importing from America know nothing of who we are”, “Ours was the little mission church where my uncle was the black pastor and these men were our patron saints”, "Sometimes we go through these dark periods”, “Once our eyes are open to the world around us, we can never see the world in the same way again”, “I was about 15 years old when we moved to Canberra, and my sister and I were now the only Aboriginal kids in the school”, “For generations we, the First Nations people, have spoken truth to white power”, “We cannot close the gap and our people too often remain out of sight and out of mind to most Australians”, “We learn to continue to believe in ourselves, in our strength, our resilience, our determination for change. And we can change”, “It is our people who refuse to stop being who we are, despite all efforts to take everything from us”, “We have all lost family members, those snatched from their loved ones, from their culture”, “We survived. And we are still surviving today so it's just a matter of time”, “A deep love of each other and our country, and how we love our country, even if we love it with a broken heart”, “We will win this war. It is a war. It's a cultural revolution”, “We'll survive through it all. We will keep our hopes alive” and “We will not surrender our hope”. This has the effect of emphasising the fact that this isn’t a problem that just Grant experiences – it is a problem that we all face as a species. This works to inspire the audience to induce change since Grant, a person who is inducing change, is on the same level as the audience.  Throughout the video in the text, the video is shot at an eye-level camera angle with Grant. This works to suggest equality between the viewer and Grant, again inspiring change since it suggests that the audience can cause just as much change as Grant can.  Grant also uses an allusion to achieve the text’s purpose. He does this when he writes “There, captured on video, was every person enslaved. Every person in chains. Every person who lived under the whip. Every person lynched from a tree or ordered to the back of the bus”. This is an allusion to the mistreatment of slaves in the past. Since most people recognise America’s past with slavery as a severe violation of human rights, this allusion works to relate police brutality towards people of colour to racism-induced police brutality, thus conveying the message that change still needs to be induced, therefore achieving the purpose of the text, that is, to awaken and inspire movement towards equal treatment of people regardless of race.  Throughout the text, Grant uses repetition of the word “hope”. This can be seen when he writes “This is where our hope comes from”, “We will keep our hopes alive” and “We will not surrender our hope”. This use of repetition has the effect of emphasising the overarching message, that is, to awaken and inspire movement towards equal treatment of people regardless of race.  Throughout the text, Grant uses symbolism to indicate that Floyd’s death represents the decades of the slavery of people of colour. This can be seen through the quote “There, captured on video, was every person enslaved. Every person in chains. Every person who lived under the whip. Every person lynched from a tree or ordered to the back of the bus”. This shows that Floyd’s death captures every slave’s life in the hands of white supremacy. Since slavery is seen by most people as a severe violation of human rights, this use of symbolism works to relate police brutality towards people of colour to racism-induced police brutality, thus conveying the message that change still needs to be induced, therefore achieving the purpose of the text, that is, to awaken and inspire movement towards equal treatment of people regardless of race. |
| **Make notes on how voice reveals values, attitudes reinforced or challenged through the text.** |  |
| **Identify the perspectives offered in the text – particularly paying attention to more than one perspective within a text.**  **Remember that perspective is both viewpoint and context together.**  **Are any perspectives in conflict within a text?** |  |
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