

The following assessment task is a sample only and does not necessarily represent best practice or the views of the ASA.

Aboriginal Film and Television

Teacher planning starts here

The 'big idea'

The impact of film and television on the development of attitudes and perceptions that non-Aboriginal people have of Aboriginal identity and culture.

Why does the learning matter?

For Aboriginal and non-Aboriginal students to be able to identify and deconstruct stereotypes of Aboriginal people in film and television, and problematize their own perceptions of Aboriginality in relation to these understandings.

Application of QTF and 8 Aboriginal ways:

Substantive Communication, Student Direction, Deconstruct/Reconstruct, Symbols and Images

Target syllabus outcomes:

Outcomes: 5.8, 5.9, 5.11

Summative / major assessment task:

In groups of four, students are invited to host an episode of "The Gruen Transfer" and provide an engaging and insightful 10-12 minute segment identifying the ways in which Aboriginal people and cultures are portrayed in film and television.

Formative Assessment 3

Students analyse a series of scenes involving Aboriginal people in film and television. Particular attention is paid to the camera angles, sound effects and dialogue.

Formative Assessment 4

Students write and conduct a short speech outlining the role and representation of an Aboriginal character from a film of their choosing*

*must confirm with teacher

Formative Assessment 2

Students analyse a series of images of Aboriginal characters from different films and discuss the relationship between the images and popular stereotypes of Aboriginal people

Formative Assessment 1

Students have an in-class discussion on the popular stereotypes of Aboriginal people in mainstream society

Student learning starts here

Aboriginal Identity in Film and Television

This assessment task has been designed as part of Core 1 of the Aboriginal Studies Stages 4-5 Syllabus, 'Aboriginal Identities'. As part of this Core, students are required to explore the influence of social factors and experiences that affect Aboriginal identity, with a particular focus on the relationship between portrayals of Aboriginality in the media, and the development of perceptions and stereotypes that Aboriginal and non-Aboriginal peoples have of Aboriginal identity. This theme is a key focus of Option 6 of the Stages 4-5 Aboriginal Studies Syllabus, 'Aboriginal Film and Television', and would allow students to build on their knowledge of 'Aboriginal Identities' in an accessible, interesting and engaging structure. In this Option, students are required to identify stereotypes, images and attitudes presented in a range of films and television presentations and analyse the effects of these on Aboriginal and non-Aboriginal people. In doing so, the role of film and television in the development of non-Aboriginal people's perceptions and understanding of Aboriginal Peoples and cultures becomes explicit, and students are able to deconstruct and problematize their own perceptions of Aboriginality as a result of the learning process required by this assessment task. Furthermore, this Option encourages students to communicate their findings using multimedia and oral mediums. Accordingly, this assessment task requires students to host an episode of the television show 'The Gruen Transfer', and engage their class in a conversation about the representation of Aboriginal peoples and cultures in film and television.

Engagement: Quality Teaching Framework and 8 Aboriginal ways of learning

This assessment task strongly aligns with the Quality Teaching Framework's 'Substantive Communication', 'Student Direction' and 'Problematic Knowledge' elements. This task requires students to engage their class in a sustained conversation about the complex relationship between the representation of Aboriginal peoples, cultures and histories in film and television and the perceptions and stereotypes associated with Aboriginality in mainstream society. In doing so, students are encouraged to recognise that the knowledge they are dealing with has been constructed, manipulated or fabricated, and then problematize this knowledge in relation to their own understandings of Aboriginality. Furthermore, this assessment task allows students to exercise a substantial degree of control over the direction of their learning. While they are only given a select choice of films and television shows to discuss in their presentations, students have the freedom to select the scenes, characters, ideas and content from these films to discuss with their class. This provides students with the opportunity to engage with ideas and issues that they feel are relevant or important to themselves and their community, and present these understandings to their class.

