

Year: 12-13

Subject: Spanish

A-level Spanish – Unit 1		
Overarching Topics: Cyberspace / Modern and traditional values		
What has come before and what comes later:	Students must complete a GCSE in Spanish in order to take the A-level course, which is designed to build upon the topics studied at GCSE. The A-level topics require students to be able to discuss contemporary issues in the Hispanic world. The first topics studied are linked to topics studied at GCSE, however at A-level students must be able to speak about the situation in the Hispanic world in greater depth than at GCSE. Unit 2 develops the ability of students to develop their knowledge of contemporary Hispanic idols and cultural heritage in the Hispanic world.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What positive and negative influences does the Internet have in the Hispanic world? • How are smartphones used in modern Hispanic societies, and what influence do they have? • What are the benefits and dangers of social networks in the Hispanic world? • What different types of family exist in the Hispanic world and how do they differ from the family model of the past? • How have attitudes towards marriage and divorce changed in the Hispanic world? • How diverse is music in the Hispanic world, and how does it contribute to the cultural heritage of its country? • Give examples of the following grammatical items in Spanish: <ul style="list-style-type: none"> ○ the present and present continuous tenses ○ comparatives and superlatives ○ 'ser' and 'estar' ○ the future and conditional tenses ○ the imperfect and imperfect continuous tenses ○ the preterite tense ○ imperatives. 	<ul style="list-style-type: none"> • What current examples from Hispanic media do you have of these issues, based on your research?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking (expressing opinions) / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar / independent research. • Skills focus → Cloze texts (grammar gap fills) / Summary writing / Lifting answers from a text (transcription). 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

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A-level Spanish – Unit 2		
Overarching Topics: Cultural heritage / Modern day idols		
What has come before and what comes later:	Students studied the topics of cyberspace and modern and traditional values in the previous unit. During this unit, students develop more knowledge which is specific to the Hispanic world. Students have the opportunity to become adept at using the present subjunctive and learn some of the finer points of grammar that are covered in less depth at GCSE. Students learn to defend their opinions on topics, as well as countering opinions given by others. In the next unit, students will learn about regionalism in Spain as well as equality in the Hispanic world.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What are some customs and traditions from different regions in Spain, and how are these celebrated? • What examples of different tourist and pre-Hispanic sites from the Hispanic world have you studied, and how do they contribute to the cultural heritage of their country? • What Hispanic artists and architects have you studied, and why is their work important to the cultural heritage of their country? • What positive and negative influences do singers and musicians in the Hispanic world have on people? • What positive and negative influences do TV and cinema stars in the Hispanic world have on people? • What positive and negative influences do fashion models in the Hispanic world have on people? • Give examples of the following grammatical items in Spanish: <ul style="list-style-type: none"> ○ the present subjunctive of regular verbs ○ the subjunctive after verbs of emotion, surprise, doubt etc ○ demonstrative and possessive adjectives ○ indirect object pronouns ○ the passive voice ○ direct object pronouns. 	<ul style="list-style-type: none"> • What current examples from Hispanic media do you have of these issues, based on your research?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking (countering and defending opinions) / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar / independent research. • Skills focus → Cloze texts (grammar gap fills) / Summary writing / Lifting answers from a text (transcription). 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

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A-level Spanish – Unit 3		
Overarching Topics: Spanish regional identity / Equal rights		
What has come before and what comes later:	Students studied the topics of cultural heritage and the influence of idols in the previous unit. During this unit, students study regional identity in Spain, and equality across the Hispanic world. Students learn to use their knowledge to comment on statistics and draw inferences from data and texts. In the next unit, students will learn about immigration in the Hispanic world, as well as key events in 20 th century Spanish history, and Latin American dictatorships.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do food and drink vary between some of the regions in Spain? What are the different official languages of Spain, and how important are they? What is the role and influence of the Catholic Church in the Hispanic world and how have these changed over time? How has the role of women in the world of work changed in the Hispanic world? How has the situation of women in the Hispanic world changed, and what role have male chauvinism and feminism played in these changes? What rights do members of the LGBT community have in the Hispanic world, and how have these rights changed over time? Give examples of the following grammatical items in Spanish: <ul style="list-style-type: none"> the perfect tense in the subjunctive numerals the imperfect and preterite tenses together indefinite adjectives and pronouns the perfect and pluperfect tenses the future perfect and conditional perfect tenses. 	<ul style="list-style-type: none"> What current examples from Hispanic media do you have of these issues, based on your research?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking (commenting on data / drawing inferences) / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar / independent research. Skills focus → Cloze texts (grammar gap fills) / Summary writing / Lifting answers from a text (transcription). 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

