



Sir John Cass Red Coat School Programme of Study – Key Stage 5

Subject: Spanish

Year 12	Year 13
<p><u>Topics Covered/ Areas of Focus:</u></p> <p><u>AS Level</u></p> <p>1. Youth Culture and Concerns Music and fashion Technology (e.g. MP3/blogs/mobile phones/internet/games) Relationships (family, friendships and peer pressure) Drink and drugs</p> <p>2. Lifestyle: Health and Fitness Sport and exercise Food and diet Health Issues (e.g. smoking, skin cancer, health services)</p> <p>3. The World Around Us – travel, tourism, environmental issues and the Spanish Speaking World Tourist Information, travel and transport Weather (e.g. natural disasters, climate change) Pollution and Recycling</p> <p>4. Education and Employment Education (schooling and higher education) Education policy and student issues The World of work (e.g. the changing work scene, job opportunities and unemployment)</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p><u>A-Level (all topics at AS Level, plus those listed below)</u></p> <p>5. Customs, traditions, beliefs and religions 6. National and International events: past, present and future 7. Literature and the Arts</p>
<p><u>Skills Development & Expected Progress:</u></p> <p>You will have an interest in and enthusiasm for the language and culture of Spain and Spanish-Speaking countries. You will have an interest in Spanish grammar.</p>	<p><u>Skills Development & Expected Progress:</u></p> <p>You will have an interest in and enthusiasm for the language and culture of Spain and Spanish-Speaking countries. You will have an interest in Spanish grammar.</p>

<p>You will have an interest in current affairs relating to Spain and Spanish Speaking Culture</p> <p>You will be able to communicate key ideas and opinions in a structured manner both verbally and in writing.</p> <p>You will develop skills used in debate.</p> <p>You will undertake independent research on a topic of interest relating to the target language country.</p> <p>You will develop skills to help you become an independent learner through completing independent grammar work on a weekly basis and monitoring your own research for the research based essay component of the exam.</p> <p>The Advanced Subsidiary specification requires students to:</p> <ul style="list-style-type: none"> • listen and respond to a variety of spoken* Spanish-language sources, including authentic sources • read and respond to a variety of Spanish-language written texts, including authentic sources, covering different contexts, registers, styles and genres • adapt their spoken and written Spanish language appropriately for different situations and purposes • use the Spanish language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing • understand and apply the grammatical system and a range of structures of the Spanish language as detailed in the grammar section below • transfer meaning from Spanish into English and/or vice versa. 	<p>You will have an interest in current affairs relating to Spain and Spanish Speaking Culture</p> <p>You will be able to communicate key ideas and opinions in a structured manner both verbally and in writing.</p> <p>You will develop skills used in debate.</p> <p>You will undertake independent research on a topic of interest relating to the target language country.</p> <p>You will develop skills to help you become an independent learner through completing independent grammar work on a weekly basis and monitoring your own research for the research based essay component of the exam.</p> <p>In addition, the Advanced GCE specification (A2) requires students to:</p> <ul style="list-style-type: none"> • use the Spanish language in speech and in writing to present viewpoints, develop arguments, analyse and evaluate • understand and apply the grammatical system and a range of structures in Spanish as detailed in the grammar section below • study aspects of the contemporary society, cultural background and heritage of one or more of the Spanish-language countries or communities transfer meaning from English into Spanish and/or vice versa. <p><i>*Spoken and written sources must include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.</i></p>
<p><u>Assessment:</u></p> <p><u>AS Level</u></p> <p>Unit 1: Spoken Expression and Response (8-10 minutes)</p> <p>AS Level: 30%</p> <p>A-Level: 15%</p> <p>Students have 15 minutes preparation time with the Edexcel set stimulus.</p> <p>Section A - Students must respond to four Edexcel-set questions on the stimulus relating to the student's chosen general topic area.</p> <p>Section B – The student must engage in a discussion that, although still related to the general topic area and its linked sub-topics, moves away from the main focus of the stimulus.</p>	<p><u>Assessment:</u></p> <p><u>A-Level</u></p> <p>Unit 3: Understanding and Spoken Response (11-13 minutes)</p> <p>A-Level: 17.5%</p> <p>This unit requires students to demonstrate the effectiveness of their Spanish language skills by presenting and taking a clear stance on any issue of their choice. Students must first outline their chosen topic for one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.</p>

