

# GOODBYE GRAFFITI

## YEAR 4 ASSESSMENT TASK

TASK DETAILS	
TITLE OF TASK	Who says what
TASK DESCRIPTION	In this task students will interview three members of the community and record their responses to a series of questions about graffiti vandalism. Students will then analyse the responses for similarities and differences.
TYPE OF ASSESSMENT	Summative
EVIDENCE TO BE COLLECTED	<ol style="list-style-type: none"> <li>Graphic organiser (one per student)</li> <li>Analysis (one per student)</li> </ol>
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> <li>One lesson of class time (preparation and analysis)</li> <li>Some out of class time to conduct interviews</li> </ul>

TASK PREPARATION	
PRIOR LEARNING	Students understand what graffiti vandalism is and the impacts that it has on individuals, communities, businesses and the environment.
RESOURCE	<p><b>Goodbye Graffiti Lesson 1 – What’s graffiti?</b></p> <ul style="list-style-type: none"> <li>Defines graffiti vandalism</li> <li>What the law says about graffiti vandalism</li> </ul> <p><b>Goodbye Graffiti Lesson 2 – How graffiti impacts us</b></p> <ul style="list-style-type: none"> <li>Explores the impacts of graffiti vandalism</li> </ul>
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	Locate and collect information from a variety of sources (eg photographs, maps, books, interviews, internet) (WAHASS28)
		Record selected information and/or data (eg use graphic organisers, develop note-taking strategies) (WAHASS29)
	Strand	Humanities and Social Sciences skills
	Sub-strand	Analysing
Content descriptor	Identify different points of view/perspectives in information and/or data (eg distinguish fact from opinion, explore different stories on the same topic) (WAHASS33)	



### 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, communities, businesses and the environment.
2. Distribute and work through the assessment task with the students. Emphasise the requirements of the task. Demonstrate how to use the graphic organiser. Brainstorm interviewee options.

## WHO SAYS WHAT

Student name: \_\_\_\_\_

### TASK

1. Choose **three** 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).
2. Once you have chosen the **three** people to interview, you need to ask them the **three** questions included in the *Interview questions graphic organiser* (page 4). **Make sure you take notes of each response writing these in the graphic organiser.**
3. Complete the **analysis** section answering the questions using the information you have collected from your interviews (page 4).
4. Hand in to your teacher the *Interview Questions graphic organiser* and your analysis.

**INTERVIEW QUESTIONS GRAPHIC ORGANISER**

	INTERVIEWEE		
	PEER	ADULT FAMILY MEMBER	BUSINESS OWNER
Name:			
Age:			
Date of interview:			
INTERVIEW QUESTIONS			
What is graffiti vandalism?			
Should graffiti vandalism be against the law? Why or why not?			
How does graffiti vandalism make you feel when you see it on walls, bus stops, shop fronts etc?			

**ANALYSIS**

1. How was the information collected from your interviewees the same? Use **two** examples to explain your answer.

2. How did the information collected from your interviewees differ? Use **two** examples to explain your answer.



**SAMPLE MARKING KEY**

DESCRIPTION	MARKS
<b>Graphic organiser</b>	<b>9 marks</b>
Comprehensively, and using specific detail, includes notes in the graphic organiser for all three interviewees for all three questions	EXCELLENT (8-9 marks)
Satisfactorily, and using some detail, includes notes in the graphic organiser for all three interviewees for all three questions	HIGH (6-7 marks)
Briefly, and using minimal detail, completes notes in the graphic organiser for all three interviewees for all three questions	SATISFACTORY (4-5 marks)
Briefly, and using minimal detail, completes notes in the graphic organiser for one or two interviewees for one or two questions	LIMITED (2-3 marks)
Includes limited notes in the graphic organiser	VERY LOW (1 mark)
<b>Analysis</b>	<b>6 marks</b>
Clear and relevant explanation for how the interviewee responses differed <b>and</b> were the same; includes examples to explain how they differed (two examples) and how they were the same (two examples)	EXCELLENT (6 marks)
Clear explanation for how the interviewee responses differed <b>and</b> were the same; includes examples to explain how they differed (one or two examples) and how they were the same (one or two examples)	HIGH (4-5 marks)
Simple explanation for how the interviewee responses differed <b>and/or</b> were the same; examples included to explain how they differed (one example) and how they were the same (one example)	SATISFACTORY (3 marks)
Basic or limited explanation for how the interviewee responses differed <b>and/or</b> were the same; one or two examples included	LIMITED (2 marks)
Limited or irrelevant explanation/examples	VERY LOW (1 mark)
<b>TOTAL</b>	<b>/15 marks</b>