**Stage 2 Aboriginal Studies**

The task supports students to communicate informed ideas and demonstrate their use of evidence and acknowledgement of sources.

Task allows students to reflect on own learning about intercultural communication and understanding from different visual sources.

Task sheet clearly identifies Assessment Type and Topic

ASSESSMENT TYPE 1 – Response

TOPIC: ABORIGINAL ARTS – Film and Intercultural Communication and Understanding

TASK 1:This task has been assessed together with TASK 2

Students review a small collection of Aboriginal films they choose from selected films

they are shown in class and respond with a discussion showing their assessment of these films in promoting intercultural communication and understanding.

The discussion should be in the form of a script for a television or radio talk-show, so students should choose appropriate people to be on the panel and/or audience.

The task allows students to demonstrate their knowledge and understanding of Aboriginal viewpoints.

**Word length:** Up to 1000 words

Films available to view:

*Bran Nu Dae Sapphires Samson and Delilah Beneath Clouds*

*Kanyini Australia Double Trouble Yolgnu Boy*

*Redfern Mabo First Australians Rabbit-Proof Fence*

Students may negotiate to use another film they are able to study.

|  |
| --- |
| **Assessment Design Criteria** |
| Knowledge and Understanding  The specific features are as follows:  KU1 Knowledge and understanding of Aboriginal histories and achievements.  KU2 Knowledge and understanding of a range of Aboriginal viewpoints on culture, land, identity, and/or preferred futures.  KU3 Knowledge of forms and effects of, and/or ways to counter, racism.  Analysis and Evaluation  The specific features are:  AE1 Analysis and evaluation of social and political points of view presented through Aboriginal arts and/or literature.  AE2 Analysis of a contemporary issue of significance to Aboriginal people.  Reflection  The specific feature is:  R1 Reflection on the student’s own learning about intercultural communication and understanding from different sources.  Communication  The specific features are:  C1 Communication of informed ideas for different purposes.  C2 Use of evidence and acknowledgment of sources. |

***Host:*** *D\_\_\_\_ W\_\_\_\_\_*

***Guest speakers:*** *Jessica Mauboy, Nicole Kidman, and Brandon Walters*

**Reflection**

Appropriate selection of “guests” and Aboriginal films allows demonstration of knowledge and understanding of intercultural communication and understanding from different visual sources.

**R1**

**Host:** *Good evening ladies and gentleman. Welcome aboard to tonight's show - hands together for our special guests the delicious Jessica Mauboy, sassy Nicole Kidman, and drop dead gorgeous Brandon Walters. Tonight's show will be covering all round questions about the movies The Sapphires, Bran Nue Dae, Australia, and Beneath Clouds.*

*Well let's get straight into the first question of the night.*

*Do these three Aboriginal films open the eyes of the audience about the strength of Aboriginal culture?*

**Knowledge and Understanding**

Well-considered knowledge and informed understanding of a range of Aboriginal viewpoints on culture and the role of Aboriginal film in promoting intercultural communication and understanding is demonstrated in this discussion. **KU2**

**NK:** I will start of by saying just how much respect I have for all these movies. As a non-Aboriginal after watching these films, and being in Australia of course, it definitely has opened my eyes on the way non Aboriginal and Aboriginal cultures are different, but connected here. They do show Aboriginal culture is very strong; the directors have done a great job in showing this. My film , *Bran Nue Doe* and *Sapphires* are set in historical times, but really not that long ago. All the publicity about the actors from a successful film also show the strength of contemporary culture. What do you think my film son?

**BW:** Yeah well I know I am lucky to come from a strong culture, and this probably helped me act in an authentic way in the movie. It has opened doors for me to now be in ABC 3 in the culture series — I am learning heaps. Culture is definitely strong.

**JM:** Because I'm Aboriginal it's a bit hard to answer this question. I know how strong our people's culture and our traditional background is, so whether that comes across to other Australians - well maybe some of our audience can tell us what messages they had from the movies. I think the directors from these movies have opened eyes of the different audiences. The comedy in *Sapphires* is so deadly; many of my non Aboriginal friends enjoyed how we used our language in a humorous way. And well Bran Nue Dae is just hilarious. Rachel Perkins did a great job turning this from the stage play into a successful film — on that level as well it can shows Aboriginal achievements, and how we believe it is important to have our story told accurately.

**Communication**

This discussion demonstrates well-considered communication of informed ideas in relation to a range of viewpoints on aspects of culture. The interviewees become the conduit of what has been learned and understood and allows for a variety of information to be communicated. **C1**

**BW:** Growing up around all my family I have been around the vibe of always having a laugh and good time; even when we're down on money, family is always there to give a hand. Each film shows the diversity of our culture. Like *Sapphires* shows our humour, *Australia* shows some of our spiritual culture, and also shows the effects of the stolen generation. *Beneath Clouds* shows the messed up lives many from the typical broken family have these days, but this is not really about culture.

