

A Level Spanish

Curriculum Intent 2021-2022

Core aims of the subject at Key Stage 5

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. OFSTED curriculum review, June 2021.

Firstly, learning Spanish is the pleasure of learning a beautiful, rich, melodious language. Spanish is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations. Spain is the world's second most visited tourist destination and attracts more than 81 million visitors a year. The ability to speak even a little Spanish makes it so much more enjoyable to visit Madrid, Barcelona and all the regions of Spain, as well as offering insights into Spain's culture and way of life. Spanish also comes in handy when travelling to Spanish-speaking parts of the world.

Spanish is the second most spoken language in the world with over 400 million speakers; it is also the third most used language on the internet after English and Chinese. The ability to speak Spanish and English is an advantage on the international job market. A knowledge of Spanish opens the doors to Spanish companies both in Spain and in England, for example Seat or Santander Bank. Spanish is one of the six official languages of the United Nations. It is also used as an official language by the European Union, the Organization of American States, the Union of South American Nations, the Community of Latin American and Caribbean States, the African Union and many other international organizations. This shows how important it is to be able to speak this language.

A knowledge of Spanish offers access to great works of literature in the original Spanish, as well as films and songs. Spanish is the language of Pablo Picasso, Salvador Dali, Cervantes, Rafael Nadal and Andrés Iniesta!

Speaking Spanish opens up opportunities to study at renowned Spanish universities and business schools. Students can go on to study Spanish in universities throughout Spain or Latin America as part of a Spanish degree course.

For all these reasons, we feel that through your A-level Spanish journey you will be prepared to access a much broader world. As the course goes on, you will develop a greater understanding of the Spanish language as well as different aspects of Spain and Spanish-speaking countries' culture.

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study,

including a modern languages degree. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change.

We will study technological and social change, looking at the multicultural nature of Hispanic society. We will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. We will learn about aspects of the diverse political landscape of the Hispanic world.

We will also explore the influence of the past on present-day Hispanic communities. Throughout your studies, you will learn the language in the context of Hispanic countries and issues and influences, which have shaped them. We will study literature and film and you will have the opportunity to carry out independent research on an area of your choice.

Trips and visits

Students have the possibility to do work placement in Spain using HalsburyTravel. There they will be able to experience the culture first hand and have the opportunity to put into practice everything they have learnt in the classroom whilst conversing with native Spanish speakers.

Assessment

Students will be tested in listening, reading, speaking and writing and will develop transferable skills, relevant to further study and the world of work. The range of topics within the specification aims to inspire students who are interested in Spanish culture and Spanish-speaking countries. Students study all of the following themes on which the assessments are based:

- Theme 1: Aspects of Hispanic society
- Theme 2: Multiculturalism in Hispanic society
- Theme 3: Artistic culture in the Hispanic world
- Theme 4: Aspects of political life in the Hispanic world

Please see website for the formal internal assessment record.

Homework

This will include past papers based translations and grammar tests, alongside end of modules assessments. Furthermore, after each film and the book study, a series of essay writing will take place to prepare fully for the final exam.

Clubs and/or intervention

'Clinic' and support could be set up if necessary.

Parental/Carer support

Helpful sources of information

There are many news/magazine sites that you should use frequently.

The more you read, the more fluent your written and spoken Spanish will be, as you will become familiar with natural, authentic Spanish.

Furthermore, you need to know what is going on in Spanish-speaking countries in terms of politics, economics, social issues, sporting achievements, cultural events... (and also have opinions about these!)

Here are some of the most popular sites:

www.rtve.es

www.elpais.es

www.elmundo.es

www.abc.es

www.vanguardia.es

www.cervantes.es

www.Memrise.com

www.Quizlet.com

AQA website and use of past papers

Connections to future pathways

Any career is enhanced through speaking a foreign language. Careers directly related to languages include: Interpreter, Secondary school teacher, and Translator. Careers where a language degree would be useful include: Broadcast journalist, Detective, Diplomatic service officer, Education consultant, English as a foreign language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Sales executive, Tour manager, Import / export manager.

Significant local employers include: Bet 365, Muller yoghurt, Bentley Motors, Networld Sports, Airbus Broughton (Chester), Michelin (Stoke on Trent).

Degree courses where languages are required/useful to gain entry include: Classical Studies – useful, Economics or Business related degrees – useful, English - sometimes essential, always useful, European Studies - essential, 2 languages even more useful, Film Studies – useful, French - essential, 2 languages even more useful, German - essential, 2 languages even more useful, History – useful, History of Art – useful, Italian - essential, 2 languages even more useful, Law – useful, Leisure and Tourism – very useful.

Transferable skills: communication skills, adaptability/resilience /resourcefulness, independent learner, cultural development and global awareness.

