

Introduction to Appendix 1

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APPENDIX 1: CONTEXTUALISING ADOLESCENT LITERACY PRACTICES

Text 1.a. Report on treatment of refugees by media

Refugees denied human face

By Mark Forbes, Kerry Taylor

The Age April 18 2002

Taking photographs that could "humanise or personalise" asylum seekers was banned by former defence minister Peter Reith's office, the Senate inquiry into children-overboard claims was told yesterday.

Defence officials said Mr Reith's staff did not want to allow photographs to create sympathy for asylum seekers.

The director of defence communication strategies, Brian Humphreys, told the hearing that Mr Reith's media adviser, Ross Hampton, ordered last September that military photographers not take pictures of asylum seekers. The military was given guidelines to ensure "no personalising or humanising images" were taken.

Later, defence media liaison director Tim Bloomfield described government restrictions preventing any military comment on last year's asylum seekers operation as a form of censorship.

New evidence also revealed that the Prime Minister's department was told that claims that photographs purportedly showing children being thrown overboard were false the day after the pictures were released. Prime Minister John Howard has claimed he only heard of "some doubts" about the photographs a month later.

The navy director of operations, Commander Piers Chatterton, told the hearing that he told the Defence Force's prime ministerial liaison officer, Commander Stefan King, on October 11 that the photographs - released by Mr Reith as proof of the overboard allegations - were in fact taken during a rescue from a sinking ship. Commander Chatterton said he passed on the details as "official information". He had expected the story to be corrected, but did not know what action Commander King took.

The inquiry is now certain to call Commander King to determine who he told of the error.

Mr Bloomfield said restrictions imposed by Mr Hampton preventing defence officials from answering questions on asylum seekers were "a form of censorship" preventing misinformation from being corrected. All questions on the asylum-seeker operation were to be referred to the minister's office, Mr Bloomfield said.

Defence communication head Jenny McKenry said she told Mr Reith's senior adviser, Mike Scrafton, that the photographs his minister released last year were misrepresented. She sent him clear evidence of the misrepresentation on October 11, she told the hearing.

The former chairwoman of the Prime Minister's people-smuggling taskforce, Jane Halton, earlier denied she had been advised of doubts about the claims that children had been thrown overboard.

Ms Halton said she never saw a Defence Strategic Command report on the incident received by the Prime Minister's department on October 8 and that it might have been destroyed.

Ms Halton also said she had never seen a defence chronology of events that arrived at the Prime Minister's department in early October, despite ordering it. It included a footnote saying there was no indication that children had been thrown overboard.

Meanwhile, RAAF chief Air Marshal Angus Houston denied that excessive force had been used against asylum seekers as claimed on ABC's Four Corners. He said cattle prods were not issued to officers and capsicum spray was used only once when a group of people tried to disable a boat's engine.

Source: <http://www.theage.com.au/articles/2002/04/17/1019020661365.html> (sighted 02.06.08)

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Text 1.b.

“Debunking Myths about Asylum Seekers”

Edmund Rice Centre (ERC) Coalition for Justice for Refugees

DEBUNKING MYTHS ABOUT ASYLUM SEEKERS

Myth: Boat people are queue jumpers.

Fact: In Iraq and Afghanistan, there are no queues for people to jump. Australia has no diplomatic representation in these countries and supports the International coalition of nations who continue to oppose these regimes and support sanctions against them. Therefore, there is no standard refugee process where people wait in line to have their applications considered. Few countries between the Middle East and Australia are signatories to the 1951 Refugee Convention, and as such asylum seekers are forced to continue to travel to another country to find protection. Antonio Domini, Head of UN Humanitarian Program in Afghanistan, states that Afghanistan is one of the most difficult places in the world in which to survive.

People who are afraid for their lives are fleeing from the world's most brutal regimes including the Taliban in Afghanistan and Saddam Hussein's dictatorship in Iraq. Antonio Domini, Head of the UN Humanitarian Program in Afghanistan, states that Afghanistan is one of the most difficult places in the world in which to survive.

Myth: Asylum seekers are illegal.

Fact: This is untrue. Under Australian Law and International Law a person is entitled to make an application for refugee asylum in another country when they allege they are escaping persecution. Article 14 of the Universal Declaration of Human Rights states that "Everyone has the right to seek and to enjoy in other countries asylum from persecution."

People who arrive on our shores without prior authorisation from Australia, with no documents, or false documents are not illegal. They are asylum seekers - a legal status under International Law. Many asylum seekers are forced to leave their countries in haste and are unable to access appropriate documentation. In many cases oppressive authorities actively prevent normal migration processes from occurring. 'Illegals' are people who overstay their visas. The vast majority of these in Australia are from western countries, including 5,000 British tourists.

Myth 3: Australia already takes too many refugees.

Fact: Australia receives relatively few refugees by world standards. In 2001 Australia will receive only 12,000 refugees through its humanitarian program. This number has remained static for three years, despite the ever-increasing numbers of refugees' worldwide. Australia accepted 20,000 refugees each year at the beginning of the 1980's. According to Amnesty International 1 in every 115 people on earth are refugees, and a new refugee is created every 21 seconds. Refugees resettle all over the world. However, the distribution of refugees is very unequal.

- Tanzania hosts one refugee for every 76 Tanzanian people (1:76)
- Britain hosts one refugee for every 530 British people (2:530)
- Australia hosts one refugee for every 1583 Australian people (1:1583)

Myth: We're being swamped by hordes of boat people.

Fact: 300,000 refugees arrived in Europe to seek asylum last year. In contrast, 4,174 reached Australia by boat or plane. In 2000, Iran and Pakistan each hosted over a million Afghan refugees. The real burden of assisting refugees is borne in the main by the world's poorest nations.

Myth: They're not real refugees anyway.

Fact: 97% of applicants from Iraq and 93% of applicants from Afghanistan seeking asylum without valid visas in Australia in 1999 were recognised as genuine refugees. Therefore, under Australian law they were found to be eligible to stay in Australia. Generally, 84% of all asylum seekers are found to be legitimate refugees and are able to stay in Australia.

Myth: They must be 'cashed up' to pay people smugglers.

Fact: It is alleged that people who have the resources to pay people smugglers could not possibly be genuine refugees. The UNHCR disputes claims about 'cashed up' refugees saying that payments made to people smugglers in fact range from \$4,000-\$5,000 Australian dollars. In reality, many families and communities pool their resources in an attempt to send their relatives to safety. People smuggling is a crime that the international community need to combat. However, this does not negate the legitimacy of asylum seekers' claims, nor their need to seek refuge. The international community, in eradicating people smuggling, is also required to address the growing numbers of asylum seekers throughout the world. As a western nation, Australia has a role to play.

Myth: There is no alternative to mandatory detention.

Fact: Asylum seekers claims need to be assessed for legitimacy. Australia is the only Western country that mandatorily detains asylum seekers whilst their claims are being heard. Asylum seekers are not criminals and detention should be minimal. At a cost of \$104 a day per head the policy of detention is very expensive. Community based alternatives to mandatory detention can be found internationally and within the current Australian parole system.

A select Committee of the NSW Parliament has costed alternatives to incarceration including home detention and transitional housing. The average cost of community based programs are (per person, per day): Parole: \$5.39. Probation: \$3.94. Home Detention: \$58.83. These options are clearly more economically efficient, and much more humane.

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Sweden receives similar numbers of asylum seekers as Australia, despite having less than half the population. Detention is only used to establish a person's identity and to conduct criminal screening. Most detainees are released within a very short time, particularly if they have relatives or friends living in Sweden. Of the 17,000 asylum seekers currently in Sweden, 10,000 reside outside the detention centres. Children are only detained for the minimum possible time (a maximum of 6 days).

Myth: - If we let them in, they'll take our benefits.

Fact: A common misconception is that refugees arriving in Australia will 'steal' the entitlements of Australians. The reality is that refugees, like migrants, create demand for goods and services, thus stimulating the economy and generating growth and employment. A recent UCLA study has shown that unauthorised immigration boosts the US economy by \$800 billion per year.

Myth: - Australia is second only to Canada in the number of refugees it takes.

Fact: This is incorrect. This claim is based on the fact that Australia is one of only eight countries whose immigration program actually specifies an annual quota and at 12,000 Australia's quota is the second highest on a per capita basis. However, as UNHCR reports indicate, many more than eight countries take refugees and asylum seekers but unlike Australia they do not set a fixed number. These are the facts:

- 71 countries accept refugees and asylum seekers in some form or other,
- of the 71 Australia is ranked 32nd; on a per capita basis Australia is ranked 38th.
- of the 29 developed countries accepting refugees & asylum seekers Australia is ranked 14th,
- per capita the US takes twice as many refugees as Australia.

Myth: - The people in the boats are terrorists

Fact: This is incorrect. Just 11 of more than 13,000 people who sought asylum in Australia last year were rejected on "character grounds". Only one was regarded as a security risk because of suspected terrorist links. He had come by air, not boat.

Government intelligence briefings concerning the threat of terrorist attacks have not mentioned asylum seekers. There remains no evidence that any asylum seekers currently arriving by boat have any connection to terrorism. Those who perpetrated the September 11 attacks did not arrive in the US as Asylum seekers. They flew first class using valid papers.

The people in the boats are fleeing from the terrorism of the Taliban regime in Afghanistan and Saddam Hussein's Iraq. Linking the atrocities in the US with boat people is akin to blaming the Jews for fleeing Hitler. People fleeing oppression have a right to claim asylum and have those claims assessed.

Myth: - Refugees should stay in the first country they come to and 'join the queue'.

Fact: Australia has not taken a single refugee from the UNHCR in Jakarta from the so-called 'queue' – for more than three years. This is despite the rhetoric from Australian politicians for asylum seekers to be processed in Indonesia. It should also be noted that the UNHCR centre in Indonesia was set up by Australia with Indonesian support. Refugees cannot stay in Indonesia because Indonesia is not a signatory to the Refugee Convention.

There is no requirement in international law for refugees to seek asylum in the first country they come to. Some developed countries have made this an additional requirement in order to avoid processing claims, leaving the large numbers of Asylum seekers in camps in Third World countries. International law requires that Asylum seekers should not be penalised according to the way in which they enter a country. Australia's current policy does not accord with this requirement.

Some people have given up on the 'queue' and resorted to coming by boat. 24 of those who recently died when their ship sank off the coast of Indonesia had already been granted refugee status by the UNHCR in Jakarta. Many more had relations in Australia who had been provided with asylum but were not allowed access to their wives and children. Simply, the 'queue' does not work.

Myth: - Getting tough on refugees does not affect Australia's international reputation.

Fact: The Australian Government's stance on boat people has attracted widespread international condemnation. The President of Pakistan recently claimed that he should not be forced to open the border to Afghanistan to allow in refugees because Pakistan already had 2.5 million refugees whilst Australia was turning away a few hundred.

The Howard Government's policy represents a change in the Liberal party's position. In 1985 current Minister, Phillip Ruddock criticised the then Labor Government for reducing its intake of refugees from Vietnam. In 1998 the Government rejected Pauline Hanson's call for temporary visas to be given to all refugees. However, the Government later introduced a similar proposal for those arriving without valid papers. Ms Hanson also called for the use of the navy to repel boats coming to Australia in February this year, six months before the Tampa incident.

Myth: - Australia is a 'soft touch'.

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Fact: Compared to other nations, Australia takes a hard-line approach to asylum seekers. All people are mandatorily detained. If successful they can only receive a 3-year temporary visa and cannot apply to have their families join them. The current policy has not stopped people coming. Asylum seekers come to Australia because they fear persecution. The numbers reflect the severity of the situation they are fleeing, not the policies of the countries they are fleeing to.

The Minister for Immigration recently commented that the drowning deaths of over 350 people trying to get to Australia would not deter others. If such events do not deter people, the costly use of the Australian navy will not deter them either. The number of asylum seekers coming to Australia has increased since the Tampa. The current policy has been extremely costly. So far it is estimated it has cost this year's budget over \$140 million in extra funding, bringing the total to \$500 million.

Myth: - It is easier to get refugee status in Australia than overseas.

Fact: According to the UNHCR, the total acceptance rate for all asylum seekers in Australia is equivalent to other western countries.

The Government has claimed that Australia cannot afford to allow asylum seekers to land in Australia because our court system enables asylum seekers to appeal within our court system and thereby gain easier access to refugee status. In contrast, they claim that only 10-15% of Iraqi asylum seekers are granted refugee status by the UNHCR in the Middle East, and similar results are found in Indonesia. UNHCR figures do not support this. They have approved over 77% of Iraqi asylum seekers processed in Indonesia. This does not include those who gain access through the UNHCR's appeal system.

Myth: - People who destroy their identification can't be genuine.

Fact: Most refugees are not able to travel through conventional channels because they cannot obtain a passport from the government that is persecuting them, or they are fleeing from. Identification documents enable not only Australian immigration officials to determine identity but also representative of the regime people are fleeing. This places relatives with countries like Afghanistan and Iraq at risk. Moreover, people fleeing from political persecution are at greater risk within their own country if they can be identified when they are on the move.

Myth: - Asylum seekers are "ungrateful" and behave badly.

Fact: There has been a series of allegations in the media since the Tampa incident concerning the "behaviour" of asylum seekers. These claims have been continuously proven false. One newspaper reported that the violent activity of asylum seekers on board the Manooora led to a child having their arm broken. Defence Minister Peter Reith denied such reports. The Government has alleged that prior to being picked up by HMAS Adelaide refugees threw their children overboard. The Australian Navy's video of the incident shows that these allegations cannot be substantiated.

Myth: - Detention centres are better than the countries they have left behind.

Fact: The German Government recently condemned detention centres, comparing them to concentration camps. Many asylum seekers have been the victims of persecution in the countries they have fled. For many, Australian detention centres continue their persecution by removing many basic human rights and freedoms including access to families, and to the media. Adequate support services for the most basic of needs are limited. Constant surveillance, musters and other intrusive practices characterise people's daily lives. According to the Head of Psychiatry at Westmead children's Hospital, a young child confined within a detention centre was recently diagnosed with an extreme form of depression, directly attributable to his confinement. This was not a one-off case. Many cases of severe depression have been reported.

Myth: - Sending boat people to other countries solves Australia's asylum seeker problem.

Fact: Countries in the Pacific will not continue to accept asylum seekers coming to Australia. In the past Indonesia has accepted people for processing. However many nations, including Australia have refused to accept those who successfully receive refugee status. This has left the vast majority of asylum seekers in Indonesia indefinitely. Many in the Pacific fear the same will happen to them.

An edited version of a paper produced by the Edmund Rice Centre for Justice & Community Education

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For more information and a list of all sources visit <http://www.erc.org.au>

Any donations can be made to the Coalition for Justice for Refugees through the Edmund Rice Centre & SEARCH Foundation to help our future activities.

This advertisement proudly paid for with donations from concerned and compassionate Australians.

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Text 1.c. About Chilout and Children in detention. Chilout.org.au

ChilOut: Children Out of Detention Now!

ChilOut is a group of parents and citizens opposed to the mandatory imprisonment of children in immigration detention centres in Australia.

Our motivation is humanitarian and non-political.

The logo for ChilOut, featuring the word "Chil" in white on a black square background, followed by "Out" in black on a white background.

The UN Convention on the Rights of the Child was ratified by Australia in 1990. Article 37 (b) says "No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be used only as a measure of last resort and for the shortest appropriate period of time." Australia is currently in breach of this obligation.

Asylum seekers are not illegal. Under the **1951** Convention relating to the Status of Refugees, to which Australia is a signatory, Australia must protect anyone fleeing their home country in fear of persecution. Asylum seekers should be assumed genuine unless proved otherwise. Because asylum seekers are persecuted by their own governments, it is often impossible for them to apply for travel documents in their own country.

Australia is not being flooded by asylum seekers. Despite the publicity and political point scoring surrounding boat arrivals, the number of asylum applications has actually decreased from 12,366 in 2000 to 5,766 in 2002. By comparison 12,500 tourist visa holders were removed in breach of their visa conditions in 2002-2003. At any one time, there are 60,000 overstayers illegally living in Australia. Most are British or American. They are not seeking asylum and most are never detained.

Immigration detention is harming children. On 13 May 2004 the Australian Human Rights and Equal Opportunity Commission (HREOC) report, *A last resort? Report of the National Inquiry into Children in Immigration Detention* was tabled in federal parliament. In the report HREOC condemned Australia's treatment of child detainees as cruel, inhuman and degrading. www.humanrights.gov.au/human_rights/children_detention_report/report/chap09.htm

These children become part of our community. As of 15 May 2004 there are at least 156 children in formal detention. Children have been detained in the Pacific island country of Nauru since 2001. The HREOC report pointed out that detention was needless as "92% of all children arriving by boat since 1999 have been recognised by Australian authorities to be refugees." In the case of Iraqi children the figure is 98%; for Afghan children, it is 95%. All the children detained on Nauru are Afghan or Iraqi.

There is a better way. Australia is the only country in the world that incarcerates children using indefinite, arbitrary, non-reviewable detention. There are many workable international models for the humane processing of asylum seekers. ChilOut believes Australia can do better.

Want to know more?

Visit these web sites:

- National Inquiry into Children in Immigration Detention, including the report "A last resort?" www.humanrights.gov.au/human_rights/children_detention_report/summaryguide
- Where are kids detained? How many kids? How many babies? How long are they detained? Where are they from? How do they get here? www.humanrights.gov.au/human_rights/children_detention_report/report/chap03.htm
- Refugee Council of Australia – www.refugeecouncil.org.au
- ChilOut – www.chilout.org – Contact us via our web site to join our Call to Action mailing list.

Children Out of Detention

Source: <http://www.chilout.org/information/downloads.html> (sighted 02.06.08)

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Text 1.d. Media report on Hyde Park World Refugee Day rally June 20 2004
Sydney Morning Herald June 21, 2004

We're here, get used to it: students give refugees younger voice

By Tony Stephens
June 21, 2004

Giving refugees a voice ... yesterday's Hyde Park rally was part of an Australia-wide recognition of World Refugee Day. Photo: Dean Sewell

Merlin Luck, the contestant on television's Big Brother program, took his protest yesterday to the World Refugee Day rally in Hyde Park - where many people thought he could not compete with schoolchildren from Holroyd High.

The two girls and a boy had fled their homelands for a new life in an unknown country, learning new ways and a new language. Yesterday they stood in front of several hundred people and spoke up for refugees.

Maryam Alzubaidi, 15, from Iraq, said she was lucky - she was now an Australian citizen. "And I want to contribute to making Australia a better country."

Sayed Reza, 18, who had not been to school when he fled the Taliban in Afghanistan four years ago, said: "We thought Australia a place of humanity. That's why we came. But detention is a horrible place."

Najeeba Wazefadost, 16, said she felt fortunate to have been detained for only 2 months and called on the Government to free the 162 children still in detention.

Another Holroyd High student, Azeena Nuhumaan, 17, who came from Sri Lanka, now speaks with an Australian accent and is Auburn Council's Young Citizen of 2004, asked: "Why are we still saying 'No' to asylum seekers? They have been through so much in their homeland and we lock them up. These children are our future doctors, teachers, our future leaders."

Half of Holroyd High's 700 students are from refugee families.

Australia-wide rallies coincided with the attempt by the NSW Refugee Action Coalition's "Flotilla of Hope" to deliver teddy bears and other gifts to the 74 children detained on the Pacific island of Nauru.

The Australian Democrats leader, Andrew Bartlett, called on Nauru to issue visas to the human rights advocates but the Nauru authorities held the yachts offshore.

The Sydney rally was attended by a variety of groups, including Catholics, trade unions, Greens and Bennelong for Refugees, from the Prime Minister's electorate.

The Australian Democrats senator Aden Ridgeway pointed out that nearly all Australians were boat people or descended from boat people.