Maybe it is their cultural background that helps people survive these tough situations of unemployment, being locked up and poor health. My favourite scene in Bran Nue Dae — apart from the Kimberley Woman and Magda at the roadhouse, and the chooky dancers — hey that's a lot of favourite scenes, but really way is the jail scene with Uncle Ernie and Willie. It makes your hair stand up at it, but the spirits do look after you when things are tough. I wonder what whitefellas think though.

***Host:*** *Are there any comments or questions from the audience on this one?*

**Comment 1:** Brandon a teacher at my school said he thought the scene where you stop the bullocks from stampeding over the cliff was really a bit far fetched, and unbelievable, but the Aboriginal workers there said no that could be real, and talked about when they have seen people being healed and things being taken out of them. I suppose for me it puts the question out there that different cultures have different ways of looking at some things. In my world, the totally western world we are used to demanding proof— like we have in science, but some of my Aboriginal friends do strongly believe that people can be 'sung' or if they don't pick up their hair people can get it and do something to them. I suppose I am trying to say that I think for some people it might be too much to accept.

**Knowledge and Understanding**

By enabling the audience to participate, a range of Aboriginal viewpoints and aspects of culture is demonstrated in a well-considered manner.

**KU 2**

.

**Comment 2:** I agree — like in Bran Nue Dae Tadpole actually makes a joke of the pointing the bone ­when the car breaks down he is shocked! I know for myself though I was glad to hear about the girls singing in Vietnam — I never knew about that, and showing the hurt in families when some people grew up away from their families.

**Communication**

Well-considered and mostly clear communication of informed ideas in relation to issues raised in the films is demonstrated.

**C1**

**Communication**

Well-considered and mostly clear communication of informed ideas in relation to a range of viewpoints on the issue of racism and how it is depicted in the films is demonstrated. Personal comment by interviewees allows a variety of situations to be used to illustrate the issue and to illustrate the importance of film as a medium to raise this issue with a wider audience.

**C1**

***Host:*** *Okay, let's move on to another topic. How do these movies portray and deal with racism?*

**JM:** There's racism in all of them. For example in each of the movies the Aboriginals are looked down upon , like not being able to sing in our own town in Cummerragunja, getting put last , no respect , eye rolling and no apology, all because we play young Aboriginal women who can sing. The way our sistergirl was portrayed as well showed there was racism in society at that time — else she would have kept in touch with us, not been shamed about us.

**NK:** It's the movies like these that teach the general public about Aboriginal people's history, and experiences like racism. The whole stolen generation issue was based on racism, the belief of whites at that time they were superior to black people. These things did happen .Racism plays a big role in these movies. As a non-Aboriginal woman it disappoints me when I see how people from my heritage have acted in such ways towards Aboriginal people in the past. We are all human and should be all treated as one, with respect. I am proud to be part of any movie that gets this message across. We need truth about the history of our country. It hasn't all been rosy, and past injustice has caused effects still today, like in the way people trust and engage with each other.

**BW:** Yeah Ivan Sen, he's the director of the film *Beneath Clouds* has done a good job with showing racism - it is straight forward racism when especially from the prison guard, he's rough on Vaughn, and hey then when Vaughn and Lena are hungry and they steal some corn, and get chased off by the farmer. Vaughn says to the farmer, "This our land and don't forget it." This all ties in with land rights and generally I think Australians are not happy with it, because of racism.

***Host:*** *We'll bring it back to the overall theme of tonight's show then. To what extent do these movies help intercultural communication and understanding? Let's go to the audience first.*

**Comment 1:** Well we're all here talking about them! I think it's great there are these films which show Aboriginal culture and experiences. Sometimes people are not into documentaries, which can be great in showing culture, but in a good story you sort of learn without knowing it.

**Comment 2:** Probably the understanding comes mostly if people do talk about the films. Like at morning tea at work we might talk about a film or a book. There are many Aboriginal cultures across Australia, and we don't learn that much about them in schools, some do, so any help we can get learning more about Aboriginal people is good. *Beneath Clouds* disturbs me still; it seems a bit hopeless.

***Host:*** *Any last thoughts from our wonderful panel?*

**NK:** Possibly these movies teach more about history and experiences than culture — you know I think you have to live with people, and spend more time with them to really get to know about culture — even learning some of the language helps.

**Reflection**

Well-considered reflection about intercultural communication and understanding through an analysis and evaluation ofAboriginal film isdemonstrated.

**R1**

**BW:** One big thing in Aboriginal culture is family — In *Beneath Clouds* poor things their families are messed up, even in *Bran Nue Dae* family is mixed up. People are mostly happy in the films when they are with their families.

**JM:** Our home country is very important to Aboriginal people too — that shows in Bran Nue Dae - Willy wants to get home to Broome — even his Uncle really his father Tadpole does. The songs talk about that important part of culture as well.

