

# Roundwood Park School



## Knowledge Outline for KS5 Spanish

### Aims

The KS5 Spanish curriculum prepares students for the **AQA A level in Spanish** and for **further study/use of the language**. During the course students will:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.

### Assessment objectives

The exams will measure how students have achieved the following assessment objectives.

#### **AO1: Understand and respond:**

- in speech to spoken language including face-to-face interaction
- in writing to spoken language drawn from a variety of sources.

#### **AO2: Understand and respond:**

- in speech to written language drawn from a variety of sources
- in writing to written language drawn from a variety of sources.

#### **AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.**

#### **AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.**

Year / term	Teacher 1 (2 hours p/w)	Teacher 2 (2 hours p/w)
YEAR 12 AUTUMN TERM 1	<b>Aspects of Spanish-speaking world</b> <b>Module 1: Los valores tradicionales y modernos</b> <ul style="list-style-type: none"> <li>Los cambios en la familia</li> <li>Actitudes hacia el matrimonio/el divorcio</li> <li>La influencia de la Iglesia Católica</li> </ul>	<b>Artistic Culture of Spanish-speaking society</b> <b>Module 6: El Patrimonio Cultural</b> <ul style="list-style-type: none"> <li>Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc</li> </ul>
YEAR 12 AUTUMN TERM 2	<b>Artistic Culture of Spanish-speaking society</b> <b>Module 5: La Identidad Regional</b> <ul style="list-style-type: none"> <li>Tradiciones y costumbres</li> <li>La gastronomía</li> <li>Las lenguas</li> </ul>	<b>Artistic Culture of Spanish-speaking society</b> <b>Module 6: El Patrimonio Cultural</b> <ul style="list-style-type: none"> <li>Arte y arquitectura</li> </ul>
YEAR 12 SPRING TERM 1	<b>Artistic Culture of Spanish-speaking society</b> <b>Module 4: La Influencia de los Idolos</b> <ul style="list-style-type: none"> <li>Cantantes y músicos</li> <li>Estrellas de televisión y cine</li> <li>Modelos</li> </ul>	<b>Artistic Culture of Spanish-speaking society</b> <b>Module 6: El Patrimonio Cultural</b> <ul style="list-style-type: none"> <li>El patrimonio musical y su diversidad</li> </ul>
YEAR 12 SPRING TERM 2	<b>Artistic culture in the Spanish-speaking world</b> <b>Module 3: La Igualdad de los Sexos</b> <ul style="list-style-type: none"> <li>La mujer en el mercado laboral</li> <li>El machismo y el feminismo</li> <li>Los derechos de los gays y las personas transgéneras</li> </ul>	<b>Artistic culture in the Spanish-speaking world</b> <b>Module 2: El Ciberespacio</b> <ul style="list-style-type: none"> <li>La influencia de internet</li> </ul>
YEAR 12 SUMMER TERM 1	<b>WORKS: Film Study “Volver” Pedro Almodovar</b> <ul style="list-style-type: none"> <li>Director’s life</li> <li>Cultural relevance</li> <li>Key themes</li> <li>Key characters</li> <li>Public reaction to film</li> <li>Context</li> <li>Essay Writing skills</li> </ul>	<b>Artistic culture in the Spanish-speaking world</b> <b>Module 2: El Ciberespacio</b> <ul style="list-style-type: none"> <li>Las redes sociales: beneficios y peligros</li> </ul>
YEAR 12 SUMMER TERM 2	<b>Speaking Skills and focus:</b> <ul style="list-style-type: none"> <li>Tarjetas</li> <li>Introduction to IRP project</li> </ul>	<b>Artistic culture in the Spanish-speaking world</b> <b>Module 2: El Ciberespacio</b> <ul style="list-style-type: none"> <li>Los móviles inteligentes en nuestra sociedad</li> </ul>

**Assessment**

(Last lesson of each month or before end of term unless stated otherwise)

**September:**

Post summer grammar assessment (1st week)

Mini assessment on 2 key skills from topics covered (Skills TBC)

**October:**

End of Unit Assessment 'Los valores tradicionales'

Assessment on 1st section of 'El Patrimonio'

**November**

Mini assessment on facts and statistics from topics covered so far

Translation assessment

**December**

End of Unit Assessment 'La Identidad Regional'

Assessment on 2nd section of 'El Patrimonio'

**January**

Grammar, vocab and facts assessment

**February**

End of Unit Assessment 'Role Models'

End of Unit Assessment 'El Patrimonio'

**March**

Mini assessment on 2 key skills from topics covered (Skills TBC)

