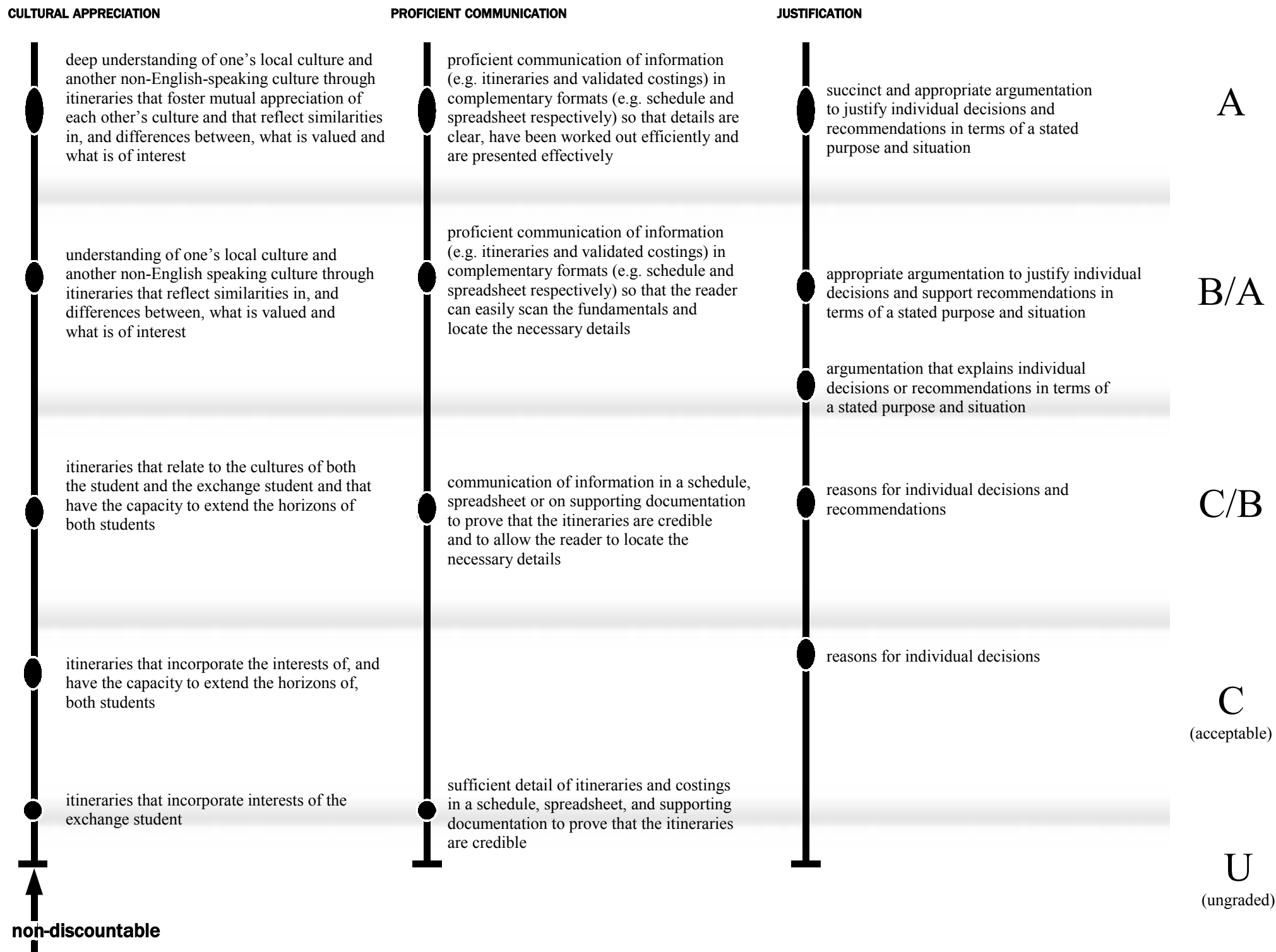


Published desirable features

- 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.



Expanders and clarifiers

- Both itineraries are required for successful completion of this Rich Task.
- CULTURAL APPRECIATION: The detailed portrayal of the exchange student contributes to the grading in that it provides a reference point for gauging the success of the itineraries in dealing with ‘what is valued and what is of interest’.
- PROFICIENT COMMUNICATION: The ‘working documents’ referred to in the *Task parameters* contribute to the ‘supporting documentation to prove that the itineraries are credible’.
- PROFICIENT COMMUNICATION: ‘Schedule’ here takes the wide meaning of a document that associates times and places; schedules, and itineraries for that matter, may be in the form of one or more maps.
- PROFICIENT COMMUNICATION: Demonstration of proficient communication requires that the students present a route or destination using the obligatory map.
- JUSTIFICATION: Note that:
 - the term ‘decisions’ refers to the details of an itinerary;
 - the term ‘recommendations’ refers to which of the two itineraries better achieves the aims;
 - (succinct) justification for individual decisions might simply be annotations;
 - justification ‘in terms of a stated purpose and situation’ refers back to the design of itineraries “that reflect the interests of you and the exchange student and foster mutual appreciation of each other’s culture”. While this purpose is paramount, the judgments that students make about itineraries must be permitted to include other considerations e.g. cost, access, timing, parental values etc.
- JUSTIFICATION: In work of higher quality, you would expect to see comparative analysis that reveals why one itinerary is to be preferred over another, rather than just statements that show why the recommended itinerary has value.