<p>Unit 2: Understanding and Written Response (2 hours 30 minutes)</p> <p>AS Level: 70% A-Level: 35%</p> <p>This unit requires students to understand and convey their understanding of Spanish language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the language in continuous writing.</p> <p>Section A: Students must listen to a range of authentic recorded Spanish language material and retrieve and convey information given in the recording by responding to a range of Spanish language questions.</p> <p>Section B: Students must read authentic target language printed material and retrieve and convey information by responding to a range of mainly Spanish questions.</p> <p>Section C: Students must write 200-220 words in the form of a letter, report or article in Spanish based on a short printed target language stimulus.</p>	<p>Unit 4: Research, Understanding and Written Response (2 hours and 30 minutes)</p> <p>A-Level: 32.5%</p> <p>This unit requires students to demonstrate skills in advanced-level Spanish writing (discursive or creative essay) and translation from English into Spanish. The unit also requires students to demonstrate evidence of independent Spanish language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of a Spanish-speaking country, countries or community.</p>
<p><u>Literacy:</u></p> <p><u>Grammar</u></p> <p>Nouns gender singular and plural forms</p> <p>Articles definite and indefinite (including <i>lo</i> plus adjective)</p> <p>Adjectives agreement position apocopation (<i>buen, mal</i>) comparative and superlative demonstrative (<i>este, ese, aquel</i>) indefinite (<i>alguno, cualquiera, otro</i>) possessive (short and long forms) (<i>mi, mío</i>) interrogative (<i>cuánto, qué</i>) relative (<i>cuyo</i>) exclamatory (<i>qué</i>)</p> <p>Adverbs comparative and superlative</p>	

interrogative (cómo, cuándo, dónde)

Quantifiers/

Intensifiers

(*muy, bastante, poco, mucho*)

Pronouns subject

object: direct and indirect

position and order

reflexive

relative (*que, quien, el que, el cual*)

disjunctive/emphatic

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

possessive (*el mío, la mía*)

interrogative (*cuál, qué, quién*)

Prepositions personal *a*

uses of *por* and *para*

Verbs regular and irregular forms of verbs, including reflexive

modes of address (*tú, usted*)

radical-changing verbs

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

perfect infinitive

negative forms

interrogative forms

reflexive constructions (*se vende, se nos dice que*)

uses of *ser* and *estar*

tenses:

- present
- preterite
- imperfect
- future
- conditional
- perfect
- future perfect (R)
- conditional perfect (R)
- pluperfect

- passive voice:
- present and preterite tenses
- other tenses (R)
- continuous tenses
- imperative
- gerund
- past participle

subjunctive mood:

- present
- perfect
- imperfect
- pluperfect

uses of subjunctive:

- polite commands
- negative commands
- after verbs of wishing, command, request, emotion
- to express purpose (*para que*)
- to express possibility/impossibility
- after conjunctions of time (*cuando llegemos*)
- in conditional sentences after *si*

all other common uses (R)

Conjunctions common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

Number, quantity and time

constructions with *hace* and *desde hace*

At A2 level

All grammar and structures listed for Advanced Subsidiary, plus:

- Verbs future perfect tense
- conditional perfect tense
- passive voice: all tenses

