

## Task for *The Messenger*

### Rich assessment task 1 (Receptive mode): Persuasive text

**Task: Write a persuasive text that seeks to convince an audience that Ed Kennedy is an appropriate role model for today's generation of young men.**

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 picaresque;
- 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.

Stronger students should seek to craft your 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:**

| By the end of Year 10, students will meet the following Achievement Standards   | Approaching or below Year 10 Standard   | At Year 10 Standard   | Above Year 10 Standard   |
|---|---|---|--|
| <p>Receptive mode: By the end of Year 10, students <a href="#">evaluate</a> how text structures can be used in innovative ways by different authors. They <a href="#">explain</a> how the choice of language features, images and vocabulary contributes to the development of individual style.</p> <p>They <a href="#">develop</a> and <a href="#">justify</a> their own interpretations of texts. They <a href="#">evaluate</a> other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p> |   |   |  |
| <p>Understand that people's evaluations of texts are influenced by their value systems, the <a href="#">context</a> and the purpose and <a href="#">mode</a> of communication<br/><a href="#">(ACELA1565)</a></p>   | <p>Your writing 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.</p>   | <p>Your writing 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.</p>  | <p>Your writing 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.</p>   |
| <p>Analyse and explain how <a href="#">text</a> structures, <a href="#">language features</a> and <a href="#">visual features</a> of texts and the context in which texts are experienced may influence <a href="#">audience</a> response<br/><a href="#">(ACELT1641)</a></p>   | <p>Your writing demonstrates limited understanding of, or makes limited reference to, key language features used in the characterisation of Ed.</p> <p>Your writing is unsuccessful in connecting the characterisation of Ed to the responses of a young male audience.</p> | <p>Your writing demonstrates a sound understanding of key language features relevant to the characterisation of Ed.</p> <p>Your writing clearly connects the characterisation of Ed to the likely responses of a young male audience.</p> | <p>Your writing demonstrates a thorough understanding of key language features integral to the characterisation of Ed.</p> <p>Your writing thoughtfully connects the characterisation of Ed to the complex responses of a young male audience.</p> |
| <p>Evaluate the social, moral and ethical positions represented in texts<br/><a href="#">(ACELT1812)</a></p>  | <p>Your writing demonstrates limited understanding of, or makes limited reference to, the social, moral and/or ethical positions represented by the character of Ed.</p>  | <p>Your writing demonstrates a sound understanding of the social, moral and/or ethical positions represented by the character of Ed.</p>  | <p>Your writing demonstrates thoughtful understanding of the complex social, moral and/or ethical positions represented by the character of Ed.</p>  |
| <p><a href="#">Create</a> sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues<br/><a href="#">(ACELY1756)</a></p>  | <p>Your writing demonstrates some features of your chosen form and offers several points of argument, but reflects an unclear or inconsistent interpretation of <i>The Messenger</i>.</p>   | <p>Your writing demonstrates clear features of your chosen form and maintains a consistent and logical argument, reflecting a clear interpretation of <i>The Messenger</i>.</p>   | <p>Your writing demonstrates sophisticated manipulation of the features of your chosen form and maintains a thoughtful and complex argument, reflecting a sophisticated interpretation of <i>The Messenger</i>.</p>                                |
| <p>Review, edit and refine students' own and others' texts for control of content, organisation, <a href="#">sentence</a> structure, vocabulary, and/or <a href="#">visual features</a> to achieve particular purposes and effects<br/><a href="#">(ACELY1757)</a></p>  | <p>You demonstrate little or ineffective use of the processes of planning, drafting and editing.</p>  | <p>You demonstrate effective use of the processes of planning, drafting and editing.</p>  | <p>You demonstrate highly effective use of the processes of planning, drafting and editing, shaping your writing to improve its effectiveness.</p>   |

Student comment and self assessment:

For example: What goals did you set yourself? How successful have you been, do you think, with this assignment?  
What was most difficult or most enjoyable?

Teacher assessment:

Approaching or below  
Year 10 Standard

At  
Year10 Standard

Above  
Year 10 Standard

Teacher comment:

Please see Year 10 English Portfolio Samples for *At, Below and Above Year 10 Standard*:  
<http://www.australiancurriculum.edu.au/English/Curriculum/F-10#level=10>