

# Special Language Credit Options, Examiner's Handbook

## Curriculum

### **Evaluating Languages for which Department-developed or –approved Curricula *are* available**

The evaluation of student proficiency begins with a consideration of the rationale and goals or outcomes outlined in the curriculum documents. The evaluation of student performance should be planned with reference to the content that students would have experienced had they been enrolled in a formal language program in the school and longer term proficiency objectives. The focus of the evaluation should be on whether students can use the language being tested for both oral and written communication.

### **Proficiency Requirements: Department-developed or –approved Curricula**

Students receiving a credit at

- Grade 9 (10G) should be expected to have attained a **Basic Proficiency Level**
- Grade 10 (20G) should be expected to have attained an **Intermediate Proficiency Level**
- Grade 11 (30S) should be expected to have attained a **High Intermediate Proficiency Level**
- Grade 12 (40S) should be expected to have attained an **Advanced Proficiency Level**

The following languages have department-developed or –approved curricula (S1-S4)

Chinese (Mandarin)	Japanese
Filipino	Latin
German	Polish
Hebrew	Portuguese
Icelandic	Spanish
Italian	Ukrainian

- All Examinations developed for these languages should be based on the objectives or outcomes, topics, and texts as outlined in the department-developed or –approved curricula. Copies of these curricula are available by contacting  
Manitoba Text Book Bureau  
105-1<sup>st</sup> Avenue West  
P.O. Box 901  
Souris MB ROK 2C0  
Telephone: 204-483-4040  
Toll free: 800-305-5515  
Fax: 204-483-3441

## **A Basic Proficiency Level – Grade 9 – 10G**

Students will demonstrate ability to

### **Listening**

- comprehend simple statements and questions, as well as understand the meaning of longer and more complicated messages and conversations
- understand, in general terms, native speakers without too much difficulty, although they may require some repetition for comprehension

### **Speaking**

- initiate and respond to simple statements or questions, express opinions, describe and engage in face-to-face conversations (with some repetitions and circumlocutions) within the scope and level of familiar topics
- interact with classmates, teachers, and native speakers (their pronunciation is not expected to be exactly similar to a native speaker, but it should be readily understood by a native speaker)

### **Reading**

- understand various forms of simple reading materials and read for a variety of purposes
- understand the essential content of various types of text (e.g., short general public statements, recipes, tickets, directions, songs, poems, stories, magazines, and newspaper articles)
- use visual and other clues to decipher or guess the meaning of unfamiliar vocabulary (they may need to read a longer text several times before understanding it well. Reading should not devolve into a translation activity)

### **Writing**

- express basic personal needs and compose short messages based on personal experiences and familiar topics
- write simple letters and creative pieces (although errors in grammar and spelling may be frequent, writing is readily understood by a native speaker)

## **Intermediate Proficiency Level – Grade 10 – 20G**

Students will demonstrate ability to

### **Listening**

- comprehend conversations on familiar topics or those related to everyday experiences
- sustain comprehension through inferences when the input is experience-related
- acquire a sufficient knowledge of vocabulary and command of grammar to progress rapidly in language acquisition and learning when placed in the target language environment

## **Speaking**

- initiate and engage in an extended conversation on a topic of interest (limited vocabulary may make speech laboured and English words may be inserted)
- use accurate word order in simple sentences, although gender and case forms may show evidence of invention (pronunciation should not interfere with the listener's comprehension)

## **Reading**

- read with comprehension familiar words (most sound and symbol reading skills should have developed naturally through reading activities)
- identify details, sequences, and main ideas
- read, understand, discuss, and analyze introductory literature

## **Writing**

- write such items as personal diaries, letters, or short reports on experiences using appropriate vocabulary and commonly used structures (the writing should be comprehensible to native speakers – writing is similar to speaking because it may show considerable evidence of invention)

As students are increasingly exposed to the target language through a variety of learning experiences, they should demonstrate gradual growth in proficiency. An intermediate level of proficiency should provide higher levels of skills to build a sound foundation for continued linguistic development.

## **High/Intermediate Proficiency Level – Grade 11 – 30S**

Students will demonstrate ability to

### **Listening**

- comprehend some abstract discussions, not necessarily related to personal experiences or familiar topics (e.g., discussions involving two or more speakers)
- understand media for native speakers, including films, music, TV, and radio (generally, there may be some gaps in vocabulary)
- sustain comprehension through the spoken target language in unstructured situations (e.g., open debates, discussions involving two or more speakers, informal language uses such as everyday family and public conversations)

### **Speaking**

- initiate and engage in extended conversations on a wide range of topics in a variety of settings
- express themselves with ease and accuracy in fairly complex sentences (pronunciation at this level is approaching that of a native speaker)

## **Reading**

- read with comprehension age appropriate text concerning situations relevant to students or on familiar topics
- read for a variety of purposes and have little difficulty understanding the main ideas and secondary details
- read with comprehension a variety of literary forms (e.g., poems, short stories, and short articles)

## **Writing**

- express themselves with ease and accuracy, including the analysis and critique of literature, creative writing, and different types of formal communication (errors in grammar, syntax, and spelling should be infrequent)

## **Advanced Proficiency Level – Grade 12 – 40S**

Students will demonstrate ability to

### **Listening**

- comprehend a good range of abstract discussions, including those related to some unfamiliar topics
- understand a wide variety of media for native speakers with little difficulty
- sustain comprehension in a wide variety of formal and informal settings

### **Speaking**

- initiate and engage in extended conversations in a variety of settings and dealing with complex topics
- express themselves with ease and accuracy in complex sentences

### **Reading**

- read with comprehension a variety of texts concerning familiar and unfamiliar topics
- read with comprehension longer expository texts and complex poems

### **Writing**

- write longer and more complex pieces such as short stories and short essays
- use a variety of vocabulary and grammatical structures