Merlin Luck suggested a new reality TV show: allowing the media into Australia's detention centres.

"You don't put your family on a leaky boat unless you're desperate," he said.

Dr Helen McHugh, co-founder of Rural Australians for Refugees, said that of 21 million refugees in the world, Australia took "a measly 12,000" a year.

The Labor MP for Sydney, Tanya Plibersek, said Labor would release detained children.

"What a contribution refugees have made to this country, and what a contribution these young people will make."

Source: Sydney Morning Herald:

<http://www.smh.com.au/articles/2004/06/20/1087669844902.html>

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Text 1.e. Chilout report of June 10 rally. Chilout.org.au

"Free Them" - We mark the June 10 HREOC deadline

On Thursday June 10 2004 we marked the passing of the Human Rights and Equal Opportunity Commission's deadline for children and their parents to be released from immigration detention. The government has not released them, and has reaffirmed its policy of mandatory detention for asylum seekers, including children.

Our June 10 events page

In Sydney, we rallied at Town Hall and tolled the bells for the children who are still locked up. In Melbourne, 162 pairs of childrens' shoes were placed on the footpath outside the DIMIA office.

A vigil was held in Port Macquarie, bells rang out in Bega and Lismore from Toowoomba's St Patrick's Cathedral and Port Augusta's All Saints. In front of Town Hall in Sydney, children were caged behind the wire.

Children behind the wire in front of Town Hall

Young children to lock up? Most of the children on Nauru are under 12 years of age.

Andrew Denton, host of Enough Rope, was our Master of Ceremonies while we heard from the eminent Australians below.

- Dr Louise Newman, Child Psychiatrist, Director of the NSW Institute of Psychiatry.
- Ms Tanya Plibersek MP, federal Member for Sydney, Australian Labor Party.
- Mr Peter King MP, Federal Member for Wentworth, Liberal Party.
- Father Frank Brennan, Director, Uniya Jesuit Social Justice Centre.
- Senator Kerry Nettle, Senator for NSW, Australian Greens Party.
- Senator Andrew Bartlett, Leader, Australian Democrats Party.
- Mr John Valder, ex-President of the Liberal Party.
- Mr Reza Sayed, Afghan refugee, Year 11 student, Holroyd High School.
- Ms Nooria Wazefadost, Afghan refugee, Year 12 student, Holroyd High School, and her younger sister, Najeeba, also a student at Holroyd.
- Sheikh Jihad Ismail, Imam of Al-emaan Australian Muslim community, Arncliffe.
- Rabbi Raymond Apple, Senior Rabbi at Great Synagogue.
- Reverend Dr Dean Drayton, President of the Uniting Church in Australia.
- Bishop David Cremin, Bishop, Roman Catholic Church.

The bells tolled and the children were released.

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Text 1.f. Sample adult speech at Sydney Town Hall, June 10 2004 Chilout.org

Frank Brennan SJ. Let the children walk in these shoes

The 162 pairs of shoes remind us why we are here to walk the talk. We are here for the children who cannot be with us, because they are behind the razor wire. These empty shoes force all of us to ask two questions:

Why would you want to put children behind razor wire?

Why would you want to break up families, separating children from their parents?

Most Australians would agree: You should only detain children or separate them from their parents if there is a very good reason.

What is that reason? Post September 11, there may be good reason for detaining even a child who arrives on our shores without documentation but only for the briefest of times while we determine who they are and while we determine that they are not a health risk or a security risk.

But once we have decided those things, why would we keep asylum seekers in detention? Why would we keep children behind razor wire? Why would we separate children from their parents? We deserve an answer. We demand an answer. Alas there is no answer other than bureaucratic convenience and government's desire for popularity.

Mr Ruddock used to tell us this detention was not punishment or deterrence. So why do we do it? Amanda Vanstone tells us that she does not want these people living in the community, able to father children to Australian citizens. That is no reason keep a child in detention. Amanda Vanstone tells us that people in detention send the right message on their mobile phones to family and friends, "Don't come to Australia". But isn't that deterrence? Hasn't the High Court said you cannot do that? Hasn't Mr Ruddock told us that is not the reason? The government says the detention helps with the processing of refugee claims. But it doesn't. It hinders good decision making. The government's own statistics show this.

If the government cannot give us a good reason for detaining the children, 92% of whom have been proved to be refugees why don't we release them and all other asylum seekers into the community while their claims are processed? If someone is a flight risk, then why shouldn't government be required to take them before a court before detaining them further?

Detention centres are no place for kids to spend years of their lives. Brief detention on arrival or prior to departure may be justified. But in the meantime, the children should be permitted to walk in their shoes on our land accompanied by their Mums and Dads while their asylum claims are processed decently and quickly.

--

Fr Frank Brennan SJ
Associate Director
Uniya - Jesuit Social Justice Centre

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Appendix 1B: MakePovertyHistory campaign texts

Text 1.g MakePovertyHistory manifesto *MakePovertyHistory.Org*

MAKE POVERTY HISTORY

TRADE JUSTICE. DROP THE DEBT. MORE & BETTER AID.

Today, the gap between the world's rich and poor is wider than ever. Global injustices such as poverty, AIDS, malnutrition, conflict and illiteracy remain rife.

Despite the promises of world leaders, at our present sluggish rate of progress the world will fail dismally to reach internationally agreed targets to halve global poverty by 2015.

World poverty is sustained not by chance or nature, but by a combination of factors: injustice in global trade; the huge burden of debt; insufficient and ineffective aid. Each of these is exacerbated by inappropriate economic policies imposed by rich countries.

But it doesn't have to be this way. These factors are determined by human decisions.

2005 offers an exceptional series of opportunities for the UK to take a lead internationally, to start turning things around. Next year, as the UK hosts the annual G8 gathering of powerful world leaders and heads up the European Union (EU), the UK Government will be a particularly influential player on the world stage.

A sea change is needed. By mobilising popular support across a unique string of events and actions, we will press our own government to compel rich countries to fulfil their obligations and promises to help eradicate poverty, and to rethink some long-held assumptions.

MAKEPOVERTYHISTORY urges the government and international decision makers to rise to the challenge of 2005. We are calling for urgent and meaningful policy change on three critical and inextricably linked areas: **trade, debt and aid.**

1. Trade justice

- **Fight for rules that ensure governments, particularly in poor countries, can choose the best solutions to end poverty and protect the environment. These will not always be free trade policies.**
- **End export subsidies that damage the livelihoods of poor rural communities around the world.**
- **Make laws that stop big business profiting at the expense of people and the environment.**

The rules of international trade are stacked in favour of the most powerful countries and their businesses. On the one hand these rules allow rich countries to pay their farmers and companies subsidies to export food – destroying the livelihoods of poor farmers. On the other, poverty eradication, human rights and environmental protection come a poor second to the goal of 'eliminating trade barriers'.

*We need trade justice **not** free trade. This means the EU single-handedly putting an end to its damaging agricultural export subsidies **now**; it means ensuring poor countries can feed their people by protecting their own farmers and staple crops; it means ensuring governments can effectively regulate water companies by keeping water out of world trade rules; and it means ensuring trade rules do not undermine core labour standards.*

We need to stop the World Bank and International Monetary Fund (IMF) forcing poor countries to open their markets to trade with rich countries, which has proved so disastrous over the past 20 years; the EU must drop its demand that former European colonies open their markets and give more rights to big companies; we need to regulate companies – making them accountable for their social and environmental impact both here and abroad; and we must ensure that countries are able to regulate foreign investment in a way that best suits their own needs.

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2. Drop the debt

- **The unpayable debts of the world's poorest countries should be cancelled in full, by fair and transparent means.**

Despite grand statements from world leaders, the debt crisis is far from over. Rich countries have not delivered on the promise they made more than six years ago to cancel unpayable poor country debts. As a result, many countries still have to spend more on debt repayments than on meeting the needs of their people.

Rich countries and the institutions they control must act now to cancel all the unpayable debts of the poorest countries. They should not do this by depriving poor countries of new aid, but by digging into their pockets and providing new money.

The task of calculating how much debt should be cancelled must no longer be left to creditors concerned mainly with minimising their own costs. Instead, we need a fair and transparent international process to make sure that human needs take priority over debt repayments.

International institutions like the IMF and World Bank must stop asking poor countries to jump through hoops in order to qualify for debt relief. Poor countries should no longer have to privatise basic services or liberalise economies as a condition for getting the debt relief they so desperately need.

And to avoid another debt crisis hard on the heels of the first, poor countries need to be given more grants, rather than seeing their debt burden piled even higher with yet more loans.

3. More and better aid

- **Donors must now deliver at least \$50 billion more in aid and set a binding timetable for spending 0.7% of national income on aid. Aid must also be made to work more effectively for poor people.**

Poverty will not be eradicated without an immediate and major increase in international aid. Rich countries have promised to provide the extra money needed to meet internationally agreed poverty reduction targets. This amounts to at least \$50 billion per year, according to official estimates, and must be delivered now.

Rich countries have also promised to provide 0.7% of their national income in aid and they must now make good on their commitment by setting a binding timetable to reach this target. However, without far-reaching changes in how aid is delivered, it won't achieve maximum benefits. Two key areas of reform are needed.

First, aid needs to focus better on poor people's needs. This means more aid being spent on areas such as basic healthcare and education. Aid should no longer be tied to goods and services from the donor, so ensuring that more money is spent in the poorest countries. And the World Bank and the IMF must become fully democratic in order for poor people's concerns to be heard.

Second, aid should support poor countries and communities' own plans and paths out of poverty. Aid should therefore no longer be conditional on recipients promising economic change like privatising or deregulating their services, cutting health and education spending, or opening up their markets: these are unfair practices that have never been proven to reduce poverty. And aid needs to be made predictable, so that poor countries can plan effectively and take control of their own budgets in the fight against poverty.

MAKEPOVERTYHISTORY is a unique UK alliance of charities, trade unions, campaigning groups and celebrities who are mobilising around key opportunities in 2005 to drive forward the struggle against poverty and injustice.

www.MAKEPOVERTYHISTORY.org

APPENDIX 1: CONTEXTUALISING ADOLESCENT LITERACY PRACTICES

Text 1.h. About TakingITGlobal

“As social networking sites have taken off, TakingITGlobal provides a critical niche for youth who really want to make change happen. It is the place for youth to organize change and create a sense of community. TIG is needed now more than ever as a beacon for social change.”

-Anurag Nigam, Member, Sand Hill Angels

We're an international non-profit organization headquartered in Toronto, Ontario, Canada, yet we connect youth around the world. TakingITGlobal provides a portal for young people to find inspiration, access information and get involved in improving their local and global communities.

Inspire

Young people have the energy, the desire and the skills to make a difference in the world. All that's needed is a way of connecting with one another. TakingITGlobal's position at the intersection of key global trends enables us to support young people in acting as a force for change today and into the future. Our Vision is of a world where young people are more engaged in their communities on local, national, and international levels. We provide the tools and the space for young people around the world to be heard. And those voices will, in turn, inspire more to speak.

Inform

Our world is increasingly global and interconnected. Many threats face our common humanity, such as global poverty, war and conflict, HIV/AIDS, and environmental degradation. TakingITGlobal provides access to the information required to understand and act on global issues. Our mission is to provide opportunities for learning, capacity-building, cross-cultural awareness and self-development through the use of Information and Communication Technologies. Because once you have the information, you can share it.

Involve

Young people are most powerful as co-owners in our own development process. That's why TakingITGlobal is focused on encouraging involvement. By leveraging the power of social networks and digital media, we've created a tool for learning, collaboration, dialogue and action that is completely interactive.

Our flagship program, TakingITGlobal.org, has become the most popular online community for young people interested in connecting across cultures and making a difference. Hundreds of thousands of people visit the site each month to share their unique knowledge, perspectives and experiences.

Throughout all of our online and offline programming, TakingITGlobal aims to:

- * Strengthen the capacity of young people as leaders and citizens
- * Foster cross-cultural dialogue and understanding
- * Increase awareness and involvement in global issues

As a charity, we work with global partners that include United Nations agencies, major companies and youth-focused organizations. Our projects with these partners provide additional opportunities for our members to engage in a range of global issues.

Source: [http://www.takingitglobal.org/about/\(sighted](http://www.takingitglobal.org/about/(sighted) 02.06.08)

APPENDIX 1: CONTEXTUALISING ADOLESCENT LITERACY PRACTICES

Text 1.h. Takingitglobal Australian homepage

TakingITGlobal - Australia

http://australia.takingitglobal.org/

TakingITGlobal
Australia

English | Login | Sign Up | About Us | For Educators | Site Map | What's Hot?

Home | Search...

Make Connections | **Take Action** | **Browse Resources** | **Express Yourself** | **Understand Issues**

Explore the World

Home | Explore the World | **Australia** | feed

Quick Facts

Australia (5,090 members)

Capital: Canberra
Population: 20254082 (July 2006 est.)
Area: 7,686,850 km²
GDP: 640.1 billion (2005 est.)

Languages: English 79.1%, Chinese 2.1%, Italian 1.9%, other 11.1%, unspecified 5.8% (2001 Census)

read more

Quick Jump

Explore Australia's state/province sites:

Select... Go!

Explore other country sites:

Select a country... Go!

flash map

Organizations

Organizations from Australia

Gateway Community Refugee Support Group
To promote awareness of the issues faced by refugees, and solidarity with asylum seekers in Australia. [read more](#)

view more | view by map

Events

Events in Australia

InnoFuture 2008
Sep 09 (Australia)

World Indigenous Peoples' Conference on Education
Dec 07 (Online.)

view more | calendar | get notifications

Open Forums
Organize an Open Forum In your community!

Financial Opportunities

Local scholarships

There are currently no **Financial Opportunities** from Australia.

view more

Professional Opps.

Local job opportunities

There are currently no **Professional Opportunities** from Australia.

Member Story

Lewis Best
Australia | 19
Some people think that inspiration only comes from celebrities, great leaders that are world-renowned and those who, well, have a name for themselves. But it is the "common" people, the everyday person, who inspires me the most. To see what people give up and pursue to follow their dream is just extraordinary. [read more](#)

view more

In The News

Regional cooperation on the agenda of Japan Australia talks (Radio Australia)

Endangered bird in Australia making comeback (The Associated Press)

West Australia Gas Supply May Be Reduced for 2 Months (Update4) (Bloomberg)

Courtesy of Google News

TIGblogs

Personal updates from members in Australia

The Latest! by Monroe (5:09 AM)
Hi all, I hope that you're well. I have been pretty busy lately. ...

Polaroids a go! by shutterfly (11:06 AM)
The book is ready to go! For the Love of Light: A Tribute to...

The Rural Constituency Development Fund (RCDF) is politicised: Roughan by xicatalo (9:06 AM)
The Rural Constituency Development Fund is being misused by...

EduPunk - Tech or Mindset? by mydemand (7:06 AM)
So recently in the education blog scene there's been a hubbub...

World Food Policy - 22 May UN Special Session by IYPE (5:15 PM)
Association of World Citizens - documentation of the Special Session...

view more

Global Gallery

Artwork from Australia

Ami by JodiBliske

Untitled by Hagon

Untypical Roo (2007) by wachmeister

view more

Current Contest:
Youth Voices on Climate Change

APPENDIX 1: CONTEXTUALISING ADOLESCENT LITERACY PRACTICES

Text 1.j. Bonofan's profile page

Source: <http://profiles.takingitglobal.org.BoNo-FaN>

TakingITGlobal - Member Stories

<http://australia.takingitglobal.org/connections/stories/story.html...>



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[Aboriginal Canada](#)



Member Stories

Get inspired! Read the personal stories of TakingITGlobal members from around the world.



Lewis Best
Australia

What inspires you?

Some people think that inspiration only comes from celebrities, great leaders that are world-renowned and those who, well, have a name for themselves. But it is the "common" people, the everyday person, who inspires me the most. To see what people give up and pursue to follow their dream is just extraordinary.

Tell us about an issue that matters to you and how you became aware and involved.

International development, and how young people fit into development, is an issue that I think is one that is very much important for the world today. Every 3 seconds, a child needlessly dies from hunger. It's a plight on this world that needs to be stopped.

I became aware of the global problem of poverty in a way which isn't very typical. Basically, September 11 shed light on a lot of problems that this world faces for me. After then, I have been exploring these problems, and seeing how I can help, and try and change the world, one bit at a time.

Since then, I have been involved with the International Youth Parliament, a part of Oxfam Australia, The Oaktree Foundation, and I am currently trying to establish a network of young people who are working towards better development around the world, and those who are working with young people to create change.

Share your perspectives on what makes a good leader.

A good leader is someone who knows how to listen. They are a person who takes on the views of all those who he or she is leading, for whatever purpose, and understands everyone at a personal level. On the other hand, a good leader isn't a person who forces people to do things. They do not delegate without reason, and do not act carelessly.

Essentially, a good leader is someone who leads through love, and serves those he or he is leading, while also inspiring those that he/she leads.

Do you think TakingITGlobal can help you achieve some of your goals? Have we already? Please tell us how.

TIG has helped tremendously over the past couple of years. TIG has connected me with people I would have never expected to meet, and has connected me with organisations that are simply awesome in the work they are doing! Through TIG's Projects and Groups functions, it has also allowed me to start projects and connect with even more people that I never have dreamed of doing.

Browse by Name:

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APPENDIX 2: GENRE AND REGISTER ANALYSIS

Introduction to Appendix 2

This Appendix includes all texts from both the Chilout and MakePovertyHistory social affiliations which have been selected for analysis of genre and structure (Appendices 2Ai and 2Bi). The texts have been annotated to foreground the contribution of interpersonal meanings at the level of genre. Where relevant, experientially oriented stages have also been identified to illustrate the agnation of these texts with those deployed in the academic and personal/social domains. Referential and evaluative phases have also been included in this analysis.

One sample text from each genre has been annotated to show key linguistic features in Appendices 2Aii and 2Bii.

Note that names and other information which explicitly identifies the rhetors have been changed in the texts.

