Victorian Pathways Certificate

**Unit 1**

**Striving Individuals**

Literacy Curriculum

Support Materials

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# **Literacy activities**

## Literacy Cultural Capital Folio (CCF)

## Task 1 - Letter to my teachers

|  |
| --- |
| Task Checklist |
| Students will complete the following for Cultural Capital Folio – Letter to my teachers.  Task 1- Handwritten draft  Task 1- Edited letter  Task 1- Final copy |

A group of people in a room

Description automatically generated**Teacher advice-** Write your own letter to your students using the correct letter format structure as an example.

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Description automatically generated **Example** – you can add your own letter here.

A group of people in a room

Description automatically generated A green outline of a person with a computer

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Description automatically generated **Part 1:** Write a draft letter to your teachers about you (HANDWRITTEN). You will need to use the correct letter format as shown in the example below.

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Description automatically generated This letter needs to be **HANDWRITTEN** as a draft. Word requirement 150 - 250 words.

Here are some ideas that you can include in your letter:

* General information, name, age etc.
* Something interesting about yourself.
* Things that you like to do for fun or as a hobby.
* Your past work experiences.
* Industry you would like to work in the future.
* What are some ideas you would like to explore in the VCE VM program?
* What is something you find challenging or distracting that can affect your work output?
* What gets you motivated?

What do you hope to gain from the VCE VM program and how will this support your long-term goals?

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add/Insert copy of handwritten draft here. |

A purple icon with check marks

Description automatically generated**Part 2**: Compare the information from your handwritten draft letter to the template below. If you like, you can use the following structure to assist you to write your final typed copy letter. You can use it all, or you can just take some helpful sentences.

|  |
| --- |
| Dear (VPC Teachers or you can add in their names),  My name is (insert your first and last name). I am (age). I live in (insert suburb). I have (insert siblings, pets). I enjoy (insert your hobbies and interests).  I currently work at (insert workplace). I enjoy (insert what you enjoy about your workplace). I have an interest in (industry - such as beauty, mechanics, building) and I would love to work in this industry in the future.  I have previously completed work experience at (insert work experience employer name). I enjoyed (insert what you liked about your work experience) and I found it challenging (insert what you found challenging at work experience).  Throughout my schooling experience, I have enjoyed (insert something positive from your schooling experience). I learn best by (insert ways that you learn best - learning through doing, hands-on learning, independent learning, learning in groups). Throughout my schooling experience I have found (insert some challenges to learning that you face - getting distracted, struggle with spelling) challenging.  I am excited to be in the VPC program. I am excited about (insert what you are looking forward to in the program). I am nervous about (insert something you are nervous or unsure about within the program).  This year I hope to achieve (insert goals for the year).  I hope to gain (insert what skills, knowledge, experiences do you hope to gain throughout your time in the program). This will support my long-term goals (insert how this will help you work towards your long-term goals).  (Insert anything else you would like your teachers to know about you).  Thanks for reading my letter and I am looking forward to the year ahead.  (Insert your name). |

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Description automatically generated**Part 3**: Edit your letter using the following checklist.

|  |  |
| --- | --- |
| **Have I corrected any spelling errors?** | ☐ |
| **Have I used formal language?** | ☐ |
| **Have I used several paragraphs?** | ☐ |
| **Is my letter clear and easy to read?** | ☐ |

**Part 4:** Complete a typed final copy of your letter.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add/Insert final typed copy of your letter here. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 1- Letter to your VPC Teacher  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** I can attempt some aspects of this task.  To bump it up, you need to re-read the instructions and check that you have included a draft and final typed letter. | **Consolidating:** I can write a basic draft and a typed letter. I have provided minimal information about myself and my goals for the year.  To bump it up, you need to expand on your responses and include more information. | **Achieving:** I can write a detailed draft and typed letter. I have provided an overview about myself and included some goals I would like to focus on for this year.  To bump it up, you need to expand your responses and include more information about yourself and what you would like to achieve this year. | **Excelling**: I can write a highly detailed draft and typed letter with lots of information about myself. I have included several goals that I would like to focus on this year including an outline of things I am going to do to work towards achieving them. |

## Task 2 - You Can’t Ask That!

|  |
| --- |
| Task Checklist |
| Students will complete the following for Cultural Capital Folio – You can’t ask that!  Task 2- You can’t ask that! |

A group of people in a room

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Description automatically generated **Part 1:** Select an episode from the following website: [ABC - You Can’t Ask That](https://iview.abc.net.au/show/you-can-t-ask-that)

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Description automatically generated **Part 2:** What is the episode you have selected about?

|  |
| --- |
|  |

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Description automatically generated **Part 3: BEFORE Watching-** What do you already know about this issue? (If you don’t know anything, you could research four things).

