

Queensland Academies – Language Learning Experiences Form



Please complete one form for each second language that your student has formally studied at school.

Student Name:				Current Year Level:	
What language other than English, has your student studied at school:					
Describe where your student has learnt this language (tick all that apply) <u>Formal studies:</u> ☐ in school lessons (i.e. studied a second language at school) ☐ in classes where the language was the medium of instruction ☐ School language immersion program				☐ In-country studies where this language was the medium of instruction List the subjects your student has studied in that language, since the beginning of Year 7:	
Tell us about your student's recent and previous experience with learning this language <u>at school</u>: (write: "did not study in this period", where applicable)					
	CURRENT SEMESTER	PREVIOUS SEMESTER	TWO SEMESTERS AGO	PREVIOUS PERIODS	
Semester start and finish date (e.g. Jan to June 2026):					
Grade level and Semester (e.g. Grade 8, Semester 2):					
Number of classes per week:					
Duration (mins) of each class: (e.g. 110 mins)					
Grade Achievement: (e.g. A, B, not yet available)					
Breaks in learning: (e.g. did not study during Year 6 Semester 2)					
TOTAL number of years and months:		Formally:		Informally:	
Other relevant information specific to their language learning: (e.g. language learning awards, language competitions)					

Other Experiences: (tick all that apply)

☐ main language spoken in the home

☐ as one of two or more languages spoken in the home

☐ private tutoring (include where, when, from-until, and any breaks)

☐ other [please detail]:

☐ living overseas:

When did your student last live in a country where this language was spoken (Month and Year):.....

How long did your student live in that country:.....

Is your student a native or near native speaker of this language?

No ☐ Yes ☐

Email this completed form to Queensland Academies Admissions (admissions@qa.eq.edu.au), along with:

1. Your student's **most recent full year of school reports** (two most recent Semester reports); and
2. A copy of their **current and previous school timetable**, showing number and duration of classes per week (as a screenshot, image, photocopy, or letter from school showing school name and letterhead)

Declaration: I declare that all information provided is complete and correct:

Parent Name:		Parent Signature:		Date:	
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Self-assessment orientation tool: Please ask your student to select the box that best describes their **current level of ability** in each of the areas noted. This self-assessment is intended as a guide, to help us understand your student's ability. There are no right or wrong answers. Make your selections as accurately as possible.

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.