



**ACT Board of Senior Secondary Studies
Languages Eligibility Form for enrolment in
courses of study from 2018**

LANGUAGE ELIGIBILITY FORM DEVELOPMENT GROUP

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Introduction

A rationale for learning languages

All students should experience well designed and supported language programs, taught by well trained and supported language teachers, in schools that actively support language teaching linked to universities that are fully committed to widespread and successful language study. It is worth re-iterating why this ambition is important. The principal reason is to do with the deepest purposes of education itself, to instil knowledge, to deepen understanding, to stimulate reflection and to foster skills. Languages are intimately linked to the essentially humanistic, cultural and intellectual reasons for making education compulsory. Bilingualism can foster more reflective and imaginative dispositions in citizens, and the principles of democratic discourse, participation and opportunity which Australia proclaims also find resonance with language study since the bulk of humanity lives in societies and continues traditions forged outside of English. (Lo Bianco, *Second Languages and Australian Schooling* 2009, p. 64

The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in the target language, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the ability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability; develops understanding of, and respect for, diversity and difference, and an openness to different perspectives and experiences
- develops understanding of how values and culture shape world view and extends the learner's understanding of themselves, their own heritage, values, culture, and identity.
- strengthens intellectual and analytical capability and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic, and international development capabilities. Language capability contributes to the development of rich linguistic and cultural resources through which the community can engage socially, culturally, and economically in all domains, including business, trade, science, law, education, tourism, diplomacy, international relations, health and the arts.

from *Shape of the Australian Curriculum: Languages*

Australian Curriculum and Reporting Authority (ACARA) November 2011

Language Course Enrolment

All students who are enrolling in an ACT Board of Senior Secondary Studies Language course are required to complete a Language Eligibility Criteria Form.

The objective of the language enrolment process is to determine distinctions between students who have significantly different experience, knowledge and proficiency in a language which exceeds the requirements of the course. These experiences can create unfair assessment determinations. Students deemed to have a greater linguistic competency than required by the course are not permitted to enrol in that level course.

The criteria for enrolment have been designed to assess the degree to which a student has had previous experience in, and exposure to, the language they wish to study.

Research into language acquisition has shown that people who learn a language during their 'critical period', that is between birth and around 10 years of age, have an advantage over those who learn the language outside of this period. It has also shown that children who are immersed in a language, for example, through growing up with the language at home, or spending time in a country where the language is a medium of communication and/or through attending a school where the language is the medium of instruction, have an advantage over other learners.

We acknowledge that for many ACT students, a compulsory language study in their primary years consisted of less than one hour per week and may have been largely cultural studies. This does not equate with the research information around what is considered advantageous language acquisition "learned" during the critical period.

BSSS language courses

In the ACT there are three differentiated senior secondary language courses that meet the specific language learning needs of particular groups of students.

- Beginning
- Continuing
- Advanced

Within each of these groups there are differences in proficiency in using the language and knowledge of its cultural systems.

Criteria for permission to enrol in a BSSS language course

All students enrolling in a BSSS Language course are required to be assessed against these criteria. All students must complete an application form.

Colleges are placing students in a course based on hours of experience not on student performance. There are three criteria against which your application for enrolment will be assessed:

- Education
- Residency and/or time spent in-country
- Use of the language outside the classroom.

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A BSSS LANGUAGE COURSE		
	Education	Residency and/or time spent in-country	Use of the language outside the classroom
Beginning language courses	<p>Little, or no formal education (from pre-primary) in schools where the language is a language of instruction</p> <p>They may have had some instruction in primary school or early high school elective language classes</p> <p>Language and cultural awareness instruction comprised less than 200 hours in total, P-10, including education in community organisations and less than a total 80 hours language classes across Years 9 and 10</p>	<p>Less than one year in total of residency and time spent in a country where the language is a medium of communication</p>	<p>Nil or very infrequent use of the language outside the classroom with a speaker/s of the language is permitted</p>
Continuing language courses	<p>One (1) to five (5) years in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations</p> <p>Or two or more years of study in the language at high school including Year 9 and 10</p>	<p>Between one (1) and five (5) years in total of residency and time spent in a country where the language is a medium of communication</p>	<p>Use of the language outside the classroom with a speaker/s of the language is permitted</p>
Advanced language courses	<p>More than five (5) years in total of formal education in schools where the language is a language of instruction, including 2 years in high school, and or education in community organisations and or intensive language courses</p>	<p>More than five (5) years in total of residency and time spent in a country where the language is a medium of communication</p>	<p>Sophisticated use of the language (spoken and written) outside the classroom with a speaker/s of the language</p>

- Note:
1. In the Education criterion, the reference to a 'year' is an academic or school year.
 2. In the Residency criterion, the reference to a 'year' is to a period of twelve months.