Key to abbreviations and annotations (appendices 2Ai and 2Bi)

Stgs = Stages:

M/F elements (***bold italics***) = Structural elements with focus on multi-functional (and particularly interpersonal function)

'EPISODE 1' = Macro-phase

'ph' – 'Phase'

Re-O = Re-orientation stage

APPENDIX 2: GENRE AND REGISTER ANALYSIS

2Ai: Structure of Chilout campaign genres

Text 2.1

HNN: Op Cit. Commentary Sydney Morning Herald 16.6.2004

Element		hortatory testimony [testimony + hortatory exposition]
Stg	M/F + 'phase'	autobiographical recount / testimony
	'preview'	A Young Refugee's plea for a better future
O r i e n t a t i o n	MOTIVATE Identify 'setting'	I am an 18-year-old female refugee from Bamiyan, Afghanistan. I am in year 12 at Holroyd High School and I am studying for my HSC. I came to Australia in September 2000
	Legitimate 'problems'	We left Afghanistan because of civil war, persecution, ethnic cleansing of my people, the Hazara, the dangerous environment and the unfair treatment of girls and women. We children had no educational opportunities at all.
		We knew our escape route would involve a lot of danger. We knew we might die of starvation and thirst, or be killed by pirates or storms at sea. We knew our mother might die, because she was pregnant.
	'solutions'	However we decided to go because we were desperate. Escaping was the only thing we could do to ensure our futures. We were hopeful that we would find safety.
R e c o r d o f E v e n t s	Involve 'setting'	There were six of us: me, then aged 14, my little sisters, 13 and 3, my little brother, 9, my father and mother.
	'EPISODE 1' 'problems'	A smuggler hid us in the back of a truck for our escape from Afghanistan to Pakistan. Then we were smuggled to Indonesia where we had to stay in hiding. My mother had to go to hospital to give birth. The rest of us were locked in a terrible flat 24 hours a day, until it was our turn to get on the boat. So we got into a little leaky fishing boat, more than 100 of us. I was one of 30 children and babies on board.
	'reaction'	It took us 10 days to get to Australia- 10 days of horror, sadness, no food or drink and so many worries about our future. The only music I heard in my childhood in Bamiyan was the screaming with horror and mothers crying for their children's future and I heard it again on this boat. We were all vomiting. My poor mother with a newborn baby was sick the whole way.
	'solutions'	Finally, in September 2000, our boat was guided by the royal Australian navy and landed on Australian land safely.
	'reaction'	I was happy because my miserable life was over, and a new horizon with no more death and killing was welcoming us.
	'problems'	But my dream wasn't over, since I found myself in a prison. We arrived the day before the Olympic games started. We were sent to a detention centre in the desert with fences around it.
	'reaction'	It was scary and we never felt safe because we were in a compound with single men who had been there a long time and had gone crazy. Refugee children in the detention centre could often be heard crying well past midnight, breaking the quiet of the night. Instead of toys, children's games, birthday parties, going to school, healthy food and not-so-healthy ice-cream and sweets, the children in refugee camps have to grapple with boredom, fever, bronchitis, pneumonia and intestinal diseases. They wander about the camp, eating and drinking whatever is available.
	'solutions'	We were in that detention centre for two months, and then we got refugee status and were freed. The Department of Immigration sent us to Launceston in Tasmania.
	'reaction'	I liked it there. Everyone was so lovely to us.
	'EPISODE 3' 'problems'	But my dad said we had to move to Sydney where there was more work. So now we are in Sydney. We have been waiting nearly four years for Australia to say yes to us.
'solutions'	On Thursday, it happened. We proved that we are still refugees who would be persecuted if we were sent back to Afghanistan.	
Re-O	Reassure 'reaction'	We are now permanent residents, and we can't wait to get our Australian citizenship.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.1 (continued) HNN

<i>Element</i>		hortatory testimony (continued)
<i>Stg</i>	<i>M/F + 'phase'</i>	hortatory exposition (embedded as Appeal element)
I s s u e	Appeal Involve	Today is World Refugee Day, but suffering continues for refugees in Australia. About 8000 proven refugees remain on three-year temporary protection visas, many of which have expired, but still the refugees have no clear idea on their future.
	Legitimate 'grounds'	A refugee is a kneeling person, kneeling in front of the captain of a ship to ask for a reduction in his escape price, kneeling to pirates to ask for mercy, kneeling in front of an international organisation to ask for its help, kneeling in front of the police to ask for permission to go to the market, kneeling in front of a foreign delegation to ask to be accepted in their country.
T h e s i s	'claim'	Children are our future and they are precious. They should be out of detention centres and be in schools, colleges, TAFEs and universities. Imprisoning them is not protecting Australia; this is disgracing Australia.
	'grounds'	As refugees, our only fault is that we left our native homes because of persecution and danger, and sought to find refuge on Australian soil.
	'claim'	I believe everyone has the right to seek asylum from persecution, ethnic cleansing, war and danger.
	'petition'	I urge the Australian Government and all the concerned, amazing and caring people of Australia to free the children from the detention centres, to give each refugee a permanent visa and let them be clear about their future.
	'claim'	Everyone should have equal rights; it doesn't matter if you're a boy or a girl, a woman or a man, or from different backgrounds.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.2

HSS1: Speech -World Refugee Day Rally Hyde Park June 10 2004

Element		autobiographical recount/ hortatory testimony
Stg	M/F 'phase'	
O r i e n t	MOTIVATE <i>Identify</i> 'greeting'	In the name of God the most merciful and compassionate. Good morning ladies and gentlemen. My name is Saleh. I am honored to be given the opportunity to speak here and I am thankful to the organizers.
	'setting'	At the start I would like to say that I am a refugee from Afghanistan and I left my country in 2000 I was only 14 years old
	'reaction'	Since then I have not had contact with my family and I do not know really what is going on in Afghanistan where are they live in Afghanistan are they alive or dead. I hear this bad news all the time about my homeland I am worried about my family that I left behind.
R e c o r d o f E v e n t s	Legitimate 'problems'	It was a very bitter moment when I left all my family behind but sometimes there are things that one has to do for his survival. When I was in Afghanistan my life turned dark I lost my older brother to the war by extremist groups. The extremist groups persecuted everybody; the War-lords changed the country into a blood battle There was no peace at all and my life was in danger
	'solution'	My father sent me out with the hope to get me to safety security and a future
	'comment'	It seems like a nightmare for ordinary parents, in normal conditions to hand over their child to a smuggler who had links with the extremist people to take me out of the country. But this is the real story most of us have experienced in our lives
	Involve EPISODE 1 'problems'	How should I explain my separation with my family and how I was put this way and how I took a risky and dangerous trip? this is another long, long and sad story. But what I can say is that the trip was full of danger unsafely and insecurity I could see moments that I felt I would die
	'solutions'	Finally our boat arrived in Australian waters where I was hoping to be safe and welcomed. We knocked on Australian door, hoping to find safety and security. I was hoping to be among people who have a very good reputation in generosity and humanity
	'reaction'	It is the first time in my life I am coming to understand what peace and security are here in Australia. I have realized the value of a human when I see all these people who looked after me. it is the first time that I can study and I can learn
	EPISODE 2 'problem'	However for three years I held a temporary protection visa that put me in limbo.
	'solution'	Luckily I have now been given permanent residence
	Appeal 'claim'	But I feel for those who are on temporary visas, because their lives are tortured by uncertainty and fear.
	'petition'	I beg the government to end the system of temporary visas
Reassure acknowledge'	I feel a great deal of responsibility to contribute to Australia in the future if I am given a chance. I owe a lot to all of you for your thoughts and sympathy This is not something I would be able to do in my own country of origin where democratic rights are not upheld	
B a c k g r o u n d	'problems'	Unfortunately Afghanistan is still not a country where people can speak freely and openly and without fear of persecution. I, like many, of my fellow country men and women have suffered from many years of war and political unrest for many years Afghanistan was ruled by a fanatical and extremist group. They ruled in the name of Islam but their cruel and bloody ways had nothing to do with the teachings of our holy prophet, Mohammad.
	'reaction'	During this terrible time many people in Afghanistan lost all hope to have a better and future for themselves and their children. People lost every thing - their livelihood, their homes, and even their loved ones. Many had to flee and go into hiding. This happened to my family. We lived from day to day not knowing what would become of us
R e o r i e n t a t i o n	'solution'	Fortunately for me the door of Australia opened Australians heard my cry for refuge and with open hands delivered me from the terror of my oppressors.
	'acknowledge'	As you are listening to me, I extend my gratitude to you for recognizing my plight and the plight of my countrymen and women, and for giving us shelter
	'reflection'	Unlike the country I left behind Australia is a country which upholds and values human right - the rights to peace compassion and freedom During my time in Australia I have enjoyed the opportunity of an education. Because of the war I was never able to go to school.
	'acknowledge'	Now I am a student at Henley High School. All my teachers have shown much dedication towards me and I thank them. Now that I am a permanent resident I can look forward to the future without fear.
Appeal 'Petition'	I hope others on temporary visas will be shown the same mercy	

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.3

HSZ: Speech delivered at Fairfield District student awards

Elements		autobiographical recount/ hortatory testimony
Stg	M/F 'phase'	
O r i e n t a t i o n	MOTIVATE 'greeting'	Good morning ladies and gentlemen!
	Identify 'setting'	Hello I'm Zeba, I came to Australia as a refugee from the Afghanistan's horrible life. I'm in year 10 at Hampden High School.
	Legitimate 'setting'	Today I am going to talk about my personal experiences while travelling to come to Australia and what actually caused us to leave our country – the country where we grew up and spent hours of our childhood playing in the snowy mountains, on the edge of a river and in front of our house.
R e c o r d o f E v e n t s	'problems'	When the war started in Afghanistan about 25 years ago, we tried as hard as we could not to leave our country. However, there was no choice, we had to leave – leave everything behind. War was not the only reason that we had to leave our country for; we left our country also because of the limited opportunities for education for girls. Girls weren't allowed to go to school. They kept us (girls) inside the house because they thought that we were suppose to be staying at home and doing the house work as a house wife. We also weren't allowed to raise or voice our opinions or to protest against any unfair treatment from any one. It has been about 25 years that my country hasn't seen any peace During the war, we lost two members of our family. One of them was my father and the other was my uncle.
	'reaction'	I was devastated when I heard that they were killed by THE TALIBAN.
	Involve 'EPISODE 1' 'problems'	When we left Afghanistan, we travelled to Pakistan, where we lived for three years. While travelling to Pakistan we've suffered from different tragedies, one of the most devastating was whilst we were on the bus travelling to Pakistan. Our bus was suddenly stopped by some TALIBAN troops.
	'reaction'	We were so scared that we couldn't escape this time that was our start and our end and this would be our destiny. We believed that we would be handed over to the TALIBAN troops They would separate all the women, girls and the men
	'solution'	After the sum of all our fears we were able to rescue our selves because when the TALIBANS were trying to get into our bus, some Mujahiddeen shot them from the back and we all were finally saved
	'reaction'	For that I thank GOD and I know how precious our lives are.
	EPISODE 2 'solution'	Finally we arrived in Pakistan at Karachi. We were so tired that we just wanted to sleep and we were so thirsty that we wanted to drink water from a stream. We lived in Pakistan in Karachi for 3 years . My mother used to sew clothes and from the money she received, she would buy us a few clothes and food for all of us. I used to go to our neighbours house for some Basic English classes. The lady who to teach us, she would not take any fee from us. She was so kind and like an angel. She helped us a lot and because of her help on the first day when we were in Sydney airport I was at least able to ask my way out.
	'reaction'	I like Pakistan so much because while we were there, our Pakistani neighbours treated us as their own family members
	'reflection'	When I was in Pakistan, I knew that it wasn't the end of our journey through these various difficulties. I myself felt very happy when I heard that the Australian government had accepted us to come here under the humanitarian procedure. From that day I said to myself, how lucky I am going to Australia where all the peoples are given the equal rights where there is freedom to do what u want and all the peoples dreams comes true and all our sadness will be forgotten by us

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.3 (continued) HSZ

	'solution'	On our last week in Pakistan our neighbour brought us a lot of clothes for my mother to sew them. My mother sewed these clothes but she didn't ask for the payments. We went to the Pakistan National Airport to depart from Pakistan to Indonesia.
	'reaction'	When we got on that plane, I couldn't believe that it was real. I thought that I was dreaming or something
E v e n t s (c o n t)	'EPISODE 2' 'event'	When we landed at the Kuala Lumpur airport, we waited there for two hours for an immigration worker to come and tell us further directions on how to get to Australia.
	'reaction'	We enjoyed it a lot and we were finally in peace. We knew we actually had a hope of not being discriminated, pushed to do what we didn't like to do. We felt released and secure being in such a nice and comfortable place between so many kind people, who were ready at any time to help us out.
	'event'	We stayed at the Kuala Lumpur's airport's hotel for almost 13 hours.
	'reaction'	When we got in the plane I thought that it was the best moment of my entire life. We were so happy and I couldn't wait till the next morning.
	EPISODE 2 'event'	The next day we arrived at the Sydney airport.
	'reaction'	I couldn't believe that we were finally in Australia, safe, secure and in peace.
	'event'	We came to live in Sydney. It's a very good but expensive place to live, but anyways we got very well with everything with the help of some immigration workers. After we settled in, we went to the city to explore the sites of Sydney such as Darling Harbor, Opera House and Sydney Harbour Bridge.
R e o r i e n t a t i o n	'reaction'	I love Australia so much because I've everything I want here except for my father of course however I know can't have him back.
	Reassure 'acknowledge'	Now I'm in year 10 at Holroyd High School. I really like to school without any distractions to my studies. One person who I admire a lot is my principle Ms Dorothy Hoddinott, who was always been there to help me at different times with a lot of things in my school life.
	'reflection'	Sometimes I wish I could go back to my country to visit my grandma's family and the poor people who I really want to help because we are the fortunate ones who came here and now are able to earn money, study, work and help our country's poor people. We are the future of our country.
	Appeal 'petition'	Last but not least, I have a request for the Australian government. Now that they have helped us so much, could they please help free the refugees please help them as other human beings because they come here as asylum seekers to seek the opportunity to rebuild their lives. They just want to be given a chance for a bright future.
	'acknowledge'	Finally special thanks to Miss Quynh and Mr. Saleh who gave me this chance to speak out in public and also thanks to my principal, Ms Dorothy Hoddinott, Mr Stratis and Ms Wielinga and to everyone who is here today and who have listened to my speech. Once again thanks a lot for listening to me. I hope I have been able to give you an idea about the situation and experiences of refugees struggling to survive.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.4 HEJ: Prize winning essay published by Refugee Action Group

Element		hortatory testimony
Stg	M/F Phase	
B a c k g r o u n d	MOTIVATE Legitimate 'reflection'	<p>Leaving you country is one of the most important decisions a human being can be forced to make. It means a break with all that one knows about living – how to earn a livelihood, how to fit in to a society, how to respond to a landscape, how to touch, smell and taste. Every human lives with the images of childhood; for the refugee only memories remain. Sometimes they are replaced by visions of hope for a new world that offers a better way of life. Even if the change to a new way of life is successfully managed, the shock of loss remains.</p> <p>We come from the destroying enemy We have come among you in Australia to seek homes or places where we will be safe from the barbarisms of the accursed foe How sorrowful will be our or any other refugee's position. How desolate their hearts. We refugees have learned by sorrow and distress our dependence on human sympathy All over our bountiful country the cries. of the hungry and the prayers of the needy are echoing.</p>
	Identify 'setting'	<p>I AM A REFUGEE. The refugee is a kneeling person, kneeling in front of the captain of a ship to ask for a reduction of their escape price, kneeling in front of the international organization to ask for their fortune. The refugee's social distinctions, wealth, power, social function, have collapsed completely and evaporated like smoke.</p> <p>What is left? A human being without any mask. What makes a person sure and secure but their culture and social identity? A refugee is a person who feels they are unstable, insecure, and this can clearly be seen in their attitudes. For the refugee there is nothing that is more important than to live in another country as soon as possible, to get out of the refugee condition and obtain again the prestige and rights of citizens.</p>
R e c o r d o f E v e n t s	Legitimate 'problems'	<p>And so began a surrealist nightmare that has virtually no parallel in my life. I suppose the reason for our leaving goes back to when I was eleven or twelve years old. I don't have any attractive or amazing memories of my childhood to wind them back again.</p> <p>My family and thousands of other families were in danger and persecution of blood thirsty Taliban. Because of the very long period of war in Afghanistan, the country was destroyed and it was hard to live there. All the people who managed to escape persecution and war in Afghanistan pay a very high price. I, in the generic state of being female, was in danger, so also my sister and mother. I didn't have the right to get educated. In Afghanistan girls and women are denied education, health and employment outside the home. We should have had freedom of movement and a measure of respect as individual human beings but this was not the case, in fact we were prisoners of our sex.</p>
	'reaction'	The most horrific sound that I have heard during my childhood is the screaming of innocent children, crying of mothers near the corpses of their children and the dirge of widows from losing their husband. It still whispers in my head.
	'problems'	<p>They killed any people they wanted like animals. Animals might even get killed better than them. Sometimes they killed a whole family together – that was lucky for them because they could die near each other. The Taliban said, 'if we kill by gun we waste our bullets and it is very dull if we don't kill someone every day.'</p> <p>They violently raped girls and women which ended in suicide and anguish. I will never forget the doleful day when I lost my best mate. One day I and my dad went to get mum's medicine. On the way back I saw my friend's dead body in front of the door near our house. It was so horrible to see her unclothed. She was sexually harassed and raped. Her mum was shouting, screaming and hitting her head with her hands.</p>
	'reaction'	I was sure my friend didn't want to live in this an unfair world anymore. She couldn't wait for a better and peaceful life with equal rights. We were always coming to meet each other at the rooftop. I could feel her empty space in my heart.
	'reflection'	I was always wondering to myself: are we born to carry all this suffering? Why can't I be like my granddad to go out and fight for my country? Why did God put difference between men and women that I had a fear of going out? This probably was the reason that most parents loved to have a boy child.
	'problems'	My family were under so much threat and risk. I didn't know how long I would be alive and live in this unlikely earth. Every second, minute and hour, it was somebody's turn to die and it could be my turn at any time.
	'reaction'	OH WHAT A HOPELESS LIFE! Everywhere was terrible – the Taliban were attacking and bombarding houses. I wish it was only the fear of the Taliban but there were so many other dangers - like being a member of the Hazara ethnic group.
	'solution'	So we decided to leave our homeland and get to a safe country. I went to say goodbye to my friend. I told her that she was lucky that she got out of this condition. I told her to ask God when this war will end. I told her I'll never forget the days we had at the housetop. And then I started to cry as much as I could.
	'problems'	I thought it was getting late, so I came back home. I saw everyone ready and waiting for me. My sisters and brother were crying. I thought they were crying because of leaving everyone and our homeland, but this was wrong. My uncle was killed. Yes, one more family increased on the average of widows.
	'reaction'	I couldn't believe it. My tears just came out of my eyes.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.4 HEJ (continued)		
R e c o r d o f E v e n t s (C o n t)	Involve 'EPISODE 1' 'problems'	We left our country. It was so hard to travel without any transport. It was hard on my mother, who was pregnant. We didn't have enough food to survive. My little sister was thirsty all the time. We didn't have any clue where we were going.
	'solutions'	Our smuggler told us the best country, which has equal human rights and welcomes us all, is AUSTRALIA. He told us Australia is one of the most amazing countries that we can go to..
	'problems'	We arrived in Indonesia by airplane which was a very frightening journey – at any time we could have been arrested. The time was getting closer for my mum to give birth to her child. Suddenly one night I heard my mum needing help. We had to get her to the hospital. We were strangers in the hospital, we didn't know the language to tell the doctor about my mum. So she had to wait for half an hour for my dad's friend to get to the hospital to do the translation.
	'solution'	At last she gave birth to the child. I heard a baby crying. I saw my new baby brother.
	'reaction'	I felt so alone for not sharing that happiness with my relatives in Afghanistan.
	'EPISODE 2' 'problems'	Unfortunately my mum had a caesarean. She was tired and looked so weak. The doctor told us she had to rest at least twenty days, but after nine days she had to get up otherwise we would miss the boat. Our boat was so small and disgusting. There wasn't any space for my mum and the baby to sit.
	'reaction'	Everyone on the boat was looking frightened. I was so scared. All the people were vomiting, including me. I was so sick. I should have taken care of my mum but she was taking care of me.
	'solution'	After ten horrible days in the boat and after several rejections of an Australian navy ship we arrived to Australia.
	'reaction'	OHHHHHHH..... this is not Australia. Australia is a country which will welcome us. This is a jail. My dream is not that I should find myself in the middle of a desert, a place with wire fences all around and soldiers with guns. We were coming with heaps of hopes to Australia – but we were disappointed.
	'EPISODE 3' 'comment'	The detention centre was a place where all refugees were kept for several months and years. I think that asylum seekers flee their country because of persecution and danger – they shouldn't be kept in a locked detention centre. We were coming to get protection – not detention. We came to get freedom. We were locked in detention centres, treated like criminals for no reason. The detention centres are really punishment centres for non-existent crimes. They should be closed down.
	'reaction'	People in the detention centre, especially the children, were really depressed. People in the detention centre commit suicide and are in anguish (the same thing was happening in my country). Children were getting mental illnesses. Our hearts were chastened with hopeless and sad feelings.
	'solutions'	I and my family were lucky – we only stayed there for two months.
	'EPISODE 4' 'problems'	Those of us who were lucky enough to be eventually released from detention found that we still did not receive our right to freedom and security. We were given temporary protection visas, which put our lives in limbo for even longer. Temporary protection visas extended our suffering. We were sent to Tasmania and then we came to Sydney because of our parents.
	'reaction'	We loved staying in Tasmania but my parents were really sad, worried and bored.
	'solution'	So we came to Sydney because we heard that my parents could meet some people from Afghanistan so they could communicate with them.
	'reaction'	It was very hard to settle into the community properly and make a new life for ourselves and our family when we knew we could be deported at any time.
'comment'	We, and all other asylum seekers, risk our lives to get out, and now we have to survive in a totally different society, with different language, different culture, separated from family and friends. We all came with hopes for a life of peace, freedom and dignity.	
'solution'	After waiting nearly four awful years without knowing our future, we were granted a permanent visa on the 18 th June 2004.	
R e o r i e n t	Reassure 'promise'	And right now I am studying year 10 at Holroyd High School. I will try my best to get good results and get into university to study medical science and be a professor. I would also love to be a politician. I will show to Australia that by accepting me in their country I will repay them back. I will contribute to make Australia a better country.
	Appeal 'Petition'	I hope that the policy on refugees will change, because refugees' rights are human rights. I hope that we will achieve equal rights about everything such as women's rights.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.5