subjunctive mood: all common uses

<p><u>Numeracy:</u></p> <p>Statistics are used in all topic areas to examine trends and support their arguments. Numbers are also used to express quantities/prices as well as weight and measurements.</p>	<p><u>Numeracy:</u></p> <p>Statistics are used in all topic areas to examine trends and support their arguments.</p>
<p><u>ICT:</u></p> <p>Internet research, produce and edit excel spread sheets and word documents, use power point, use of MP3 audio recording equipment+editing using audio equipment. Use of websites to research information about Spanish speaking countries.</p>	<p><u>ICT:</u></p> <p>Internet research, produce and edit excel spread sheets and word documents, use power point, use of MP3 audio recording equipment+editing using audio equipment. Use of websites to research information about Spanish speaking countries.</p>
<p><u>Life in Modern Britain:</u></p> <p>Much of KS5 revolves around discussions and debate in Spanish on current themes and issues which affect life in Britain today. A common thread is respect and tolerance of a multi-faith society which in turn forms a strong part of the school's ethos. Within this, students will discuss and debate immigration. In doing so, they will understand the importance of respecting a variety of cultures, beliefs and heritage whilst challenging anti-Semitism, Islamophobia, homophobia and other prejudices.</p>	
<p><u>SMSC:</u></p> <p>Life in Spanish speaking countries with reference to differing attitudes to family, social issues, healthy lifestyles and education and work.</p>	<p><u>SMSC:</u></p> <p>Looking at customs, religions and cultural habits and their impact on society. Reflecting on how history and past events have had an impact on today's world.</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>The course starts with a transitional unit to help students bridge the gap between GCSE and A-level.</p> <p>A range of teaching and learning activities are used in order to successfully engage students in their learning.</p> <p>Language assistants are available to help students who may require additional support.</p> <p>A bespoke speaking booklet is produced and given to students to help with independent learning and speaking practice.</p>	<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>The course starts with a transitional unit to help students bridge the gap between GCSE and A-level.</p> <p>A range of teaching and learning activities are used in order to successfully engage students in their learning.</p> <p>Language assistants are available to help students who may require additional support.</p> <p>A bespoke speaking booklet is produced and given to students to help with independent learning and speaking practice.</p>

<p><u>Extra-Curricular Activities & Club:</u></p> <p>Extension classes are available to all students. Saturday club is available to all students Students are able to take part in a joint initiative with a major international company, helping to develop their speaking skills in French.</p>	<p><u>Extra-Curricular Activities & Club:</u></p> <p>Extension classes are available to all students Saturday club is available to all students.</p>
<p><u>Independent Study/ Homework:</u></p> <ul style="list-style-type: none"> • Homework is set each week which will include a learning task (vocabulary), grammar, reading / listening comprehension and a written task. • For independent study students should consider the lists in the resources for learning support section. 	
<p><u>Resources for Learning Support and VLE:</u></p> <ul style="list-style-type: none"> • The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently. <p>Websites</p> <p>It is expected that you will keep up to date with current affairs relating to the target language country. To do so students should be reading and listening to the news on a weekly basis.</p> <p>Spanish /Latin American newspapers www.elpais.com www.elmundo.es www.abc.es www.libertaddigital.com www.larazon.es www.marca.com (deportes) http://www.eltiempo.com/ (Colombia) http://elcomercio.pe/ (Perú) http://www.eluniversal.com.mx/noticias.html (Mexico) http://www.eldiario.net (Bolivia) http://impresaelmercurio.com/ (Chile)</p> <p>Spanish radio http://www.geocities.com/spanishradio/ www.bbc.co.uk/mundo/index.shtml http://www.antena3.com/PortalA3com/home.do</p>	

Spanish /Latin American news

www.rtve.es

www.bbc.co.uk/mundo/noticias

<http://www.noticiascaracol.com>

<http://noticias.univision.com/> (for Latin America)

Grammar revision

<http://www.bbc.co.uk/languages/spanish/tutors/grammar/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<https://conjuguemos.com>

<http://www.studyspanish.com>

<http://www.trinity.edu/mstroud/grammar/>

Recommended Reading

Federico García Lorca - Bodas de Sangre (1933), Yerma (1934), La Casa de Bernarda Alba (1936)

Ramón Sender - Réquiem por un Campesino Español

Juan Goytisolo - Campos de Níjar (1960 Grant & Cutler)

Gabriel García Márquez - El Coronel no tiene quien le escriba

Laura Esquivel - Como Agua para Chocolate (1989)

Independent study

Spanish Grammar Workbook: AS/A2 Level (Carolyn Burch, Oxford)

Palabra Por Palabra: A New Advanced Spanish Vocabulary (Phil Turk)

Animo 1 (Oxford) Isabel Alonso de Sudea, Vincent Everett and Maria I Isern Vivancos.

Animo 2 (Oxford) Isabel Alonso de Sudea, Vincent Everett and Maria I Isern Vivancos.

Acción Gramática – Phil Turk and Mike Zollo

Edexcel Spanish for A Level – Mike Thacker and Monica Morcillo Laiz

¡Sigue! 1 (OCR) John Connor, Helena Jimenez, David Mort and Niobe O'Connor

¡Sigue! 2 (OCR) John Connor, Helena Jimenez and David Mort

Films

¡Ay, Carmela! – Carlos Saura

Volver – Pedro Almodóvar

El laberinto del fauno – Guillermo del Toro