

THE MESSENGER

RICH ASSESSMENT TASK 2 (PRODUCTIVE MODE)

Book trailers, like film trailers, are multimodal presentations that work to advertise a book by constructing an engaging and provocative 'taster' that will encourage people to read the book.

Draw on one or more key aspects you have studied and use that/those to shape the way you represent the novel in your trailer. Your book trailer should be constructed in such a way as to represent your particular reading or understanding of the novel. For example, you might like to choose to represent the novel in terms of:

- the theme of the unlikely hero,
- its controversial nature,
- its metafictional nature,
- the genre of bildungsroman,
- the genre of picaresque,
- its gender issues,
- its potential as an example of crime or detective fiction.

In addition, your book trailer needs to be constructed with a clear sense of purpose and audience. Consider who your trailer should target and what you want them to do after watching your trailer.

There are several resources online that will assist you in the creation of a book trailer, such as:

- readwritethink.org
- acmi.net.au
- tristanbancks.com
- powtoon.com
- animoto.com

For an example, see [this excellent trailer](#) for *Jasper Jones* by Craig Silvey.

You should storyboard your trailer first, keeping in mind:

- how you will construct character;
- the aspects of plot you will reveal, and those you'll not disclose in order to generate intrigue;
- the use of visual language to convey genre;
- the themes that will be alluded to;
- how you will capture a sense of Ed's voice as narrator.

There are many free storyboard templates available online from websites such as storyboardthat.com or canva.com.

Remember, your trailer should represent YOUR understanding and interpretation of Markus Zusak's novel, *The Messenger*.

Rubric

Year 10 standard	Approaching or below	At	Above
<i>Evaluate the impact on audiences of different choices in the representation of still and moving images</i>	Includes images with some relevance, but not sequenced to offer a clear representation of the novel.	Includes appropriate and effective images that reflect a clear and cohesive representation of the novel.	Sequences include nuanced and provocative images that reflect a complex and stylistically effective representation of the novel.
<i>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</i>	Demonstrates limited understanding of key language features of <i>The Messenger</i> .	Demonstrates a sound understanding of key language features of <i>The Messenger</i> .	Demonstrates a thorough understanding of key language features of <i>The Messenger</i> .
<i>Create imaginative texts that make relevant thematic and intertextual connections with other texts</i>	Unimaginative or ineffective with limited use of language and stylistic features that draw on <i>The Messenger</i> .	Imaginative and effective with clear use of language and stylistic features that draw on <i>The Messenger</i> .	Sophisticated and clearly targets an audience with effective use of language and stylistic features that clearly draw on <i>The Messenger</i> .
<i>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user</i>	Needs assistance to use ICT to create a book trailer.	Demonstrates effective use of ICT to create a book trailer.	Demonstrates skillful use of ICT to create a book trailer.

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