HST: Address to Qld COSS conference

ELEMENT		Bonding Testimony
<i>Stgs</i>	<i>M/F + Ph</i>	
	Identify 'setting'	Dearest friends' good morning! It is a pleasure for me to be here with u today, as some of u know my name is Tamina, I'm an Afghan refugee who came to Australia nearly three years ago, I started my education in Australia on November 2001, in intensive English centre. Now I'm studying year 12 and hopefully trying to continue my education in the level I always dreamt of.
B a c k g r o u n d	'rapport'	Reading, writing and speaking in English for me was one of the biggest dreams, even though I'm not that good in my language right now, but I still feel proud and this is encouraging me constantly to continue the way I decided to follow!
	Legitimate 'problems'	As a child my dream was to be an educated person when I grow up like every other successful people, and be free on what I want to do, for my bad luck the year I was going to go to school the Taliban got the control In my country and I had to stay home and not go to school!
	'reaction'	Even though I was very young, I was thinking that I won't have the bright future that I was hoping for, and therefore my job was to cry day and night and bed my parents to find a solution for my problem,
	'solutions'	there was when my father's friend came to Afghanistan and as result that his wife was a teacher, she decided to teach me and some of my friends who were our neighbours, and that was when I first started my education.
	'problems'	My problems started when Taliban banned education for the girls in Afghanistan! There was when we had to study in secret way in which no one knew about it, I loved studying but I was full of fear when we were starting our listens everyday in early mornings, we continued our education about 5 years and that's how I know a bit about my language, culture and etc.
R e c o r d o f E v e n t s	Involve 'problems'	My journey to Australia started when my father's situation was in its worst band, and we had to leave my country or die, so u know what was the choice. Without saying bye to any of my friends, family and neighbours or informing any of them we decided to leave Afghanistan in night time to Pakistan. After 4 several days in the way we finally were in Pakistan, finding people who can speak my language in there was hard for us who knew no one there
	'solutions'	but my father finally managed to find someone who could guide us, he informed my father about the situation in Pakistan and encouraged him on going overseas.
	'problems'	As a result we didn't have all the money that is needed to go overseas with my father we finally had to let him come to Australia in his own, he promised us that he'll be back to us within less than 3 months.
	'reaction'	Living in a tough situation in Pakistan was sometimes even worse than living in the war torn situation in my country. Sometimes I was wishing as if I was dying and never going to come to Pakistan, because living in there was without any points, we didn't have access to books TV radio or any other kind of entertainments that could be important for us and give us hope, but the only power that was making me and my brothers have the strengths that we had was my mother who was giving us hope everyday more than yesterday.
	'problems'	Days passed and we were all hopeless about my father who was all alone in his sad lonely journey, while we couldn't do anything about. I was in a stage that started to destroy all the hopes that I built in my heart,
	'solution'	but one day finally after nearly one year we heard that my father is in good health and he is wanting us to come to him in Australia, in the same way that he came because leaving us in Pakistan in a such situation was the worst thing, so we started to come to Australia and my father send some money that helped us all get in Australia.
	'problems'	In the second week of being in Australia I started to feel lost again, and that was because I just realised that we are going to stay there for a long time, and not meeting my father,
	'reaction'	I was hopeless towards everything, until one day it was our turn to get out of there, watching people in their worst situation everyday, committing suicide, fighting and their crying was the most aggravate thing I remember from there,
'solution'	but I should mention that living in there and all the experiences that I had on my long journey until now made me think more carefully about my decisions. I was able to be more cautious and more hopeful on the steps that I had to take in my life.	
R e o r i e n t a t i o n/ E v a l	Reassure 'reaction'	Having my rights and freedom in Australia brought all my descent dreams back to life. This made me think about whom I really am, what am I really estimating and can do. Living in DC gave me a negative image through Australian people and what Australia really is, but coming out and watching everything in reality proved me that I was wrong, that freedom is the power which is giving life to all the ones who've lost their hopes.
	'promise'	My education was one of the most important things that I valued in my life, I did whatever I can to reach it, I waited for it for such a long time and now that I got it I will never leave it in one side, but I will hold it in my both hands and take it as a lamp in front of me to walk in the darkness, because I always believe that education can help and rescue us at any stage.
	'acknowledgement'	Watching people caring about me and my future in Australia was the think that I was waiting for it in whole my life, I didn't know how I really got it, but I know that if I didn't have the support from my family and friends, I would never ever going to be in this stage that I'm standing in here now.
	'promise'	I think them each one by one, and I promises them that I'll do my best to let their dreams become true and help them as much as I can, because I think caring about people is the least but one of the most important thing that people can do for each other.
	'reflection'	Each of us value different things in this world, and each of them has the most greatest points in it, the things that I value in my life are the things that make my friends happy not only for some seconds, but for the life time and as long as I can, I hope I can continue my education and be the one who I was always dreaming, to be able on making my dreams become true one by one with helping my friends in the ways they wanted.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.6 HILM: Radio National 'Lifematters' Interview (including HIN, HIT, HIS¹)

Element	Macro-Recount (including 3x recount/bonding testimony)
Macro-stg	Text 6 HI: Introduction
Macro-Orientation (Issue)	<p>I: Over the last few years there have been over 2,000 children in detention in Australia and in May the Human Rights and Equal Opportunities commission released its enquiry into children in Immigration detention. It found that children in Detention Centres had suffered quote 'numerous and repeated breaches of their human rights, including the right to an education'.</p> <p>So to talk about their experiences of detention and the transition to schooling in Australia, it's my great pleasure to welcome Na, SR and NW and also...and these are three Afghani refugees now living in Sydney, having formally been in detention in different parts of Australia. And they're all attending the same local high School. And it is my pleasure now to introduce the school principal of HHS, DH. Welcome to everybody.</p>
Background	<p>Text 6: HIP</p> <p>I: Dorothy, I am interested in the background of the students at HH generally. How many children come from NESBs?</p> <p>D: Well we really have 2 schools within the one school. I've got the high school which is Year 7-12 and I've got an Intensive English Centre, one of 14 in NSW, most of them in Sydney and that's where children from non-English speaking backgrounds first come when they come into High school in Australia. They spend about 3-4 terms in the intensive centre learning English and learning about going to school in Australia.</p> <p>I: And about how many students do you have in your intensive centre?</p> <p>D: I've got about 180 at the moment but it varies between 180-240 at any stage during the year</p> <p>I: and roughly what proportion of them would be children who have come as asylum seekers or refugees?</p> <p>D: Well it's a fairly high proportion come as refugees, probably the majority of those children now, but asylum seekers, it's not as large as it was, so probably about 10% maximum and more recently, of course much lower numbers.</p> <p>I: In the total school population how many different languages would be spoken by the students?</p> <p>D: 47 different languages are spoken in the school, including of course English.</p> <p>I: That's extraordinary, isn't it?. Do your teachers have special training?</p> <p>D: Not in speaking other languages. But they do have special training and in our school a lot of our teachers have done a course to help them deal with NESB children in the classroom. And a lot of our teachers have also had training from STARTS which is the organization which looks after the victims of torture and trauma and that's to enable them to deal sympathetically with children who may be traumatised.</p>

Sts	M/F + ph	Text 6 HIS: Elemental recount/testimony within HILN Macro-genre
O r i e n t a t i o n	Identify 'setting'	<p>I: S I'd like to start with your story if I may. How did you come to Australia?</p> <p>S: I came to Australia in 2000 by myself by the help of a smuggler. And without family I arrived in Australia 27.12.2002.</p> <p>I: So, How old were you when you came to Australia?</p> <p>S: At that time I was only 14 years old when I left my country coming to Australia</p> <p>I: And you come from Afghanistan?</p> <p>S: Yes, I'm from Afghanistan</p> <p>I: And did you say you came with a smuggler?</p>
R e c o r d	Legitimate problems	<p>I: Tell me the journey. How did you get from the family home in Afghanistan to the shores of Australia?</p> <p>S: When the war would be starting in our country ...our lives are turning dark and we just lost our hope. My family have decided I should leave my country. I have to go to another country and my father have decided that talk with the smuggler, hand me to the smuggler hands</p>
	Involve problems	<p>and I came from Afghanistan to Pakistan from Pakistan to Singapore from Singapore to Indonesia. From Indonesia we caught the boat to Australia. It takes 11 days but it was, how can I describe the trip? It was full of danger and unsafety and insecurity.</p>

¹ While only the three elemental genres are analysed from a multifunctional perspective, the initial stages of the macro-genre are also identified here.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.6 HILM: (continued page 2)

	<i>Involve</i>	Text 6 HIS (continued)
R e c o r d o f E v e n t s	'reaction'	<p>I: Were you afraid?</p> <p>S: I was afraid. I was sick. I was nervous. We all hopeless We all pray We all were going to be under the water we were afraid we all were going to die. But hopefully, just arrive..</p> <p>I: You were afraid were going to be under the water?</p> <p>S: Yeah, We were afraid we were going to die</p>
	'solutions'	then hopefully our boat arrived in Australian waters where we was hoping to be safe and welcome
	problems'	<p>I: Had your brother been killed by the Taliban?</p> <p>S: I lost my brother to the war, by the Taliban group yeah Yeah the Taliban had take over and they just.. My father was a politics person and they thought we have more gun and more weapon but then they couldn't catch the weapon in my house they catch my brother and murdered him.</p> <p>I: You were in Curtin Detention Centre</p> <p>S: Yeah I was in Curtin IDC</p> <p>I: How long were you there for?</p>
R e o r i e n t a t i o n	'solutions'	<p>S: Oh luckily not long. Just two months</p> <p>I: And now you're a ward of the state. With the DOCS in NSW?</p> <p>S: Yeah I am</p> <p>I: and permanent residency?</p> <p>S: Oh luckily I have been given permanent residency visa</p> <p>I: How long was it before you had any communication with your family again?</p> <p>S: About 3 months ago. After 3 months I received a letter from Mum and Dad</p> <p>I: So is your family OK?</p> <p>S: My family is OK but they have left Afghanistan and they are now living in Pakistan as refugees</p>
I s s u e	'problems'	<p>I: When you were in the Detention Centre, did you have access to Education there, reading and writing and English</p> <p>S: We started learning English at there from ABCD. From the beginning they were very helpful and very kind to us. After 10 days later they stop with everything. They not give enough. The teachers not teach us anymore.</p> <p>I: Do you know why there was that change</p> <p>S: I don't know..(inaudible) Asylum seekers. They did a little bit fight with one another. There was so anger –they keeping them for five years and most of them just 2 years</p> <p>I: So there was sort of unrest in the Detention centre</p>
R o f E v e n t s (cont)	'reflection'	<p>I: Tell us about coming to Holroyd High School with your principal, Dorothy, who's with us here on LM today. What was your first impression of the school?</p> <p>S: I have to say from the beginning when left the camp, I went to Brisbane. From Brisbane I came to Sydney. I My guardian from the Community Service from DOCS.. I have a guardian. Her name is TH. She took me to the Holroyd IEC where I start learning to English. I stay there for 3 semesters. They send me in Year 9. I went the end of the year in Year 9. I have finished year 9. Last year we sit for the HSC in Year 10. We passed Year 10. Hopefully in 2005 we will be sitting for the Year 12 HSC.</p>
R e- O r i e n t (cont)	<i>Reassure</i> 'promise'	<p>I: So you're in year 11 now?</p> <p>S: Yeah I'm in Year 11 now.</p> <p>I: What do you hope for in the future?</p> <p>S: I love to be a(inaudible) I want to finish school and go to uni.</p> <p>I: Do you know what you want to study?</p> <p>S: I would love to do Engineer computing</p> <p>I: Computer Engineering. I see</p>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.6 HILM: (continued page 4)

Stgs	M/F	Text 6 HIT: Elemental recount/testimony within HILN Macro-genre
O	Identify	I: Lets come to Tamina. We haven't met you yet. Good morning T: Good Morning
E v a l u a t i o n	Reassure 'reflection'	I: I'm fascinated on what it's like... before I come to your family story which I will do in a moment...Can you remember the moment of coming to your first Australian classroom for first time not the Intensive Language Centre but the mainstream class, How did you feel about that? T: I felt like I have everything as other people – that other Australians do all the freedom, all the opportunities and responsibilities that other Australians do. It was my first chance of being in class and being accepted as a human who have all the rights study and be educated in big country. It was like a really good chance for me. I: And boys and girls in the classroom T: Yeah, there were boys and girls
		B a c k g r o u n d

	Text 6 HIP (continued)
Reassure	I: Now Dorothy, the teacher of Holroyd HS has just giggled and wiggled with pleasure at the suggestion that because she is a teacher she knows everything. Is there a pleasure in teaching students who are so enormously keen to learn? D: I'd say, first of all there's a pleasure in teaching full stop. These students are an example of good teaching in my school and I'm very pleased with that. But yes there is a huge pleasure. What your listeners won't know is that Sayed, for example, had never been to school of any kind when he came to us and in the four years that he has been with us he has learned not only to speak English fluently and to be able to face up to a radio interview but to read and write to a high level and it might be of interest to people to know the subjects that these young people are undertaking after such a very small time in Australia and such relatively small period of formal education. I guess they could tell you their subjects

M/F + ph	Text 6 (continued) HIT
Reassure 'reflection'/'promise'	I: Let me ask Tamina. What are you studying? T: I'm studying Science, chemistry, biology, physics, maths and English I: And how did you catch up? Because presumably many of your fellow students had had some extra years in those subjects. T: Well, I see it as my responsibility to study and I really love to be educated person so I will have all my chance and all my time to study so I'll try my best for everything I: When you say your responsibility, what do you mean? T: Because my parents, most of all left their country because of us. They had everything in their country, even if were going to die it wasn't so important for them because they've lost everything in their country so they flew their country and they ran away. That was all because of us because of me and my brothers. And I see it is my responsibility to tell them that I am a responsible person and I know how to say thankyou for doing all these things for us I: Is that a big pressure on you? T: yes it is. It is a big pressure I: Mmm because you must feel that you need to succeed to make it all worth it? N:Yeah, that's right.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.6 HILM: (continued page 6)

Text 6 HIP (continued)	
Reassure	<p>Dorothy, what impact on the broader school community do these young students have when they come out of Holroyd High School's intensive language centre after 3 or 4 terms? What impact do they have on the classroom; you know this tremendous keenness for education, does it have an influence on the whole school population?</p> <p>D: I think it must have I mean the school is like most high schools it caters for the full range of abilities and interests and things like that. What you notice though with the children of refugee background is their commitment into improving themselves and focus on the work. Nahid has been learning English only two and a half years and that already says something about her sense of commitment that she can talk in this fashion and so on. I think that they influence the way we think and they influence the sensitivity of the school to issues of this kind. Whether every child in the school is receptive to that of course is another matter but I think that in the last few years these children have changed the way the school operates and they've certainly changed that I think and that many of the teachers think.</p> <p>I: Could you just give me an example of what you mean by change the way the school operates and the way you and the teachers think?</p> <p>D: Well I think we had to focus a lot more on support for children whose educational backgrounds and whose life experiences weren't the given that you might expect from Australian children so we revised our main school curriculum so that we could take into account their language needs and things of that kind. We have the only stand alone year nine ten English as a Second Language Board of Studies endorsed course - that's a mouthful isn't it - in New South Wales so that children can study ESL and get recognition for that on their School Certificate. We have a large number of student's studying the HSC ESL course and we give them a great deal of language support and we also have provided support I established a trust fund within the school accounts two years ago and raised monies through donations to provide additional materials support to students we are currently supporting a girl through her second year of University a Bachelor of Medical Sciences with that fund.</p>

St	M/F	Text 6 HIS (continued)
C o d a	Appeal	<p>I: Our time is up I am afraid but Saleh, do you hope that a member of your family can join you here in Australia. Is that what you're going to try for? Now that you've got permanency yourself?</p> <p>S: But the permanent residency is just my mum and dad have to come here. I'm still feeling of those who are in Temporary Protection Visas like my friends Nahid and Nooria and other people whose life is in danger. They can not return back to Afghanistan. I'm still feeling of those...</p> <p>I: You're feeling for your friends?</p> <p>S: I hope that mercy will show the same as mine to them as well</p>

Macro-stage	Text 6 HI (continued)
Macro- Re-orientation	<p>Its been very much a pleasure to speak to you each of you and hear your stories and thank you for coming into my radio studio. My guests have been Nura, Saleh and Tamina and with them Dorothy the principal of Hanley High School in Sydney. You're listening to <i>Life Matters</i> on ABC Radio National, your thoughts on everything we have been listening to today would be most welcome you can email us at lifematters@your.abc.net.au or write to us care of ABC Radio National GPO Box 9994 Sydney 2001, or of course you can record your thoughts on our message line and I will give you that number in a moment.</p>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.8 HITZ: Radio Interview JJJ Hack show

Elements	Hortatory Exposition
Issue	<p>I: Last year the family court ruled that 5 children detained at Woomera should be released into Foster care. It was a huge decision and gave hope to refugee activists that all children in immigration Detention centres would soon be released. But those hopes have taken a blow today. The full bench of the High Court has ruled that the Family Court did not have the right to intervene on the issue of children in detention.</p>
Identify (establish authority)	<p>This afternoon on Hack, we're going to talk to some people who know what life is like for children in Detention Centres. Zahra and Tamina are students at Holroyd High. Last month they went to Parliament House in Canberra and presented a petition signed by school students asking that all children in Detention Centres be released. Tamina herself spent 8 months in Port Hedland Detention centre. Zahra spent time in a refugee camp in Pakistan after her father was murdered by the Taliban.</p> <p>We're also joined by Alana Sherry who's a coordinator of the group, Chilout who are campaigning to get children out of Immigration detention centres</p> <p>I: Hi to all of you. Thanks for coming in.</p> <p>A: Hi Steve</p>
Thesis (put forward position on issue)	<p>I: Alana, to you first, can you explain what this decision means?</p> <p>A: It means that the minister won the case. The minister appealed against the decision by the Family Court last year to release the kids, took it up to the High court and the High Court said "That's right the Family court has no power to order children's release."</p> <p>But I guess the point is that we shouldn't be fighting about in the courts at all because it's just completely illogical to lock up children, innocent children indefinitely but this is what this country, this government is still doing</p> <p>I: So why are we fighting this in the courts? I mean, it costs a lot of money to go the High Court to appear before a full bench. Why is the government taking this so seriously?</p> <p>A: because they are serious about their border protection policy, um, the cost of which is the detention of hundreds of children and their parents, um, since 1992 but they are continuing to fight it so that, um, I guess it doesn't set a precedent and the other 150 kids that are in detention go to the Family Court too</p>
Argument 1 (legitimate position through personal experience)	<p>I: Z and T you both went to Parliament House in Canberra to lobby the government to change their policy and to release children. Tell us why you believe that children should be released from Immigration detention centres</p> <p>N: Well I have been in a detention centre and I know how it feels for people to be in there. Like, for example every week they can see people suiciding over there and I don't think it's a good idea for kids to see every week or every day and especially fighting and all this stuff. I don't think it's a good idea. And then, um most of the people who come in here, they want a better life, a better future, a better thing, a place, a better thing than what they had in their country, so I don't think they would like to stay in their camps or stay over there to live all the rest of their lives over there..it's hard for them</p> <p>I: Tamina you mentioned seeing people trying to commit suicide. What kind of impact does that have on children, seeing people self harm, seeing people go crazy, all within an environment that you just can't get out of, that you don't know when you're going to get out of it?</p> <p>N: Well, it was for me and my brothers like that, that we were scared, sort of really scared. We were going inside the rooms and closing the door after us and thinking 'what's going to happen if they go crazy more?' Are they going to come and kill us or do something worse. Then when the officers were coming, they were going to take them like long time and they were.. um, I don't know where they were taking them but after a long time when they were bringing them, they were again trying to suicide and do bad stuff like they were doing before</p>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