***Host:*** *Give it up for our panel. May their careers keep on, and to the directors and sponsors out there — keep these movies rolling that entertain and educate us at the same time. They clearly are making our nation and even wider better informed about Aboriginal people and experiences, making it an even better place to be than it is now. Good night!*

***The FILMS***

**Communication**

Bibliography acknowledges sources used. In text references to both specific and general ideas have been gleaned from the sources and used in the discussions. **C2**

**Bran Nue Dae ;** 2009 Roadshow Films; Rachel Perkins

Bran Nue Dae : Going Home never felt so good. A Study Guide by Roger Stitson <http://www.metromagazine.com.au> 2009 Screen Australia

**The Sapphires 2012** Goalpost Pictures; Wayne Blair

**Australia** 2008 20th Century Fox; Baz Luhrmann

**Beneath Clouds** 2001 Australian Film Corporation; Ivan Sen

**Additional Comments**

This is a “B-“ grade example.

**Knowledge and Understanding 2**

• Well-considered knowledge and informed understanding of a range of Aboriginal viewpoints on culture, land and identity with their use of evidence from the selected films is demonstrated

**Reflection 1**

* Well-considered reflection on the student’s learning about intercultural communication and understanding is demonstrated holistically. Because of the form of the task and the selection of specific films and guests to discuss the issue, a range of learning about inter cultural communication understanding was demonstrated through the discussion issues raised.

**Communication 1**

* Knowledge and understanding is communicated in a well-considered, clear and structured manner through the discussion of the films and the comments of those interviewed.

**Communication 2**

* Generally a clear and appropriate use of evidence and acknowledgement of different sources is demonstrated in the interview discussion, citing films as a launching platform for these discussions. Films are acknowledged in Bibliography.

**Performance Standards for Stage 2 Aboriginal Studies**

|  | Knowledge and Understanding | Analysis and Evaluation | Reflection | Communication |
| --- | --- | --- | --- | --- |
| A | Comprehensive knowledge and well-informed understanding of Aboriginal histories and achievements.  Comprehensive knowledge and well-informed understanding of a range of Aboriginal viewpoints on culture, land, identity, and/or preferred futures.  Perceptive knowledge of forms and effects of, and/or ways to counter, racism. | Insightful and well-informed analysis and evaluation of social and political points of view presented through Aboriginal arts and/or literature.  Perceptive and critical analysis of a contemporary issue of significance to Aboriginal people. | Insightful and thorough reflection on the student’s own learning about intercultural communication and understanding from a range of sources. | Insightful, focused, and structured communication of informed ideas for different purposes.  Perceptive and appropriate use of evidence and detailed acknowledgment of a range of sources. |
| B | Detailed knowledge and well-informed understanding of Aboriginal histories and achievements.  Well-considered knowledge and informed understanding of a range of Aboriginal viewpoints on culture, land, identity, and/or preferred futures.  Well-considered knowledge of forms and effects of, and/or ways to counter, racism. | Well-informed analysis and evaluation of social and political points of view presented through Aboriginal arts and/or literature.  Critical analysis of a contemporary issue of significance to Aboriginal people. | Well-considered reflection on the student’s own learning about intercultural communication and understanding from different sources. | Well-considered and mostly clear and structured communication of informed ideas for different purposes.  Detailed and appropriate use of evidence and acknowledgment of different sources. |
| C | Appropriate knowledge and informed understanding of Aboriginal histories and achievements.  Appropriate knowledge and informed understanding of different Aboriginal viewpoints on culture, land, identity, and/or preferred futures.  Generally considered knowledge of forms and effects of, and/or ways to counter, racism. | Informed analysis and evaluation of social and political points of view presented through Aboriginal arts and/or literature, tending towards description.  Some critical analysis of a contemporary issue of significance to Aboriginal people. | Some considered reflection on the student’s own learning about intercultural communication and understanding from different sources. | Appropriate and generally clear and structured communication of informed ideas for different purposes.  Generally clear and appropriate use of evidence and acknowledgment of different sources. |
| D | Superficial knowledge and some consideration of Aboriginal histories and achievements.  Identification and some recognition of one or more Aboriginal viewpoints on culture, land, identity, and/or preferred futures.  Awareness and some basic knowledge of one or more forms and/or effects of racism. | Some consideration and description of one or more social or political points of view presented through Aboriginal arts and/or literature.  Description, with an element of attempted analysis, of a contemporary issue of significance to Aboriginal people. | Some consideration of the student’s own learning about intercultural communication and understanding from one or more sources. | Some communication of ideas.  Some reference to evidence and acknowledgment of sources. |
| E | Emerging awareness of Aboriginal histories and achievements.  Emerging awareness of one or more Aboriginal viewpoints on culture, land, identity, and/or preferred futures.  Identification of a form or effect of racism. | Identification of one or more social or political points of view presented through Aboriginal arts or literature.  Identification of a contemporary issue of significance to Aboriginal people. | Attempted description of the student’s own learning about an aspect of intercultural communication and understanding from one source. | Attempted communication of one or more ideas.  Limited use of any evidence or acknowledgment of sources. |