**April**

End of Unit Assessment 'La Igualdad'

Assessment on 1st section of 'El Ciberespacio'

**May**

Full Mock Exam

**June**

Full Mock Exam

**Wider reading/super- curricular/additional learning**

- Grammar programme with weekly lunchtime sessions.
- Weekly session with Spanish Assistants.
- Regular additional links sent to pupils (videos/articles/podcasts etc)
- IRP independent research
- Access to library of Spanish language videos/books/magazines

**Skills**

Translation into English

Translation into Spanish

Spontaneous conversation

Oral Presentations

Debating with statistical support

Structuring a written response in Spanish

Essay writing

Listening for meaning

Making notes whilst listening

Speaking from notes

Understanding the importance of register

Using synonyms & antonyms

Giving & justifying opinions

Vocabulary building

Reading for meaning

**Course is usually taught by 2 teachers**

Year / term	Teacher 1 (2 hours p/w)	Teacher 2 (3 hours p/w)
<b>YEAR 13 AUTUMN TERM 1</b>	<b>Aspects of political life in the Spanish-speaking world</b> <b>Module 5: Monarquías y dictaduras</b>  La dictadura de Franco La evolución de la monarquía en España Dictadores latinoamericanos	<b>Literary text: Las Bicicletas Son Para el Verano</b>  <ul style="list-style-type: none"> <li>• La Guerra Civil</li> <li>• Key characters</li> <li>• Themes</li> <li>• Quotes</li> <li>• Essay practice</li> </ul>
<b>YEAR 13 AUTUMN TERM 2</b>	<b>Aspects of political life in the Spanish-speaking world</b> <b>Module 6: Movimientos Populares</b>  Las manifestaciones y las huelgas El poder de los sindicatos Ejemplos de protestas sociales  Mock Exam preparation	<b>Multiculturalism in Hispanic Society</b> <b>Module 1: La Inmigración</b>  Los beneficios y los aspectos negativos La inmigración en el mundo hispánico Los indocumentados
<b>YEAR 13 SPRING TERM 1</b>  <b>YEAR 13 SPRING TERM 2</b>	<b>Aspects of political life in the Spanish-speaking world</b> <b>Module 4: Jóvenes de hoy, ciudadanos del mañana</b>  Los jóvenes y su actitud hacia la política El paro entre los jóvenes Su sociedad ideal  Recap of VOLVER	<b>Aspects of political life in the Spanish-speaking world</b> <b>Module 2: El Racismo</b>  Las actitudes racistas y xenófobas Las medidas contra el racismo La legislación anti-racista  <b>Multiculturalism in Hispanic Society</b> <b>Module 3: La Convivencia</b> La Convivencia de culturas La educación Las religiones
<b>YEAR 13 SUMMER TERM 1</b>	<b>Revision of Year 1 topics</b> Year 1 topics Year 2 topic 'top-up' Exam skills improvement	<b>Revision of Year 2 topics</b>  Year 1 topics Year 2 topic 'top-up' Exam skills improvement - translation and summary focus

**Assessment**

(Last lesson of each month or before end of term unless stated otherwise)

**September:**

Complete Paper 1

**October:**

Timed essay on 'Volver' or 'Las Bicicletas'

Mini fact and statistics assessment on topics covered so far

**November**

Full A Level Mock Exam

**December**

End of Unit Assessment 'Los inmigración'

Mini assessment on 'Los movimientos populares'

**January**

Grammar, vocab and facts assessment

**February**

Time essay on 'Volver' or 'Las Bicicletas'

**March**

End of Unit Assessment 'Jóvenes de hoy'

**April**

End of Unit Assessment 'La convivencia'

**May**

A Level Speaking Exam

**June**

Full A Level 2022

**Wider reading/super- curricular/additional learning**

- Grammar programme set up and delivered at lunchtime sessions
- Weekly session with Spanish Assistants
- Regular additional links sent to pupils (videos/articles/podcasts etc)
- IRP independent research
- Access to library of Spanish language videos/books/magazines

