

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 evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.</p> <p>They develop and justify their own interpretations of texts. They evaluate 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 context and the purpose and mode of communication (ACELA1565)</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 text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</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 (ACELT1812)</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>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 (ACELY1756)</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, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)</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>