Year 12 Overview

| Term | Knowledge | Assessment | Connections to learning |
|--|--|--|---|
| Aspects of Hispanic Society: Modern and Traditional Values | | | |
| Family life is changing rapidly, marriages break down, people marry again, and same sex marriages are now taking place in Spain. Who is looking after the children while parents are working long hours? All this represent today's society in Spain and you will be able to discuss these topics. | | | |
| Autumn | <ul style="list-style-type: none"> ➤ Los cambios en la familia ➤ Actitudes hacia el matrimonio/el divorcio ➤ La influencia de la Iglesia Católica | <ul style="list-style-type: none"> ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ vocab tests ➤ Topic specific end of module assessment from Dynamic Learning package ➤ translations into Spanish ➤ vocab tests (into & out of Spanish) ➤ grammar tasks ➤ End of unit assessment – listening | <ul style="list-style-type: none"> ➤ Present tense – regular, irregular & radical changing ➤ Adjectives – position & agreement, apocoptation ➤ Reflexive verbs, various tenses ➤ Interrogatives |

Year 12 Overview

| Term | Knowledge | Assessment | Connections to learning |
|---|--|--|--|
| Artistic Culture in the Hispanic World: Modern Day Idols | | | |
| We will look at the stars of modern day media whether it be singers, actors or stars from the world of sport. What influence do they have on people and to what extent should we look to them as role models? | | | |
| Autumn | <ul style="list-style-type: none"> ➤ Cantantes y músicos ➤ Estrellas de televisión y cine ➤ Modelos | <ul style="list-style-type: none"> ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ vocab tests ➤ Topic specific end of module assessment from Dynamic Learning package ➤ translations into Spanish ➤ vocab tests (into & out of Spanish) ➤ grammar tasks ➤ End of unit assessment – listening | <ul style="list-style-type: none"> ➤ Near future and simple future tenses ➤ Different uses of infinitive ➤ Negative constructions |

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Year 12 Overview

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|--------|---|---|--|
| Autumn | Film studies | | |
| | Spanish cinema is increasingly important and we will study a film, El laberinto del fauno, which has had global success and which is set during the Spanish civil war. The director of the film, Guillermo del Toro is now a highly respected Hollywood figure and the themes that the film addresses ensure that we do not forget the horrors of fascism in Spain. | | |
| | <p>El laberinto del fauno</p> <ul style="list-style-type: none"> ➤ Watch the film ➤ Analyse the various characters ➤ Analyse the various themes and plots ➤ Practice essays | <ul style="list-style-type: none"> ➤ Various activities related to film module, including essay writing ➤ BL6 mocks: Paper 1, Paper 2 & Paper 3 (not topic based) ➤ Further translations and reading activities from Dynamic learning ➤ Practise questions linked to Units 1, 2 & 3 | <ul style="list-style-type: none"> ➤ Skills needed to write essays in Spanish ➤ Definite & indefinite articles ➤ Comparative constructions ➤ Direct & indirect object pronouns |

Year 12 Overview

| Term | Knowledge | Assessment | Connections to learning |
|--------|--|---|--|
| Autumn | Aspects of Hispanic society: cyberspace | | |
| | We will look at cyber-society: how it is affecting young people (good and bad) but also how it is developing in Spanish-speaking countries. | | |
| | <ul style="list-style-type: none"> ➤ La influencia de internet ➤ Las redes sociales: beneficios y peligros ➤ Los móviles inteligentes en nuestra sociedad | <ul style="list-style-type: none"> ➤ Various activities related to film module, including essay writing ➤ BL6 mocks: Paper 1, Paper 2 & Paper 3 (not topic based) ➤ Further translations and reading activities from Dynamic learning ➤ Practise questions linked to Units 1, 2 & 3 | <ul style="list-style-type: none"> ➤ Skills needed to write essays in Spanish ➤ Definite & indefinite articles ➤ Comparative constructions ➤ Direct & indirect object pronouns |

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| Spring | Film studies | | |
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| | El laberinto del fauno <ul style="list-style-type: none"> ➤ Watch the film ➤ Analyse the various characters ➤ Analyse the various themes and plots ➤ Practice essays | <ul style="list-style-type: none"> ➤ Paper 2 film-based essays per fortnight ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ topic specific end of module assessment from Dynamic Learning package | <ul style="list-style-type: none"> ➤ Skills needed to write essays in Spanish ➤ Imperfect vs preterite tenses ➤ gustar type verbs ➤ Perfect tense |