**Skills**

Translation into English

Translation into Spanish

Spontaneous conversation

Oral Presentations

Debating with statistical support

Structuring a written response in Spanish

Essay writing

Listening for meaning

Making notes whilst listening

Speaking from notes

Understanding the importance of register

Using synonyms & antonyms

Giving & justifying opinions

Vocabulary building

Reading for meaning

Paper 1: Listening, reading and writing	Paper 2: Writing	Paper 3: Speaking
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Aspects of Spanish-speaking society: current trends</li> <li>Aspects of Spanish-speaking society: current issues</li> <li>Artistic culture in the Spanish-speaking world</li> <li>Aspects of political life in the Spanish-speaking world</li> <li>Grammar</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>One text and one film or two texts from the list set in the specification</li> <li>Grammar</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Individual research project</li> <li>One of the four themes</li> </ul>
<p><b>How it's assessed</b></p> <p>Written exam: 2 hours 30 minutes 100 marks 50% of A-level</p>	<p><b>How it's assessed</b></p> <p>Written exam: 2 hours</p> <p>80 marks in total</p> <p>20% of A-level</p>	<p><b>How it's assessed</b></p> <p>Oral exam: 21–23 minutes (including 5 minutes preparation time) 60 marks in total 30% of A-level</p>
<p><b>Questions</b></p> <p><b>Listening and responding to spoken passages</b> 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)</p> <p><b>Reading and responding to a variety of texts</b> 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)</p> <p><b>Translation into English;</b> a passage of minimum 100 words (10 marks)</p> <p><b>Translation into Spanish;</b> a passage of minimum 100 words (10 marks).</p> <p><b>No access to a dictionary during the assessment.</b></p>	<p><b>Questions</b></p> <p><b>Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film</b> from a choice of two questions <u>or</u> <b>two questions in Spanish on set texts</b> from a choice of two questions on each text.</p> <p>All questions will require a <b>critical appreciation of the concepts and issues covered in the work</b> and a <b>critical and analytical response</b> to features such as the <b>form and the technique</b> of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).</p> <p><b>No access to texts or films during the assessment.</b> <b>No access to a dictionary during the assessment.</b></p>	<p><b>Questions</b></p> <p><b>Discussion of a sub-theme</b> 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). <b>Presentation</b> (2 minutes) and <b>discussion</b> (9–10 minutes) of <b>individual research project</b> (35 marks). No access to a dictionary during the assessment (including 5 minutes preparation).</p>

### **1. Read and extend your knowledge/language**

For the Spanish A-Level course you will be marked on your wider knowledge of the themes studied and how they relate to Spanish speaking countries. You are expected to read around the themes on a weekly basis. Some sources for articles are:

[www.rtve.es](http://www.rtve.es)

[www.elpais.es](http://www.elpais.es)

[www.bbcmundo.com](http://www.bbcmundo.com)

[www.20minutos.es](http://www.20minutos.es)

Many of the sites listed above also have a YouTube channel and some newspapers and TV stations have apps that you can download.

If you have Twitter, it may be a good idea to follow some Spanish news sites. The following Twitter accounts may be useful:

### **2. Literary Texts**

Make an effort to look at the other texts given by the exam board. This will give you plenty to discuss and consider when comparing your texts or when preparing your personal statement.

- Federico García Lorca *La casa de Bernarda Alba*
- Gabriel García Márquez *Crónica de una muerte anunciada*
- Laura Esquivel *Como agua para chocolate*
- Ramón J. Sender *Réquiem por un campesino español*
- Carlos Ruiz Zafón *La sombra del viento*
- Isabel Allende *La casa de los espíritus*
- Gustavo Adolfo Bécquer *Rimas*
- Fernando Fernán-Gómez *Las bicicletas son para el verano*
- Luis de Castresana *El otro árbol de Guernica*
- Gabriel García Márquez *El coronel no tiene quien le escribe*

### **3. Watch Films**

- *El laberinto del fauno* Guillermo del Toro (2006)
- *Ocho apellidos vascos* Emilio Martínez-Lázaro (2014)
- *María, llena eres de gracia* Joshua Marston (2004)
- *Volver* Pedro Almodóvar (2006)
- *Abel* Diego Luna (2010)
- *Las 13 rosas* Emilio Martínez-Lázaro (2007)

In addition to this, Netflix and Amazon Prime have a vast amount of Spanish films, series and shows which are of good quality. Watching anything with subtitles and the original language will enhance both listening and reading skills.

#### **4. Use Memorise and Quizlet to extend your vocabulary**

We have our class pages on line which you should be accessing regularly and can challenge yourself to increase your scores

#### **5. Work collaboratively**

Make sure you form a study circle with some other members of the class. Read each other's essays, give each other feedback and support. Discuss course topics and things that interest you in Spanish. Form a book club and read a Spanish book/poems together.

#### **6. Search out events locally that you could attend.**

The Spanish Institute in London has a good itinerary of events and there are annual events held such as the Film Week, the Spanish food celebration and dance shows. The more you see and experience, the more you will be able to reflect this in your speaking and writing in the exam.