<i>Elements</i>	Text 2.8 HITZ (continued)
<p>Argument 2</p> <p><i>(legitimate position through personal experience)</i></p>	<p>I: Zeba, why do you think children should be released from Immigration Detention Centres?</p> <p>Z: I think it's just common sense that children, or anyone, don't belong in Detention Centres because when they come to this country or any country they seek asylum too. They want a better future and when they go to that country, they take their dignity and their skills and stuff to that country, to contribute there.</p> <p>Alana: Just on.. both the girls said 'a better life'. By that they don't mean 'a better life with more Play Station' or you know...</p> <p>N&Z (chorus): Oh no</p> <p>A: (interrupting), Girls the people listening mightn't know. You mean you're fleeing from sure death</p> <p>N: Better life for us means better education. Better life means</p> <p>Z: (Interrupting) Shelter</p> <p>N: being respected in a safe area, an area where people can respect you and know what is your value. That's a better life.</p> <p>I: What kind of education do you get in a detention centre?</p> <p>N: Um, It's..um, there wasn't any good education as long I was there but after I got out there were some teachers coming. And while I was there, like, there were two or three teachers coming once or twice a week and teaching ABCs for the kids and for adults, like. Adults weren't going to learn anything because they were sad and angry because of what, they didn't know what is going to happen to them after that. But for kids it was like a good idea because, for 24 hours they were just sitting in their rooms and not doing anything. So it was better than nothing.</p>
<p>Evaluate counter position</p>	<p>I: So you both got to put your arguments to the Minister for Immigration that children should be out of detention centres. What did she say back to you?</p> <p>N: Mmmm she didn't say an exact answer for us</p> <p>Z: Nothing</p> <p>I: She dodged it, did she?</p> <p>N: She just tried to put us like somewhere else. when we started from somewhere she just ended up with somewhere else that is differently, so opposite</p> <p>I: You were going to say something Zeba.</p> <p>Z: Yeah, like when we were saying that children don't belong in Detention Centres, she just like said 'When they come here, like, they have plans, like, they choose to come here and like they know what they're doing". I think she means like that they are not so innocent. And like also she said people who are in TPV, they can, .. (giggling).. she didn't even say get married..well it is a bit embarrassing but I'll say it, like, have babies and you will automatically get accepted in Australia, like you will be Australian if you marry an Australian.</p>
<p>Reinforce thesis</p>	<p>I: Zeba, your circumstances are interesting in that you came from a refugee camp on the border of Pakistan through the Humanitarian Immigration program, the Immigration program that Phillip Ruddock and Amanda Vanstone said is the right way of going about things and they call people who come here by boat, Queue jumpers, people, I guess, like Tamina. You're the person who is apparantly in the legitimate queue. What do you think about the idea of calling people who come here seeking asylum by boat queue jumpers?</p> <p>Z: I don't think it is appropriate to call them queue jumpers 'cos they just seek asylum and that's not wrong, like we should give right to any one who seek asylum and give them a go</p> <p>I: Thanks a lot for coming in this afternoon to JJJ.</p> <p>Z,T,A(chorus): Thanks a lot to you</p>
<p>Review</p>	<p>We were talking there to Tamina and Zeba they're both from Hanley High, young refugees who recently put their case to the Minister for Education We were also talking to Alana Sherry who's a coordinator of Chilout. They're a group campaigning to get children out of detention.</p> <p>And the reason we're talking about it this afternoon is that there has been a High Court decision, a full bench decision that has overruled a family court decision last year that allowed 5 children to be released from detention.</p>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.9

HSS2: Speech Town Hall Rally June 10 2004

Elements	hortatory exposition
Identification	<p>In the name of God the most merciful and compassionate.</p> <p>Good morning ladies and gentleman, teachers and fellow students. As you all know my name is Saleh, I am honoured to be given the opportunity to speak here and I am thankful to my teachers.</p>
Issue and Thesis	<p>Firstly I would like to say that my topic is about refugees. I don't think refugees are treated appropriately.</p>
Argument (Legitimate position)	<p>Let me explain why. Refugees and other people who have suffered human rights abuse, come to Australia to seek safety from persecution. If these people were to return home they would face possible death, torture or violence.</p> <p>These people would return home as soon as they could but they cannot because they fear for their lives, women and children are forced to take desperate measures to seek protection. Australia was one of the first countries in the world to sign the refugee convention in 1971. This refugee convention is the international law that sets out the rights of refugees across the world. The convention and the universal declaration of human rights are given to refugees to seek asylum if they have a well-founded fear of persecution.</p>
General Appeal	<p>All Governments such as Australia who have signed the convention, must make sure that asylum seekers are treated with dignity and respect when they arrive.</p>
Specific Appeals and Legitimation	<p>I think Australia should accept the boat people, they have come to Australia because of the discrimination of their ethnic group, race, religion family members or political reason. Refugees come here taking enormous risks, facing danger and spending a lot of money. Most Australians are boat people, British people settling first in 1788 they invaded the Aboriginal people's country. Refugees are not treated appropriately; the refugee convention signed by Australia is ignored. People are in detention centres without proper help and support; some people have been kept in Detention for up to four years. It is unrealistic to expect refugees to have all their documents with them, it would be far too dangerous because our government would not help with documents - they aim to make it difficult.</p> <p>The Australian government must find a way to identify us and give us help without needing to have documents. In my opinion the Government does not have the right to reduce refugees the numbers of official refugees intake because of illegal arrivals. There are not many illegal arrivals and a country like Australia should and must be able to help with the boat people. Refugees want to live in a safe environment and in a democratic country. 80% of boat people have refugee status.</p>
Reminder	<p>Please go away today and give a moment's thought to what it would be like to live under these circumstances.</p> <p>Thank you for listening.</p>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.10. HIH: Letter to the Minister for Immigration, Senator Amanda Vanstone.

Presented to the Minister in Canberra by ChilOut Ambassadors on 13 March 2004.

Elements	hortatory exposition
Identif-ication	Dear Minister, I am one of the citizens of this great country and also this unique world of ours. I am not that experienced about this world, but I am old enough to see the situations that happen in our society today.
Argument	You can see what all people hate to see, that is war!!! This is the reason that many people leave their country, their mother country, and escape to another country to get a better life. Who doesn't want that?
Issue	The topic that I want to discuss with you is about the people in detention centres.
Arguments	<p>I do understand why you keep them in detention centres, but if you think about it, I am sure that a terrorist will find a much, much easier way to come to Australia and attack this beautiful country of God. This explains why people that come on their unsafe and therefore unpleasant boats to Australia aren't terrorists.</p> <p>The other reason why these people risk their sweet life to seek refuge in this country is because of the terrorists that attacked their country. So why would they try to do the same horrible thing to somebody else's country?</p> <p>My final argument is about keeping children in the detention centres. Have you ever thought about kids growing up with a significant amount of their childhood in a detention centre, locked up as a criminal, for a crime that they weren't even convicted of, how would they feel and think? What kind of person would they be when they grow up? I am sure that they would feel hatred for the country which did this to them, therefore they always feel negative about that country.</p> <p>My question is: wishing a new, fresh and a better life, how can that be a crime for any people to wish for? Why would people risk their life, and cross the seven seas in this horrible way to come and destroy somebody else's life and their life?</p>
Appeal	If the government still believes that this idea is wrong, they could at least allow families with children to live in the civilized suburbs, along with tolerant Australian people. In this case they would also learn this great, multicultural culture of ours and also learn a new language. This protects children from getting psychological problems which may appear in their future life.
Conciliation	Thanks for your valuable time. Sorry for my horrible hand writing and my grammar. I am a migrant and I wrote this letter before my friend leaves our multicultural school [for Canberra].
Request	I wish that if you could, please respond to my point of view, if you have time. A student at Hanley High School, Sydney.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

2Aii: *Chilout genres key linguistic features realising field and tenor*²

Text 2.11	HSZ: hortatory testimony	
Identify	Hello I'm Zeba, I came to Australia as a refugee from the Afghanistan's horrible life. I'm in year 10 at Hampden High School.	<u>personal pronouns</u>
Legitimate institutional emotion	<p>Today I am going to talk about my personal experiences while travelling to come to Australia and what actually caused us to leave our country – the country where we grew up and spent hours of our childhood playing in the snowy mountains, on the edge of a river and in front of our house.</p> <p>When the war started in Afghanistan about 25 years ago, we tried as hard as we could not to leave our country. However, there was no choice, we had to leave – leave everything behind. <i>War</i> was not the only <u>REASON</u> that we had to leave our country for; we left our country also <u>because of the LIMITED OPPORTUNITIES</u> for education for girls. Girls weren't allowed to go to school. They kept us (girls) inside the house <u>because</u> they thought that we were suppose to be staying at home and doing the house work as a house wife. We also weren't allowed to raise or voice our opinions or to protest against any <u>unfair TREATMENT</u> from any one. It has been about 25 years that my country hasn't seen any <u>peace</u>. During the war, we lost two members of our family. One of them was my father and the other was my uncle. I was <u>devastated</u> when I heard that they were killed by THE TALIBAN.</p>	<p><u>causal unfolding</u></p> <p>GENERALISED (ABSTRACT) PARTICIPANTS</p>
Involve 'EPISODE 1'	<p>When we left Afghanistan, we travelled to Pakistan, where we lived for three years. While travelling to Pakistan we've <u>suffered</u> from different tragedies, one of the most <u>devastating</u> was whilst we were on the bus travelling to Pakistan. Our bus was suddenly stopped by some TALIBAN troops. We were so <u>scared</u> that we couldn't escape this time that was our start and our end and this would be our destiny.</p> <p>After the sum of all our fears we were able to rescue our selves because when the TALIBANS were trying to get into our bus, some Mujahiddeen shot them from the back and we all were finally saved. For that I thank GOD and I know how precious our lives are.</p>	<u>explicit expressions of emotion</u>
'EPISODE 2' Marked themes: (re) setting text in time	<p>Finally we arrived in Pakistan at Karachi. We were so tired that we just wanted to sleep and we were so thirsty that we wanted to drink water from a stream. We lived in Pakistan in Karachi for 3 years. <u>My mother</u> used to sew clothes and from the money she received, she would buy us a few clothes and food for all of us. I used to go to our neighbours house for some Basic English classes. <u>The lady who to teach us, she</u> would not take any fee from us. She was so kind and like an angel.</p> <p>On our last week in Pakistan <u>our neighbour</u> brought us a lot of clothes for my mother to sew them. My mother sewed these clothes but she didn't ask for the payments. We went to <u>the Pakistan National Airport</u> to depart from Pakistan to Indonesia.</p>	<u>specific human participants</u>
'EPISODE 3'	When we landed at the Kuala Lumpur airport , <u>we</u> waited there for two hours for an immigration worker to come and tell us further directions on how to get to Australia. <u>We enjoyed</u> it a lot and we were finally at peace. <u>We</u> knew we actually had a hope of not being discriminated, pushed to do what we didn't like to do. <u>We</u> felt <u>released</u> and <u>secure</u> being in such a nice and comfortable place between so many kind people who were ready to help us out.	<u>personal pronouns</u>
'EPISODE 4'	The next day we arrived at the Sydney airport. I <u>couldn't believe</u> that we were finally in Australia, <u>safe, secure</u> and <u>in peace</u> .	
Reassure	Now I'm in year 10 at Holroyd High School. I really like to school without any distractions to my studies. One person who I admire a lot is my principle Ms Dorothy Hoddinott, who was always been there to help me at different times with a lot of things in my school life.	
Appeal <i>Internal conjunction keying on thesis</i>	<i>Last but not least</i> , I have a request for the Australian government. Now that they have helped us so much, <u>could they plz help free the refugees plz help them as other human being</u> because they come here as asylum seekers to seek <u>the opportunity to rebuild their lives</u> . <u>They</u> just want to be given a <u>chance for a bright future</u> .	<u>Subjective modulation</u>

² Some details have been omitted from texts, however these do not effect the illustration of the linguistic features

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.12	HSS2: hortatory exposition	
Identify	In the name of God the most merciful and compassionate. Good morning ladies and gentleman, teachers and fellow students. As you all know my name is Saleh, I am honoured to be given the opportunity to speak here and I am thankful to my teachers.	
Issue /Thesis INTERNAL CONJUNCTION	FIRSTLY I would like to say that my topic is about refugees. I don't think refugees are treated appropriately .	Subjective modality
Argument	<u>Let me explain why.</u> Refugees and other people who have suffered HUMAN RIGHTS ABUSE, come to Australia to seek safety from PERSECUTION. If these people were to return home they would face possible DEATH, TORTURE OF VIOLENCE. These people would return home as soon as they could but they cannot <u>because</u> they fear for their lives, women and children are forced to take desperate MEASURES to seek PROTECTION . Australia was one of the first countries in the world to sign the refugee convention in 1971. This refugee convention is the international law that sets out THE RIGHTS of refugees across the world. The convention and THE UNIVERSAL DECLARATION OF HUMAN RIGHTS are given to refugees to seek ASYLUM if they have a well-founded FEAR OF PERSECUTION .	GENERALISED (ABSTRACT) PARTICIPANTS <u>causal unfolding</u>
General Appeal	<u>All Governments</u> such as Australia who have signed the convention, <u>must make sure</u> that asylum seekers are treated with dignity and respect when they arrive.	Subjective modality
Specific Appeal and Legitimate OBJECTIVE MODULATION	<u>I think Australia should accept the boat people</u> , they have come to Australia <u>because of</u> the discrimination of their ethnic group, race, religion family members or political reason. Refugees come here taking enormous risks , facing danger and spending a lot of money. Most Australians are boat people, British people settling first in 1788 they invaded the Aboriginal people's country. Refugees are not treated appropriately; the refugee convention signed by Australia is ignored. People are in detention centres without proper help and support ; some people have been kept in Detention for up to four years. It is unrealistic to expect refugees to have all their documents with them, it would be far too dangerous <u>because</u> our government would not help with documents - they aim to make it difficult . The Australian government must find a way to identify us and give us help without needing to have documents. <u>In my opinion</u> THE GOVERNMENT DOES NOT HAVE THE RIGHT TO REDUCE REFUGEES the numbers of official refugees intake because of illegal arrivals. There are not many illegal arrivals <u>and a country like Australia should and must be able to help with the boat people</u> . Refugees want to live in a safe environment and in a democratic country. 80% of boat people have refugee status.	Subjective modality
Reminder	Please go away today and give a moment's thought to what it would be like to live under these circumstances. Thank you for listening.	

APPENDIX 2: GENRE AND REGISTER ANALYSIS

2Bi: Bonofan's TakingITGlobal selected texts

Set 1: Enabling participation

Elements		Text 2.13: Pan 3: Creating Change Published on: Apr 24, 2003
Stgs	M/F + ph	Procedure / Enabling Directive
Goal	Preview	Creating Change
P r o c e d u r e S t e p s	Command	TIG suggests that you need to "Think Globally, Act Locally! Global Change begins with positive action within communities." It's true. To create change anywhere, you need to start locally, and at a small level.
	Legitimate 1	even then, many people our age don't know hot to take action. It all seems to hard, so we stop trying, happy to complain about the world and how we don't have a say. But things can be different, if we choose to make them so.
	Enable	Working on the 3 step process of "Identify, Learn and Involve" will get you started.
	'direct'	IDENTIFY
	'specify'	Before you even start a project or your own initiative, you have to identify your talents, skills, and what it is you want to change.
	'facilitate'	To do this, all you need to do is get a piece of paper and write down answers to these three questions. <ul style="list-style-type: none"> - What do you care passionately about? - What do you want to change in your community? - What skills do you have to help create this change? As an example; you're a good skateboarder who is concerned about theft and property damage at your local skate park. Combining your skills and interests, you may decide that lockers should be installed at your local skate parks.
	'direct'	LEARN
	'specify'	Once you have your idea, it's simple to go out there and get into motion. But before you do, you need to learn a bit about your future project.
	'facilitate'	Try and find out as much as possible, it can't hurt to know a lot about a certain subject. The more you know the more chance you have got to be successful in your project you have started. Some questions you might like to find answers for include; <ul style="list-style-type: none"> - Has anyone else done a project like the one you are planning? - What were their experiences? - What are the causes of the issue you are trying to solve? - What can your project do to address these causes? - What will your project do to address the effects of the issue? These questions may seem pretty hard to answer, but there are lots of resources out there to help you. Take TIG as an example! In terms of the skate park example you may find that: <ul style="list-style-type: none"> - Skate parks all over the country have this problem - they installed cameras in Adelaide but it didn't work - theft was an effect of poor security at venues, making them soft targets for drug-related crime. - Lockers would increase security and decrease the ease of theft.
	'direct'	INVOLVE
'specify'	Here's where you get to really put your project into motion. To get it up and running, you need to inform people about your project, get them involved, and, in most cases, get some funding.	
'facilitate'	Spreading the word can sometimes feel like a bit of a "sales campaign," because, in reality, it is, you're trying to sell people your idea, so start locally, with people who will directly see benefit from it, moving onto people with a common interest. If it's a community project, try and get your local councils, schools, youth groups and local community involved. if it is a larger, nation-wide project you want to start, try and get support from national organisations or government agencies. Step up to a global project, then you might get international communities (such as TIG), international orgs or many other resources involved. People/groups you may approach for the skate park example; <ul style="list-style-type: none"> - local council youth services department - other skate parks - other skaters - skate-related media (magazines, websites, etc) 	
Reassure	NOTE: The examples in this article has been written based on Australian "places recreation" but anybody over the world can use this as a basis for Creating Change	
Greet	Peace Besty	

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 2: Promoting participation (a. publicity genre)

Stgs	M/F + ph	Text 2.14 B5A: MPH - UN World Summit '05 August 3, 2005 10:07 PM
Back-ground	Enable	The UN has recently released the Draft Outcome Document for the World Summit later this year (September 12-14). The text of this document can be found at http://www.un.org/ga/president/59/draft_outcome.htm or is available as a PDF at http://www.whiteband.org/specialIssues/UNSummit/july22_draft_outcome_document.pdf (38 pages)
	'petition'	Let's hope that the general Assembly continue in their war against poverty!
Event	Enable	Two more Global White Band days: Saturday 10 September
	'petition'	Second global White Band day. Wear the White Band! This White Band day aims to influence world leaders who are gathering at the UN Millennium Summit on progress towards achieving the MDGs in New York 14-16 September.
	'petition'	Saturday 10 December Third global White Band day. Wear the White Band! This White Band day aims to influence the World Trade Organization (WTO) meeting in Hong Kong on December 10. (http://www.makepovertyhistory.com.au/whiteband.html)
	'petition'	What are you doing to MakePovertyHistory?