Year 12 Overview

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|--------|--|---|---|
| Spring | Aspects of Hispanic society: equal rights | | |
| | We will look at the issue of equality in the modern Spanish-speaking world. How have equal rights improved for women? Are we a more tolerant society now or is there still more work to be done? | | |
| | <ul style="list-style-type: none"> ➤ La mujer en el mercado laboral ➤ El machismo y el feminismo ➤ Los derechos de los gays y las personas transgénico | <ul style="list-style-type: none"> ➤ Paper 2 film-based essays per fortnight ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ topic specific end of module assessment from Dynamic Learning package | <ul style="list-style-type: none"> ➤ Skills needed to write essays in Spanish ➤ Imperfect vs preterite tenses ➤ gustar type verbs ➤ Perfect tense |

Year 12 Overview

| Term | Knowledge | Assessment | Connections to learning |
|--------|---|--|---|
| Spring | Literary studies | | |
| | The importance of literature in the Hispanic world stretches from Miguel Cervantes's Don Quixote to the great Latin American authors of the twentieth century such as Gabriel García Márquez and Mario Vargas Llosa. La casa de Bernarda Alba by arguably Spain's greatest playwright, Federico García Lorca, explores themes of repression, passion and conformity, as well as considering the effects of men on women | | |
| | La casa de Bernarda Alba <ul style="list-style-type: none"> ➤ Read the play ➤ Analyse the various characters ➤ Analyse the various themes and plots ➤ Practice essays | <ul style="list-style-type: none"> ➤ Various activities related to literary module, including essay writing ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ topic specific end of module assessment from Dynamic Learning package | <ul style="list-style-type: none"> ➤ Preterite tense ➤ Present subjunctive ➤ Relative pronouns ➤ Uses of the imperative |

Year 12 Overview

| Term | Knowledge | Assessment | Connections to learning |
|--------|--|--|-------------------------|
| | Artistic culture in the Hispanic World: Spanish regional identity | | |
| | In many ways, Spain is a united kingdom similar to our own. The distinctions between different parts of Spain's territory come from historical, geographical, linguistic, economic, political and social factors. We will look at how these factors have influenced Spanish culture and identity | | |
| Spring | <ul style="list-style-type: none"> ➤ Tradiciones y costumbres ➤ La gastronomía ➤ Las lenguas | <ul style="list-style-type: none"> ➤ Various activities related to literary module, including essay writing ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ topic specific end of module assessment from Dynamic Learning package | |

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|--------|---|--|--|
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| Summer | La casa de Bernarda Alba <ul style="list-style-type: none"> ➤ Read the play ➤ Analyse the various characters ➤ Analyse the various themes and plots ➤ Practice essays | Various activities related to film module, including essay writing | <ul style="list-style-type: none"> ➤ Uses of por & para ➤ Some uses of ser & estar Active & passive voices, including impersonal se |

Year 12 Overview

| Term | Knowledge | Assessment | Connections to learning |
|------|--|------------|-------------------------|
| | Artistic culture in the Hispanic World: cultural heritage | | |

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| | You will have heard of the Sagrada Familia in Barcelona, the Alhambra and so on, but what do we include in what is called 'Heritage'? Can we include food or music in it? We will be discussing this and the work that is done to protect the most important heritage sites in Spain and Spanish-speaking countries. | | |
| Summer | <ul style="list-style-type: none"> ➤ Sitios turísticos y civilizaciones prehispanicas: Machu Picchu, la Alhambra, etc ➤ Arte y arquitectura ➤ El patrimonio musical y su diversidad | Further translations and reading activities from Dynamic learning | <ul style="list-style-type: none"> ➤ Uses of por & para ➤ Some uses of ser & estar ➤ Active & passive voices, including impersonal se |

Year 13 Overview

| Term | Knowledge | Assessment | Connections to learning |
|---------------|--|--|--|
| | Aspects of political life in the Hispanic world: today's youth, tomorrow's citizens | | |
| | How politically engaged are the young people of Spain? How has the global financial crisis affected their lives and what hopes do they have for the future? | | |
| Autumn | <ul style="list-style-type: none"> ➤ Los jóvenes y su actitud hacia la política: activismo o apatía ➤ El paro entre los jóvenes ➤ Su sociedad ideal ➤ Revision: La influencia de los ídolos | <ul style="list-style-type: none"> ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ Vocab tests ➤ Work on Individual Research Project <p>Topic specific end of modules assessment from Dynamic Learning package</p> | <ul style="list-style-type: none"> ➤ compound tenses ➤ impersonal verbs ➤ Conditional tense ➤ Gerunds ➤ Relative pronouns |

Year 13 Overview

| Term | Knowledge | Assessment | Connections to learning |
|---------------|---|------------|-------------------------|
| Autumn | Multiculturalism in Spanish society: immigration | | |
| | In this unit, we will looking at immigration in Spain. How and why did it happen? What benefits has it brought and are there problems resulting from it? How does the country manage illegal immigration and where does it come from? | | |

