

## Curriculum

Initially, curriculum options for the Canberra Academy of Languages will encompass Type 2 language courses, developed under the ACT Board of Senior Secondary Studies (BSSS) Languages Course Framework, for which there is sufficient demand. This will complement opportunities that are available through the school system for students to continue studies in languages that they have undertaken in Years 7-10. In the longer term, the academy may also collaborate in developing additional courses, such as a course in Aboriginal languages of the Canberra region or a course in Arabic or Greek. The Canberra Academy of Languages is offering Continuing and Advanced French, German and Indonesian for 2018 subject to enrolment numbers sufficient to cover program delivery costs.

To ensure effective delivery of the curriculum, teaching staff members will be required to have

- Working with Vulnerable People (WwVP) registration
- Teacher Quality Institute (TQI) registration or Permission to Teach
- Speaking and writing skills in the target language at least equivalent to completion of a university sub-major or minor
- If not a native speaker of English, skills in English equivalent to at least 6.5 overall and 6.0 in each International English Languages Testing System (IELTS) sub-test
- Evidence of a sound understanding of language teaching methodology

Unit outlines will be provided to students by the end of Week 2 each semester, as required by BSSS.

Evaluation by students of semester units will be conducted by the academy in line with BSSS processes each semester.

## Assessment

Assessment will follow the guidelines provided in BSSS-accredited courses for Years 11-12. As outlined in the Statement of Learning Principles, there are two key dimensions of assessment:

### Formative assessment

Formative assessment, also described as assessment for learning, is designed to provide students, teachers, families and educational leaders of the academy with information in real time about progress towards learning goals outlined in the course documents. Formative assessment strategies are to be used in gauging whether expected progress is occurring, so that adjustments can be made if necessary in the delivery of learning programs and opportunities can be taken that reflect the capacities of classes and individuals.

Formative assessments should be undertaken within the first fortnight of each year as a benchmark indicator and activities should be undertaken on a continuing basis each semester as a progress indicator, to inform ongoing teaching programs. Data from these formative assessments will be shared with individual students, their families, their home schools and educational leaders of the academy.

## Summative assessment

Generally, required assessment task types for current Type 2 BSSS courses in languages are Responding in the “Understanding” strand and Speaking and Writing in the “Communicating” strand, with a minimum of 25% of the unit total mark for each task type. Marks will be recorded in BSSS Markbook. Generally, it will be expected that the assessment schedule for each unit offered by the academy will comprise:

Task #	Task Type	Approximate timing	Weighting
1	Responding	Week 7 (Sem. 1) Week 6 (Sem. 2)	30%
2	Writing	Week 9 (Sem 1) Week 8 (Sem 2)	15%
3	Speaking	Week 16 (Sem 1) Week 14 (Sem 2)	30%
4	Writing	Week 18 (Sem 1) Week 16 (Sem 2)	25%

Students’ teacher-allocated unit scores will be provided to day/home schools and will be used in the BSSS small group moderation process as inputs for unit score scaling.

Teachers will participate in BSSS Moderation Days and will prepare moderation portfolios as required under BSSS processes.

## Reporting

Reporting will be integrated with arrangements at students’ home schools and will comprise:

- Mid-semester progress reports, which will advise students and their families and home schools of attendance and progress. Progress will be defined as satisfactory or of concern. Attendance will be summarised in terms of sessions absent with or without explanation for Q1 or Q3.
- End of semester reports, which will provide a summary in approximately 100 words of the unit focus and an evaluation in approximately 150 words of the work undertaken by the student in the unit. These reports will be designed to provide informative feedback specific to the work of each individual student. Attendance will be summarised in terms of sessions absent with or without explanation for the semester.

## Academic records

The academy will retain the following records:

- Marks for each assessment task, to be recorded in ACS Markbook within a fortnight of the task being undertaken by students (the schedule of tasks for all languages is provided in Curriculum, Assessment and Reporting and on the academy’s administrative website)
- Formative assessment records to be completed in the lead-up to each assessment task
- Cumulative academic records to be retained for the current year and up to four previous years
- Records to be kept of unit evaluations provided through online surveys by students at the end of each semester

## Resources

If there are suitable digital resources (eg via [www.globaldigitalfoundation.org](http://www.globaldigitalfoundation.org)) and/or print publications for the language program, a subscription and/or copies will be obtained for student access. Teacher-prepared resources will be available to students through [www.languages.org.au](http://www.languages.org.au) and through Google Classroom or via email.