

MYP Language Acquisition (French and Spanish) – Diploma Programme

SL/HL Unit	Timeframe	Topic/Unit Title	Assessment Component	Summative Assessments	Assessment Objectives
Language B Unit 1	12 weeks	Social organisation / relationship Community Social engagement Education The working world Law and order	Paper 1 : 25% Paper 2 : 50 % Oral : 25%	<p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>WRITING</p> <p>Language The vocabulary is appropriate and varied. The grammatical structures are varied. The language contribute to effective communication</p> <p>Message The ideas are relevant to the task and the ideas are developed. The ideas are clear and organized and contribute to the successful delivery of the message.</p> <p>Conceptual understanding The choice of text type appropriate to the task. The register and tone are appropriate to the context, purpose and audience. The response incorporate the conventions of the chosen text type.</p>
Language B Unit 2	16 weeks	Identity Beliefs and values Subcultures Language and identity Lifestyles Health and well-being	Paper 1: 25% Paper 2 : 50 % Oral : 25%	<p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>WRITING</p> <p>Language The vocabulary is appropriate and varied. The grammatical structures are varied. The language contribute to effective communication</p> <p>Message The ideas are relevant to the task and the ideas are developed. The ideas are clear and organized and contribute to the successful delivery of the message.</p> <p>Conceptual understanding The choice of text type appropriate to the task. The register and tone are appropriate to the context, purpose and audience. The response incorporate the conventions of the chosen text type.</p>
Language B Unit 3	16 weeks	Human ingenuity Entertainment	Paper 1 : 25% Paper 2 : 50 %	<p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p>	<p>WRITING</p>



		Artistic expressions Communication and media Technology Scientific innovation	Oral : 25%	One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	Language The vocabulary is appropriate and varied. The grammatical structures are varied. The language contribute to effective communication Message The ideas are relevant to the task and the ideas are developed. The ideas are clear and organized and contribute to the successful delivery of the message. Conceptual understanding The choice of text type appropriate to the task. The register and tone are appropriate to the context, purpose and audience. The response incorporate the conventions of the chosen text type.
Language B Unit 4	14 weeks	Share the planet The environment Human rights Peace and conflict Equality Globalization Ethics Urban and rural environment	Paper 1 : 25% Paper 2 : 50 % Oral : 25%	Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	WRITING Language The vocabulary is appropriate and varied. The grammatical structures are varied. The language contribute to effective communication Message The ideas are relevant to the task and the ideas are developed. The ideas are clear and organized and contribute to the successful delivery of the message. Conceptual understanding The choice of text type appropriate to the task. The register and tone are appropriate to the context, purpose and audience. The response incorporate the conventions of the chosen text type.
Language B Unit 5	14 weeks	Experience Leisure activities Holidays and travel Life stories Rites of passage	Paper 1 : 25% Paper 2 : 50 % Oral : 25%	Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	WRITING Language The vocabulary is appropriate and varied. The grammatical structures are varied. The language contribute to effective communication



		<p>Customs and traditions Migration</p>	<p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>Message The ideas are relevant to the task and the ideas are developed. The ideas are clear and organized and contribute to the successful delivery of the message.</p> <p>Conceptual understanding The choice of text type appropriate to the task. The register and tone are appropriate to the context, purpose and audience. The response incorporate the conventions of the chosen text type.</p>
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Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