Stgs	M/F + ph	Text 2.15 B5N: MPH - Our Generation's Challenge: The Road Trip"
Orientation	Involve 'petition'	Next Tuesday, busloads of young, enthusiastic people from NSW, VIC and WLD are heading to Canberra for three days, <i>with one goal in mind: more and better aid from our Government.</i>
Events	Inform	As a lead up to the third and final makepovertyhistory White Band day on December 10, and the WTO Ministerial meeting between December 13 to 18, the MPH campaign along with the Oaktree Foundation, UNYA< World Vision Vision Generation, and the Micah Challenge, <i>are calling for the government to increase aid, put in place fairer trade rules, and forgive debt to the poorest countries that owe the Aust. government money.</i>
	'petition'	Over the course of the three days, we will be meeting with politicians, ranging from Malcolm Turnbull to Peter Costello, meeting with AusAID representatives and advising on the 2006 White Paper on Australia's Aid commitments for the next year (<i>where we are hoping to include an MDG framework</i>), along with a meeting with the HR Sub-Committee of the Joint Standing Committee on Foreign Affairs.
Aims	Legitimate	<i>The major point of the three days is to work a MDG Framework into Australian government aid activities, and we are very excited about the weekend!</i>
	'petition'	The Oaktree NSW delegation leaves Sydney on Tuesday at 9am. As we travel down, <i>we hope that this trip will leave a lasting impression on our government.</i> After all, all participants are under 25!
	'promise'	More info during and after the Road Trip!

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 2: Promoting participation (b. political review genre)

Stgs	M/F + ph	Text 2.16 B5S: 2nd White Band Day – Sydney
Event	Seek Attention	Hey hey all!! Well, today at 11 am I headed into Darling Harbour for Sydney's events for the 2nd global White Band Day for the makepovertyhistory campaign. And what a day it was.
Description	Motivate 'petition'	Along with all the speakers, 8 were school students from 8 different schools in Sydney. They were presenting their views on the Millennium Development Goals, and they were allotted about 2 minutes each for their speech. And those 8 speech's were some of the most clear, inspirational and precise speech's I have heard regarding the MDG's. It just shows the world that young people can stand up for what they believe is right, and do, in fact, have a voice. Hopefully, that voice will carry over to the UN summit. Lets hope so, anyway. Besty

Stg	Int + ph	Text 2.17 B5S2: Voices Against Poverty
Product ID	Seek Attention	Well, in the mail today I found a surprise, which I had totally forgotten about until it arrived. In the mail, all the way from Canada, was the MDG Youth Action Guide, along with other material, from TIG, GYAN and the Millennium Campaign 'Voices Against Poverty.'
Product evaluation	Involve 'petition'	I have to say that I love the youth action guide. I had already downloaded it from the net, but in printed form, it is very useful. Also, the posters, bookmarks and postcards that came to are very cool. And a white band from the Millennium Campaign was also included. It reads "Voices Against Poverty No Excuse 2015." So that now adds to my collection of makepovertyhistory bands as well! hehe One of the quotes included in the youth guide is one from Lenny Kravitz. "No president, no leader, no king, no emperor... nobody's going to change this, except the people!
Appeal	Motivate/ Appeal 'petitions'	And it is so true. No politician is going to change this. Only the voice of 6 billion people will. The UN Millennium +5 Summit met, and it was basically a failure. If we are to meet the Millennium Development Goals by 2015, the people must raise their voice. Not just for a one off event, such as Live8. No, for the coming years the people of this world must let the politicians, our representatives for their various governments, that we won't stand up any longer to the injustice of poverty. One voice can change the course of history for a country. We saw that with Martin Luther King. Imagine what the voices of the world's people can do. Besty 2015 could be the first time in history that the world eliminates poverty, but we have to all work together and take action now!" Only With Your Voice MDG Youth Action Guide For More Info www.millenniumcampaign.org mdg.takingitglobal.org

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 2: Promoting participation. a. promotional review (continued page 2)

Text 2.18 B5D: Our Generation's Challenge: The Roadtrip - Oaktree Foundation		
Stgs	Int Ph	recount
O r i e n t	<p>Preview</p> <p>Legitimate</p>	<p>Between the 29th November and the 1st December, 200 young people from across Australia converged on Canberra to take the message of the makepovertyhistory campaign to the 'powerbrokers' of our country. Representing the Oaktree Foundation, World Vision's Vision Generation, UNYA and other organisations, these young people attended over 15 meetings with senators and over 30 meetings with MP's from across the country, including a meeting with Treasurer Peter Costello.</p> <p>Why do this? We believe that the framework for development contained within the Millennium Development Goals (MDG's) is one in which the Australian government should fully commit to, along with all targets contained within the MDG's. We also believe that the MDG's contain a framework in which development at a global scale can be effectively measured, with the ultimate goal of the eradication of extreme poverty.</p>
R e c o r d o f E v e n t s	Involve	<p>Day 1 - Tuesday Nov 29</p> <p>With buses driving from NSW< VIC and QLD, and plane flying in from TAS and SA, excitement was high. With the Victorian delgation having a brief appearance on 'Sunrise' on Channel 7 before departure, the QLD delegation enduring a 20 hour bus ride, and the NSW delegation having perhaps the easiest ride down, it didnt tae long for enthusiasm to kick in upon arrival at the Australian National University (ANU). The NSW delegation arrived first, with the QLD delegation not far behind, and as such, we faced our first round of meetings with various MP's.</p> <p>For many, it was the first time that they had met with politicians, so this provided many with a crash course in negotiation skills and the skills needed to lobby politicians effectively. All action groups that saw various MP's definitely learnt a lot, with many groups having siccessful meetings, while others faced interesting but difficult meetings.</p> <p>After these meetings, and a dinner consisting of over 100 boxes of Pizza Hut pizza, all action groups, along with the VIC delegation and all from SA and TAS, gathered for a workshop on how to meet effectively with our politicians, as well as strategies to tackle difficult questions, ranging from crruption to debt relief.</p> <p>Day 2 - Wednesday 30th Nov</p> <p>With a wake up time of 7am, many sleep-deprived yet enthusiastic faces greeted breakfast. After our initial wake-up session (also known as brekkie)) the first buses were ready to leave for Parliament House. Meetings started at 9am, with workshops for those who did not have a particular scheduled meeting.</p> <p>Meetings for the 2nd day of campaigning lasted until a little after 5pm, with a meeting with Kevin Rudd back at ANU in the middle of the day. After 5, all on the Road Trip were driven up to the war memorial, where we started a makepovertyhistory march down to Lake Burley Griffin.</p> <p>Following this march, we held an 8 minute vigil at Commonwealth Place, reflecting on the 8 MDG's. After, two local bands provided some entertainment for us, as the night began to wind down. However, once back at ANU, many were not asleep until the earlier hours of the morning.</p> <p>Day 3 - Thursday 1st December</p> <p>The first day of summer provided us with more great opportunities, with meetings with Peter Costello and other prominant politicians. As this was also the final day pf campaigning, many than you and good bye's had to be said. So, did we achieve anything?</p>
E v a l u a t i o n	<p>Motivate</p> <p>Appeal 'petition'</p>	<p>What we achieved</p> <p>Each meeting brought succersses in different areas, and all sides of the political spectrum gave support for our campaign. Some of thee exmples include;</p> <ul style="list-style-type: none"> - Steve Georganas offering his electoral office for use by Oaktree within SA. He also offered some advise on how to proceed within the democratic process of our nation. - Peter Costello, when asked by Hugh Evans whether he would accompany him on a trip to Africa, said he is already going next year to view development projects on the ground. He has alsos offered to review our commitment in the area of Aid and Developmentand how we can, as a nation, further committ to the MDG's. - Peter Garrett has offered to present a 90 second speech on the makepovertyhistory campaign, as well as the Road Trip, to parliament during question time and a lot of advances in the makepovertyhistory campaign were also made. <p>Where To From Here?</p> <p>We know that we have made some great breakthroughs, but we also know that it is only the beginning. The challenge for us now is to take the makepovertyhistory message, and a call to action, back to our local communities. We must gather local support within our electorates, and maybe then, our representatives will make the commitment to makepovertyhistory. It is only the beginning, but it is an essential step. The abolition of slavery came about through ordinary people daring to step out and make a difference. The elimination of poverty can come about in the same way.</p> <p>"Sometimes is falls upon a generation to be great ... You can be that generation." Nelson Mandela, 2005. Take a step, dive deep, be daring. Dare to makepovertyhistory!</p>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 2: Promoting participation. a. promotional review (continued page 3)

Stages	<i>Int & 'phases'</i>	Text 2.19	B50
<i>Orient</i>	<i>Preview Appeal</i> 'petition'	Just Stand	
	'praise' 'petition'	In Australia, there continues to be a rising number of young people that are willing to take up the challenge set forth for our generation. In Nelson Mandela's words, " Sometimes it falls upon a generation to be great. You can be that great generation. "	
Record of Events	<i>Motivate</i> 'praise'	Today, 24th October 2005, hundreds of young people chose to take a stand against poverty. Today, the Oaktree Foundation's "STAND" advocacy campaign took place. In Sydney, Melbourne, Perth, Canberra and Brisbane, young people all took a stand against poverty, took a stand to have their voice heard, and took a stand to see the MDGs put into action.	
	'praise'	In Sydney, approximately 150 young people gathered in Darling Harbour to hear 8 young school students talk about the eight Millennium Development Goals and why they are so important. After that, we all stood in silence for 8 minutes, in light (which turned out to be the light emitted from mobile phones, unfortunately we weren't allowed to use candles), to mark recognition of the eight MDGs.	
	<i>Appeal</i> 'challenge'	The night concluded with a challenge to us all: to accept that poverty is the problem that our generation has to address. In the 60's there was the civil rights movement. In the 70's there were the peace demonstrations all around the world opposing the Vietnam war.	
	'petition'	This decade, we mustn't ignore the opportunity to be known as the generation that eradicated extreme poverty. It is within our grasp. We only need to reach out and grab it.	

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 3: Exhorting action

Elements		Text 2.20 B5J: G8 - The Gleneagles Communiqué
Stgs	M/F + Phs	Hortatory Exposition
O r i e n t a t i o n	Preview	Live8 has been and gone, the G8 has responded, and the Millenium Development Goals are still nowhere near being reached by 2015.
	Appeal	Nelson Mandela, in one of the video's that Live8 and the makeveryhistory campaign are using says that it "sometimes falls on a generation to be great." Are the young people of the world that generation? I'm 16, and I think we are. Why wait to get rid of poverty, why wait to stop the needless deaths that happen each day, just because someone can't find enough food to keep alive, or can't access basic medicine people like myself take for granted. Nelson Mandela has called for a generation to be great. Which generation is going to respond? Our generation is. And has to, because if we do not, we will dig ourselves deeper into the problems of poverty, debt and the rapid spread of HIV/AIDS. We are indeed the first generation that can eradicate poverty. A death every 3 seconds cannot be ignored.
E v e n t s	Legitimate	After Live8, the G8 met to discuss poverty in Africa. The Gleneagles Communiqué outlines the G8's response to Live8 and international pressure to forgive debt. The G8 have forgiven debt to the worlds 18 poorest countries, but many do not consider this to be enough. Annex II of the Communiqué outlines how much each of the members of the G8, including the EU, has pledged to give toward helping the development of Africa. The MDG's outlined a 0.7% of a countries GDP to be the amount in which a country contributes to development and aid. The EU has pledged to reach this by2015, along with Germany. France has pledged to reach the 0.7% target by 2012, and the UK has pledged to reach the target by 2013. The US, however, has pledged different amounts. It "proposes to double aid to Sub-Saharan Africa between 2004 and 2010. It has launched the Millenium Challenge Account, with the aimof providing \$5 billion a year, the \$15 billion Emergency Plan for AIDS Relief, an initiative to address Humanitarian Emergencies in Africa of more that \$2 billion in 2005, and a new \$1.2 billion malaria initiative." While this is a fantastic start, the US has refused to commit to a percentage of their GDP. Canada and Japan have also not outlined how much of their GDP will be reached in the Communiqué. Russia has "cancelled and committed to cancel \$11.3billion worth of debts owed by African countries."
T h e s i s	Evaluate	While there is a great deal more the G8 could have done, they have responded to the international campaign for justice. They have made significant increases in aid, cancelled some debt, and are putting fewer restrictions on African countries. The G8 at Gleneagles also committed to striving for universal access to AIDS treatment by 2010.
	'petition'	To truly make poverty history, world leaders must go further at 2 crucial summits later in the year, the UN Millenium Development Goals summit in September and the World Trade Organisation talks in December.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 3: Exhorting action (continued page 2)

Elements		Text 2.21 Pan 5: Call to action:	Published on: Sep 7, 2005
Stgs	M/F	Hortatory Exposition	
B a c k g r o u n d	Legitimate 'problem'	<p>Every 3 seconds, a child dies from hunger. This phrase, popularized by the MakePovertyHistory campaign along with the Live8 concerts, shows the world what state it is in.</p> <p>Worldwide, 208 million young people live on less than US\$1 a day, and a further 515 million live on less than US\$2 a day. 85% of young people live in developing countries and most of them live in rural areas where poverty and diseases like HIV/AIDS and malaria cause havoc.</p> <p>Worldwide, many young girls don't make it past the fifth grade. Instead, they have to fetch water for their family. The water isn't safe to drink and it is usually many kilometers away from where they live.</p> <p>In some areas of the world many children do not live until their sixth birthday. Child mortality is at an all time high and continues to increase. However, it is a proven fact that if mothers of these children were provided with proper education on basic hygiene and sanitation the child would have lived beyond the age of five.</p>	
T h e s i s	Appeal 'evaluative comment'/ 'petition'	<p>What does this all mean? It means that the world needs to wake up and pay attention to the worldwide plight of poverty. We can not rely on politicians to change the problem. Only a collective action from all people will move towards the eradication of poverty.</p>	
A r g 1	Legitimate 'problem'	<p>In 2000, 189 countries, under the United Nations Millennium Declaration, agreed to eradicate extreme poverty by 2015. In addition to this promise the leaders of these countries pledged to increase Official Development Assistance (ODA) to 0.7% of their country's Gross National Income (GNI). So far, no country has met their commitments. Australia is currently at 0.28% GNI and it doesn't look like that figure will increase any time soon.</p>	
	Appeal 'petition'	<p>So where do young people fit in all of this? Everywhere. Young people are increasingly being recognized as important factors within global development. Since the United Nation's conception it has been calling for increased youth participation in global decision making. Unfortunately, many countries have overlooked the call. Only a small number of countries send youth delegates to the United Nation's General Assembly and at many international events young people are often brushed aside.</p>	
A r g 2	Legitimate 'solution'	<p>Times are changing. At the World Summit of Sustainable Development in 2002 the WSSD Youth Caucus was the largest that had ever attended a global summit. Young people were allowed to speak at the plenary sessions; it was a victory for youth participation.</p>	
R e c o m m e n d	Canvass position	<p>It cannot stop there. There is a global call for an end to poverty. Billions of people are calling for our governments to stand up and face poverty. Colin Powell said that the war on terror will not succeed unless the war on poverty is fought and won. Every day, thousands die needlessly.</p>	
	Appeal 'petition'	<p>Will you be brave enough to stand up and take a stance? We are the generation that can finally eradicate poverty. We have a responsibility to step up to the plate and tackle the issue head on. We can't escape it. Will you step up and be the change?</p>	

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 3: Exhorting action (continued page 3)

Elements		Text 2.22. Pan 6: The Politics of a New Generation
Stgs	M/F phs	hortatory exposition
O r i e n t	Conciliate	As a 17 year old, I never know if I should be commenting on social issues that i see around me. Sure, I know that many encourage the participation of youth in various levels of decision-making, policy formulation and such, but sometimes i still feel as if I need to know more, or experience more, before I can comment on society and politics. But then again, who makes anyone else more 'qualified,' to use a better term, than another person?
I s s u e	Legitimate	At any rate, there's something that I have noticed recently, and has perhaps been playing itself out for quite some time. To me, the real politics of our time seems to be played out by the public; by lobby groups, action groups, opinion articles in established newspapers, through the media and through the general public voice. Politicians, on the other hand, have found themselves tangled in bureaucratic red tape, forced to shake hands, commit to various projects, but rarely follow through. At a domestic level, the extent to which this carries itself out may vary incredibly, as I am only speaking from personal experience and my own views and context. However, in the area of international politics, red tape seems to trip many a politician up, while lobby groups and the public are left standing, waiting for definitive action, while receiving watered-down pledges and communiqués which amount to, well, not much. Or rather, nothing that the international public wants, or in fact needs.
The- sis	Canvas opinion	I realise that this is a generalisation. However, in my opinion, it is time to stop advocating political correct solutions, and is time to start pushing for right and effective solutions to international problems.
A r g u m e n t s	Legitimate	I am personally very passionate about the global campaign to end poverty, and I see the Millennium Development Goals as the definitive document on hw to halve global poverty by 2015. Yet time is running out, fast. There is less than 10 years left, and the OECD nations, as a whole, haven't even pledged to give 0.5% of their GNI, let alone 0.7%. Political correct dealings often lead to inadequate responses to pressing problems, and in the 21st century, this needs to stop. Is it really that hard for a government to pledge 0.7% of its GNI to international aid and development programs? Does the EU and the USA need to continue with its trade policies, which are crippling many developing countries? Will a relaxation on unfair trade policies really hurt these developed countries economies to the extent where they will loose vast amounts of money? I recently read that in a survey of a sample group of Americans, they thought that the American government gave somewhere between 10% and 25% of its GNI to international aid programs and initiatives. Only a very small percentage estimated correctly that the US government gives below 1% of its GNI towards aid programs. For the global movement against poverty, 2005 was a year in which many pledges were made. Many were incredible and much-appreciated, while others were less than what was expected.
R e c o m m e n d	Appeal	For 2006 and beyond, it is up to the international public to keep our governments accountable, and let them know how we want them to tackles issues such as poverty. The Global Call to Action Against Poverty recently renewed their call for the eradication of extreme poverty by 2015 in a recent international planning meeting in Beirut. In the "Beirut declaration," GCAP demands four things, which the developed and developing world must take into account. They are: • Public accountability, just governance and the fulfilment of human rights • Trade justice • A major increase in the quantity and quality of aid and financing for development • Debt cancellation. Are these demands too much? No. Can the world afford it? Yes. Is there enough political will in our governments to enact the changes needed? Not yet. The politics of social justice has been given the international platform it needs. It is not just the movement against poverty that can experience massive changes, but any movement that focuses on social justice (and this encompasses many varied and different movements) and equality can come out and make a difference.
	Legitimate	The politics I see played out by many of the politicians involved in government is not the politics that i see when I look at the world's movements against injustice. That politics is a 'politics' that has passion and energy, and an unbreakable will behind it. It transcends the boundaries between the Left and Right, and resonates with the core of humanity. Yet, it seems as if many governments are fearful of enacting change.
	Appeal	Nelson Mandela said that "it sometimes fall upon a generation to be great." He also said that that generation can be us. No, I'm not calling for a "worldwide revolution," or for some revolutionary generation to be raised up in order to enact change themselves. No. What I do wish for, however, is the realisation that the 21st Century calls for a new type of politics. It calls for a new type of involvement from the average citizen, from you and from me. It calls for an involvement that will heal the scars that the world has from the 20th century, where the most people die in war than in any other time period preceding it in human history. It is crying for help, and crying out for a generation that will step up to the plate. The world saw the beginnings of such a movement in 2005, but for the movement to continue, it must go beyond the celebrities, and fall into the back pockets of the average citizen worldwide. Perhaps in 20 years, politics will have a new meaning.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 4: Commenting texts

Stgs	M/F + ph	Text 2.23 B5S1: Will Australia keep its promise? September 14, 2005 4:48 PM
Issue	Preview	Well, the UN Millennium +5 Summit is under way. And already, many countries have made commitments that they may, or may not live up to.
Args Against	Canvass opinion	One of the commitments that I'm interested in is the Australian commitment to double aid funding by 2010. While it's a big step forward, it doesn't meet the 0.5% GNI target of 2010, nor is there any talk of meeting the 0.7% GNI target by 2015. It's a step forward in the right direction, but it is nowhere near enough.
Args For	Canvass opinion	Then again, many have thought that this summit will be a 'failure' as such, mainly because of many countries efforts to undermine the process. Hopefully at least something goodwill come out of the Summit, and that includes steps toward UN reform.
-	-	Well, in other news, I have finished exams, and have started getting results back. English wasn't so good (70%) but I was happy with my Modern History mark (82%). Also got Maths back, which was 83%, but I'm dropping that for Year 12.
Comment	Warn	The leaders of the world can know that many, many people are watching them throughout the UN World Summit. Let's hope they do something positive! :) Besty

Stgs	M/F + ph	Text 2.24 B501: Are the MDG's Dead?
B'ground	Involve/ canvass opinion	In 2005, we've all witnessed the rise of the worldwide makepovertyhistory movement, the global call to action against poverty and the G8 Summit, along with the UN Millennium +5 Summit. Along with all of this, we have seen the rise of the Millennium Development Goals (MDGs) into the international agenda.
Issue		But now, after that fateful UN Summit, are the MDGs dead? There is one more meeting this year critical to the MDGs, and that is the WTO Summit in December. At this meeting, leaders have to put it on their agenda to make the rules governing international trade fairer for all. Will this happen? Only time will tell.
		And the world will continue moving along, the way it does currently, after the clocks strikes midnight on the 31st December, heralding in a new year. But the international community must ask the question, will the MDGs have a relevant place in society next year?
Thesis		If the MDGs are to have a place in society, governments worldwide must put in place urgent and radical changes that recognise the importance of the MDGs. Countries such as the United States have denied the importance of the MDGs, and have sought to put in place an alternate document that is more of a "vision" than a set of goals which need to be addressed if poverty is to be addressed and eliminated in our lifetime.
Recommendation	Appeal	It is critical that poverty be eliminated in our lifetime. Whether that is through the implementation of the MDGs, or through the voice of the international community demanding governments to change their policies toward debt relief, international aid and trade, poverty must be addressed. The MDGs may fail, but the international community cannot afford to let the opportunity that has fallen upon us, the opportunity to eliminate extreme poverty, pass.