A student who provides incorrect or misleading information in support of his/her application for permission to enrol has breached BSSS rules and may be withdrawn from the course or have his/her results in the course voided

Evidence required by the college to support an application may include

- Year 10 first semester reports
- Student's reports from schools attended both inside and outside Australia, if applicable
- Passport page showing name, nationality, date of birth and date of arrival in Australia if applicable
- Any additional information to be provided for residency, travel and schooling
- Other as requested by the principal

*The college will set the date on which applications are due, evidence required, the process of notification of acceptance into a course and any appeals process.

Section 1: Application

Application for permission to enrol in a BSSS language course

Language/s applied for

Language	
Level	

Language	
Level	

Student Identification Number

--	--	--	--	--	--	--	--

Your legal surname/family name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Your first given name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Your second given name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Your email address

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Date of birth

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Gender (*circle*)

M	F	X
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Your place/country of birth

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Date of arrival in Australia if you were born overseas

M	M	Y	Y	Y	Y
---	---	---	---	---	---

Your age on arrival in Australia in years and months

years	months
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I am currently enrolled or intend to enrol in the English as a Second Language Course (✓)

Yes		No	
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Section 2: High School Information

(Only applicable if student has changed schools for year 11 /12)

Name of High School

High School Email address

Section 3: Information related to enrolment criteria

3.1 Education criterion

Beginning	Primary or early high school as a second language, with less than 200 hours including less than 80 hours in year 9 and 10 or in an intensive language course
Continuing	1-5 years in a school where language is language of instruction, or Year 9-10 study in language >80 hours
Advanced	>5 years formal schooling where language is language of instruction

3.1.1 Educational History

In the table below, provide details for each year that you attended pre-primary (or the equivalent), primary and secondary school. Each cell in this table needs to be completed.

Month / Year (MM/YYYY)	Year Level	Official name of the main school/Place of learning you attended(including the name of the country if your school was outside Australia)	Language/s of instruction at your school	Language/s Studied	Hours per week	Number of terms
	10					
	9					
	8					
	7					
	6					
	5					
	4					
	3					
	2					
	1					
	K and Pre-Primary					

3.1.2 Community or Intensive Language Organisation language Instruction

Have you received instruction in the language for which you are applying at a community organisation out of school hours or completed an Intensive Language course out of school hours?

No: Go to Section 3.2

Yes: Enter the details in the table below

From: Month/year (MM/YYYY) to:	Year level	Name of the community organisation or language school	Name of the course/program	Language of instruction	Hours per week	Total hours

3.2 Residency and/or time spent in-country criterion

Beginning	Less than one year resident or time spent visiting
Continuing	1-5 years resident or time spent in country where language is medium of communication
Advanced	More than 5 years resident or time spent in country where language is medium of communication

* In the Residency criterion, the reference to a 'year' is to a period of twelve months

3.2.1 Complete all cells in Column 2 providing details of countries where you have lived and any other details of time spent in countries where the nominated language is the medium of communication.

Year	Column 2 Country of Residence	Visit or in-country experience where language spoken (name of country)	Purpose of visit e.g. holiday, education, exchange, family visit, parent work	Length of stay
2017				
2016				
2015				
2014				
2013				
2012				
2011				
2010				
2009				
2008				
2007				
2006				

Notes:

For the purpose of this application:

- Speakers of dialects and variants of a language are considered to be speakers of the standard language.
- China, Taiwan, Hong Kong, Macau, Malaysia, Singapore, Brunei and Christmas Island are considered Chinese-speaking countries/places.
- Indonesia, Malaysia, Singapore, Brunei, Christmas Island and Cocos Island are considered Indonesian-speaking countries/places.
- Speakers of Indonesian and speakers of Malay are considered to be speakers of both languages.
- All Francophone countries are considered French-speaking.
- Germany, Austria and Switzerland are considered German-speaking countries.
- Italy and Switzerland are considered Italian-speaking countries

