



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

**Speaking & Listening**  
**Level 5**

**Date of issue:** \_\_\_\_\_  
**Year Level:** 9

**Unit Title:** Opinionative Speech

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

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

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

**Task:**

You have been invited to present a speech at a public forum of concerned citizens. After consultation with your teacher, you are to research a social issue of your choice. Present an opinionative/argumentative speech on your chosen topic.

**Context:** You have been studying the structure of an opinionative speech. Your speech should be clearly delivered and suitable for a public audience. It should also demonstrate your understanding of the issue and the genre.

**Form:** An Opinionative Speech

**Audience:** Concerned Citizens

**Purpose:** To express an opinion on a specific subject.

**Conditions:**

- Two weeks' notice of the topic
- Palm cards may be used
- Class and home time given

**Length:** 3 - 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 5.1** Students interpret and construct texts with accessible but challenging ideas and issues, decide whether subject matter is appropriate for purpose and audience, identify influence of medium and interpret and establish relationships with different audiences, including the general public, in order to entertain, report and make judgments.

**Operational 5.1** Students construct cohesive texts controlling generic structures, clause structures and text connectives; interpret and use figurative language, specialist and evaluative words; identify how meaning is affected by varying pace, phrasing intonation, pronunciation, facial expression, gesture, sound and silence, and vary own use of these to influence audience.

**Critical 5.1** Students identify some assumptions about groups that have influenced textual representations, justifying with examples, and construct textual representations of people, places, things, events and concepts by selectively making choices to position listeners.

		Criteria	A	B	C	D	E
CULTURAL	<ul style="list-style-type: none"> <li>Your speech reflects knowledge and concerns about an issue.</li> <li>You have used the common features of informative speech to draw attention to the issue or topic.</li> </ul>						
OPERATIONAL	<ul style="list-style-type: none"> <li>You have organised your speech appropriately for your topic and audience.</li> <li>You have used examples to extend and elaborate ideas and information about the issue.</li> <li>You have used expression, body language, pitch, pace and volume effectively.</li> </ul>						
CRITICAL	<ul style="list-style-type: none"> <li>In constructing your speech you have demonstrated that you understand that texts can convey meanings that are not directly stated.</li> <li>You have selected subject matter that supports a specific viewpoint on your chosen issue/topic.</li> <li>In constructing your speech, you have represented your chosen topic/issue in particular ways that your audience can easily relate to.</li> </ul>						

Teacher Comment:

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

Date: \_\_\_\_\_

Result: