



Semper Optime
Always the Best

Year 8 Assessment Booklet

2024



Contents

Learning for a Changing Future.....	2
Our Beliefs.....	2
Exit Outcomes	2
Assessment Policy and Procedures.....	3
Purpose of Assessment.....	3
Satisfactory Completion of a Course.....	3
The Assessment and Reporting Program.....	3
Student Responsibilities.....	3
Notification of Assessment	3
Absence from Assessment	4
Late Submission of a Task	4
Late Submission Due to Exceptional Circumstances.....	4
Illness on the day of an Assessment or Examination.....	4
Malpractice / Plagiarism	5
Plagiarism In More Detail.....	5
Appeals.....	5
Procedures Flow Diagram	6
Illness / Misadventure Form	7
2024 Assessment Schedules	8
English	9
Mathematics	10
Science	12
HSIE - History.....	14
PDHPE	15
Technology & Applied Science.....	17
Music.....	18
Visual Arts	20
French	22
Assessment Planner	24
Assessment Self Assessment	26

Learning for a Changing Future

At BGHS we believe that transformational education is at the core of literate, numerate and creative learners who are resilient and have a strong sense of belonging. The provision for this will be delivered through dynamic, collaborative, expert staff who constantly strive for excellence.

Our Beliefs

The community at Bankstown Girls High School is committed to:

- a safe and secure environment
- the promotion of tolerance, care and respect
- the encouragement of all its members to realise their potential
- the preservation of its environment
- pride in its identity

Exit Outcomes

A Bankstown Girls High School Graduate:

- will be an honest, respectful, responsible, courteous young woman who is generous of spirit, co-operative and an effective communicator;
- she will be literate, numerate and able to use information and communication technologies effectively;
- she will have an understanding of the knowledge and skills base of all Key Learning Areas and an awareness of local and global issues;
- a critical thinker and problem solver, she will be a motivated, inquisitive, independent learner.

Assessment Policy and Procedures

Purpose of Assessment

Assessment tasks measure student performance against outcomes in each course. Assessment occurs throughout the duration of the course. The responsibility for setting assessment programs lies with the faculty responsible for that course.

Satisfactory Completion of a Course

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

1. followed the course developed by the faculty
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes

The Assessment and Reporting Program

Assessment in each subject will not begin until Week 1, Term 1 of each Year.

A report will be published that outlines progress in Semester one and Semester two. Dates of publication will be shown in the school calendar on the website and in the school newsletter "Candid".

Student Responsibilities

- Students must ensure that they are aware of the assessment procedures, and they must complete and submit all assessment tasks as set by the school.
- A student must attend school every period, including ELP on the day an assessment task is due to be eligible for a mark to be awarded for that assessment task.
- Students who attend school only for an assessment task and are unable to attend for the rest of the day due to illness, must produce a medical certificate.
- Failure to comply with an assessment deadline due to a critical incident such as unexpected hospitalisation due to an acute illness, death of an immediate family member or serious accident while coming to school - the student must see the Deputy Principal and collect an appeals form, on the day of their return to school and produce a letter from parents / guardian to explain the reason.

Notification of Assessment

Students are informed of the assessment for each course, including;

1. the specified components and their weightings
2. the nature of each assessment task (e.g. written test, assignment, field trip, lecture project, practical work etc.)
3. the time when each assessment task will occur
4. the outcomes being assessed by the task

The school will publish an Assessment Schedule for each subject taught at the start of the calendar and HSC year. **Subject teachers will then provide notification of individual tasks to students on the school**

assessment template at least two weeks prior to the submission date. At this time the teacher will indicate student receipt of the task through completion of a notification register.

Absence from Assessment

If a student is absent on a due date for an assessment task the student must inform the Head Teacher of that subject by phone or email within 48 hours of the due date of the task. Failure to do so will result in a non-attempt being recorded for the task. The student when contacting the Head Teacher is to give an expected date for return to school.

If the due date is the last day of term, the student must contact the Head Teacher in person or by phone on Day 1 of the following term

A student who has been absent due to illness or extreme misadventure must see the relevant Head Teacher on the first day of return to school to negotiate an alternative time or task. Failure to do so will result in a non-attempt. The student must be prepared to do the exam or assessment task or hand in the task on the first day of return to school.

1. If no appeal is presented as per this policy, a mark of zero stands.
2. An appeal will only be considered if the documentation is completed as per this policy.
3. Once an appeal is formally lodged, the student will receive acknowledgement from the Head Teacher.
4. The Head Teacher shall hear the appeal and consult with the Principal. The Head Teacher will inform the student of the outcome of the appeal.

The student at the meeting with the Head Teacher must submit a completed appeal form and any supporting documentation e.g. Letter from parents or Doctor's Certificate. Within the appeal documentation for absence due to illness a Medical Certificate must be provided which has been issued on the same date as the task.

Late Submission of a Task

If a student does not hand in an assessment task on the specified date without a valid reason as supported by an illness misadventure form, they will receive a zero mark. The classroom teacher will send home a letter of concern outlining the failure to submit an assessment task for year 7-9.

Late Submission Due to Exceptional Circumstances

If a student becomes aware in advance of a reason why a deadline cannot be met or an exam not attempted then the student must make written application to the teacher involved. The teacher and Head Teacher involved will evaluate the application and consider if alternative arrangements are to be made. Consideration of the application will only occur because of exceptional circumstances. Examples are, impending hospitalisation, school representative commitments, extended leave. No student should assume that alternative arrangements are possible.

Illness on the day of an Assessment or Examination

If a student is ill during the examination period or during an in-class task she may lodge an illness / misadventure appeal and a medical certificate may be required.

Malpractice / Plagiarism

Cheating or misbehaviour during an exam or assessment task will result in a zero mark being awarded.

Any task found to be plagiarised, in other words to not be the student's own work will be given a mark of zero. If a class teacher suspects dishonesty the Head Teacher and Principal will be notified. The student may be asked to provide evidence that the work is their own e.g. Notes, drafts, plans to be used in her defence.

Plagiarism In More Detail

Plagiarism is when you pretend that you have produced a piece of work that someone else created. It is cheating, it is dishonest, and it may result in a zero mark being awarded. The following are common questions about plagiarism.

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A Definitely yes!

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A This is not plagiarism. You have taken steps to show you are presenting another's words or ideas.

All students will be given instruction on how to avoid plagiarism during term 1 each year.

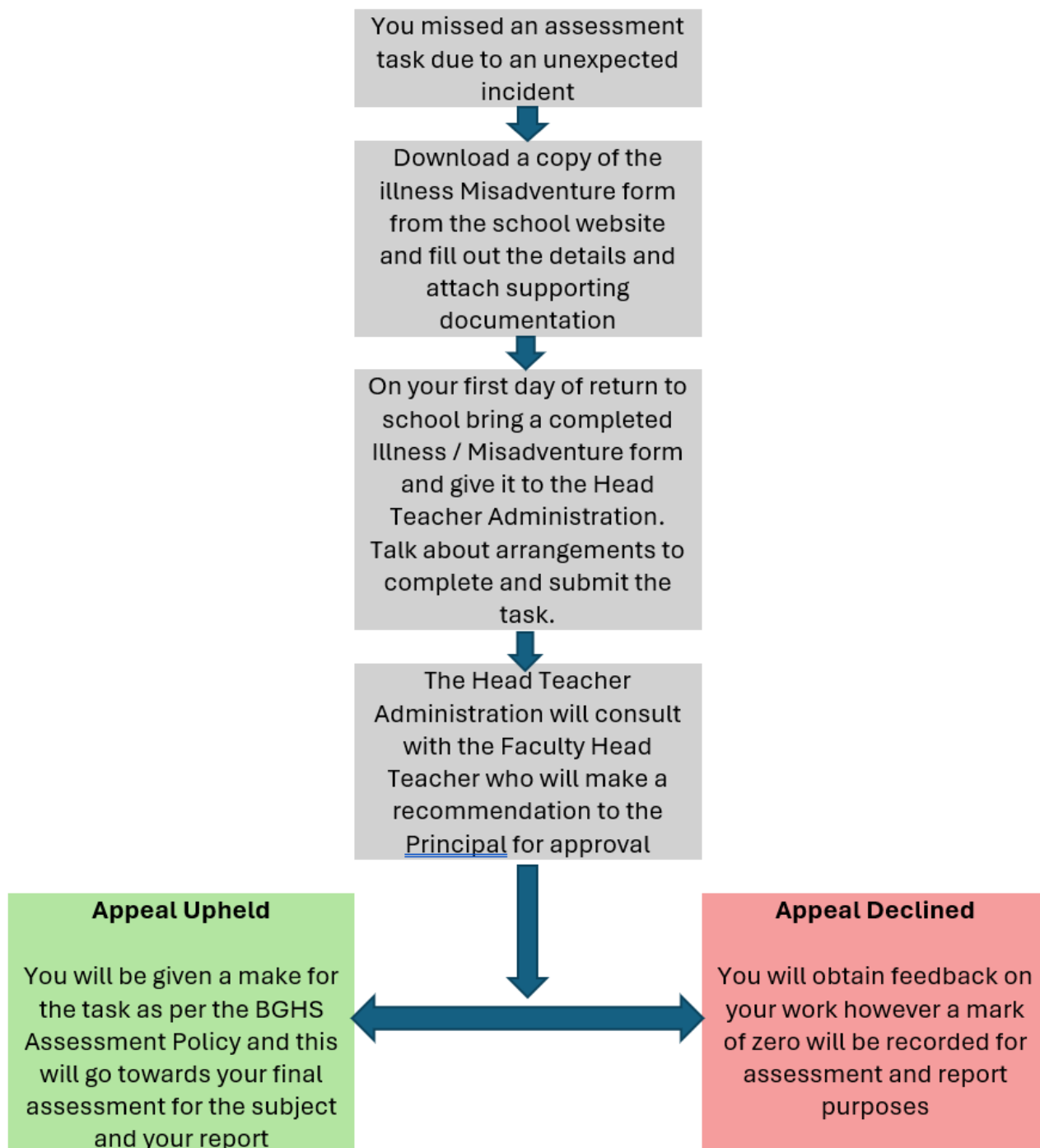
If plagiarism is detected in a submitted assessment the teacher will retain the plagiarised copy and highlight the plagiarised sections and identify their source. The Head Teacher of the subject will contact the parent/caregiver and advise them that the student has submitted a task that is plagiarised. A task that is plagiarised as part of a submitted assessment will be awarded a mark of zero.

Appeals

If a student is concerned about the accuracy of her result in an assessment task, she should discuss it with the teacher immediately, as it cannot be altered later.

Procedure Flow Diagram

What do I do if I miss an assessment task because of an unexpected incident?



Bankstown Girls High School

Illness / Misadventure Appeal

To be completed by student who is unable to attend/submit an assessment task on the due date. **This form must be submitted to the Head Teacher the first day back at school immediately after the assessment task or due date for an assessment task. If Head Teacher is absent, this must be submitted to the Deputy Principal.**

Student Name: _____

Subject: _____

Head Teacher: _____ **Teacher:** _____

Assessment Title and Number : _____

(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other)

Date of Notification: _____ **Due Date:** _____

Date appeal submitted : _____

Details of Appeal:

(State sufficient detail to support your case for consideration.)

(Attach all necessary medical and other certificates and refer to the BGHS Assessment policy)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Head Teacher and Principal Recommendation:

Head Teacher Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

2024 Assessment Schedules

The schedules that appear on the following pages are accurate as of the date of publication. There may be a need to adjust assessment schedules, and, in these cases, a new assessment schedule will be created and issued to students by the classroom teacher. This will be done at least 2 weeks prior to any assessment task that has been changed.



Year 8 Assessment Schedule 2024

English

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Novel Based Writing Task	Mid-Course Exam	Analysis of Poetry	Yearly Exam	
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 5	
Outcomes assessed	EN4-3B EN4-4B	EN4-1A EN4 -5C	EN4-3B EN4-4B EN4-8D	EN4-1A EN4-5C EN4-6C	
Total %	20	30	20	30	100

Outcomes

A student;

EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning



Year 8 Assessment Schedule 2024

Mathematics

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Numeracy Assignment	Open Book In-class Task	Class Task	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5	
Outcomes assessed	MA4-1 WM MA4-2 WM MA4-3 WM MA4-5NA MA4-6NA MA4-16 MG	MA4-1WM MA4-2 WM MA4-3 WM MA4-19 SP MA4-20 S P	MA4-1 WM MA4-2 WM MA4-3 WM MA4-12 MG MA4-13 MG MA4-14 MG MA4-21 SP MA4-7NA	MA4-1 WM MA4-2 WM MA4-3 WM MA4-4 NA MA4-5 NA MA4-8 NA MA4-9 NA	
Total %	25	25	25	25	100

Outcomes

A student;

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases

MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

Year 8 Assessment Schedule 2024

Science

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Group Research Task	Mid Course Exam	Research assessment: Energy Use in Australia	VALID Assessment	Yearly Exam	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4	Term 4 Week 4	Term 4 Week 5	
Outcomes assessed	SC4-5WS SC4-7WS S C4-8WS SC4-9WS	SC4-4W SC4-5WS SC4-7WS SC4-8WS SC4-9WS SC4-14LW SC4-17CW SC4-11PW	SC4-5W SC4-8WS SC4-9WS SC4-15LW SC4-12ES SC4-13ES	Externally assessed – all Stage 4 content and outcomes	SC4-4-7WS SC4-14LW SC4-15LW SC4-12ES SC4-13ES SC4-17CW SC4-11PW	
Total %	20	30	20	N/A	30	100

Outcomes

A student;

SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures
SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigations and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, test types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributes to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproductions
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC\$-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

Year 8 Assessment Schedule 2024

HSIE - History

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigating the Ancient Past: Source based skills test	Ancient Egypt: Biographical Recount	Medieval Europe: Research /Multimedia	Yearly Exam	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5	
Outcomes assessed	HT4-1 HT4-5 HT4-6 HT4-7	HT4-2 HT4-3 HT4-6 HT4-8 HT4-9 HT4-10	HT4-2 HT4-6 HT4-8 HT4-9 HT4-10	HT4-1 HT4-2 HT4-4 HT4-5 HT4-6 HT4-7 HT4-9	
Total %	25	25	25	25	100

Outcomes

A student;

HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies over time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Year 8 Assessment Schedule 2024

PDHPE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Gymnastics	Fact Sheet	Fit for Life Examination	Kicking and Tagging Practical Task	
Timing	Term 1 Week 8 - 10	Term 2 Week 7	Term 3 Week 8	Term 4 Week 1 – 5	
Outcomes assessed	PD4-4 PD4-5 PD4-8 PD4-10	PD4-1 PD4-2 PD4-6 PD4-7	PD4-1 PD4-2 PD4-6 PD4-7 PD4-8	PD4-4 PD4-5 PD4-8 PD4-11	
Total %	25	25	25	25	100

Outcomes

A student;

PD4-1	Examines and evaluates strategies to manage current and future challenges.
PD4-2	Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.
PD4-3	Investigates effective strategies to promote inclusivity, equality and respectful relationships.
PD4-4	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
PD4-5	Transfers and adapts solutions to complex movement challenges.
PD4-6	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
PD4-7	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
PD4-8	Plans for and participates in activities that encourage health and a lifetime of physical activity.
PD4-9	Demonstrates self-management skills to effectively manage complex situations.
PD4-10	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.

PD4-11	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.
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Year 8 Assessment Schedule 2024

Technology & Applied Science

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Cook it or Carry It Project and Portfolio	Literacy Task	Cook it or Carry It Project and Portfolio	Yearly Exam	
Timing	Term 2 Week 4	Term 2 Week 5	Term 4 Week 4	Term 4 Week 5	
Outcomes assessed	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-9MA	TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-9MA	TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-9MA	
Total %	35	15	35	15	100

Outcomes

A student;

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-10TS	explains how people in technology related professions contribute to society now and into the future TE4-10TS
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

Year 8 Assessment Schedule 2024

Music

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Music for Television and Film Aural analysis with reference to the concepts of music relevant to the chosen topic	Introducing the Guitar Solo performance on guitar and theory examination.	Traditional and Contemporary Music Submission of composition and graphic score and group performance	Introducing the keyboard Solo performance on piano and Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3	
Outcomes assessed	4.7 4.8 4.11 4.12	4.2 4.3 4.9 4.11 4.12	4.4.1 4.2 4.3 4.4 4.5 4.6 4.9 4.11 4.12	4.2 4.3 4.9 4.11 4.12	
Total %	25	20	30	25	100

Outcomes

A student;

4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas

4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Year 8 Assessment Schedule 2024

Visual Arts

Task Number	Task 1A/B	Task 2	Task 3	Task 4	
Nature of Task	Artmaking The Built environment Painting	Art criticism and history The built Environment	Artmaking Ceramics	Art criticism and History Narrative response	
Timing	Term 2 Week 6	Term 1 Week 10	Term 4 Week 5	Term 3 Week 8	
Outcomes assessed	4.1 4.2 4.4 4.6	4.7 4.8	4.1 4.2 4.5	4.9 4.10	
Artmaking: including practice, conceptual framework and the frames.	30		40		70
Art criticism and history: including practice, conceptual framework and the frames		15		15	30
Total %	30	15	20	40	100

Outcomes

A student;

4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships between artist –artwork – world –audience
4.3	makes artworks that involve some understanding of the frames

4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the artist –artwork – world –audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings

Year 8 Assessment Schedule 2024

French

Task Number	Task 1	Task 2	Task 3		
Nature of Task	Oral Multi-Media Presentation Interacting	Listening Accessing and Responding	Food and Culture Restaurant Dialogue	Yearly Exam	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	Term 4 Week 5	
Outcomes assessed	LFR4-1C LFR4-4C LFR4-5U LFR4-9U	LFR4-2C LFR4-3C LFR4-7U LFR4-8U	LFR4-1C LFR4-4C LFR4-6U LFR4-7U LFR4-9U	LFR4-1C LFR4-2C LFR4-3C LFR4-4C LFR4-5U LFR4-6U LFR4-7U LFR4-8U LFR4-9U	
Total %	25	25	25	25	100

Outcomes

A student;

4.UL.1	demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
4.UL.2	demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
4.UL.3	establishes and maintains communication in familiar situations
4.UL.4	applies a range of linguistic structures to express own ideas in writing
4.MLC.1	demonstrates understanding of the importance of appropriate use of language in diverse contexts
4.MLC.2	explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of French
4.MBC.1	demonstrates understanding of the interdependence of language and culture
4.MBC.2	demonstrates knowledge of key features of the culture of French-speaking communities.

Life Skills Outcomes

LFRLS-1C	uses French to interact with others in everyday contexts
LFRLS-2C	accesses and obtains information from a range of texts
LFRLS-3C	responds to information and ideas for a range of purposes and/or audiences
LFRLS-4C	composes texts in French using a range of formats
LFRLS-5U	explores French pronunciation and intonation patterns
LFRLS-6U	engages with letter combinations and/or symbols in French
LFRLS-7U	explores French language patterns and structures
LFRLS-8U	engages with a variety of text structures
LFRLS-9U	explores their own and other languages and cultures

Assessment Planner

	TERM 1	TERM 2
Week 1	This was a non teaching Week	
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 9		
Week 10		
Week 11		Term 2 Is a 10 Week Term.

	TERM 3	TERM 4
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 9		
Week 10		
Week 11	Term 3 Is a 10 Week Term.	

Assessment Self Assessment

Record of my progress

Self-Evaluation

	In individual work: How well did I								In group work: How well did I							
	T1	T1	T2	T2	T3	T3	T4	T4	T1	T1	T2	T2	T3	T3	T4	T4
Respectful Learner																
Listen to staff																
Bring my equipment to each lesson																
Contribute to each lesson																
Listen to others																
Explain ideas																
Encourage others																
Do a fair share of work																
Responsible Learner																
Bring my equipment to each lesson																
Bring work/ items needed for group work																
Concentrates on task																
Completes the task																
Use my homework diary																
Revise classwork																
Plan my assignments/ homework																
Make sure my assignments are good quality																
Safe Learner																
Follows instructions																
Stays on task																
Helps organise the group																
Watch out for others																

Rating system:

- 1 - I usually do this well
- 2 - I have improved in this area
- 3 - I need to work on this
- 4 - I rarely do this