

# Desirable features

## High-quality performance is evidenced by:

- a filmed documentary of no less than 15 minutes' duration that has the following properties:
  - technical expertise in the selection, editing and compilation of excerpts from history
  - artistic merit and power (i.e. being evocative, disturbing, paradoxical, sensitive, intelligent and/or graphic and so on)
  - extensive detail in the faithful recording of incidents, events, periods and cultural references from different perspectives
  - perspicacious inferences about the Australian national identity, with a clearly identified position statement and defensible conclusions.

## Acceptable performance (successful task completion) is evidenced by:

- an edited film that provides information on national identity through reference to specific events and from several perspectives.



YEARS 7-9

TASK

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# Australian National Identity: Influences and Perspectives

## New Basics referents

### Multiliteracies and communications media

- Blending traditional and new communications media
- Making creative judgments and engaging in performance
- Mastering literacy and numeracy

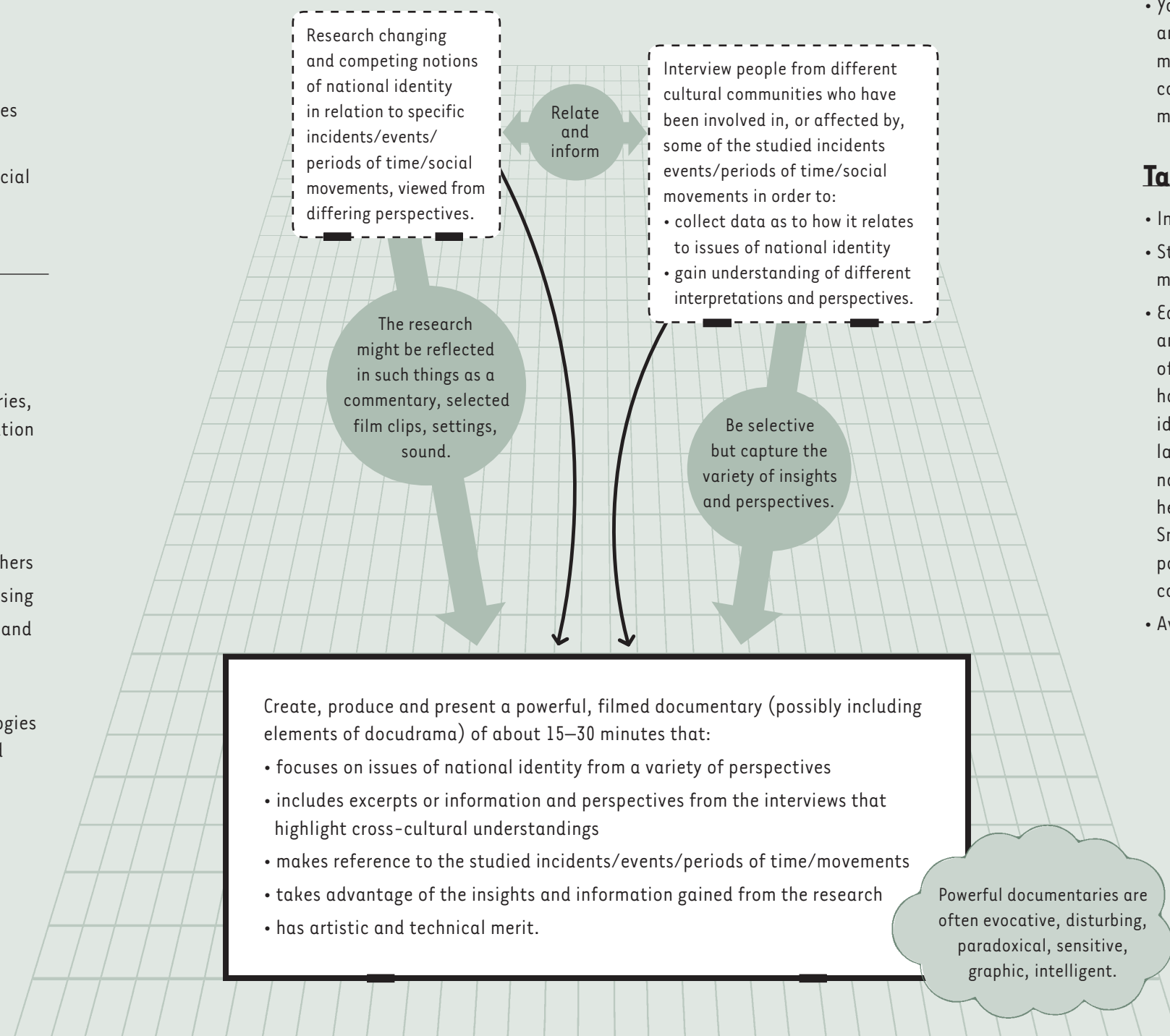
### Active citizenship

- Interacting within local and global communities
- Operating within shifting cultural identities
- Understanding the historical foundation of social movements and civic institutions

## Targeted repertoires of practice

- Appreciating differences in perspectives/interpretive frameworks
- Expounding a point of view
- Film-making, particularly making documentaries, from creative production to polished presentation
- Flowcharting
- Interview techniques
- Recording/noting data
- Reflecting on the positions and opinions of others
- Selecting, sequencing, analysing and synthesising
- Sifting through data seeking common themes and trends
- Specialised researching
- Understanding and using historical methodologies (including distinguishing between primary and secondary sources)

Through the creation, production and presentation of a powerful, filmed documentary that incorporates information gleaned from research and interviews with people from different cultural backgrounds, students will demonstrate knowledge and understanding of the different influences and perspectives on 'Australian national identity'.



## Ideas, hints and comments

- You might be able to obtain powerful interviews from people who have been personally involved in, or affected by, war, immigration, politics and/or social movements.
- You could consider relationships to internal and external influences at the time (e.g. global movements, global conflict and peace, economic conditions, government policy, social stereotypes, media myth-making).

## Task parameters

- Intensity: medium
- Students must work in groups, preferably of 3–5 members.
- Each member of the group is to contribute data and ideas relating to two incidents/events/periods of time/social movements, which, it is claimed, have contributed to the Australian national identity. One is to be pre-1930s, the other is to be later. The following are examples of these, with names that ascribe them to a range of perspectives held by people at various times: British settlement; Snowy River project; Vietnam war; White Australia policy/assimilation/multiculturalism; gold rushes; colonisation; reconciliation; federation.
- Available grades: 5