

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Language Acquisition these are **Communication, Connections, Creativity** and **culture**

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Context

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Language Acquisition can develop meaningful explorations of:

- identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Language Acquisition.

Phases 1-2					
Accent	Audience	Context	Conventions	Form	Function
Meaning	Message	Patterns	Purpose	Structure	Word choice
Phases 3-4					
Audience	Context	Conventions	Empathy	Function	Idiom
Meaning	Message	Structure	Point of view	Purpose	Word choice
Phases 5-6					
Argument	Audience	Bias	Context	Empathy	Idiom
Inference	Point of view	Purpose	Stylistic choices	Theme	Voice



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Language Acquisition (MFL): Curriculum and Assessment overview

Criterion A	Criterion B	Criterion C	Criterion D
Listening	Reading	Speaking	Writing

Year 7

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Identity and Relationships, My Family	Topic: Identity and Relationships, Who am I ?	Topic: Local and International Places	Topic: In and out of school, Different School Systems	Topic: In and out of school, After School Activities	Topic: Traditions in Different Cultures
Assessment: A & B	Assessment: C & D	Assessment: C	Assessment: A & B	Assessment: D	Assessment: C & D

Year 8

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Innovation and Technology	Topic: Town, cities, communities	Topic: Healthy living	Topic: Holidays and Trips	Topic: Future holidays, Foreign countries	Topic: Tourism and culture
Assessment: A & B	Assessment: C & D	Assessment: A & B	Assessment: C	Assessment: A & B	Assessment: C & D

Year 9

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Identity and relationships	Topic: Free Time activities	Topic: Technology	Topic: Education and Future plans	Topic: Environment	Topic: Holidays, festivals and traditions
Assessment: D	Assessment: C & D	Assessment: A & B	Assessment: C & D	Assessment: A & B	Assessment: D

Language Acquisition (MFL) Subject Guide

Phase 1 Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

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Phase 1 Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Listening	Criterion B: Reading	Criterion C: Speaking	Criterion D: Writing
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. identifies minimal stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.	The student: i. identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. uses pronunciation and intonation with many errors which often hinder comprehension iv. during interaction, communicates limited relevant information.	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. presents some information in a partially-recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	The student: i. identifies some stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.	The student: i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.	The student: i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. uses pronunciation and intonation with some errors which sometimes hinder comprehension iv. during interaction, communicates some relevant information.	The student: i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts iii. interprets connections in simple authentic texts	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts. iii. interprets connections in simple authentic texts	The student: i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv. during interaction, communicates most of the relevant information.	The student: i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and some complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts.	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts.	The student: i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. uses clear pronunciation and intonation which makes the communication easy to comprehend iv. during interaction, communicates all or almost all the required information clearly and effectively.	The student: i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context

Language Acquisition (MFL) Subject Guide

Phase 2 Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

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Phase 2 Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Listening	Criterion B: Reading	Criterion C: Speaking	Criterion D: Writing
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts	The student: i. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. uses pronunciation and intonation with many errors which often hinder comprehension iv. during interaction, communicates limited relevant information.	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. organizes some information in a recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	The student: i. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts.	The student: i. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts	The student: i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. uses pronunciation and intonation with some errors which sometimes hinder comprehension iv. during interaction, communicates some relevant information	The student: i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts ii. interprets conventions in simple and some complex authentic texts iii. interprets connections in simple and some complex authentic texts.	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts ii. interprets conventions in simple and some complex authentic texts iii. interprets connections in simple and some complex authentic texts	The student: i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv. during interaction, communicates most relevant information.	The student: i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and some complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts ii. analyses conventions in simple and some complex authentic texts iii. analyses connections in simple and some complex authentic texts.	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts ii. analyses conventions in simple and some complex authentic texts iii. analyses connections in simple and some complex authentic texts.	The student: i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. uses clear pronunciation and intonation which makes the communication easy to comprehend iv. during interaction, communicates all or almost all the required information clearly and effectively	The student: i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.