Not only has this assessment task been designed in consultation with the Quality Teaching Framework, but it has also been constructed in accordance with the 8 Aboriginal ways of learning framework. The 'Deconstruct/Reconstruct' pedagogy is central to the undertaking of this assessment task, as it requires students to break down and analyse a film or television show into little segments and identify key moments where Aboriginal peoples and cultures are misrepresented. Students are then asked to situate these micro-misrepresentations back into a broader, societal framework and elucidate the connection between these issues of representation and the development of perceptions and stereotypes about Aboriginal

Australia. As part of the build-up to this assessment task, students are also asked to analyse a series of symbols and images from a selection of films and television shows, for example David Gulpilil standing on one leg holding a spear, to identify the connection between popular culture and stereotypes of Aboriginality. In their presentations, students are required to demonstrate their understanding of this process through the analysis of a series of scenes from their selected film or television show.

Record of School Achievement requirements

The Record of School Achievement (RoSA) is a cumulative credential that allows students to record their academic results from Stage 5 subjects. The Aboriginal Studies Elective is an option available to students in Years 7-10, and all assessment tasks within this elective, including this one, are subject to the standardised 'A to E' grading format. The grading criteria for this assessment task closely aligns with the general performance descriptors outlined in the RoSA requirements. In this assessment task, the higher achieving students are expected to present an accurate and detailed explanation of the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television, while lower achieving students' presentations are expected to decrease in accuracy and quality. Furthermore, students' knowledge and understanding, research and communication skills are assessed in the marking criteria. The diversity of skills required to complete this task enables students to demonstrate their competencies across a variety of mediums.

Evaluation

The best indicator of the effectiveness of this assessment task will be the quality of the student presentations. If students are able to draw connections between representations of Aboriginal peoples, cultures and histories in film and television, and perceptions and stereotypes associated with Aboriginality in mainstream society, and then relate these connections to their personal or community context, then it will be evident that students have been able to heighten their own understandings of Aboriginal identity. Evidence of group collaboration that results in a cohesive and structured presentation will also indicate whether or not students have found the task manageable, enjoyable and intellectually engaging. However, the quality of this assessment task will also become evident to the teacher later on in the school year or course subject. Students might come up to the teacher later in the school year, when new films or television shows that involve Aboriginal characters are released, and have an informal conversation that remarks on the representation of those characters in relation to what the students have previously learnt. If students are able to retain the knowledge and critical thinking skills that are required for this assessment task and apply them to different situations and contexts, then the assessment task should be considered a success.

Assessment Task Notification

Subject: Aboriginal Studies

Year 10

Topic: Aboriginal Film and

Task number: 3

Television Date Issued:

Due Date:

Mark out of: 20

Weighting: 20%

Context

In this unit students have explored the ways in which key stereotypes and images of Aboriginal peoples, cultures and histories have been presented in film and television. This activity focuses on the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television.

Task description

Part A: (15 Marks) - Oral Component

Wil Anderson, Todd Sampson and the rest of the ABC's regular panel on "The Gruen Transfer" have called in sick for the week. The producers of the show have got in contact with Stern High School to see if their Year 10 Aboriginal Studies class can fill in for the week's topic "Aboriginal Film and Television: Stereotypes, Images and Perceptions".

In groups of four, students are invited to host an episode of "The Gruen Transfer" and provide an engaging and insightful 10-12 minute segment identifying the ways in which Aboriginal people and cultures are portrayed in ONE film or television show from the list below:

- Jedda (1955)
- Walkabout (1971)
- The Tracker (2002)
- Redfern Now [Season 1 Episode 3 "Raymond"] (2012)

In their presentations, students must show and analyse at least FOUR scenes from their chosen film or television show to identify the development of perceptions and understandings of Aboriginal Peoples and cultures in film and television.

NOTE: Students will be marked individually and are expected to speak for between two and a half minutes to three minutes each. However, students are encouraged to work collaboratively with their group to ensure that their presentations do not overlap. The viewing of each scene will not be included in the overall time limit of each presentation.

