



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

Year 12	Year 13
<p>Topics Covered/ Areas of Focus:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Year 1</p> <p>Aspects of Hispanic society</p> <ul style="list-style-type: none"> • Modern and traditional values • Cyberspace • Equal rights <p>Artistic culture in the Hispanic world</p> <ul style="list-style-type: none"> • Modern day idols • Spanish regional identity • Cultural heritage </div>	<p>Topics Covered/ Areas of Focus:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Year 2</p> <p>Multiculturalism in Hispanic society</p> <ul style="list-style-type: none"> • Immigration • Racism • Integration <p>Aspects of political life in the Hispanic world</p> <ul style="list-style-type: none"> • Today's youth, tomorrow's citizens • Monarchies and dictatorships • Popular movements </div>
<p>Skills Development & Expected Progress:</p> <p>You will have an interest in and enthusiasm for the language and culture of Spain and Spanish-Speaking countries.</p> <p>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 	<p>Skills Development & Expected Progress:</p> <p>You will have an interest in and enthusiasm for the language and culture of Spain and Spanish-Speaking countries.</p> <p>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>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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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>
---	--

Assessment:

How will I be assessed?

The final examinations test you in the four skills of speaking, listening, writing and reading. There are three units at the end of the second year.

Paper 1: Listening, Reading and Writing

What's assessed

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

How it's assessed

Written exam: 2 hours 30 minutes

100 marks

50% of A-level

Questions

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks)

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)

Translation into Spanish; a passage of minimum 100 words (10 marks).

No access to a dictionary during the assessment.

Paper 2: Writing

What's assessed

One text and one film or two texts from the list set in the specification

Grammar

How it's assessed

Written exam: 2 hours

80 marks in total

20% of A-level

Questions

Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text.

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay.

Paper 3: Speaking

What's assessed

Individual research project

One of four sub-themes ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society

How it's assessed

Oral exam: 21–23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

Questions

Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).

Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

Literacy:

Grammar

Nouns gender

singular and plural forms

Articles definite and indefinite (including *lo* plus adjective)

Adjectives agreement

position

apocopation (*buen, mal*)

comparative and superlative

demonstrative (*este, ese, aquel*)

indefinite (*alguno, cualquiera, otro*)

possessive (short and long forms) (*mi, mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

exclamatory (*qué*)

Adverbs comparative and superlative

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

Numeracy:

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.

Numeracy:

Statistics are used in all topic areas to examine trends and support their arguments.

ICT:

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.

ICT:

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><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, Islamaphobia, 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>A range of teaching and learning activities are used in order to successfully engage students in their learning. Language assistants are available to help students who may require additional support. 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>A range of teaching and learning activities are used in order to successfully engage students in their learning. Language assistants are available to help students who may require additional support. 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. Students may be able to take part in a joint initiative with a major international company, helping to develop their speaking skills in Spanish.</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>	

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)

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