

A group of people are riding bicycles on a dirt road in a rural, hilly landscape. The road is unpaved and appears to be a dirt or gravel path. The background shows rolling hills with sparse vegetation under a clear sky. The cyclists are wearing casual clothing and caps. The overall scene is bright and sunny.

National 3 English and Literacy Unit

'Bush Bikes'

SCREEN SCOTLAND
SGRÌN ALBA



SCREENING
SHORTS

Outcome 1: Reading

**Read the passage carefully as many times
as you like.**

**Answer the questions in as much detail as
possible.**



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Aboriginal Australians

Outcome
1: Reading

1

The first people of Australia were nomadic people who came to Australia from southeast Asia. Scientists do not know exactly when they arrived but it is at least 50,000 years ago. They travelled through the bush, hunting with spears and boomerangs (throwing sticks) and searching for food such as plants, grubs, and insects, and hunting for animals. They had few possessions and made everything they needed. Their way of life does not change or harm the fragile environment of Australia. The well-being of the land, and its plants and animals are vital and sacred to the Aboriginal people. Aborigines have a unique way of telling their history. They use songs and stories that are passed from generation to generation.

2

When the British came to Australia in 1788, they called these native people “aboriginals”, meaning people who had lived there since the earliest times. The British took land and many Aboriginal Australians died. They were either killed or died from European diseases such as measles, smallpox and tuberculosis. The smallpox epidemic in 1789 is estimated to have killed up to 90% of the Darug people.

3

Throughout most of the 19th and 20th centuries, many Aboriginal people were victims of slavery by colonists alongside Pacific Islander peoples who were kidnapped from their homes, in a practice known as blackbirding. Between 1860 and 1970, people, including children as young as 12, were forced to work on properties. They worked under horrific conditions and most did not receive any wages. In some industries, Aboriginal peoples were bought for about £5.

Aboriginal Australians

Outcome
1: Reading

4

Today there are about 517,000 Aboriginal people in Australia. Most Aboriginal Australians live in cities & towns. Some have benefitted from government education and aid programs and have careers as teachers, doctors and lawyers. Many, though, are poor and isolated from white society. They have lost touch with traditional Aboriginal tribal ways, and because they do not fit neatly into white Australian society, they cannot share its benefits.

5

In 1984, a group of Pintupi people who were living a traditional hunter-gatherer desert-dwelling life were tracked down in the Gibson Desert in Western Australia and brought into a settlement. They are believed to have been the last uncontacted tribe in Australia.

6

Aboriginal Australians believe that they have animal, plant, and human ancestors who created the world and everything in it. This process of creation is called Dreamtime. There are many songs and stories about Dreamtime, which generations of Aboriginal people have passed down to their children.

7

The art of the Aboriginal Australians is mostly about Dreamtime and is made as part of ceremonies. Paintings of the people, spirits and animals of Dreamtime cover sacred cliffs and rocks in tribal territories. Some of the pictures are made in red and yellow ochre and white clay, others have been carved into the rocks. Many are thousands of years old.

Reading Questions

Outcome
1: Reading

1. Look at paragraph 1. Describe three ways that they lived. [3]
2. Look at paragraph 2. Explain how a lot of Aboriginal people died. Use your own words where possible. [2]
3. Look at paragraph 3.
 - a) Explain what "blackbirding" was. [1]
 - b) What surprises you about the date slavery took place in? [1]
4. Look at paragraph 4. Choose a word or phrase that makes you feel sympathy for Aboriginal people. Explain why you chose this word/phrase. [2]
5. Look at paragraph 5. What is special about the Pintupi people? [1]
6. Look at paragraph 6. Explain what Dreamtime is. Use your own words where possible. [2]
7. Look at paragraph 7. Choose a word or phrase that shows how special the art is. Explain why you chose this word/phrase. [2]

TOTAL MARKS: 15

Outcomes and Assessment Standards: N3 Literacy

Outcome
1: Reading

The learner will:

1. Read and understand simple word-based texts by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Showing awareness of aspects of language	PASS?	COMMENT
1.3 Showing awareness of effectiveness	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English

Outcome
1: Reading

The learner will:

1. Understand, analyse and evaluate simple written texts by:

1.1 Identifying the main idea	PASS?	COMMENT
1.2 Showing awareness of aspects of language choice	PASS?	COMMENT

Outcome 2: Listening

**Watch the film carefully as many times as
you like.**

**Answer the questions in as much detail as
possible.**



**SCREENING
SHORTS**

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'Bush Bikes'

(David Vadiveloo, 2002)

Outcome
2: Listening

In a sleepy aboriginal settlement in central Australia three boys ride around together on one bike. They cycle through the dusty landscape, across a bridge along the road to town. Once there, they gaze longingly through the window of a bike shop. The boys stop off at a rubbish tip and rummage around for bike parts, collecting tubes, spare wheels and seats. They use the collected materials – along with natural resources, improvised tools and plenty of ingenuity – to construct two new bikes. There is no dialogue in 'Bush Bikes' but most of the action is accompanied by music with an upbeat energising rhythm.



