

Desirable features

High-quality performance is evidenced by:

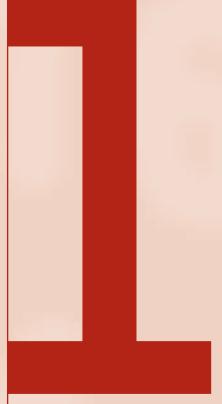
- deep understanding of one's local culture and another non-English-speaking culture through itineraries that foster mutual appreciation of each other's culture and that reflect similarities in, and differences between, what is valued and what is of interest.
- proficient communication of information (e.g. itineraries and validated costings) in complementary formats (e.g. schedule and spreadsheet respectively) so that details are clear, have been worked out efficiently and are presented effectively.
- succinct and appropriate argumentation to justify individual decisions and recommendations in terms of a stated purpose and situation.

Acceptable performance (successful task completion) is evidenced by:

- itineraries that incorporate interests of the exchange student.
- sufficient detail of itineraries and costings in a schedule, spreadsheet and supporting documentation to prove that the itineraries are credible.

YEARS 4-6
TASK

#



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- itineraries that incorporate interests of the exchange student.
- sufficient detail of itineraries and costings in a schedule, spreadsheet and supporting documentation to prove that the itineraries are credible.

8:44a	8671	F3
8:15a	8662	F3
7:23a	8650	F3
7:04a	7816	F12
9:04a	694	C12
8:18a	599	B18
8:21a	393	C27
8:20a	1543	C17
8:20a	NH12	M11
9:15a	8234	ON TIME

Travel Itineraries

New Basics referents

- Multiliteracies and communications media
- Blending traditional and new communications media
 - Communicating using languages and intercultural understandings
 - Mastering literacy and numeracy

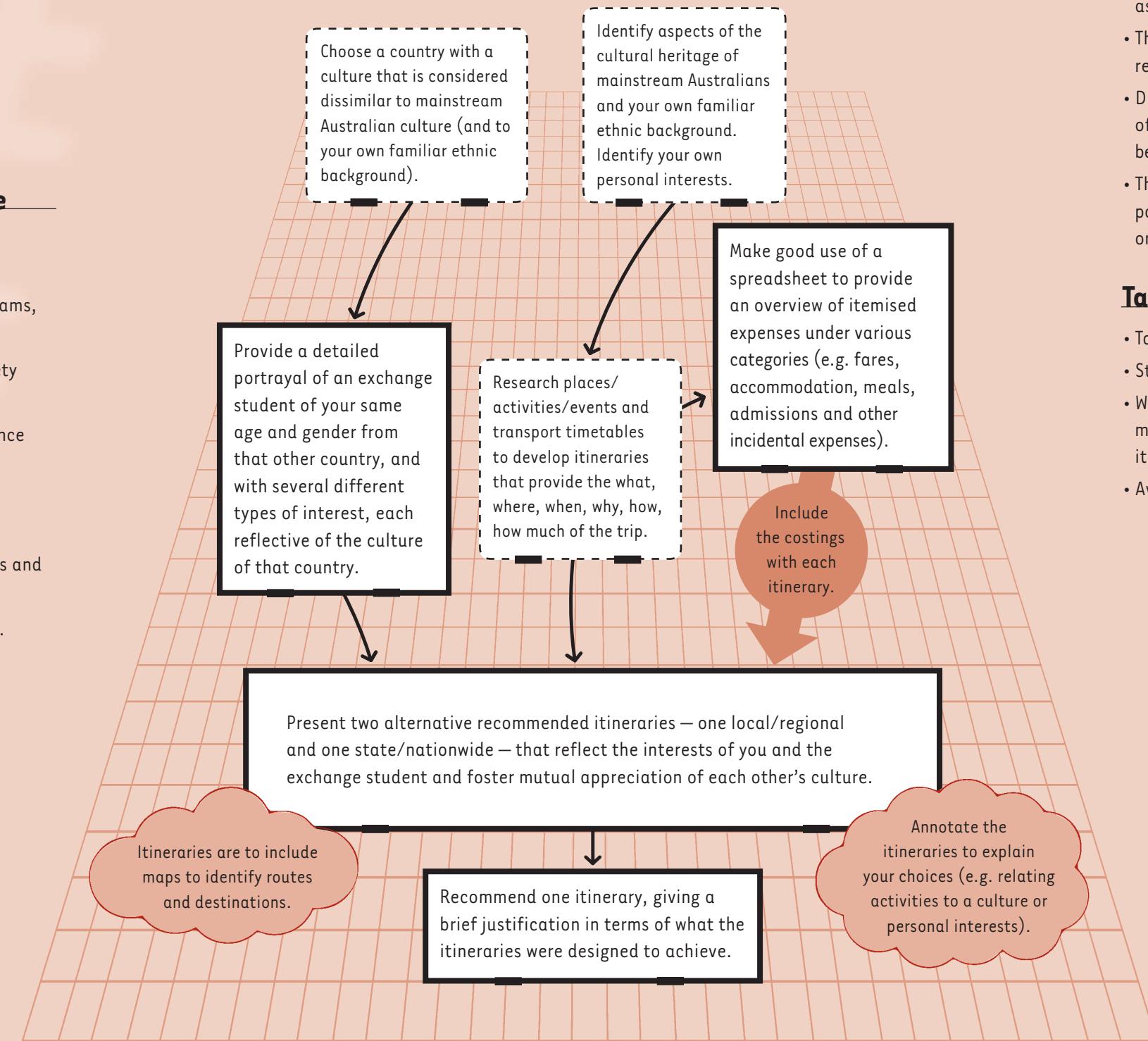
Active citizenship

- Operating within shifting cultural identities
- Understanding the historical foundation ...

Targeted repertoires of practice

- Applying the techniques and procedures of financial mathematics to budgeting
- Generating graphical texts (e.g. maps, diagrams, charts, timelines, timetables)
- Interpreting information presented in a variety of formats
- Reassembling information in a logical sequence and appropriate format
- Swaying opinion through an oral or written presentation
- Understanding and appreciating the interests and priorities of a person from another culture
- Utilising computer software proficiently (e.g. electronic spreadsheet)

Students will design alternative itineraries of interest to a party comprising the student and an exchange student, and to be accompanied by an adult. They will identify a range of issues including transport options, tourist attractions and sites of historical and cultural significance. They will present costings and reasons for their choices.



Ideas, hints and comments

- The intended audience for the itineraries is the accompanying adult.
- It might be useful to treat the exchange student as responsible for all expenses.
- The state/nationwide itinerary could include regional or local elements.
- Different ways of using graphical forms as a means of communicating interrelated information could be explored so that meanings are virtually self-evident.
- The exchange student's areas of interest could be portrayed as the theatre, sport, clubs, architecture or botany.

Task parameters

- Task intensity: medium
- Students must work individually.
- When presenting the itineraries, the student must submit the working documents for his/her itineraries and decisions.
- Available grades: 4