*Students who attended Bilingual **programs in the ACT** P-6 are deemed as having had 5 years of formal education in the language of instruction

3.3 Use of the language for communication outside the classroom criterion

Beginning	Nil or infrequent exposure
Continuing	Use permitted
Advanced	Sophisticated use of written and spoken language

3.3.1 Provide the following information:

The first language/s that you learned to speak

Other languages that you: Speak, Read or Write, but did not learn at school and the level at which you use them. *Write the name of the language/s in the appropriate column.*

	Basic	Competent	Proficient
Speak , but did not learn at school			
Read , but did not learn at school			
Write but did not learn at school			

3.3.2 Tick (✓) the cells in the table below to indicate the **frequency of use** of the language for which you are applying.

Use (Speak with, or spoken to in the language, by any of the following groups)	Frequency of Use				
	daily	weekly	monthly	infrequently	never
Member(s) of immediate family					
Extended family					
Community and friends					

If you have ticked "Never" for all three groups in the table above then go to **Section 4**.

If you have ticked 'daily', 'weekly', 'monthly' or 'infrequently' **one or more** times in the frequency of use table 3.3.2 above then please provide details of how you use the language for which you are applying.

Section 4: Student declaration and parent/guardian acknowledgement

4.1 Statutory Declaration by the student (*this is a Legal document*)

You must:

Complete and sign the statutory declaration below in blue or black pen.

Initial and date any errors or changes (do not use correction fluid or tape).

The declaration must be signed by an authorised witness, such as a bank manager, chemist, doctor or teacher.

A list of authorised witnesses is available at <https://www.ag.gov.au/Publications/Statutory-declarations/Pages/List-of-authorised-witnesses.aspx>

<p>STATUTORY DECLARATION</p> <p>I (<i>name of person making the declaration</i>): _____</p> <p>Of (<i>Current address of person making the declaration</i>):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sincerely declare as follows:</p> <p>That the information I have provided in the Application for permission to enrol in a BSSS language course is true and correct to the best of my knowledge.</p> <p>This declaration is true and I know that it is an offence to make a declaration knowing that it is false in a material particular.</p> <p>This declaration is made under the Oaths, Affidavits and Statutory Declarations Act 2005.</p> <p>At (<i>Place</i>): _____</p> <p>On (<i>Date</i>): / /20</p> <p>By : _____ (Signature of person making the declaration)</p> <p>In the presence of: _____ (Signature of authorised witness)</p> <p>_____</p> <p>(Name of authorised witness and qualifications as such a witness)</p>
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4.2 Parent/guardian acknowledgement

ACKNOWLEDGEMENT

I acknowledge that I have sighted this application and that it has been completed accurately and truthfully.

Name: _____

Signature: _____

Date: / /20

A student who provides incorrect or misleading information in support of his/her application for permission to enrol has breached BSSS rules and may be withdrawn from the course.

Section 5:

CONFIDENTIAL

Form 5.1 Language Faculty Approval to enrol in a BSSS Language Course

Student Name: _____

Language 1: _____

Course Requested: _____

College Use Only

I certify that the information in this application has been checked and to the best of my knowledge is correct.

Based on the information in this application and in my professional judgement:

I recommend enrolment in the following course:

Beginning Continuing Advanced

There is evidence that this student meets the requirements of the course for which they are applying. I approve enrolment in the course requested.

I do not approve the enrolment level requested for the following reasons.

Name of approving language executive teacher: _____

Executive's signature: _____

Date: / /20

Student notified on: / /20 by: _____ *(name of teacher)*

Note: This form should be kept on file within the college

Section 5:

CONFIDENTIAL

Form 5.2 Language Faculty Approval to enrol in a BSSS Language Course

Student Name: _____

Language 2: _____

Course Requested: _____

College Use Only

I certify that the information in this application has been checked and to the best of my knowledge is correct.

Based on the information in this application and in my professional judgement:

I recommend enrolment in the following course:

Beginning Continuing Advanced

There is evidence that this student meets the requirements of the course for which they are applying. I approve enrolment in the course requested.