**Topic**

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Description automatically generated **Part 4**: **AFTER WATCHING**- Explain three pieces of information that you found interesting or that you didn’t know prior to this episode.

|  |
| --- |
| 1. |
| 2. |
| 3. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 2- You Can’t Ask that!  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** I can show some understanding of the topic before watching the video. I can attempt some responses.  To bump it up, you need to complete all aspects of the task. | **Consolidating:** I can complete a basic brainstorm on the topic. I have provided brief and basic responses to the follow-up tasks.  To bump it up, you need to add additional details to your brainstorm and responses. | **Achieving:** I can complete a detailed brainstorm on the topic. I have checked my work and have shown the correct use of spelling and punctuation throughout.  To bump it up, you could add more details to your responses or pose follow up questions you would like to know more about. | **Excelling:** I can complete a highly detailed brainstorm on the topic. I have used specific information from the episode in my ‘after’ responses. |
| Teacher Comment: | | | | |

## Task 3 – Podcasts

|  |
| --- |
| Task Checklist |
| Students will complete the following for Cultural Capital Folio Task 3 – Podcasts  Task 3- Summary of the Podcast  Task 3- Review the Podcast  Task 3- Discussion with a small group |

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Description automatically generated **Part 1:** Choose a podcast to listen to.

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Description automatically generated Link in podcast platforms here that would be suitable for your students to access.

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Description automatically generated **Part 2:** What is the name of the podcast that you listened to?

|  |
| --- |
|  |

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Description automatically generated **Part 3:** Summarise the podcast that you listened to in the table below.

|  |  |
| --- | --- |
| **WHO?** | My podcast is created by… (Insert the Author)  Other things to consider:   * Was there anyone else in the Podcast? * Was there a guest on the Podcast? * Was it about an individual? * Was there anyone else involved in any way with the podcast? |
| **WHAT?** | The Podcast I listened to was about (insert one or two sentences to summarise what the podcast was about). |
| **WHEN?** | The Podcast was made on (insert the date that the Podcast was created). |
| **WHERE?** | Where is the Podcast located? (Australia, International etc.) |
| **WHY?** | The purpose of the Podcast I listened to was… (Think about - was it made for entertainment or education? What category does it fall under? Health, wellbeing, education, parenting, sport).  **Example:** The purpose of the Podcast I listened to was to help listeners learn about mindfulness and provide them with mindfulness strategies they can use in their life. |

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Description automatically generated **Part 4:** Who is the intended audience of your podcast?

|  |
| --- |
| The intended audience for the Podcast is …  Things to think about:   * Age * Gender * Occupation * Interests |

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Description automatically generated **Part 5:** On a scale of 1 - 5, what would you rate this podcast?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1 – Boring** | **2** | **3** | **4** | **5 - Loved it!** |

 **Part 6:** In four to five sentences, give a review on the Podcast that you listened to.

|  |  |
| --- | --- |
| **The Podcast I listened to was called ….** |  |
| **I would rate this Podcast a \_\_\_ / 10** |  |
| **I liked this Podcast because …** |  |
| **I didn’t like this Podcast because…** |  |

 **Part 7:** Share with one other person what your podcast is about and your review. Record one other person’s information about their selected podcast below.

|  |  |
| --- | --- |
| **Name of partner:** |  |
| **Name of their podcast:** |  |
| **What was their podcast about?** |  |
| **How did they rate it?** |  |
| **One piece of information from their review:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 3-Podcast  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
|  | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** I can attempt some aspects of the tasks.  To bump it up, you need to include more detail in each of your responses. | **Consolidating: I** can provide a basic response to most aspects of this task.  To bump it up, you need to expand your responses and add more specific information. | Achieving: I can provide a detailed response to all aspects of this task. I have checked over my work to ensure there are no spelling or grammar errors.  To bump it up, you need to expand your responses by making connections as to how the podcast connects to broader issues, ideas and cultural norms. | **Excelling**: I can provide a detailed response to all aspects of this task. I have made connections and links as to the purpose of the podcast, the intended audience and how it adds to the conversation of broader topics, issues and ideas. |
| Teacher Comment: | | | | |

