

# Special Language Credit Option, Examiner's Handbook

## Non Curriculum

Evaluating Languages for which Department-developed or -approved Curricula *are not* available.

### Proficiency Requirements for Grade 9 (11G)

Students will demonstrate ability to

#### Listening and Speaking

- understand the target language, when spoken at normal speed, on everyday topics
- respond in an appropriate manner (reproducing the sound system of the language correctly, showing agreement of subject and predicate, nouns, pronouns, and adjectives)

#### Reading and Writing

- read and answer questions, in written or oral form, based on short articles, instructions, labels, and advertisements, including
  - following a simple recipe in a cookbook or other similar directions
  - requesting information, assistance, and services
  - writing an invitation or accepting a request to come to a party and/or show

### Proficiency Requirements for Grade 10 (21G)

To demonstrate competency that is appropriate to Grade 10 (21G), students will show a higher degree of skill in the target language.

Students will also demonstrate ability to

#### Listening and Speaking

- converse at normal speed, clearly and without hesitation on various topics (e.g., TV programs, sports, celebrations, vacations, and school plans)
- distinguish and use correctly various verb forms (e.g. present, past, future, perfect, and imperfect) as applicable to the language
- use comparative forms correctly (e.g., greater than, less than, equal to, more or less)
- participate in simple discussions on topics of interest to them (e.g., Should students work after school? Why not leave school at age 16?)

#### Reading and Writing

- read and answer questions, either in oral or in written form, from a manual or text that deals with a subject familiar to them, including
  - reading and completing with ease an application form for employment, membership form, and chart
  - reading, with understanding, approximately 15 lines of simple instructions

- explaining, in written form, how to do something, (e.g. replace a light bulb, call the doctor because of a cold)
- write a story describing a series of events

## **Proficiency Requirements for Grade 11 (31G)**

Students will demonstrate the ability to communicate complex, integrated thoughts, both in oral and in written forms. The level of language must be **substantially** more sophisticated than the previous two levels of proficiency.

Students will also demonstrate ability to

### **Listening and Speaking**

- use complex sentences correctly
- use the subjunctive and conditional forms correctly
- communicate using a highly active vocabulary dealing with a wide range of everyday topics or items of interest

### **Reading and Writing**

- read, summarize, and discuss, in either oral or written form, an excerpt from a novel, short story or a poem, relevant to the student's cultural background
- communicate using a language relatively free from errors in spelling, punctuation, morphology and syntax

## **Proficiency Requirements for Grade 12 (41G)**

To demonstrate competency that is appropriate for Grade 12 (41G), students will show an advanced level of proficiency in the target language.

Students will also demonstrate ability to

### **Listening and Speaking**

- engage in discussion on a wide range of topics (including those less familiar to them)
- comprehend a wide range of media intended for native speakers
- engage in extended conversation in a variety of settings and dealing with fairly complex topics
- express themselves with ease in complex sentences

### **Reading and Writing**

- read with comprehension a variety of fairly complex texts (e.g., familiar and unfamiliar topics).
- Write longer and more complex pieces (e.g., short stories and short essays)
- Use varied vocabulary and grammatical structures appropriately