**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task 1: A response to texts with a focus on a theme or issue**

**Graffiti: Art or Vandalism?**

After reading the following articles and viewing images of graffiti and street art discuss your ideas and opinions about the issue of graffiti. Select one of the following forms for your response:

* a formal letter
* newspaper column
* magazine article.

Choose an audience by considering, for example, who the letter is addressed to or what newspaper or magazine will be publishing the text. Complete the piece in a maximum of 800 words.

As a class we will read some of the texts below and listen to at least 5 minutes of the ABC podcast. The other texts should be read independently.

Eickmier, G *Graffiti: Art or Vandalism?* <http://www.museumofthecity.org/project/graffiti-art-or-vandalism/>

NY Times *When does graffiti become art? The opinion pages: Room for debate* <http://www.nytimes.com/roomfordebate/2014/07/11/when-does-graffiti-become-art/> This site includes links to 4 debate pieces from different writers who argue both sides of the issue.

Miller, L ‘Not all graffiti is vandalism – let’s rethink the public space debate’ *The Conversation* <http://theconversation.com/not-all-graffiti-is-vandalism-lets-rethink-the-public-space-debate-38972>

Mitchell, N *Is Graffiti Art or Vandalism?* <http://www.abc.net.au/radionational/programs/lifematters/graffiti/6601672> This is a podcast of a radio discussion.

In this task you should:

1. produce clear and coherent writing, using appropriate vocabulary (C1)
2. demonstrate comprehension and evaluation of the information, ideas and opinions presented in the texts (Cp1)
3. analyse and evaluate the personal, social and/or cultural perspectives in the texts (An1)
4. use language features and conventions appropriate to the audience and context of the chosen text type (a formal letter, newspaper column or magazine article) (Ap1)

Wang Fang

SACE College

60 Greenhill Road

29/8/16

Mrs Pandora

420 Banksy Place

Litchfield SA 5999

Dear Madam,

I am your neighbour who lives next to you. When I walk pass the front of your house I have seen you have repainted your picket fence. As a part of the commuting I think I have the responsibility to tell you how do I feel about the paint that you have done, I strongly believe that the paint you did on your fence is graffiti which is not an art work therefore I write this letter to you to give you some suggestions and make you do some change to improve the environment of this community.

In my opinion, the paint you did on your fence is not a kind of artwork, it is graffiti which is a kind of vandalism also is a kind of advertisement because you painted your business name and your phone number on that fence, the most arrestive thing is your business name and the phone number that all prove the paint you did on your fence is advertising. When you repaint your fence I think you didn’t have consider about other people’s feel. The paint you did is in a public place in is not a personal exhibition or a museum. When people go to work or go home after work they have to pass through your fence therefore they have to see the paint on your fence. Well the house you live is not in one of Litchfield’s historic conservation zones, which means you can paint whatever you want on your fence but it is zoned as residential and in Litchfield Council, advertising on residential properties is not allowed.

Therefore I want to give you some suggestion to make this community become better; I suggest you to consider more about other peoples’ feel also as a part of this community the work you did need to be significant, which means through this work to convey an information of a theme. Therefore I also suggest you change your style to make the work on your fence become more profound.

You might not agree with my opinion but I believe if you follow my suggestion it well make this community better and that also is the main reason I write this letter to you.

Yours faithfully,

Wang Fang

**Performance Standards for Stage 2 English as an Additional Language**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |