

Curriculum Intent

We at The Languages Faculty at Ecclesbourne believe passionately about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. The aim of our AQA GCSE Spanish curriculum is two-fold – to expand our students' cultural knowledge whilst developing their language skills.

The Ecclesbourne Spanish Department will seek to provide an inspirational, inclusive and coherent knowledge led GGCSE curriculum that not only allows students to understand and communicate in Spanish, but also fosters a life-long love of the language. To achieve this, we will challenge our students to think and speak authentically by equipping all them with the knowledge and skills to succeed in language learning during their time in Years 10 and 11. We will also encourage and inspire students broaden their awareness of Spanish culture and society through a wide range of topics that promote curiosity and confidence.

The GCSE Spanish specification encourages students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden horizons and encourage pupils to step beyond familiar cultural boundaries and develop new ways of seeing the world. It should also enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

Curriculum Implementation

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where Spanish is spoken.

Theme 1: Identity and culture covers the following four topics with related sub-topics:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3

Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Learning in GCSE Spanish across Years 10 and 11 is organised as shown below:

Year	Term		Content
10	Autumn	1	<p>Theme 3: Current and future study and employment</p> <p>Topic 1: My studies Topic 2: Life at school and college</p> <p>Grammar The perfect tense The preterite tense Comparatives and superlatives The imperfect tense The conditional tense Using negatives</p> <p>Prior learning to re-activate Using the verb <i>gustar</i> Expressing opinions with reasons Quantifiers – mucho, poco, bastante, demasiado The present tense Talking about school subjects</p>
10	Autumn	2	<p>Theme 2: Local, national, international and global areas of Interest</p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Grammar</p>

			<p>Using <i>donde</i> as a linking word</p> <p>Using the verb <i>poder</i></p> <p>Prior learning to re-activate</p> <p>The present tense</p> <p>The imperfect tense</p> <p>Demonstrative adjectives and pronouns</p> <p>The imperfect tense</p> <p>Possessive pronouns</p> <p>Comparatives and superlatives</p> <p>The conditional tense</p> <p>Describing my house and home</p> <p>Talking about the advantages and disadvantages of local area</p>
10	Spring	3	<p>Theme 1: Identity and culture</p> <p>Topic 3: Free time activities</p> <p>Grammar</p> <p>The present tense – radically changing verbs</p> <p>Structures requiring an infinitive (voy a; quiero; espero, tengo que)</p> <p>Adverbs</p> <p>Prior learning to re-activate</p> <p>The present tense</p> <p>Time sequencers</p> <p>The preterite tense</p> <p>Using <i>desde hace</i></p> <p>Talking about my hobbies and free time activities</p>
10	Spring	4	<p>Theme 1: Identity and culture</p> <p>Topic 2: Technology in everyday life; social media and mobile technology</p> <p>Grammar</p> <p>Making comparisons with <i>más/menos que</i></p> <p>Using the word <i>para</i> with an infinitive.</p> <p>Using gerunds with <i>estar</i></p> <p>Prior learning to re-activate</p> <p>The perfect tense</p> <p>The preterite tense</p> <p>The conditional tense</p> <p>Talking about how you use mobile devices and expressing opinions on technology and social media.</p>
10	Summer	5	<p>Revision programme for Year 10 exams (Listening, Reading, Speaking & Writing)</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>Topic 2: Social issues – health and fitness</p> <p>Grammar</p> <p>Using <i>debería/podría</i> with infinitives</p> <p>The future tense</p>

			<p>Prior learning to re-activate The present tense Using negatives The preterite tense The perfect tense Talking about healthy and unhealthy foods</p>
10	Summer	6	<p>Theme 2: Local, national, international and global areas of interest Topic 4: Travel and tourism</p> <p>Grammar Using <i>estar</i> with the past participle</p> <p>Prior learning to re-activate The present tense The preterite tense The future tense The conditional tense Talking about holidays in the present and simple future tenses Talking about the weather</p>
11	Autumn	1	<p>Theme 3: Current and future study and employment Topic 3: Jobs, career choices and ambitions</p> <p>Grammar Using the verb <i>querer</i> The future tense</p> <p>Prior learning to re-activate The present tense Gerunds with <i>estar</i> The simple future The preterite tense The imperfect tense</p>
11	Autumn	2	<p>Theme 2: Local, national, international and global areas of interest Topic 2: Social problems Topic 3: The environment</p> <p>Grammar Using verbs with prefixes Using if clauses with the present tense Expressing opinions using the subjunctive</p> <p>Prior learning to re-activate The perfect tense The future tense Environmental problems</p>
11	Spring	3	<p>Theme 1: Identity and culture Topic 1: Marriage and partnerships</p>

			<p>Topic 4: Festivals</p> <p>Grammar The passive Reflexive verbs in the present tense Irregular verbs in the preterite tense</p> <p>Prior learning to re-activate Reflexive verbs in the present tense Agreement and position of adjectives</p>
11	Spring	4	<p>Topic 1: Me, my family and friends Topic 1. Relationships with family and friends</p> <p>Grammar Direct and indirect object pronouns</p> <p>Prior learning to re-activate The present tense Reflexive verbs in the present tense Radically changing verbs in the present tense Relationships within the family</p> <p>Revision programme</p>

Assessment Objectives

Foundation & Higher Tiers

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

Assessment objectives	Component weightings				Overall weighting (approx. %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1	25				25
AO2		25			25
AO3			25		25
AO4				25	25
Overall weighting of components					100

How you are assessed

Paper 1: Listening
<p>What's assessed Understanding and responding to different types of spoken language</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE (Each exam)
<p>Questions Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Spanish, to be answered in Spanish or non-verbally

Paper 2: Speaking
<p>What's assessed Communicating and interacting effectively in speech for a variety of purpose</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCS
<p>Questions The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)

- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purpose

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

Enrichment – How can you deepen your understanding of Spanish?

Websites that you could use to practise your grammar skills.

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>

Oak National Academy - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/spanish>

Duolingo - <https://www.duolingo.com/>

<https://conjuguemos.com/>

<https://personal.colby.edu/~bknelson/SLC/>

Websites and apps that you can download and use to keep up to date with current affairs in the Spanish and Hispanic world.

<https://www.20minutos.es/>

<https://www.bbc.com/mundo>

<https://www.newsinslowspanish.com/home/news/beginner>

<https://www.newsinslowspanish.com/home/news/intermediate>

Impact

What will you know and understand from your study of Spanish?

Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Spanish into English.

Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

Where next – how can Spanish support your future?

Languages at Ecclesbourne are taught with a view to encouraging you to further study at in our sixth form. Looking further ahead, a Spanish degree course will enable you to further improve proficiency and understanding and can be paired with the study of an additional language including French, Spanish, Italian, German and Russian. As part of your university course, you may be offered the exciting opportunity of a period of study or work abroad. Often, a year abroad is crucial to cultivating a stronger grasp of the language, developing independence and strengthening interpersonal skills, all of which will be attractive to prospective employers. Other subjects that could complement a languages degree are other humanities and arts subjects such as English literature or language, history or politics. However, there is no definitive list of subjects that could be studied alongside languages. Those who study languages are able to move into a number of different sectors due to the transferable skills acquired. One of the more popular careers is teaching, whether this is teaching your chosen language or teaching English as a second language. Another common career path that language graduates will follow is translation and interpretation. However, these are not the only career options open to those who study languages. Other industries that welcome language graduates are the media, business, accountancy, economics, public relations, finance, banking, tourism, consulting or working internationally with a charity or as part of a business that trades internationally. The communication skills acquired during a languages degree are highly sought after by many employers and can be applied across many sectors.