I do not approve the enrolment level requested for the following reasons.

Name of approving language executive teacher: _____

Executive's signature: _____

Date: / /20

Student notified on: / /20 by: _____ *(name of teacher)*

Note: This form should be kept on file within the college

Appendix 1: To be kept on file within the College

BOARD OF SENIOR SECONDARY STUDIES LANGUAGES ELIGIBILITY CRITERIA

Name of College: _____

Year of study: _____

Declaration by the Principal

I certify that:

All students enrolling in a language course have completed the BSSS language eligibility form.

The Executive teacher, Languages, has completed the relevant documentation.

BSSS Language eligibility processes have been followed in placing all language course students in appropriate courses.

The school will retain all student language eligibility application forms on record.

Executive's signature: _____

Date: / /20

Name of the Language Executive: _____

Principal's signature: _____

Date: / /20

Name of the Principal: _____

Appendix 2: GLOSSARY OF TERMS - Language Eligibility Criteria

BSSS Language Course: A course sets out the requirements for the implementation of a language subject in ACT Senior secondary colleges. Key elements of language courses include the rationale, goals, content descriptions, assessment and achievement standards as designated by the languages framework.

Beginning Course: is designed for students with minimal or no experience with the language.

Continuing Course: is designed for students who have some degree and understanding of the language.

Advanced Course: is designed for students who have substantial linguistic and cultural background in the language.

Second Language: a language that is not the native language of the speaker.

Background Language: a student is defined as being of a language background other than English if either the student, the student's mother or the student's father speaks a language other than English at home.

Main language other than English spoken at home: the main language, other than English, spoken in the student's home by the student or the student's mother or father.

Formal Education: schooling in a recognised institution with approved curriculum which may include home schooling.

High School higher level: a year 7-10 language course that is aimed at students who have more proficiency in the nominated language on commencement at high school than a student with no linguistic experience.

Community Organisation Language School: promotes and provides the teaching of languages, history and culture of ethnic communities.

Intensive Language programme: delivers high level language instruction over a concentrated period, often run as a commercial venture, may be face to face or online.

Native Speaker: a person who has spoken the language in question from earliest childhood.

Bilingual school: a school that uses two different languages in classroom instruction.

Linguistic advantage: when students have significantly different experience, knowledge and proficiency in a language which exceeds the requirements of the course. These students are linguistically advantaged in learning when assessed alongside other students who do not have the same experience, knowledge and proficiency which would create unfair assessment determinations.

Cultural systems: ideas, practices of a particular ethnic group.

Target audience: the student group best suited to a particular course.

Early High school electives: subjects chosen as a taster of the language and culture for one or more terms in years seven and or eight.

Cultural awareness instruction: may include greetings and simple responses, knowledge of the country, foods, traditions etc but classes are largely delivered in English or another language different to the nominated course language.

Language immersion: where children grow up with the language at home, or spend time in a country where the language is a medium of communication or spend time in a school where the language is the medium of instruction for significant periods.

Exchange: residential visit to another country where the student attends a local school for a period usually from a term to a year. A short exchange is less than 3 months.

Language of Instruction: the medium of communication mostly used within the classroom across subjects.

Literacy skills: encompass the knowledge and skills (including reading and writing) students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions and interact with others.

Frequently Asked Questions and Implementation Advice

- 1) **Who needs to fill in this form?** Every student who is enrolling in a BSSS Language course, irrespective of college.
- 2) **Do I need to fill in this form for my son/daughter who is already studying a language in High school in Year 9 and 10?** Yes.
- 3) **My son/daughter feels she has not reached a level in Continuing, can she enrol in the Beginning Course?** No; if the eligibility criteria for continuing was met, they may not move to another course.
- 4) **Do students have to complete a form at the beginning of Year 11 and at the beginning of Year 12?** No, unless they are applying for a course in a second or third language. The form must be completed for enrolment prior to commencing a course. They will continue in the same course in year 12.
- 5) **What happens to the form once it is completed?** The language faculty within the college makes a decision on which course will be approved, notifies the student and keeps the form on file within the college in case of appeals.
- 6) **Who do I give the form to?** The form is submitted to the college directly according to their enrolment time-line.
- 7) **When does this form need to be completed by?** Each college will set the due date, usually in the year prior to enrolment.
- 8) **Can I change levels?** No, unless a student would like to move to a more advanced level than they meet the requirement for.
- 9) **What happens if I falsify information contained in the form?** BSSS has a policy for dishonest conduct; policy and procedures will be followed. A student who provides incorrect or misleading information in support of his/her application for permission to enrol has breached BSSS rules and may be withdrawn from the course or have his/her results in the course voided.
- 10) **Is there an Intermediate Course?** (No)
- 11) **Are there any Background or Heritage Courses?** (No)
- 12) **If I cannot supply all the evidence to support my claim. What happens?** The college will make a decision based on the evidence provided, or request other evidence.
- 13) **I know there is somebody in my Beginning class who has had 2 years in-country experience. What should I do?** (Talk to the teacher).

