

The KS5 Spanish Curriculum – Sir John Cass Red Coat School



ENTRY CRITERIA

5 GCSE Grades A*-C including Maths and English
GCSE Spanish A*-C (Higher level GCSE entry)

SUBJECT CONTENT

AS Level

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

2. Lifestyle: Health and Fitness

Sport and exercise

Food and diet

Health Issues (e.g. smoking, skin cancer, health services)

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

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)

A-Level (all the above as well as the following topics)

5. Customs, traditions, beliefs and religions

6. National and International events: past, present and future

7. Literature and the Arts

Knowledge and Understanding

The Advanced Subsidiary specification requires students to:

- 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.

In addition, the Advanced GCE specification (A2) requires students to:

- 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.

**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.*

SUBJECT SKILLS

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.

You will have an interest in current affairs relating to Spain and Spanish Speaking Culture

You will be able to communicate key ideas and opinions in a structured manner both verbally and in writing.

You will develop skills used in debate.

You will undertake independent research on a topic of interest relating to the target language country.

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.

GRAMMAR

<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, mía</i>) interrogative (<i>cuánto, qué</i>) relative (<i>cuyo</i>) exclamatory (<i>qué</i>)</p> <p>Adverbs comparative and superlative interrogative (<i>cómo, cuándo, dónde</i>)</p> <p>Quantifiers/ Intensifiers (<i>muy, bastante, poco, mucho</i>)</p> <p>Pronouns subject object: direct and indirect position and order reflexive relative (<i>que, quien, el que, el cual</i>) disjunctive/emphatic demonstrative (<i>éste, ése, aquél, esto, eso, aquello</i>) indefinite (<i>algo, alguien</i>) possessive (<i>el mío, la mía</i>) interrogative (<i>cuál, qué, quién</i>)</p> <p>Prepositions personal <i>a</i> uses of <i>por</i> and <i>para</i></p> <p>Verbs regular and irregular forms of verbs, including reflexive modes of address (<i>tú, usted</i>) radical-changing verbs impersonal verbs</p>	<p>verbs followed by an infinitive (with or without a preposition) perfect infinitive negative forms interrogative forms reflexive constructions (<i>se vende, se nos dice que</i>) uses of <i>ser</i> and <i>estar</i> tenses:</p> <ul style="list-style-type: none">• 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 <p>subjunctive mood:</p> <ul style="list-style-type: none">• present• perfect• imperfect• pluperfect	<p>uses of subjunctive:</p> <ul style="list-style-type: none">• polite commands• negative commands• after verbs of wishing, command, request, emotion• to express purpose (<i>para que</i>)• to express possibility/impossibility• after conjunctions of time (<i>cuando lleguemos</i>)• in conditional sentences after <i>si</i> <p>all other common uses (R)</p> <p>Conjunctions common, including <i>y, pero, o, porque, como, cuando</i></p> <p>Number, quantity and time constructions with <i>hace</i> and <i>desde hace</i></p> <p>At A2 level All grammar and structures listed for Advanced Subsidiary, plus:</p> <ul style="list-style-type: none">• Verbs future perfect tense• conditional perfect tense• passive voice: all tenses• subjunctive mood: all common uses
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ASSESSMENT

AS Level

Unit 1: Spoken Expression and Response (8-10 minutes)

AS Level: 30%

A-Level: 15%

Students have 15 minutes preparation time with the Edexcel set stimulus.

Section A - Students must respond to four Edexcel-set questions on the stimulus relating to the student's chosen general topic area.

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.

Unit 2: Understanding and Written Response (2 hours 30 minutes)

AS Level: 70%

A-Level: 35%

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.

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.

Section B: Students must read authentic target language printed material and retrieve and convey information by responding to a range of mainly Spanish questions.

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.

A-Level

Unit 3: Understanding and Spoken Response (11-13 minutes)

A-Level: 17.5%

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.



Unit 4: Research, Understanding and Written Response (2 hours and 30 minutes)

A-Level: 32.5%

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.

Home Study & VLE

- Homework is set each week which will include a learning task (vocabulary), grammar, reading / listening comprehension and a written task.
- The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently.
- For independent study students should consider the lists below:

WEBSITES

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.

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://impresa.elmercurio.com/> (Chile)

Spanish radio

<http://www.geocities.com/spanishradio/>

www.bbc.co.uk/mundo/index.shtml

<http://www.antena3.com/PortalA3com/home.do>

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

