

Queensland Academies – Language Learning Experiences Form



Dear Parent,

To support your request for mid-course entry, please complete the following “**Language Learning Experiences**” details of second languages that your student has learnt:

Student Name:	
Current Year Level:	

<p>Has your child ever learnt one of the second languages taught at QASMT, as a second language? <i>Languages taught at QASMT are: French / German / Japanese / Latin / Chinese (only from Year 7 in 2024)</i></p>	<p>No <input type="checkbox"/> If ‘No’, please leave the remaining sections blank. Email your form to: admissions@qa.eq.edu.au</p> <p>Yes <input type="checkbox"/> If ‘Yes’, <u>select one language only</u> and complete this form: <i>(If your child has learnt more than one of these languages, complete a separate form for each)</i></p>				
	<input type="checkbox"/> French	<input type="checkbox"/> German	<input type="checkbox"/> Japanese	<input type="checkbox"/> Latin	<input type="checkbox"/> Chinese <i>(only from Year 7 in 2024)</i>
<p>Is your child a native or near native speaker of this language?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>				
<p>Where has your child learnt this language? Tick all that apply:</p>	<p><u>Formal learning:</u></p> <p><input type="checkbox"/> In school lessons (i.e. learning the language at school)</p>	<p><u>Informal learning:</u></p> <p><input type="checkbox"/> in the home</p> <p><input type="checkbox"/> living overseas</p> <p><input type="checkbox"/> private tutoring</p> <p><input type="checkbox"/> in a school where this language was the medium of instruction [e.g. science was taught in this language]</p> <p><input type="checkbox"/> other [please detail]:</p>			

FORMAL LEARNING: LANGUAGE LEARNING AT SCHOOL				
Tell us about your child'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	2 SEMESTERS AGO	PREVIOUS PERIODS
From (e.g. July 2020):				
Until (e.g. Dec 2020):				
Grade level and Semester (e.g. Grade 8, Semester 2):				
Number of classes per week:				
Duration (minutes) of each class (e.g. 110 mins):				
Grade (e.g. A, B, not yet available):				
Detail any breaks in learning (eg. did not study during Year 6 Semester 2):				
Detail any <i>informal language learning</i> your child has undertaken in this language (include where, when, from-until, and any breaks):				
In summary, note the total number of years and months your child has studied this language:	Formally:			
	Informally:			
Any other relevant information pertaining specifically to your child's language learning experiences (e.g. awards for language learning, participation in language competitions, planned enrolment in future language studies):				

Please look at the following "**Self-assessment orientation tool**" with your child (on the following page).

For each of the skills noted (Listening, Reading, Writing, Spoken Production* and Spoken Interaction*), please ask your child to tick the box that best describes their current level of ability. *NOTE: Latin learners do not need to tick any boxes for Spoken Production and Spoken Interaction.

The self-assessment is intended as a guide, to help us understand your child'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.

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Parent Name & Signature:		Date:	
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Thank you for supporting your student! Please send your completed form to the Queensland Academies Admissions Office admissions@qa.eq.edu.au.