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 4: Commenting texts (continued)

Elements	Text 2.23. B: 5D1: Make Poverty History 2006 - Australia December 21, 2005
M/F + phs	Evaluative Commentary
Promote	<p>Yes, the makepovertyhistory coalition in Australia will be continuing its campaign in 2006, and three key dates for 2006 have already been identified for Australia. They are:</p> <p>April 9: One month out from the Federal Budget, which will show how the commitment to increasing the investment in overseas aid will be realised.</p> <p>October 17: World Anti-Poverty Day</p> <p>November 18: for the G20 meeting of International Finance Ministers in Melbourne</p>
Motivate	makepovertyhistory will be back in '06, so be sure to have an awe some festive seasons, and be ready to tackle poverty head on in 2006.
Evaluate 'outcome'	makepovertyhistory Australia
'comment'	<p>2005 Outcomes</p> <p><i>Aid</i></p> <p>Global annual increase in aid by 2010, compared to 2004: US\$48 billion Commitment by the Australian Government to aid increase by 2010: A\$4 billion ; <i>welcomed, but still short of the MDG targets.</i></p> <p><i>Debt</i></p> <p>Promised cancellation of debts owed by worlds poorest 18 countries (with 20 more on in the pipeline): 200 percent</p> <p><i>Trade</i></p> <p>Poor countries power to decide on pace and extent of market liberalisation of agricultural trade reforms at home was recognised in final WTO declaration <i>but we still need to see final WTO agreement for detail.</i></p> <p>The WTO meeting failed to deliver the trade justice deal needed in 2005 to make poverty history. <i>The intransigence of rich countries means the agreement reached is far from just for the poor of the world.</i></p> <p><i>HIV/AIDS</i></p> <p>a date has been set when all AIDS patients will have access to near universal lifesaving medicine (<i>'as far as possible'</i>).</p>
'outcome'	
'comment'	
'outcome'	
'comment'	
'outcome'	
'comment'	
Recommend/ Appeal	There is much to be done if the MDG's are to be met, and the makepovertyhistory campaign must continue.
Motivate	So, how did all this happen this year? It is all because of you. 2006, here we come!

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Set 4: Commenting texts

Elements	Text 2.22 B5D2 2005: The Year That Was	Dec 23, 2005 7:54 PM
M/F	Evaluative Commentary	
Evaluative Preview	The year 2005 started a few days early, with the onslaught of the tsunami, and a huge outpouring of public support, sympathy, and money for the victims of the tsunami. For once, it seemed, the world was ready to step up and tackle the truly devastating global problems that it faces; these problems included, and still include, poverty, disease (such as HIV/AIDS and malaria), unfair trade and debt cancellation. Unfortunately, that hope was short lived.	
Evaluation of Events 'preview'	In early January, the Global Call to Action Against Poverty (GCAP) was formed. GCAP, in 2005, saw the opportunity for world leaders to change the course of history. Basing its worldwide efforts around three particular dates, July 1, September 10 and December 10, GCAP and its various national arms (such as makepovertyhistory in the UK, Canada and Australia, and the ONE campaign in the US) roared with the call for attempts to makepovertyhistory . The world called for a sure commitment to the Millennium Development Goals as <i>more</i> than a set of aspirational goals.	
'event' 'comment' 'petition'	The first event that was on the global "anti-poverty calendar" was the G8 in July. Hindered by the terrorist attacks on London's subway and bus system, <i>the G8 did not roar, but did make some huge steps forward in the fight against poverty</i> . The challenge now is to keep the G8 countries accountable on their commitments throughout 2006 and beyond.	
'event' 'comment'	Moving to September, the UN Millennium +5 Summit was the next opportunity for global leaders to take action against poverty. The Summit was originally a review of the MDGs and their progress worldwide, <i>but the summit was very much hindered by a debate on the true definition of terrorism, along with other issues, such as UN reform (which is a very important issue)</i> .	
'event' 'comment'	With GCAP crying out for global leaders to truly make a difference, the world looked to the WTO meeting in Hong Kong. <i>Again, the leaders of the world barely whispered</i> .	
Appeal	But this cannot spell the end for GCAP nor the worldwide movement against poverty. makepovertyhistory , originally a one year campaign, is stretching on into 2006 and beyond, and will continue to pressure global leaders into making firm commitments and taking action to achieve the MDGs.	
Evaluative Review	So, what was the year of 2005 like? It was a year of progress while also being a year of doubt and disappointments. It was a year in which the world roared, but the politicians only whispered in return. The world must continue to roar if it is to truly makepovertyhistory .	

APPENDIX 2: GENRE AND REGISTER ANALYSIS

2Bii TakingITGlobal genres: key linguistic features

Text 2.23	Pan 3: Creating Change	Procedure / Enabling Directive	
Preview	Creating Change		
Command	TIG suggests that <u>you need to</u> "Think Globally, Act Locally! Global Change begins with positive action within communities." It's true. To create change anywhere, you need to start locally, and at a small level.		<u>subjective</u> <u>modality</u>
Legitimate 1	even then, MANY PEOPLE OUR AGE don't know hot to take action. It all seems to hard, so we stop trying, happy to complain about the world and how we don't have a say. But things can be different, if <u>we</u> choose to make them so.		GENERALIZED PARTICIPANTS
Enable Marked theme sequencing steps in time	Working on the 3 step process of "Identify, Learn and Involve" will get <u>you</u> started. IDENTIFY Before you even start a project or your own initiative , you have to identify your talents, skills, and what it is you want to change. To do this, all you need to do is get a piece of paper and write down answers to these three questions. As an example; you're a good skateboarder who is concerned about theft and property damage at your local skate park. Combining your skills and interests, you may decide that lockers should be installed at your local skate parks.		<u>personal</u> <u>pronouns</u>
Imperative. Mood	LEARN Once you have your idea , it's simple to go out there and get into motion. But before you do, <u>you need to</u> learn a bit about your future project.		<u>subjective</u> <u>modality</u>
	Try and find out as much as possible, it can't hurt to know a lot about a certain subject. The more you know the more chance you have got to be successful in your project you have started. Some questions you might like to find answers for include; -		institutional emotion
Imperative. Mood	INVOLVE Here's where you get to really put your project into motion. To get it up and running, you need to inform people about your project, get them involved, and, in most cases, get some funding.		
	Spreading the word can sometimes feel like a bit of a "sales campaign," because, in reality, it is. you're trying to sell people your idea, so start locally, with people who will directly see benefit from it, moving onto people with a common interest. If it's a community project, try and get your local councils, schools, youth groups and local community involved. if it is a larger, nation-wide project you want to start, try and get support from <i>national organisations or government agencies</i> . Step up to a <i>global project</i> , then you might get international communités (such as TIG), international orgs or many other resources involved.		

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.24	B50: Just Stand Promotional Review	
Preview institutional emotion	In Australia , there continues to be a <i>rising number of young people</i> that are willing to take up the challenge set forth for our generation. In Nelson Mandela's words, "Sometimes it falls upon a generation to be great . You can be that great generation."	<i>generalised</i> <i>participants</i>
Motivate Marked themes (re) setting texts in time and place	Today, 24th October 2005 , hundreds of young people chose to take a stand against poverty. Today , <i>the Oaktree Foundation's "STAND" advocacy campaign</i> took place. In Sydney, Melbourne, Perth, Canberra and Brisbane , young people all took a stand against poverty, took a stand to have their voice heard, and took a stand to see the MDGs put into action. In Sydney , approximately <u>150 young people</u> gathered in Darling Harbour to hear <u>8 young school students</u> talk about the eight Millennium Development Goals and why they are so important . After that , <u>we</u> all stood in silence for 8 minutes, in light (which turned out to be the light emitted from mobile phones, unfortunately <u>we</u> weren't allowed to use candles), to mark recognition of the eight MDGs.	<u>specific human</u> <u>participants</u> <u>personal</u> <u>pronouns</u>
Appeal	The night concluded with A CHALLENGE to us all: to accept that <i>poverty is the problem</i> that our generation has to address. In the 60's there was THE CIVIL RIGHTS MOVEMENT. In the 70's there were the peace demonstrations all around the world opposing the Vietnam war. This decade , <u>we mustn't</u> ignore THE OPPORTUNITY to be known as the generation that eradicated extreme poverty . It is within our grasp. <u>We only need to</u> reach out and grab it.	GENERALISED (ABSTRACT) PARTICIPANTS <u>subjective</u> <u>modality</u>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.25	Pan 5: Call to action: Hortatory Exposition	
<p>Legitimate</p> <p><u>INTERNAL CONJUNCTION</u></p> <p>OBJECTIVE MODALITY</p>	<p>Every 3 seconds, A CHILD dies from hunger. This phrase, popularized by the MakePovertyHistory campaign along with the Live8 concerts, shows THE WORLD what state it is in.</p> <p>Worldwide, 208 MILLION YOUNG PEOPLE live on less than US\$1 a day, and a further 515 million live on less than US\$2 a day. 85% OF YOUNG PEOPLE live in developing countries and most of them live in rural areas where POVERTY AND DISEASES LIKE HIV/AIDS AND MALARIA cause havoc.</p> <p>Worldwide, MANY YOUNG GIRLS don't make it past the fifth grade. Instead, they have to fetch water for their family. THE WATER isn't safe to drink and it is usually many kilometers away from where they live.</p> <p>In some areas of the world MANY CHILDREN do not live until their sixth birthday. CHILD MORTALITY is at an all time high and continues to increase. HOWEVER, IT IS A PROVEN FACT THAT if mothers of these children were provided with proper education on basic hygiene and sanitation the child would have lived beyond the age of five.</p>	<p>GENERALISED PARTICIPANTS</p> <p><u>causal unfolding</u></p> <p>institutional implicit emotion</p>
<p>Appeal</p>	<p>What does this all mean? It means that THE WORLD needs to wake up and pay attention to the worldwide plight of poverty. We can not rely on politicians to change the problem. Only a collective action from all people will move towards the eradication of poverty.</p>	<p>GENERALISED PARTICIPANTS</p>
<p>Legitimate</p>	<p>In 2000, 189 COUNTRIES, under the United Nations Millennium Declaration, agreed to eradicate extreme poverty by 2015. In addition to this promise the leaders of these countries pledged to increase Official Development Assistance (ODA) to 0.7% of their country's Gross National Income (GNI). So far, no country has met their commitments. Australia is currently at 0.28% GNI and it doesn't look like that figure will increase any time soon.</p>	<p>institutional implicit emotion</p>
<p>Appeal</p>	<p>So where do young people fit in all of this? Everywhere. YOUNG PEOPLE are increasingly being recognized as important factors within global development. Since the United Nation's conception it has been calling for increased youth participation in global decision making. Unfortunately, MANY COUNTRIES have overlooked the call. ONLY A SMALL NUMBER OF COUNTRIES send youth delegates to the United Nation's General Assembly and at many international events young people are often brushed aside.</p>	<p>GENERALISED PARTICIPANTS</p>
<p>Legitimate</p>	<p>Times are changing. At the World Summit of Sustainable Development in 2002 the WSSD Youth Caucus was the largest that had ever attended a global summit. Young people were allowed to speak at the plenary sessions; it was a victory for youth participation.</p>	
<p>Position</p> <p>OBJECTIVE MODALITY</p>	<p>IT CANNOT STOP THERE. THERE IS A GLOBAL CALL FOR AN END TO POVERTY. Billions of people are calling for our governments to stand up and face poverty. Colin Powell said that the war on terror will not succeed unless the war on poverty is fought and won. Every day, thousands die needlessly.</p>	
<p>Appeal</p> <p><u>subjective modality</u></p>	<p><u>Will you be brave enough to stand up and take a stance?</u> <u>We</u> are the generation that can finally eradicate poverty. <u>We</u> have a responsibility to step up to the plate and tackle the issue head on. We can't escape it. <u>Will you step up and be the change?</u></p>	<p><u>Personal pronouns</u></p>

APPENDIX 2: GENRE AND REGISTER ANALYSIS

Text 2.26	B501	Are the MDG's Dead?	
<i>Involve/ opinion</i>	<p>In 2005, we've all witnessed THE RISE OF THE WORLDWIDE MAKEPOVERTYHISTORY MOVEMENT, the global call to action against poverty and the G8 Summit, along with the UN Millennium +5 Summit. Along with all of this, we have seen the rise of the Millennium Development Goals (MDGs) into the international agenda.</p>		GENERALISED (ABSTRACT) PARTICIPANTS
Marked themes setting text in time	<p>But now, after that fateful UN Summit, are the MDGs dead? There is one more meeting this year critical to the MDGs, and that is the WTO Summit in December. At this meeting, LEADERS have to put it on their agenda to make the rules governing international trade fairer for all. Will this happen? Only time will tell.</p>		GENERALISED (HUMAN) PARTICIPANTS
	<p>And the world will continue moving along, the way it does currently, after the clocks strikes midnight on the 31st December, heralding in a new year. But <u>the international community must ask the question</u>, will the MDGs have a relevant place in society next year?</p>		<u>subjective</u> <u>modality</u>
	<p>If the MDGs are to have a place in society, <u>governments worldwide must put in place</u> urgent and radical changes that recognise the importance of the MDGs. Countries such as the United States have denied the importance of the MDGs, and have sought to put in place an alternate document that is more of a "vision" than a set of goals which need to be addressed <u>if</u> poverty is to be addressed and eliminated in our lifetime.</p>		explicit institutional feelings
<i>Appeal</i> OBJECTIVE MODALITY	<p>IT IS CRITICAL THAT POVERTY BE ELIMINATED in our lifetime. Whether that is through the implementation of the MDGs, or through the voice of the international community demanding governments to change their policies toward debt relief, international aid and trade, <u>poverty must be addressed</u>. The MDGs may fail, but THE INTERNATIONAL COMMUNITY CANNOT AFFORD TO LET THE OPPORTUNITY THAT HAS FALLEN UPON US, THE OPPORTUNITY TO ELIMINATE EXTREME POVERTY, PASS.</p>		GENERALISED (ABSTRACT) PARTICIPANTS

Introduction to Appendix 3

Appendix 3 provides details of the interactional resources deployed within Bonofan's TakingITGlobal texts. As discussed in Chapter 4, proposals are analysed according to their semantic function, lexico-grammatical realisation and nature of the addresser and addressee. Patterns of deployment across genre families have been analysed by calculating the frequency of particular resources over each 10 clauses.

Key to Abbreviations

Command realisations

Imp = Imperative

MM = Mood Metaphor

Modal D = Modal Declarative: obligation

Implied

Modal D (Prob) = Modal Declarative: probability (eg. can)

Modal D (App) = Modal Declarative: Appraisal (eg. it's simple)

Inter = Interrogative

Mod M = Modality metaphor

Exp Subj = Explicit Subjective

Proj = projected

1st = First person

3rd = 3rd person

Exp Obj = Explicit Objective

IS = Institutionalised source

Demod = Demodulation

P = Passive

N.O = Nominalised Obligation

N.A = Nominalised (requested) Action

N.S = Nominalised Source

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

ENABLING PARTICIPATION: Text 3.1. Pan 3: Creating Change

Element	Clause complexes with Proposals <i>Mitigating elements italicised</i>	Proposal Function	Realisation	ADDRESSER/ addressee
COMMAND	<u>TIG</u> suggests that you need to "Think Globally, Act Locally!"	Direct:(low)	Mod Met:Proj IS MM: modal D	TIG (instit)-you
	<i>Global Change</i> begins with positive action within communities."	Direct:	MM: Implied Nom RA	(TIG) (all ppl)
	<i>It's true. To create change anywhere</i> , you need to start locally, and at a small level.	Direct:	MM: modal D	you
LEGITIMATE	But things can be different if we choose to make them so	Encourage	MM: Implied modal D (prob)	we
ENABLE	Working on the 3 step process of "Identify, Learn and Involve" will get you started.	Encourage	MM: Implied Modal D (prob)	you
Step 1	IDENTIFY	Instruct	Imperative	(you)
	<i>Before you even start a project or your own initiative</i> , you have to identify your talents, skills, and what it is you want..	Instruct:	MM: modal D	you
Step 2	<i>To do this</i> , all you need to do is get a piece of paper and write down answers to these three questions	Instruct:	MM: modal D	you
	LEARN	Instruct	Imperative	(you)
	<i>Once you have your idea</i> , it's simple to go out there and get into motion.	Encourage	MM: Implied Modal D (App)	(you)
	<i>But before you do</i> , you need to learn a bit about your future project.	Instruct: extend	MM: modal D	you
	Try and find out as much as possible,	Instruct	Imperative	(you)
	it can't hurt to know a lot about a certain subject.	encourage	MM: Implied Modal D (App)	(you)
	Some questions you might like to find answers for include;..	Instruct	MM: modal D	you
	Take TIG as an example!	Instruct	Imperative	(you)
Step 3	INVOLVE	instruct	Imperative	(you)
	<i>To get it up and running</i> , you need to inform people about your project, get them involved and, .. get some funding.	Instruct:	MM: modal D	you
	so start locally, with people who will directly see benefit from it,	Instruct	Imperative	(you)
	<i>If it's a community project</i> try and get your local councils, schools, youth groups and local community involved.	Instruct:	Imperative	(you)
	<i>if it is a larger, nation-wide project you want to start</i> , try and get support from national org's or government agencies.	Instruct:	Imperative	(you)
	Step up to a global project,	Instruct	Imperative	(you)
	then you might get international communities .. involved.	Instruct: low	MM: Modal D	you
	People/groups you may approach for the skate park	Instruct: low	MM: Modal D	you
ENABLE	These steps can be used by anybody to create change	encourage	MM: Implied Modal D (prob)	All pple

