

GOODBYE GRAFFITI

YEAR 5 ASSESSMENT TASK

TASK DETAILS

TITLE OF TASK	Explore. Educate. Eradicate.
TASK DESCRIPTION	In this task students will create a digital poster or infographic about graffiti vandalism suitable for students in Years 5-6.
TYPE OF ASSESSMENT	Summative
EVIDENCE TO BE COLLECTED	1. Student notes (individual task) 2. Digital poster or infographic (individual task)
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> One lesson of class time for research and planning One lesson for producing the digital poster or infographic

TASK PREPARATION

PRIOR LEARNING	Students understand what graffiti vandalism is, the types of graffiti vandalism, its impacts on the community, and what a hot spot is.
RESOURCE	<p>Goodbye Graffiti Lesson 1 – Investigating graffiti</p> <ul style="list-style-type: none"> Define graffiti vandalism What the law says about graffiti vandalism The different types of graffiti vandalism <p>Goodbye Graffiti Lesson 2 – Cooling down hot spots</p> <ul style="list-style-type: none"> Graffiti vandalism hot spots and strategies to cool them down <p>Students will need access to computers for researching and creating their digital poster or infographic.</p> <p>Optional resource Canva – a graphic design web tool https://www.canva.com/en_au/</p>
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 skills
	Sub-strand	Questioning and Researching
	Content descriptor	Record selected information and/or data using a variety of methods (eg use graphic organisers, paraphrase, summarise) (WAHASS53)
	Strand	Humanities and Social Sciences skills
	Sub-strand	Communicating and reflecting
	Content descriptor	Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (eg written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61)

TEACHER INSTRUCTIONS

1. Prior to commencing the tasks revise the following:
 - definition of graffiti vandalism
 - the difference between graffiti vandalism and urban art
 - what the law says about graffiti vandalism
 - the impact graffiti vandalism can have on the community
 - graffiti vandalism hot spots and how to cool them down.
2. Distribute and work through the assessment task with the students. Emphasise the requirements of the task. Demonstrate how to use the graphic organiser.
3. Students will need some independent research time to collect the relevant information and take notes as well as plan their digital poster or infographic. They can use notes already created in previous lessons. Remind students that they need to put their research into their own words.
4. When students finish their research, have written their notes and planned their poster or infographic, students will need some time to create and publish their completed poster or infographic in a digital format. Students will also need to print the final copy.
5. Remind students that both their note-taking and their completed poster or infographic will be collected.

EXPLORE. EDUCATE. ERADICATE.

Student name: _____

TASK

1. Create a digital poster or infographic about graffiti vandalism suitable for students in Years 5 and 6.



Think carefully about the language and explanations you include in your final product and how you present your information. It should be factual and interesting.

2. In your digital poster or infographic, **you need to include the following information.**
 - What is graffiti vandalism? Are there different types of graffiti vandalism and what are they?
 - What is the difference between graffiti vandalism and urban art?
 - What does the law say about graffiti vandalism in Western Australia?
 - What are the impacts of graffiti vandalism on the community?
 - What is a graffiti vandalism hot spot? What strategies can be used to cool down a graffiti vandalism hot spot?
3. You will need to research this topic carefully, writing your notes in your own words in the graphic organiser (page 4). Remember to write down your sources for the information collected.
4. Consider using Canva, a graphic design web tool to help you create your final product.
https://www.canva.com/en_au/
5. Hand in to your teacher your:
 - graphic organiser containing your written research notes and sources
 - digital poster or infographic.

GRAPHIC ORGANISER	
What is graffiti vandalism?	
Source(s):	
Types of graffiti	Difference between graffiti and urban art
Source(s):	Source(s):
WA graffiti vandalism law	Impacts of graffiti vandalism on the community
Source(s):	Source(s):
What is a graffiti vandalism hot spot?	Strategies to cool down a hot spot
Source(s):	Source(s):

SAMPLE MARKING KEY

DESCRIPTION	MARKS
Graphic organiser	6 marks
Locating information	
Locates relevant information from a variety of sources	3
Locates information using a few sources	2
Locates some irrelevant information	1
Recording information	
Clearly records key information, identifying main ideas, using key words, summarising and paraphrasing	3
Records key information using some note taking strategies	2
Records information; some information is not written in own words	1
Content	6 marks
Writes content in own words, defining key terminology correctly and demonstrating a clear understanding of graffiti vandalism (types of graffiti, difference between graffiti vandalism and urban art, what the law says about graffiti vandalism in WA, impacts of graffiti vandalism on the community and how to cool down graffiti vandalism hot spots)	5-6
Writes content mostly in own words, defining most key terminology correctly and demonstrating some understanding of graffiti vandalism (types of graffiti vandalism, difference between graffiti vandalism and urban art, what the law says about graffiti in WA, impacts of graffiti vandalism on the community and how to cool down graffiti vandalism hot spots)	3-4
Writes limited content in own words; most terms are incorrectly defined or not defined; limited understanding shown of what graffiti vandalism is (types of graffiti vandalism, difference between graffiti vandalism and urban art, what the law says about graffiti vandalism in WA, impacts of graffiti vandalism on the community and how to cool down graffiti vandalism hot spots)	1-2
Presentation	3 marks
Communicates findings in a format that is appropriate and appealing to the intended audience and purpose	3
Communicates findings in a format that is mostly appropriate to the audience and purpose	2
Attempts to communicate findings for the audience and purpose (may or may not be complete)	1
TOTAL	/15 marks