


GOODBYE GRAFFITI

YEAR 7 ASSESSMENT TASK

TASK DETAILS

TITLE OF TASK	What do people think?
TASK DESCRIPTION	This task requires students to construct interview questions and then interview community members recording their responses. These responses are then used to write two extended answer response. The topic for this task is graffiti vandalism.
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Graphic organiser (one per student) Extended written responses (one per student)  <p>Students complete the extended written responses under test conditions. During the task, students may refer to their graphic organiser.</p>
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> Two lessons of class time (preparation and extended written responses) Some out of class time to conduct interviews

TASK PREPARATION

PRIOR LEARNING	Students understand what graffiti vandalism is, the impacts that it has on individuals and communities and the legal consequences of committing a graffiti vandalism crime.
RESOURCE	Goodbye Graffiti Year 7 Lesson 1 and 2 <ul style="list-style-type: none"> Define graffiti vandalism. Explore the impacts of graffiti vandalism on the individual and the community. Graffiti and the law.
ASSESSMENT DIFFERENTIATION	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.

LINKS TO THE HUMANITIES AND SOCIAL SCIENCES SYLLABUS

CONTENT	Strand	Humanities and Social Sciences
	Sub-strand	Questioning and researching
	Content descriptor	Construct a range of questions, propositions and/or hypotheses (WAHASS65)
	Strand	Humanities and Social Sciences
	Sub-strand	Questioning and researching
	Content descriptor	Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs) (WAHASS67).
	Strand	Humanities and Social Sciences
	Sub-strand	Communicating and reflecting
	Content descriptor	Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources (WAHASS77)



TEACHER INSTRUCTIONS

1. Prior to commencing the task revise the following:
 - definition of graffiti vandalism
 - the difference between graffiti vandalism and urban art
 - the impact graffiti vandalism can have on individuals and communities
 - graffiti vandalism and the law
 - the difference between 'open' and 'closed' questions.
2. Distribute and work through the assessment task with the students.
Emphasise the requirements of the task.

WHAT DO PEOPLE THINK?

Student name: _____

TASK

1. Construct **four** questions to ask **five** members of your community about their thoughts and feelings around graffiti vandalism. Your questions must be written addressing the following information:
 - what is graffiti vandalism
 - individual and community feelings and thoughts around graffiti vandalism
 - impacts of graffiti vandalism on individuals and the community
 - graffiti vandalism and the law.



When constructing your questions look to ask questions that will provide you with an extended response (open questions) rather than asking questions that will just give you a 'yes' or 'no' response (closed questions).

2. Select the best method for recording the information from your interviews (eg a graphic organiser). Construct the graphic organiser including:
 - the four questions to be asked
 - the five interview candidates (name and details).
3. Choose five people to interview from your community. You must choose:
 - a peer (eg someone your age)
 - an adult in your family (eg parent, grandparent, aunt/uncle)
 - someone that owns a business in your community (eg shop owner)
 - two people who live and/or work in the same suburb/town as you.
4. Once you have chosen the five people to interview, constructed your interview questions and your graphic organiser to record the responses, conduct your interviews. Make sure you take notes during the interview.
5. Use the information in your graphic organiser to complete two extended answer responses under test conditions in class time.
6. Hand in to your teacher your graphic organiser and your extended answer response.

SAMPLE MARKING KEY

DESCRIPTION	MARKS
Graphic organiser	10 marks
Comprehensively, and using specific detail, includes notes in a suitable graphic organiser for all five interviewees for all four questions	EXCELLENT (9-10 marks)
Satisfactorily, and using some detail, includes notes in a suitable graphic organiser for all five interviewees for all four questions	HIGH (7-8 marks)
Briefly, and using minimal detail, completes notes in a graphic organiser for all five interviewees for all four questions	SATISFACTORY (5-6 marks)
Briefly, and using minimal detail, completes notes in a graphic organiser for two or more interviewees for two or more questions	LIMITED (2-4 marks)
Includes limited notes which may or may not be written in a graphic organiser	VERY LOW (1 mark)
Extended answer response – Question 1	6 marks
Demonstrates a comprehensive understanding of graffiti vandalism and the impact on the community; clear, relevant and well-constructed explanation of the interviewees' thoughts and feelings about graffiti vandalism in their community; includes sound examples to support response	EXCELLENT (6 marks)
Demonstrates a well-developed understanding of graffiti vandalism and the impact on the community; clear and relevant explanation of the interviewees' thoughts and feelings about graffiti vandalism in their community; includes sound examples to support response	HIGH (4-5 marks)
Demonstrates a simple understanding of graffiti vandalism and the impact on the community; relevant explanation of the interviewees' thoughts and feelings about graffiti vandalism in their community; includes some examples to support response	SATISFACTORY (3 marks)
Basic or limited understanding of graffiti vandalism and the impact on the community; simple explanation of the interviewees' thoughts and feelings about graffiti vandalism in their community; includes an example to support response	LIMITED (2 marks)
Limited or irrelevant explanations, understanding and examples	VERY LOW (1 mark)
Extended answer response – Question 2	6 marks
Demonstrates a comprehensive understanding of graffiti vandalism and the law; clear, relevant and well-constructed explanation of the interviewees' understanding and thoughts on graffiti vandalism and the law; includes sound examples to support response	EXCELLENT (6 marks)
Demonstrates a well-developed understanding of graffiti vandalism and the law; clear and relevant explanation of the interviewees' understanding and thoughts on graffiti vandalism and the law; includes sound examples to support response	HIGH (4-5 marks)
Demonstrates a simple understanding of graffiti vandalism and the law; relevant explanation of the interviewees' understanding and thoughts on graffiti vandalism and the law; includes some examples to support response	SATISFACTORY (3 marks)
Basic or limited understanding of graffiti vandalism and the law; simple explanation of the interviewees' understanding and thoughts on graffiti vandalism and the law; includes an example to support response	LIMITED (2 marks)
Limited or irrelevant explanations, understanding and examples	VERY LOW (1 mark)
TOTAL	/22 marks

Student name: _____

1. Demonstrating your understanding of what graffiti vandalism is and the impact it can have on the community, compare the information collected from your interviewees outlining their thoughts and feelings about graffiti vandalism in their community. Use specific examples to support your findings.

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