Summary of interactional resources

Pan 3: Frequency of proposals per 10 clauses = 7.7 (24 proposals)					
Function of Proposals	Freq	Realisation	Freq	Addressee	Freq
Direct	1.3	Imperative	3.8	You	8.7
Instruct	7.1	MM: Modal Declarative	3.7	Us	.4
Encourage	1.7	MM: Implied Mod Met:Proj IS	2.5 .4	general	.8

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

PROMOTING PARTICIPATION

Publicity genres

Text 3.2: B5A: MPH - UN World Summit '05

Element	Clause complexes with Proposals	Proposal function	Realisation	ADDRESSER/ addressee
Appeal	Makepovertyhistory (image)	challenge	Imperative	MPH / (you)
Canvass position	Let's hope that the general Assembly continue in their war against poverty	Assert (low)	MM: Implied N.A	Politicians
Appeal	Wear the White Band!	Instruct	Imperative	(You)
Appeal	Wear the White Band!	Instruct	Imperative	(You)
Appeal	What are you doing to MakePovertyHistory?	challenge	MM: Interrog	You

Text 3.3 B5N: "Our Generation's Challenge: The Road Trip"

Element	Clause complexes with Proposals	Proposal Function	Realisation	ADDRESSER/ addressee
Legitimate	(we have) one <u>goal</u> in mind: more and better aid from our Government	assert	Mod M +Demod: NO + NA	politicians
Canvass opinion	We are calling for the government to increase aid	assert	Mod Met: proj	politicians
	The major <u>point</u> of the three days is to work a MDG Framework into Australian government aid activities,	assert	Mod M +Demod: NO	(politicians)
	As we travel down, we hope that this trip will leave a lasting impression on our government	assert (low)	MM: Implied (appraisal)	(politicians)

Summary of interactional resources

Publicity texts: Frequency of proposals per 10 clause complexes = 4.0 (9 proposals)				
Proposal Function	freq	Realisation	freq	Main Addressee
Assert	5.6	Mod Met + demodulation	10.0	politicians
Challenge	2.2	Imperative MM: Interrogative	5.0 5.0	(You) you
Instruct	2.2	Imperative	10.0	(you)

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

Promotional reviews

Text 3.4 B5S: 2nd White Band Day - Sydney

Element	Clause complexes with Proposals	Proposal function	Realisation	ADDRESSER/ addressee
Appeal	Makepovertyhistory (image)	Challenge	imperative	All people
Appeal	It just goes to show the world that young people can stand up for what they believe	encourage	MM: Implied (appraisal)	Youth
	Hopefully, that voice will carry over to the UN summit.	challenge (low)	MM: Implied (appraisal)	Youth
	Lets hope so, anyway.	challenge (low)	MM: Implied (appraisal)	Youth

Text 3.5 B5D:Our Generation's Challenge: The Roadtrip

Element	Clause complexes with Proposals	Proposal function	Realisation	ADDRESSER/ addressee
Canvass opinion	We believe that the framework for development contained within MDG's is one the Australian government should fully commit to	assert	Mod M: proj 1st MM: modal D	politicians
	We also believe that the MDG's contain a framework in which development at a global scale can be effectively measured, with the ultimate <u>goal</u> of the eradication of extreme poverty .	assert	Mod M: proj 1st+ Mod M + Demod (NA+NC)	(politicians)
Appeal	The <u>challenge</u> for us now is to take the makepovertyhistory message, and a call to action, back to our local communities.	challenge	Mod M + Demod (NC + NC)	we
	the makepovertyhistory message, and a <u>call to action</u>	challenge	Mod M + Demod: (NA+NC)	All people
	We must gather local support within our electorates,	direct	MM: modal D Mod M: Demod (NA)	we
	and maybe then, our representatives will make the commitment to makepovertyhistory.	assert	MM: modal D	politicians
	<i>It is only the beginning</i> , but it is an essential step.	direct	MM: Implied (appr)	we
	The elimination of poverty can come about in the same way.	encourage	MM: Implied (NA)	All people
	"Sometimes is falls upon a generation to be great .	Challenge	MM: Implied (appr)	NM/ youth
	You can be that generation." <u>Nelson Mandela</u> , 2005	Encourage	MM: Implied Modal D (prob) <u>IS</u>	NM/ Youth
	Take a step, dive deep, be daring.	Challenge	Imperative	Youth
Dare to makepovertyhistory!	Challenge	Imperative	Youth	

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

Text 3.6 B5S2: Voices Against Poverty

Element	CCs with Proposals	Proposal Function	Realisation	ADDRESSER/ addressee
Appeal	"No president, no leader, no king, no emperor... nobody's going to change this, except the people!"	Challenge	MM: Implied (appraisal)	LENNY K/ all people
	No politician is going to change this. Only the voice of 6 billion people will.	Challenge	MM: Implied (appraisal)	All people
	<i>If we are to meet the Millennium Development Goals by 2015, the people must raise their voice</i>	Direct	MM: Modal D	All people
	No, for the coming years the people of this world must let the politicians, ..., know that we won't stand any longer the injustice of poverty	Direct	MM: Modal D	All people
	One voice can change the course of history for a country.	Encourage	MM: Implied Modal D (prob)	All people
	Imagine what the voices of the world's people can do.	Challenge	MM: Implied Modal D (prob)	All people
	2015 could be the first time in history that the world eliminates poverty,	Encourage	MM: Implied Modal D (prob)	All people
	but we have to all work together and take action now!"	Direct	MM: Modal D	we

Text 3.7. B50: Just Stand

Element	Ccs with Proposals	Proposal function	Realisation	ADDRESSER/ addressee
Appeal	<u>In Nelson Mandela's words</u> , "Sometimes it falls upon a generation to be great.	Challenge	MM: Implied (appraisal) <u>IS</u>	NM/ youth
	You can be that great generation."	Encourage	MM: implied (appraisal)	NM/ you
Appeal	The night concluded with a <u>challenge</u> to us all: to accept that poverty is the problem [[that our generation has to address]].	Challenge	Mod M + Demod (NC) [[MM: Modal D]]	CAMPAIGN/ we
	This decade, we mustn't ignore the opportunity to be known as the generation that eradicated extreme poverty.	direct	MM: modal D	we
	It is within our grasp.	encourage	MM: implied (appraisal)	we
	We only need to reach out and grab it.	direct	MM: modal D	we

Summary of interactional resources

Review texts: Frequency of proposals per 10 clause complexes = 3.6 (30 proposals)				
Proposal Function	freq	Realisation	freq	Main Addressee
Assert	1.0	Mod Met + demodulation MM: modal declarative	.3 .7	politicians
Direct	2.0	MM: Modal declarative (high) MM: Implied (1)	1.7 .3	Us (activists) the people
Challenge	4.7	Imperative MM: Implied MM: modal declarative Mod met (proj) Mod met + demodalisation	1.0 1.7 .3 .7 1.0	Young/all ppl you (TIG reader) Us (activists) young ppl Us (Young ppl)
Encourage	2.3	Imperative	2.3	you

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

MOTIVATING ACTION

Text 3.8. B5J: G8 The Gleneagles Communique

Element	CCs with Proposals	Proposal Function	Realisation	ADDRESSER/ addressee
Appeal	<u>Nelson Mandela</u> , ... says that it "sometimes falls on a generation to be great."	Challenge	MM: Implied (appraisal) <u>IS</u>	NM/ youth
	Are the young people of the world that generation?	challenge	MM: Interr	youth
	I'm 16, and I think we are	challenge	Mod M: proj 1st	we
	Why wait to get rid of poverty?,	challenge	MM: Interr	(we)
	why wait to stop the needless deaths that happen each day <i>just because someone can't find enough food to stay alive?</i>	challenge	MM: Interr	(we)
	<u>Nelson Mandela</u> has called for a generation to be great.	Challenge	Mod M: proj <u>IS</u>	NM/ youth
	Which generation is going to respond?	challenge	MM: Interr	youth
	Our generation is	challenge	MM: implied	youth
	And has to,	direct	MM: modal D	(Youth)
	<i>because if we do not, we will dig ourselves deeper into the problems of poverty, debt and the rapid spread of HIV/AIDS</i>	warn	MM: Modal D	(we)
	We are indeed the first generation that can eradicate poverty.	Encourage	MM: implied modal D (prob)	(we)
	<i>A death every 3 seconds</i> cannot be ignored.	warn	MM: Modal D + Demod (pass)	(we)
Appeal: agreement	<i>To truly make poverty history</i> , world leaders must go further at 2 crucial summits ...	Assert: extend	MM: Modal D	politicians

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

Text 3.9 Pan 5: Call to Action

element	Clause complexes with Proposals	Proposal Function	Realisation	ADDRESSER /addressee
Appeal	<u>Call to Action</u>	direct	Mod M + Demod (<u>NO</u> + NA)	(you)
Legitimate	However, it is a proven fact that IF mothers of these children were provided with proper education on basic hygiene and sanitation <i>the child would have lived beyond the age of five.</i>	encourage	MM: Modal D (if) Demod (passive)	A PROVEN FACT/ (all people)
Appeal	<i>It means</i> that the world <u>needs to</u> wake up and pay attention to the worldwide plight of poverty	Direct	MM: modal D	All people
	We can not rely on politicians to change the problem.	Direct/assert	MM: implied Modal D (prob)	We
	Only a collective action from all people will move towards the eradication of poverty.	Direct	Mod Met + Demod (NA)	All people
Canvass opinion	Since the United Nation's conception <u>it</u> has been calling for increased youth participation in global decision making.	assert	Mod M: proj <u>IS</u> + Demod (NA)	UN/ (politicians)
	It cannot stop there.	assert	MM: implied Modal D (prob)	(politicians)
	There is a global <u>call</u> for an end to poverty.	assert	Mod M + Demod (NA + <u>NO</u>)	GLOBAL/ politicians
	Billions of people are calling for our governments to stand up and face poverty.	assert	Mod M: proj 3rd	BILLIONS / politicians
	Colin Powell said that <i>the war on terror will not succeed</i> unless the war on poverty is fought and won	Warn	Mod M: proj + demod (passive)	CP/ (all people)
	Every day <i>thousands die</i> needlessly	warn	MM: implied (appraisal)	(all people)
Appeal	Will you be brave enough to stand up and take a stance?	challenge	MM: Implied Interrog	you
	We are the generation that can finally eradicate poverty	encourage	MM: implied Modal D (prob)	we
	We have a responsibility to step up to the plate and tackle the issue head on	Direct	Mod Met + Demod (NA)	we
	We can't escape it	Direct	MM: Modal D (neg)	we
	Will you step up and be the change?	Challenge	MM: Implied (Interrog)	you

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

Text 3.10 Pan 6: The Politics of a new generation

<i>Element</i>	Clause complexes with proposals.	Proposal Function	Realisation	ADDRESSER/ addressee
Canvass opinion	However, in my opinion, <u>it is time to</u> stop advocating political correct solutions,	Assert	Mod M: Proj 1st + Obj M	(politicians)
	and <u>is time</u> to start pushing for right and effective solutions to international problems.	assert	Mod M: Obj M	(politicians)
Canvass opinion	Political correct dealings often lead to inadequate responses to pressing problems , and in the 21st century, this needs to stop.	Assert	Mod M: Obj M:(NA) MM: Modal D	(politicians)
	Is it really that hard for a government to pledge 0.7% of its GNI to international aid and development programs?	assert	MM: Implied (Rhet Q)	politicians
	Does the EU and the USA need to continue with its trade policies, which are crippling many developing countries?	Assert	MM: Implied (rhet Q)	politicians
	Will a relaxation on unfair trade policies really hurt these developed countries ...?	assert	MM: implied (rhet Q) + Demod: NA	(politicians)
Appeal: action	For 2006 and beyond, <u>it is up to</u> the international public to keep our governments accountable, and let them know how we want them to tackle poverty.	direct	Mod M: Obj M	All people
	The GCAP recently renewed their <u>call for the eradication of extreme poverty</u> by 2015..	Direct	Mod M: proj (3 rd <u>IS</u>)+ Demod (NC + NA)	GCAP/ all people
	In the "Beirut declaration," GCAP demands four things , [[which the developed and developing world must take into account]]...	Direct	MM: project + Mod M + Demod (NA + IS) [[MM: Modal D]]	GCAP/ politicians + all people
Appeal: agreement	It is not just the movement against poverty that can experience massive changes	Encourage	MM implied Modal D (prob)	activists
	but any movement that focuses on social justice .. and equality can come out and make a difference.	Encourage	MM implied Modal D (prob)	activists
Appeal: action	Nelson Mandela said that "it sometimes falls upon a generation to be great."	Challenge	MM: Implied Modal D (Appraisal)	NM/ Youth
	He also said that that generation can be us.	Encourage	MM: Implied Modal D (prob)	NM/ we
	No, I'm not calling for a " worldwide revolution ," or for some revolutionary generation to be raised up in order to enact change themselves.	Reassure/ rebut	Mod M: proj (1 st) Demod: (Passive + NA)	youth
	No. What I do wish for, however, is the realisation [[that ...]].	plea	Mod M: proj (1st) Demod (NA)	(we)
	[[that <u>the 21st Century</u> calls for a new type of politics]].	challenge	Mod M: proj (3 rd <u>IS</u>) Demod <u>IS</u> ; NA	21 st cent/ (people)
	<u>It</u> calls for a new type of involvement from the average citizen, from you and from me.	challenge	MM: proj (3 rd <u>IS</u>) Demod NA	(21 st C)/ pple, you, we
	<u>It</u> calls for an involvement that will heal the scars	challenge	MM: proj (3 rd <u>IS</u>) Demod NA	(21 st C)/ -(pple you, we
	It is crying for help ,	challenge	MM: proj (3 rd <u>IS</u>) Demod NA	(21 st C)/ -(pple, you, we
	and crying out for a generation [[that will step up to the plate]].	challenge	MM: proj (3 rd <u>IS</u>) Demod NA	(21 st C) / youth
<i>for the movement to continue</i> , it must go beyond the celebrities, and fall into the back pockets of the average citizen worldwide.	Direct:	MM: Modal D Demod passive	All people	

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

Summary of hortatory texts

B5J: Frequency of clause complexes with proposals = 4.5				
Function Proposal	Freq	Realisation	Freq	Main Addressee
Assert (1)	.8	MM: modal declarative (1)	.8	politicians
Direct (2)	1.7	MM: modal declarative (1) MM: projected (1)	.8 .8	Young people
Challenge (7)	5.4	MM: Implied (3) MM: projected (1) MM: Question (4)	2.4 .8 3.2	We / Young ppl
Encourage (1)	.8	Implied (can)	.8	We (young ppl)
Warn (1)	.8	MM: modal declarative (1)	.8	We(young ppl)

Pan 5: Frequency of clause complexes with proposals = 4.1				
Function Proposal	Freq	Realisation	Freq	Main Addressee
Assert ¹ (6)	3.8	MM: projected (1) MM: implied (2) MM + demodulation (3)	.6 1.3 1.9	politicians
Direct (6)	3.8	MM: modal declarative (1) MM: implied (2) MM + demodulation (3)	.6 1.3 1.9	Young people
Challenge (2)	1.3	MM: Interr (2)	1.3	You (young ppl)
Encourage (1)	.6	Implied (can)	.6	We (young ppl)
Warn (2)	.8	MM: implied (1) MM: MM + demodulation (1)	1.3	(all people)

Pan 6: Frequency of clause complexes with proposals = 4.3				
Function Proposal	Freq	Realisation	Freq	Main Addressee
Assert	3.2	MM + demodulation (3) MM: Interr (3)	1.6 1.6	politicians
Direct (7)	3.7	MM: modal declarative (1) MM: implied (2) MM + demodulation (3)	.5 1.0 1.6	All people
Challenge (3)	1.6	MM: implied (1) MM + demodulation (2)	.5 1.0	You (young ppl)
Encourage (1)	.8	Implied (can)	.5	We (young ppl)
Reassure/rebut (1)	.8	MM:+ demodulation (1)	.5	(all people)
Plead (1)	.8	MM: + demodulation (1)	.5	(all people)

¹ One proposal in pan 5 can be seen as functioning to both assert and direct

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

COMMENTING ON POLITICAL ACTION

Text 3.11 B5S1: Will Australia keep its promise?

Element (12 ccs)	CCs with Proposals	Proposal Function	Realisation	ADDRESSER /addressee
Canvass position	Hopefully at least something good will come out of the Summit, and that includes steps toward UN reform.	Assert (low)	MM: implied	politicians
Canvass position	Let's hope they (the leaders of the world..) do something positive!	Assert (low)	MM: implied	politicians

Text 3.12 B501: Are the MDG's Dead?

Element (14 ccs)	CCs with Proposals	Proposal Function	Realisation	ADDRESSER /addressee
Canvass position	At this meeting, leaders have to put it on their agenda to make the rules .. fairer for all.	assert	MM: Modal D	politicians
	But the international community must ask the question, will the MDGs have a relevant place in society next year?	direct	MM: Modal D	All people
	<i>If the MDGs are to have a place in society, governments worldwide must put in place urgent and radical changes that recognise the importance of the MDGs.</i>	assert	MM: Modal D	politicians
Appeal: action	It is critical that poverty be eliminated in our lifetime.	assert	Mod M Demod: (P)	all
	Whether that is through the implementation of the MDGs,	assert	Mod M + Demod: (NA, NS)	politicians
	or through <u>the voice of the international community</u> demanding [[governments to change their policies toward debt relief, international aid and trade]],	assert	Mod M: +Demod: (NA,NS)	PUBLIC/ pols
	poverty must be addressed.	direct	MM: Modal D: Passive	All people
	The MDGs may fail, but the international community cannot afford to let the opportunity that has fallen upon us, the opportunity to eliminate extreme poverty, pass.	warn	MM: Modal D	All people

APPENDIX 3: ANALYSIS OF DISCOURSE SEMANTICS: INTERACTIONAL RESOURCES

Text 3.13: 5D1: Make Poverty History 2006 - Australia December 21, 2005

Element (15 ccs)	CCs with Proposals	Proposal Function	Realisation	ADDRESSEE addresser
Appeal: action	<i>makepovertyhistory will be back in '06, so be sure to have an awe some festive seasons, and be ready to tackle poverty head on in 2006.</i>	direct	Imperative	(you)
Appeal	There is much to be done <i>if the MDG's are to be met,</i>	assert:	Mod M. + Demod: P	politicians
	and the makepovertyhistory campaign must continue.	direct	MM: Modal D	All people

Text 3.14 B5D2: 2005: The Year That Was

Element (20ccs)	CCs with Proposals	proposal function	Realisation	ADDRESSEE / addresser
Appeal	The <u>challenge</u> now is to keep the G8 countries accountable on their commitments throughout 2006 and beyond.	challenge	Mod Met + Demod: NC	All people
Appeal	But this cannot spell the end for GCAP nor the worldwide movement against poverty	challenge	implied	All people
	The world must continue to roar <i>if it is to truly makepovertyhistory.</i>	Direct:	MM: Modal D	All people

Summary of Interactional resources

Commentary texts: Frequency of clause complexes with proposals 16 /61 = 2.6				
Function Proposal	Freq	Realisation	Freq	Main Addressee
Assert (8)	1.3	Implied (2)	.3	politicians
		Mod Met + demodulation (4)	.7	
		MM: modal declarative (2)	.3	
Direct (5)	.8	Modal declarative (high) (4)	.7	all people
		Implied (1)	.2	
Challenge (2)	.3	Implied 1	.2	all people
		Mod met + demodalisation 1	.2	
Warn (1)	.2	MM: modal declarative	.2	all people