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A-level Spanish – Unit 4		
Overarching Topics: Monarchies and dictatorships / Immigration		
What has come before and what comes later:	In the previous unit, students studied the topics of regional identity in Spain, and equality across the Hispanic world. In this unit, students begin to study the more complex topics which are only found on the full A-level Spanish course, the first two of which are immigration in the Hispanic world, key events in 20 th century Spanish history and Latin American dictatorships. Students begin to consider their individual research project for their unit 3 examination. In the next unit, students will learn about youth political engagement and unemployment across the Hispanic world, as well as racism in the Hispanic world.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • How did Franco's dictatorship in Spain come about, and what impact did it have on Spanish history? • How has the monarchy in Spain changed over time, and what role did the monarch play in the transition to democracy? • What do you know about a dictator from Latin America? • What are the benefits and negative aspects of immigration in the Hispanic world? • What specific examples of immigration do you know from the Hispanic world? • What problems might illegal immigrants face in the Hispanic world? • Give examples of the following grammatical items in Spanish: <ul style="list-style-type: none"> ○ the preterite tense ○ the imperfect subjunctive ○ using a sequence of tenses ○ and use the present tense ○ the imperfect and imperfect tenses ○ compound tenses. 	<ul style="list-style-type: none"> • What current examples from Hispanic media do you have of these issues, based on your research?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking (planning the individual research project (IRP) / responding to a stimulus card) / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar / independent research. • Skills focus → Cloze texts (grammar gap fills) / Summary writing / Lifting answers from a text (transcription). 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

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A-level Spanish – Unit 5		
Overarching Topics: Today's youth, tomorrow's citizens / Racism		
What has come before and what comes later:	In the previous unit, students studied the topics of immigration in the Hispanic world, key events in 20 th century Spanish history and Latin American dictatorships. In this unit, students will learn about youth political engagement and unemployment across the Hispanic world, as well as racism in the Hispanic world. In the next unit, students will study the final two topics which form the basis of papers 1 and 3 of the examination, which are the effectiveness of popular movements in the Hispanic world, and integration.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What is the attitude of young people in the Hispanic world towards politics and how has it changed? • Why is youth unemployment so high in the Hispanic world, and how does it affect young people? • What type of society would young people in the Hispanic world like to live in? • What do you know about racist and xenophobic attitudes in the Hispanic world? • What measures have been taken in the Hispanic world to counter racism? • What legislation exists in the Hispanic world to combat racism? • Give examples of the following grammatical items in Spanish: <ul style="list-style-type: none"> ○ the present subjunctive ○ imperatives ○ the perfect subjunctive ○ nouns and adjectives ○ the conditional tense ○ the future tenses. 	<ul style="list-style-type: none"> • What current examples from Hispanic media do you have of these issues, based on your research?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking (responding to a stimulus card) / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar / independent research. • Skills focus → Cloze texts (grammar gap fills) / Summary writing / Lifting answers from a text (transcription). 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

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A-level Spanish – Unit 6		
Overarching Topics: Popular movements / Integration		
What has come before and what comes later:	In the previous unit, students studied the topics of youth political engagement and unemployment across the Hispanic world, as well as racism in the Hispanic world. In this unit, students will study the final two topics which form the basis of papers 1 and 3 of the examination, which are the effectiveness of popular movements in the Hispanic world, and integration. This will be followed by focused examination revision.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • How effective are demonstrations and strikes in the Hispanic world? • What power do trade unions have in the Hispanic world? • What examples of social protests have you studied, and what impact have they had? • What examples of the different ways that cultures integrate into Hispanic society do you know? • What do you know about the role of education in the integration of different cultures in the Hispanic world? • What do you know about the coexistence of different religions in the Hispanic world? • Give examples of the following grammatical items in Spanish: <ul style="list-style-type: none"> ○ 'if' clauses + pluperfect subjunctive ○ 'if' clauses + imperfect subjunctive ○ the passive voice ○ prepositions ○ pronouns ○ adverbs. 	<ul style="list-style-type: none"> • What current examples from Hispanic media do you have of these issues, based on your research?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking (responding to a stimulus card) / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar / independent research. • Skills focus → Cloze texts (grammar gap fills) / Summary writing / Lifting answers from a text (transcription). 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.