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| <ul style="list-style-type: none"> ➤ Los beneficios y los aspectos negativos ➤ La inmigración en el mundo hispánico ➤ Los indocumentados - problemas ➤ Revision: Los valores tradicionales y modernos | <ul style="list-style-type: none"> ➤ Paper 2 based translations per fortnight ➤ grammar tasks per fortnight ➤ Vocab tests ➤ Work on Individual Research Project <p>Topic specific end of modules assessment from Dynamic Learning package</p> | <ul style="list-style-type: none"> ➤ compound tenses ➤ impersonal verbs ➤ Conditional tense ➤ Gerunds ➤ Relative pronouns |
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Year 13 Overview

| Term | Knowledge | Assessment | Connections to learning |
|--------|---|---|--|
| Autumn | Aspects of political life in the Hispanic world: monarchies and dictatorships | | |
| | What were the causes of the Spanish Civil War and how was life in Spain during the dictatorship of Franco following his success in that war? What role did the Spanish king play in Spain's transition to a modern democratic monarchy? We will study this and also look at the regimes of twentieth century dictators in Latin America | | |
| | <ul style="list-style-type: none"> ➤ La dictadura de Franco ➤ La evolución de la monarquía en España ➤ Dictadores latinoamericanos | <ul style="list-style-type: none"> ➤ Various activities related to module ➤ Essay writing on El laberinto del fauno and La casa de Bernarda Alba ➤ Vocab tests ➤ End of unit assessment ➤ BL6 mocks: ➤ Paper 1, Paper 2 & Paper 3 (not topic based) | <ul style="list-style-type: none"> ➤ ser and estar, including the passive voice ➤ Subjunctive – range of tenses and ways it is used ➤ Subjunctive in main clauses |

Year 13 Overview

| Term | Knowledge | Assessment | Connections to learning |
|--------|--|------------|-------------------------|
| Autumn | Multiculturalism in Spanish society: racism | | |
| | How much is racism and xenophobia a problem in Spain and has there been a growth in racial tension in recent years? Does the government take the necessary action against racism in society? | | |

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| <ul style="list-style-type: none"> ➤ Las actitudes racistas y xenóforas ➤ Las medidas contra el racismo La legislación anti-racista | <ul style="list-style-type: none"> ➤ Various activities related to module ➤ Essay writing on El laberinto del fauno and La casa de Bernarda Alba ➤ Vocab tests ➤ End of unit assessment ➤ BL6 mocks: ➤ Paper 1, Paper 2 & Paper 3 (not topic based) | <ul style="list-style-type: none"> ➤ Past participles in a variety of ways ➤ Radical and spelling change verbs ➤ Conditional expressions with probable, improbable and impossible meanings |
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Year 13 Overview

| Term | Knowledge | Assessment | Connections to learning |
|---------------|---|---|--|
| | Aspects of political life in the Hispanic world: popular movements For much of the twentieth century political protest was banned in Spain under Franco's dictatorship. Since the transition to democracy in the 1970s, Spaniards can legally protest with trade unions or other political movements. We will look at these changes as well as the recent rise in popular protest following the financial crisis. | | |
| Spring | <ul style="list-style-type: none"> ➤ La efectividad de las manifestaciones y las huelgas ➤ El poder de los sindicatos ➤ Ejemplos de protestas sociales (eg El 15-M, las Madres de la Plaza de Mayo, ...) ➤ Revision and intense translation practice ➤ Speaking exam practice | <ul style="list-style-type: none"> ➤ Paper 2 novel essays per fortnight ➤ Paper 2 based translations per fortnight (1 from Teacher A - topic based) ➤ grammar tasks per fortnight ➤ Vocab tests ➤ Work on Individual Research Project | <ul style="list-style-type: none"> ➤ Present subjunctive ➤ Indirect and direct object pronouns ➤ Active and passive voice, including further use of se ➤ Word order ➤ Comparative and superlative constructions ➤ Subordinating conjunctions |

Year 13 Overview

| Term | Knowledge | Assessment | Connections to learning |
|---------------|--|------------|-------------------------|
| Spring | Multiculturalism in Spanish society: integration We will study the extent to which Spain is a well-integrated, modern, tolerant society, looking at historical and modern patterns of migration. We will also investigate how attitudes to immigration are changing post-financial crisis. | | |

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| | <ul style="list-style-type: none"> ➤ La convivencia de culturas ➤ La educación ➤ Las religiones ➤ intense translation practice ➤ Speaking exam practice | <ul style="list-style-type: none"> ➤ Paper 2 novel essays per fortnight ➤ Paper 2 based translations per fortnight (1 from Teacher A - topic based) ➤ grammar tasks per fortnight ➤ Vocab tests ➤ Work on Individual Research Project | <ul style="list-style-type: none"> ➤ Present subjunctive ➤ Indirect and direct object pronouns ➤ Active and passive voice, including further use of se ➤ Word order ➤ Comparative and superlative constructions ➤ Subordinating conjunctions |
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