[Bush Bikes | Screening Shorts](#)

Listening Questions

Outcome
2: Listening

1. Pause the film at 00:10 seconds. This is a long shot of the landscape and cars. Look closely at it. Name two things we can learn from this shot about where the film is set. [2]
2. Listen again to the first 20 seconds of the film.
 - a) What is the main sound you can hear in the first 20 seconds of the film? [1]
 - b) What does this suggest about the setting? [1]
3. At 00:20 seconds, music starts. Describe the music. Explain how this music changes the feeling of the film. [2]
4. Watch the film from 00:44 seconds to 01:12 seconds. Explain one way that the film creates a feeling of friendship and fun in this section. [1]
5. Pause the film at 01:17 seconds. This is a long shot of the boys outside a bike shop. Look closely at it. What colours stand out? Explain what these colours suggest. [2]
6. Watch the sequence from 01:28 to 01:55 of the boys at the dump.
 - a) How do we know looking for the bike parts is a difficult job? [1]
 - b) How do we know that they are enjoying themselves? [1]
7. Watch the section of the film from 02:17 to 02:45. Explain two ways the boys fix the bike in unusual ways. [2]
8. Do you think the film would be better with dialogue between the boys? Explain your answer. [2]

TOTAL MARKS: 15

Outcomes and Assessment Standards: N3 Literacy

Outcome
2: Listening

The learner will:

2. Listen to and understand simple spoken communication by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Showing awareness of aspects of language	PASS?	COMMENT
1.3 Showing awareness of effectiveness	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English

Outcome
2: Listening

The learner will:

2. Understand, analyse and evaluate simple spoken language by:

2.1 Identifying the main idea	PASS?	COMMENT
2.2 Showing awareness of aspects of language choice	PASS?	COMMENT

Outcome 3: Writing

Read the instructions carefully.

Write as much as you can.



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Film Review Guide

Outcome
3: Writing

- This frame will help you to write a film review of 'Bush Bikes' by guiding you through the process.
- This is your chance to share your own opinions on the film. There are no wrong or right answers.
- You can write your ideas up as notes first if you like.
- Remember to use the headings to keep your work in paragraphs.
- Spell-check your work when you are finished.

Film Review Writing Frame

Outcome
3: Writing

PARAGRAPH 1: Introduction

- Give the title of the film.
- Say who the director of the film was.
- Say when the film was released.
- Write a brief description of what happens in the film.

Film Review Writing Frame

Outcome
3: Writing

- **PARAGRAPH 2: Character**
- Explain who the characters in the film are.
- Explain what we learn about the characters and their lives.
- Give an example of something interesting or unusual a character does in the film.
- Say whether you would want to get to know these characters. Explain why you would / would not want to meet them.

Film Review Writing Frame

Outcome
3: Writing

- **PARAGRAPH 3: Setting**
- Explain where the film is set.
- Explain how you know it is set in this place.
- Give an example of how the setting is made interesting in the film.
- Say whether the film made you want to visit this place. Explain why you would / would not want to visit it.

Film Review Writing Frame

Outcome
3: Writing

PARAGRAPH 4: Evaluation

- Say whether you did or did not like the film.
- Explain why / why not, giving at least two reasons.
- Try to use a range of adjectives to describe how you feel.

Outcomes and Assessment Standards: N3 Literacy

Outcome
3: Writing

The learner will:

3. Write simple technically accurate texts by:

3.1 Organising ideas appropriately in writing	PASS?	COMMENT
3.2 Selecting and using simple language including the use of appropriate spelling, grammar, and punctuation	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English

Outcome
1: Reading

The learner will:

1. Produce simple written texts by:

1.1

Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience

PASS?

COMMENT

1.2 Applying knowledge of language in terms of language choice and technical accuracy

PASS?

COMMENT

Outcome 4: Talking

Take plenty of notes to help you think of things to say.

Talk for as long as you can.



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Comparing Lives

Outcome
4: Talking

- Think about all the things you learned about Aboriginals from the Reading task. Read the passage again to help if you like.
- Think about what you saw in the film 'Bush Bikes'. Watch it again to help if you like.
- **Make a list of what an Aboriginal boy's life is like.**
- Compare this to your life.
- **Make a second list of how your life is the same or different to an Aboriginal boy's life.**

Talking Questions

Outcome
4: Talking

- You will be asked these questions for your talking assessment.
- Read them carefully. Take notes to help you answer them if you like.

1. What do you think an Aboriginal boy's life is like?
2. How is this similar to your life?
3. How is your life different?
4. Would you like to live like an Aboriginal boy, even for a while? Why / Why not?

Outcomes and Assessment Standards: N3 Literacy

Outcome
4: Talking

The learner will:

4. Talk to communicate, as appropriate to audience and purpose, by:

4.1 Organising ideas appropriately in spoken communication	PASS?	COMMENT
4.2 Communicating effectively through the selection and use of simple spoken language	PASS?	COMMENT
4.3 Using non-verbal conventions	PASS?	COMMENT

Outcomes and Assessment Standards: N3 English

Outcome
4: Talking

The learner will:

2. Participate actively in simple spoken activities by:

2.1 Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience	PASS?	COMMENT
2.2 Applying knowledge of language in terms of language choice	PASS?	COMMENT
2.3 Communicating meaning at first hearing	PASS?	COMMENT
2.4 Using some aspects of non-verbal communication		

Credits

Resource developed by Gail Robertson on behalf of Screen Scotland.

Original material adapted from [Screening Shorts](#).

For more information on Film Education resources and opportunities, go to [Home | Screen Scotland](#).

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