Typical student scenarios

- 1) I speak Hokkien with my family but have no Mandarin or written Chinese. Which course should I do? (Continuing, a dialect equates to Chinese; use of the language is spoken, not written).
- 2) I studied Language in Year 7, 8 and 9, which course should I do? (Continuing, hours of education >200 including 80 in year 9).
- 3) I lived in Malaysia for three years and went to an international school, where I studied Chinese as a foreign language for four hours a week. I want to study Chinese, which course should I do? (Continuing, based on residency)
- 4) My son/daughter has attended a bi-lingual school for P-6, but has not studied it in High school. Is my son/daughter required to enrol in the Advanced Level? (No, Continuing based on 5 years equivalency in language of instruction).
- 5) My son/daughter has attended a bi-lingual school for P-6 and has studied the language as an elective in Years 9 and 10. Which course should he/she do? (Continuing, as 5 years in a school where the language is the language of instruction, 2 years of study in year 9 and 10).
- 6) My son/daughter has attended a bi-lingual school for P-6 and has studied the language at a bi-lingual school for Year 7 and 8. Which course should he/she enrol in? (Advanced >5 years with language as medium of instruction, including high school).
- 7) I went to an Italian community school for three hours every Saturday for 6 years in school terms. Which language course should I do? (Continuing, hours of instruction >200 hours).
- 8) I'm an international student from Germany. I arrived in Australia in Year 9. All my schooling until then was in German. Which course should I enrol in? (Advanced >5 years in language of instruction).
- 9) I did French all through Primary school, however I haven't studied it in High school. Which course should I enrol in? (Beginning, provided French wasn't the language of instruction across all subjects or you speak it at home).
- 10) I did Spanish all through Primary school and studied it in Year 7 and 8 but didn't continue it onto Years 9 and 10. Which course should I enrol in? (Beginning unless you speak the language at home, or community school hours adds to the total).
- 11) We have been on a posting to Indonesia for the last four years. I attended an International School, where the language of instruction was English. However, I learnt Indonesian and lived in the country. Which course should I enrol in? (Continuing based on residency).
- 12) I am a refugee. My first language is Swahili but I have lived in a French speaking country for the last two years. There was a makeshift school where the language of instruction was in French. Which course should I enrol in? (Beginning/Continuing – depending on hours of instruction, or writing ability).
- 13) My son/daughter was born in Australia and attended an Australian school. We are from mainland China and travel back to China regularly. We speak Mandarin at home. Which course should he/she enrol in? (Continuing, based on use of language).
- 14) My mother is Japanese. I regularly speak Japanese to her and English to my father. I have studied Year 7 and 8 Japanese at High school. Which course should I enrol in? (Continuing, on the basis of frequency of use of language).

- 15) My daughter has attempted the Diplôme national du Brevet (DNB) in Year 9 at Telopea High school, but the diploma was not awarded to her. What French course can she enrol in? (Advanced, the language of instruction across subjects was French including 2 years in high school).
- 16) My teacher in Year 9 and 10 in languages got really sick and I had relief teachers. I feel that I have not had enough instruction in Year 9 and 10 to qualify for Continuing. Which course should I enrol in? (Continuing based on hours of instruction not quality of the program).
- 17) My son/daughter did Year 7-9 Japanese, but did not continue on to Year 10. Which course should she enrol in? (Beginning based on hours).
- 18) My son/daughter is a straight A student in High school. Can she enrol in Advanced if she meets the Continuing criteria? (Yes, at your own risk: seek the advice of the language faculty).