## Task 4 - On the Sauce

|  |
| --- |
| Task Checklist |
| Students will complete the following for Cultural Capital Folio Task 4 – On the Sauce  Task 4- Discussion of student's own perspective of alcohol  Task 4- Positive and Negative table  Task 4- Rank the risk |

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Description automatically generated **Part 1:** Watch the **‘**On the Sauce’ Documentary. Shaun Micallef is searching for answers about why Australians drink.

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Description automatically generated **Part 2:** Discuss whether you think that drinking alcohol for teenagers is a ‘rite of passage’ (something people should experience as part of life)? Make dot point notes of the main discussion points.

|  |
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|  |

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Description automatically generated **Part 3:** What do you identify as positives and negatives of teenage drinking? Shaun identified some positives to B&S Balls, 18th Birthday Parties in terms of alcohol. For example, social connections, friendships and community connections. What are your thoughts?

|  |  |
| --- | --- |
| **Positives** | **Negatives** |
|  |  |

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Description automatically generated **Part 4: Rank the Risks** - Reorder the following from your most risky scenario to the least.

* Having a drink with your parents.
* Drinking alone.
* Having a sculling competition with friends.
* Getting drunk at a pub.
* Drinking while on medication.
* Getting into a car with a driver who has been drinking.

|  |  |
| --- | --- |
| **Most risky scenario** | |
| **Scenario** | **Your explanation** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| **Least risky scenario** | |
|  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 4- On the Sauce  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
|  | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning: I** can attempt some aspects of this task.  To bump it up, you need to recheck over the task and make sure you have provided a basic response to all sections, using complete and full sentences. | **Consolidating:** I can provide a basic response to most aspects this task.  To bump it up, you could add more details to your responses. | **Achieving:** I can provide a detailed response to all aspects of the task. I have checked over my work to ensure there are no spelling or grammar errors  To bump it up, add more details to your explanation in ranking the risks and provide specific examples or evidence that supports your explanation. | **Excelling**: I can provide a detailed response to all aspects of the task in detail. I have included specific examples and evidence to support my explanations in the ranking of the risks table. I have checked over my work to ensure there are no spelling or grammar errors. |
| Teacher Comment: | | | | |

## Task 5 - Fyre Festival

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| Task Checklist |
| Students will complete the following for Cultural Capital Folio Task 5 – Fyre Festival  Task 5- FYRE Festival response questions. |

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Description automatically generated **Part 1:** Watch the **‘Fyre Festival**’ Documentary.

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Description automatically generated **Part 2:** Response to the questions below.

**Background and Planning**

1. What was the main idea behind the Fyre Festival?

|  |
| --- |
| Sentence starter you can use- The Fyre Festival was originally envisioned as... |

**Marketing and Influencers**

1. How did social media influencers contribute to the festival's promotion?

|  |
| --- |
| Sentence starter you can use- Social media influencers, like Bella Hadid and Kendall Jenner, played a role in... |

**Logistics and Organisation**

1. What challenges did the organizers face in planning the festival?

|  |
| --- |
| Sentence starter you can use- Organisers encountered difficulties in terms of... |

**The Festival Experience**

1. Describe what attendees experienced at the Fyre Festival.

|  |
| --- |
| Sentence starter you can use- Upon arrival, attendees found that… |

**Lessons Learned**

1. What lessons can event organizers learn from the Fyre Festival?

|  |
| --- |
| Sentence starter you can use- The Fyre Festival teaches organisers that… |

**Opinion**

1. Write a three-sentence review of the documentary.

**Consider:**

What did you like about the documentary?

What was interesting about the documentary?

What are some things you took away from watching this documentary?

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 5-Fyre Festival  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
|  | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** I can attempt to answer some of the questions.  To bump it up, you need to make sure you answer all the questions. | **Consolidating:** I can answer most of the questions with basic responses.  To bump it up, you could add more information to your responses. | **Achieving:** I can answer most of the questions with detailed responses.  To bump it up, you could extend some of your responses. | **Excelling:** I can answer all the questions in extensive detail. |
| Teacher Comment: | | | | |

## Task 6 - Oasis Project

|  |
| --- |
| Task Checklist |
| Students will complete the following for Cultural Capital Folio Task 6 – Oasis Project  Task 6- Identify learnings from The Oasis Project documentary  Task 6- Analyse infographics, including identifying the audience, purpose, positives and negatives of each of the provided infographics  Task 6- Create an infographic that has a clear target audience and purpose for the text |

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Description automatically generated  **Part 1:** Watch the **‘Oasis Project**’.

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Description automatically generated **Part 2:** What was one piece of information that you learnt when watching ‘The Oasis Project’?

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|  |

A group of people in a room

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Description automatically generated **Part 3:** Analyse the following infographics in the tables below.

|  |  |  |
| --- | --- | --- |
| Link: [Youth Affairs Council Victoria | Young people call on Government to commit to ending youth homelessness (yacvic.org.au)](https://www.yacvic.org.au/advocacy/end-youth-homelessness-vic-2020/) | Purpose:  What is the aim of this text?  Sentence starter- The aim of ‘The Facts on Youth Homelessness in Victoria’ is to raise awareness for… |  |
| Audience:  Who is the target audience for this infographic?  Think about-  Age, gender, demographic (where they live), interests, etc. |  |
| Positives  What is one thing you like about the poster? |  |
| Negatives  What is one thing you don’t like about the poster? |  |

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Description automatically generatedA purple icon with check marks

Description automatically generated **Part 4:** Plan to create your own infographic. Select from the issues provided or choose your own. Then complete the questions below.

☐Alcohol

☐ Drugs

☐ Bullying

☐ Homelessness

☐ Poverty

☐ Individual differences

☐ Racism

☐OTHER - think of your own.

1. The issue I have chosen is...

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

2.My target audience for my poster is...

**Consider-**

Who is your poster going to be for?

Who do you want to view your poster?

Age, gender, demographic, occupation etc.

|  |
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3.The purpose for my infographic is...

**Consider-**

My infographic is raising awareness of…

My infographic is providing strategies for…

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

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Description automatically generatedA purple icon with check marks

Description automatically generated **Part 5:** Create your own infographic. You could use [Canva](https://www.canva.com/en/) or another infographic program of your choice.

Checklist to include:

☐ Clear title

☐ Multiple images related to your topic

☐ Statistics

☐ Information about the issue is simple & brief

☐ Subheadings

Add or insert the infographic in the space provided below.

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 6-Oasis Project  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
|  | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted**: No work has been submitted or attempted for this activity. | **Beginning:** I can complete some parts of the table about the infographic provided. I have tried to create an infographic.  To bump it up, you need to refer to the checklist to make sure all of the elements are included. | **Consolidating:** I can provide a basic response to each element of the table. I can create a basic infographic.  To bump it up, you need to expand on your responses to each element of the table. | **Achieving:** I can provide detailed responses on each of the table elements. I have been able to use my learnings from this analysis to help create my own infographic.  To bump it up, you need to add more relevant details. | **Excelling:** I can provide detailed responses in each of the questions in the table. I can use my learnings from this analysis to help create my own detailed, informative and well-structured infographic. |
| Teacher Comment: | | | | |

## Task 7 - Jordan Rides the Bus

|  |
| --- |
| Task Checklist |
| Students will complete the following for Cultural Capital Folio Task 7 – Jordan rides the bus.  Task 7- 6 questions. |

Michael Jordan the greatest basketballer of all time decided on a career change after winning 3 NBA Championships in a row to baseball.

Michael Jordan could articulate and explain why he wanted to do this as well as outline what steps he needed to achieve to make this happen. Not to mention sheer determination and a work ethic to practice and prepare more than any other.

A group of people in a room

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Description automatically generatedA black background with a black square

Description automatically generated with medium confidence **Part 1:** Watch the **‘Jordan rides the Bus**’. See-[SBS On Demand Link](https://www.sbs.com.au/ondemand/watch/1908099651533)

 **Part 2:** Respond to questions below focused on what your pathway is and can you

articulate it?

