



*Aspley State High School*  
*Key Learning Area: English*  
*Junior Assessment Task Sheet*

**Speaking & Listening**  
**Level 6**

**Date of issue:** \_\_\_\_\_  
**Year Level:** 10

**Unit Title:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Task:**

You are to present a synopsis (overview) of a new Soap Opera to a potential producer. By doing this, you are attempting to promote your idea. You need to:

- Provide clear character outlines and pictures
- An outline of the plot
- A sample of the script.

You must be prepared to answer challenging questions about your idea.

**Context:**

You have been studying the structure of an opinionative speech, including specific persuasive techniques. Your speech should be clearly delivered and suitable for a public audience. It should demonstrate your understanding of the genre.

**Form:** Interview with potential Producer (persuasive speech)

**Audience:** Potential Producer

**Purpose:** To promote your soap opera to a potential producer

**Conditions:**

- Class and home time given
- Two weeks' notice given
- Palm cards may be used
- According to genre learnt in class

**Length:** 4 - 5 minutes

**Draft Due Date:** \_\_\_\_\_

**Final Copy Due Date:** \_\_\_\_\_

## Criteria Checklist

*In this task, it is expected that students are working towards demonstrating aspects of the following Writing and Shaping Outcomes:*

**Cultural 6.1** Students interpret complex subject matter and comment on the appropriateness of texts for context, audience and purpose; draw together information and select details to support stance on complex issues, analyze texts, and entertain and persuade others; and participate appropriately and confidently with peers and distant audiences.

**Operational 6.1** Students use, experiment with and explain others' use of a range of generic and clause structures, cohesive devices, specialist and evaluative vocabulary, persuasive and rhetorical techniques selected in combination with a range of appropriate voice qualities, pronunciation, auditory and non verbal resources to emphasise meaning and influence audiences.

**Critical 6.1** Students identify and explain how textual representations of people, places, things, events and concepts have been shaped by discourses and work to serve particular interests and construct textual representations of people, places, things, events and concepts by drawing on competing discourses.

	Criteria	A	B	C	D	E
CULTURAL	<ul style="list-style-type: none"> <li>Reflects the knowledge, experiences, expectations and concerns of people in everyday society.</li> <li>Used the common features of persuasive speech to highlight the plot, characters, themes and messages of your soap opera.</li> </ul>					
OPERATIONAL	<ul style="list-style-type: none"> <li>Organised your speech effectively.</li> <li>Used examples to elaborate ideas about your soap opera, script and characters.</li> <li>Used suitable introduction examples to support your points.</li> <li>Used expression, body language, pitch, pace and volume.</li> </ul>					
CRITICAL	<ul style="list-style-type: none"> <li>Selected subject matter that supports a positive and enthusiastic approach to your soap opera.</li> <li>Represented your soap opera in particular ways that your audience can easily relate to and be excited about.</li> </ul>					

Teacher Comment:

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Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Result: