

GOODBYE GRAFFITI

YEAR 8 ASSESSMENT TASK

TASK DETAILS

TITLE OF TASK	Graffiti: Art or vandalism?
TASK DESCRIPTION	After listening to the pod cast <i>Is Graffiti Art or Vandalism?</i> (29.58 mins) students are to present their ideas and opinions about the issue of graffiti in a blog, letter to the editor of the local newspaper or as a written speech to the local council.
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Draft notes Final copy of a blog, letter to the editor or written speech in print form.
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> Two or three class lessons

TASK PREPARATION

PRIOR LEARNING	<ul style="list-style-type: none"> 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. Students also have an understanding of the difference between graffiti vandalism and urban art (street art) and the benefits of urban art as a graffiti vandalism prevention/reduction strategy.
RESOURCE	Goodbye Graffiti Year 8 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 vandalism prevention/reduction strategies including the use of urban art (street art). 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 ENGLISH SYLLABUS

CONTENT	Strand	Literacy
	Sub-strand	Creating texts
	Content descriptor	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)
	Strand	Personal social and community health
	Sub-strand	Communicating and interacting for health and wellbeing
	Content descriptor	Personal, social and cultural factors influencing emotional responses and behaviour, such as: <ul style="list-style-type: none"> prior experience norms and expectations personal beliefs and attitudes (ACPPS075)
PROPOSITIONS	<ul style="list-style-type: none"> Include a critical enquiry approach Take a strengths-based approach 	

TEACHER INSTRUCTIONS

1. Prior to commencing the task revise the following:
 - definition of graffiti vandalism
 - the difference between graffiti vandalism and urban art
 - how urban art is used in the community to design out graffiti vandalism
 - how to structure a blog, a letter to the an editor of a magazine, and a formal written speech.

2. Prior to commencing the task listen to the following podcast. Students should be instructed to take notes through the podcast.

Life Matters, ABC National
Is Graffiti Art or Vandalism?
 Natasha Mitchell (Presenter)
 8 July, 2015
<http://www.abc.net.au/radionational/programs/lifematters/graffiti/6601672>

3. Distribute and work through the assessment task with the students. Emphasise the requirements of the task.

GRAFFITI: ART OR VANDALISM?

Student name: _____

TASK

1. Listen to the following podcast.

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Is Graffiti Art or Vandalism?

Natasha Mitchell (Presenter)

8 July, 2015

<http://www.abc.net.au/radionational/programs/lifematters/graffiti/6601672>

2. Take notes during the podcast. Form an opinion on the following question based on the podcast and previous knowledge.

Graffiti – Art or vandalism?

3. After listening to the podcast present your ideas and opinions about the issue of graffiti in the community using one of the written forms below:

- a blog
- letter to the editor of the local newspaper
- written speech to the local council.

You must make your view clear (art or vandalism) and support this with additional research to strengthen your argument.

4. Use an appropriate structure for the form you have chosen. Also consider the target audience when writing your piece and target your language appropriately. Remember, be persuasive. Word count is a maximum of 800 words.

5. Your text should:

- demonstrate comprehension and evaluation of the information, ideas and opinions presented on graffiti in the community and persuasively support your opinion
- analyse any of your personal, social and/or cultural perspectives on graffiti explaining how these have been formed
- use language features and conventions appropriate to the audience and context of the chosen text form (eg a blog, letter to the editor, formal written speech).

6. Hand in for marking your draft notes and the final print copy of a blog, letter to the editor or written speech.

SAMPLE MARKING KEY

DESCRIPTION	MARKS
Comprehension	6 marks
Thorough comprehension and evaluation of information, ideas, and opinions presented on graffiti in the community used persuasively to support your opinion	EXCELLENT (6 marks)
Well-considered evaluation of information, ideas, and opinions presented on graffiti in the community used persuasively to support your opinion	HIGH (5 marks)
Comprehension and some evaluation of information, ideas, and opinions presented on graffiti in the community used persuasively to support your opinion	SATISFACTORY (3-4 marks)
Some comprehension of aspects of information on graffiti in the community used with some persuasion to support your opinion	LIMITED (2 marks)
Limited comprehension and evaluation of information and/or ideas. Limited persuasion evident	VERY LOW (1 mark)
Analysis	6 marks
Consistently clear analysis of personal, social, and/or cultural attitudes and perspectives and how these may impact personal views on graffiti	EXCELLENT (6 marks)
Well-considered analysis of personal, social, and/or cultural attitudes and perspectives and how these may impact personal views on graffiti	HIGH (5 marks)
Basic analysis of personal, social, and/or cultural attitudes and perspectives and how these may impact personal views on graffiti	SATISFACTORY (3-4 marks)
Some recognition of how personal, social, and/or cultural attitudes and perspectives impact personal views on graffiti	LIMITED (2 marks)
Limited recognition of how personal, social, and/or cultural attitudes and perspectives impact personal views on graffiti	VERY LOW (1 mark)
Communication – Question 2	6 marks
Consistently clear and coherent writing style; structure appropriate for the form chosen; uses a diverse and sophisticated vocabulary including relevant terminology	EXCELLENT (5-6 marks)
Generally clear and coherent writing style; structure appropriate for the form chosen; uses appropriate vocabulary including some relevant terminology	LIMITED (3-4 marks)
Limited clarity and coherence in writing style; structure generally appropriate for the form chosen; uses a restricted vocabulary including limited relevant terminology	VERY LOW (1-2 marks)
TOTAL	/18 marks