

# THE MESSENGER

## RICH ASSESSMENT TASK 1 (RECEPTIVE MODE)

Ed is a complex character. Sure, he's the hero, but is he a good role model? Does he resolve the various conflicts he faces in appropriate ways? Is he someone whom young men in Australia should look up to? What do you think?

You'll need to construct an argument that offers several reasons justifying the degree to which you think Ed is a good role model. It's not necessarily a black and white scenario: you may think he is a good role model in only some respects, when considered from some perspectives, or only for some young men. Think carefully about the argument you will present.

There are several ways you could approach this argument, considering *The Messenger* in terms of a thematic reading, a gender reading, a genre reading or even exploring the morality represented by Ed. In formulating your argument, think about:

- the context of young men today;
- the context of the character of Ed;
- the messages conveyed to young males through Ed, regarding such themes as:
  - growing up and maturing,
  - finding a purpose in life,
  - relationships: familial, romantic and friendship,
  - self-discovery or developing self-worth,
  - morality;
- the qualities exhibited by Ed;
- Ed's moral choices;
- the extent to which Ed typifies a bildungsroman hero or a picaro;
- the concept of masculine identity represented by Ed, including the way in which he perceives women.

**NOTE:** It is up to you in what form you choose to present your argument. You may wish to write a speech, an article, a review or a more informal blog.

In your writing, you must demonstrate clearly:

- the features of your chosen form,
- the use of rhetorical devices to persuade,
- a clear thesis or line of argument,
- textual evidence,
- a strong sense of your own personal voice.

Confident students should seek to craft their text to suit a particular audience and context.

You will be expected to draft, edit and proof read your writing to maximise its effectiveness.

## Rubric

Year 10 standard	Approaching or below	At	Above
<i>Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication</i>	Makes little or no reference to the values and context of today's generation of young males in explaining why Ed is or isn't a good role model.	Makes reference to the values and context of today's generation of young males in explaining why Ed is or isn't a good role model.	Makes thoughtful reference to highly relevant values and contextual aspects of today's generation of young males in explaining why Ed is or isn't a good role model.
<i>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</i>	Demonstrates limited understanding of, or makes limited reference to, key language features used in the characterisation of Ed.  Unsuccessful in connecting the characterisation of Ed to the responses of a young male audience.	Demonstrates a sound understanding of key language features relevant to the characterisation of Ed.  Clearly connects the characterisation of Ed to the likely responses of a young male audience.	Demonstrates a thorough understanding of key language features integral to the characterisation of Ed.  Thoughtfully connects the characterisation of Ed to the complex responses of a young male audience.
<i>Evaluate the social, moral and ethical positions represented in texts</i>	Demonstrates limited understanding of, or makes limited reference to, the social, moral and/or ethical positions represented by the character of Ed.	Demonstrates a sound understanding of the social, moral and/or ethical positions represented by the character of Ed.	Demonstrates thoughtful understanding of the complex social, moral and/or ethical positions represented by the character of Ed.
<i>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues</i>	Demonstrates some features of the chosen form and offers several points of argument, but reflects an unclear or inconsistent interpretation of <i>The Messenger</i> .	Demonstrates clear features of the chosen form and maintains a consistent and logical argument, reflecting a clear interpretation of <i>The Messenger</i> .	Demonstrates sophisticated manipulation of the features of the chosen form and maintains a thoughtful and complex argument, reflecting a sophisticated interpretation of <i>The Messenger</i> .
<i>Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects</i>	Demonstrates little or ineffective use of the processes of planning, drafting and editing.	Demonstrates effective use of the processes of planning, drafting and editing.	Demonstrates highly effective use of the processes of planning, drafting and editing, shaping writing to improve its effectiveness.

**Student comment and self-assessment**

(e.g. What goals did you set yourself? How successful do you think you have been with this assignment? What was most difficult or most enjoyable?)

**Teacher assessment (circle)**

Approaching or below Year 10 standard	At Year 10 standard	Above Year 10 standard
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**Teacher comment**