1. What is your professional work goal right now?

**Example-** My professional work goal is to continue doing well in my hairdressing Structured Workplace Learning. By the end of the year, I hope to gain a hairdressing SBAT.

|  |
| --- |
|  |

1. What VET certificate are you currently enrolled in or interested in?

|  |
| --- |
|  |

1. Will this VET support your Goal from Q1? Explain why or why not.

|  |
| --- |
|  |

1. What work experience, structured workplace learning, or industry contacts are you currently connected with to support this goal from Q1? Explain.

|  |
| --- |
|  |

1. Select one of the following ‘employability skills’ and explain why the skill is important for you in your industry.

|  |
| --- |
| The employability skill I think is most important in my industry is (select one below).  Problem-solving  Communication  Planning and organising  Initiative and enterprise  Self-management  Technology  Learning skills  Teamwork  This skill is important in my industry because… |

1. How will the VPC assist you in achieving your goals?

|  |
| --- |
|  |

**Checklist:**

All my responses are in detail.

I have included full sentences in each of my responses.

I have made sure that my spelling is correct.

I have used correct punctuation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 7-Jordan Rides the Bus  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
|  | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted**: No work has been submitted or attempted for this activity. | **Beginning:** I can attempt each question.  To bump it up, you need to respond to all questions with basic and complete sentences. | **Consolidating:** I can provide a basic response for each question.  To bump it up, you need to add additional details to your responses and check over your spelling and punctuation before submitting. | **Achieving: I** can provide a detailed response to each question. There are no spelling or grammar errors.  To bump it up, you could add more detail to your responses. | **Excelling**: I can provide a highly detailed response to each question. |
| Teacher Comment: | | | | |

## Task 8- 2040

|  |
| --- |
| Task Checklist |
| Students will complete the following for Cultural Capital Folio Task 8 –2040- Fact Based Dreaming  Task 8- 2040 response questions |

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Description automatically generated **Part 1:** Watch ‘2040- Join the Regeneration’.

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Description automatically generated Part 2:** Complete the following table after watching ‘2024’

|  |  |
| --- | --- |
| **Who do you think the target audience is for this text?**  Think about who would like this documentary.  What would be their interests, concerns, age, demographic? |  |
| **What is the purpose of this text?**  Things to think about:  Why was this documentary made?  Is there anything the documentary is trying to educate its audience on? |  |
| **What are three main points within this text?** | 1.  2.  3. |
| **How do they get their point of view across?**  Things to think about:  What did you like in this documentary?  Was it educational? Did you learn something?  Was it emotive? |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 8 – 2040  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted**: No work has been submitted or attempted for this activity. | **Beginning:** I canattempt some aspects of this task.  To bump it up, you need to complete all sections of this task with basic responses. | **Consolidating:** I can provide basic responses to all sections of this task.  To bump it up, you need to recheck your answers and include more detail. | **Achieving:** I can provide detailed responses, which are all correct.  To bump it up, you could add more details into your responses. | **Excelling**: I can provide highly detailed responses to all sections of this task. I have provided the correct information in my responses. Spelling and grammar are correct. |
| Teacher Comment: | | | | |

## Task 9 - The Final Quarter

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| **Task Checklist** |
| Students will complete the following for Cultural Capital Folio Task 9- The Final Quarter  ☐ Task 9- Watching the Final Quarter  ☐ Task 9-Feedback on the Final Quarter |

A group of people in a room

Description automatically generatedA green outline of a person with a computer

Description automatically generatedA purple icon with check marks

Description automatically generated **Part 1:** Respond to the questions below before watching the documentary ‘The final quarter’.

1. What was your knowledge of this story before viewing the ‘Final Quarter’ Documentary?

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**Part 2:** Watch the documentary ‘The final quarter’.

A purple icon with check marks

Description automatically generated **Part 3:** Respond to the questions below after watching the documentary ‘The final quarter’.

1. What are your thoughts after viewing The Final Quarter?

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1. What are two pieces of information or thoughts you have taken away from viewing this documentary?

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| Task 9 - The Final Quarter  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted**: No work has been submitted or attempted for this activity. | **Beginning:** I can complete/attempt some aspects of this activity.  To bump it up, you need to complete all required sections of this task. | **Consolidating:** I can respond to all questions with basic responses.  To bump it up, you need to add further details to your response. | **Achieving:** I can respond to all questions with detailed responses.  To bump it up, you need to expand on your responses. | **Excelling:** I can respond to all questions with highly detailed responses. |
| Teacher Comment: | | | | |