Part B: (5 Marks) - Written Component: Live audience

Students are required to submit ONE 'live tweet' to their teacher at the end of each presentation that expresses their response to an issue or idea raised by one of the panellists. These 'tweets' should be concise and consist of no more than 160 characters. Students have 10 minutes at the end of each presentation to write their 'tweets' and can be submitted in hard copy or emailed to the teacher electronically.

Resources:

- The Gruen Transfer: Series 7 Episode 9 'Blockbusters'
<http://www.abc.net.au/tv/programs/gruen/>

- “Indigenous Film” – pay particular attention to the “Silence – 1920s”, “Un-civilisation -1930s-1950s” and “Roads – 1970s” sections
<http://www.australia.gov.au/about-australia/australian-story/indigenous-film>
- “Screening Indigenous Australia: an overview of Aboriginal representation on film”
<http://www.kooriweb.org/foley/resources/media/indigenousfilm.pdf>

Outcomes:

A student:

- identifies stereotypes, images and attitudes presented in a range of films and television presentations and analyses the effects of these on Aboriginal and non-Aboriginal people.
- describes the development of perceptions and understandings that non-Aboriginal people have of Aboriginal peoples and cultures from film and television
- selects and uses appropriate oral, written, visual and digital forms to communicate information and findings

Criteria for assessed learning

Students will be assessed on their ability to:

- design an engaging episode segment that effectively identifies the development of stereotypes and attitudes of Aboriginal peoples and cultures from film and television.
- use a range of research techniques and technologies to locate, select, organise and communicate information and findings.
- use engaging and persuasive methods of communicating information.
- use a variety of mediums to respond to issues or ideas concerning the representations of Aboriginal peoples and cultures in film and television

Guidelines for marking

Part A: /15

Range	A student in this range:
13-15 (Very High)	<ul style="list-style-type: none"> • Effectively identifies stereotypes, images and attitudes presented in a range of films and television presentations and analyses the effects of these on Aboriginal and non-Aboriginal people. • Presents an accurate and detailed explanation of the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television. • Effective delivery of a speech with maintained eye contact and appropriate use of pauses, volume, facial expression, tone and hand gestures, within the time limit given. • Used engaging and persuasive language to provide an effective argument.
9-12 (High)	<ul style="list-style-type: none"> • Competently identifies stereotypes, images and attitudes presented in a range of films and television presentations. • Presents an accurate explanation of the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television. • Appropriate delivery of a speech by establishing eye contact, use of palm cards and pauses, volume, facial expression, tone and some use of persuasive language. May be up to 30 seconds under time. • Used persuasive language and gave a clear argument.

5-8 (Satisfactory)	<ul style="list-style-type: none"> Identifies some stereotypes, images and attitudes presented in a range of films and television presentations. Presents a basic explanation of the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television Used some appropriate means of delivering a speech. (Palm, cards, eye contact, volume, pauses, facial expression, tone). May be under or over a minute from the given time. Some persuasive language used.
1-4 (Progressing)	<ul style="list-style-type: none"> Does not identify stereotypes, images and attitudes presented in a range of films and television presentations. Presents a limited or inaccurate explanation of the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television Limited use of eye contact, reliance on palm cards and ineffective use of pauses, volume, facial expression, tone and limited use of persuasive language. Speech is more than two minutes under time. Limited use of persuasive language.

Part B: /5

Range	A student in this range:
5 (Very High)	<ul style="list-style-type: none"> Provides three original or interesting personal responses to the issues of Aboriginal representation in films Responds in a clear and concise manner.
4 (High)	<ul style="list-style-type: none"> Provides two interesting personal responses to the issues of Aboriginal representation in films Responds in a clear manner.
2-3 (Satisfactory)	<ul style="list-style-type: none"> Provides a personal response to an issue of Aboriginal representation in films Responds in a vague manner.
1 (Progressing)	<ul style="list-style-type: none"> Provides an irrelevant response Responds in an unclear manner.

Feedback:

Future directions:
