

### Curriculum

#### Scope of curriculum

Current curriculum options offered by the Canberra Academy of Languages (CAL) 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 complements opportunities that are available through the school system for students to continue studies in languages that they have undertaken in Years 7-10. For details about French resources and programs, see [our companion website Languages.Org.Au](http://www.languages.org.au/french/french.htm). In the longer term, the academy may also collaborate in developing additional courses, such as a course in Aboriginal languages of the Canberra region, on which work is currently in progress. For additional information about Indigenous languages, see the Programs page on CAL website.

#### Teacher qualifications

To ensure effective delivery of the curriculum, teaching staff members are 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 English native speaker, 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
- ICT capabilities including the ability to identify suitable authentic source documents in the target language and to curate online learning resources for access by students.

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, using the online survey functions in Google Classroom.

### Assessment

Assessment procedures 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, 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 scaled either through a small-group moderation process by BSSS small-group moderators in the case of a small cohort within CAL, or across all CAL language groups when the CAL cohort is of sufficient size to generate meaningful rankings in the cohort. The resulting course scores from courses completed with CAL will contribute to students’ ATAR if they are one of their best four course scores, along with course scores from courses they undertake at their home schools.

Teachers participate in BSSS Moderation Days and prepare moderation portfolios as required by ACT BSSS.

CAL assessment rubrics, advice on ACT BSSS assessment procedures and guidance on attendance are posted on the Programs page on CAL website.

## Reporting

The audience for reporting includes students, parents and students’ home schools. Reports provide ratings for outcomes based on the course framework achievement standards and an evaluation of work undertaken by the student. Reports are designed to be informative specifically about the work of each student. Attendance is summarised in terms of scheduled hours and hours attended or exempted.

There are two stages of reporting for each semester:

- Mid-semester progress reports, which advise students and their families and home schools of progress in the first half of each semester.
- End of semester reports, which, in addition to the information outlined above, include a grade outcome based on assessment items undertaken throughout 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 the four previous years
- Records of unit evaluations provided through 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 are available to students through [www.languages.org.au](http://www.languages.org.au), through Google Classroom or via email.