

Curriculum Intent

The Ecclesbourne Spanish Department will seek to provide an inspirational, inclusive and coherent knowledge led A Level 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 in the Sixth Form. We will also encourage and inspire students broaden their awareness of Spanish speaking countries. Students will develop an appreciation of the different cultures and languages spoken in the Hispanic world through a wide range of topics that promote curiosity and confidence.

Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they will learn the language in the context of Hispanic countries and issues and influences which have shaped them. Students will study one text and one film and will have the opportunity to carry out independent research on an area of their choice via the Individual Research Project which is begun in Year 13.

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 specification has been designed to be studied over two years. The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish. The choice of works (literary texts and films) offers opportunities to link with the themes. The play, *La casa de Bernarda Alba* can be linked to the sub-theme Modern and traditional values whilst the film, *Ocho apellidos vascos* can be linked to the sub-theme of Regional Identity.

Students will also study one book and one film. They must appreciate, analyse and be able to respond critically in writing in Spanish to the works they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (for example, the effect of narrative voice in a text or camera-work in a film). In addition, students following this specification will:

- develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spoken
- identify a key question or subject of interest and select relevant information in Spanish from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research subject

- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.

Curriculum Implementation

Year	Term		Content
12	Autumn	1	<p>INTRODUCTION TO THE SPANISH SPEAKING WORLD</p> <p>Los valores tradicionales y modernos – Modern and traditional values</p> <ul style="list-style-type: none"> Los cambios en la familia – Changes in the family Actitudes hacia el matrimonio y el divorcio – Attitudes towards marriage and divorce La influencia de la Iglesia Católica – The influence of The Catholic Church <p>GRAMMAR An overview and introduction to verbs and tenses Interrogatives The imperfect tense Possessive adjectives The preterite tense Using accents Numbers, cardinals and ordinal Using the preterite and imperfect tenses together</p> <p>Prior learning to re-activate Subordinating conjunctions Genders, nouns and plurals The present tense The present tense of radically changing verbs The preterite and imperfect tenses</p> <p>GCSE topics on family relations and opinions on relationships, partnerships and marriage.</p>
12	Autumn	2	<p>El ciberespacio – Cyberspace</p> <p>La influencia de Internet – The influence of the internet</p> <p>Los móviles inteligentes en nuestra sociedad - Smart phones in our society</p> <p>Las redes sociales - beneficios y peligros – Social networks – benefits and dangers</p> <p>La identidad regional en España – Regional identity in Spain Tradiciones y costumbres – Traditions and customs</p>

			<p>La gastronomía – Gastronomy</p> <p>Las lenguas – Languages</p> <p>FILM: An introduction to Ocho apellidos vascos - Emilio Martín Lázaro</p> <p>GRAMMAR Gerunds with <i>estar, seguir & continuar</i>. The imperfect continuous tense Comparatives & superlatives The future tense The conditional tense Using Impersonal verbs The present subjunctive - regular and irregular verbs The perfect tense in the subjunctive The passive</p> <p>Prior learning to re-activate Gerunds with <i>estar</i> The perfect tense and past participles Using <i>SER & ESTAR</i> Comparatives & superlatives The future and conditional tenses</p> <p>GCSE topics on cyberspace, social media and smart phones; customs, festivals and traditions; meals and eating habits</p>
12	Spring	3	<p>La igualdad de los sexos – Equal rights</p> <p>La mujer en el mercado laboral – The woman in the labour market</p> <p>El machismo y el feminismo – Machismo and feminism</p> <p>Los derechos de los gays y las personas de transgénero – The rights of gay and transgender people</p> <p>FILM: Continuation of Ocho apellidos vascos - Emilio Martín Lázaro</p> <p>GRAMMAR Indefinite adjectives & pronouns The perfect tense The pluperfect tense The future perfect tense The conditional perfect</p> <p>Prior learning to re-activate The perfect tense Compound tenses</p>

			<p>GCSE topics on The World of Work, jobs, ambitions and future plans and plans for further study or employment and work abroad.</p>
12	Spring	4	<p>La influencia de los ídolos – The influence of idols</p> <p>Cantantes y músicos – Singers and musicians</p> <p>Estrellas de televisión y cine – Stars of televisión and cinema</p> <p>Modelos – Models</p> <p>GRAMMAR Using connectives Indirect object pronouns The passive</p> <p>Prior learning to re-activate Subordinating conjunctions and connectives.</p> <p>GCSE topics on charity work and social issues</p>
12	Summer	5	<p>El patrimonio cultural – Cultural Heritage</p> <p>Sitios históricos y civilizaciones prehispanicas – Historic sites and pre-Hispanic civilizations</p> <p>Arte y arquitectura – Art and architecture</p> <p>El patrimonio musical y su diversidad – Musical heritage and its’ diversity</p> <p>GRAMMAR The subjunctive Demonstrative adjectives Possessive adjectives & pronouns Imperatives</p> <p>Prior learning to re-activate Local, regional, international and global areas and sites of interest</p>
12	Summer	6	<p>An introduction to the Individual Research Project</p> <p>La inmigración - Immigration</p> <p>Los beneficios y los aspectos negativos – benefits and negative aspects</p> <p>La inmigración en el mundo hispánico – Immigration in the hispanic world</p> <p>Los indocumentados - problemas – Problems with ilegal immigrants</p>

			<p>LITERATURE: An introduction to La casa de Bernarda Alba</p> <p><u>GRAMMAR</u> Review of the present tense The preterite tense The imperfect tense Using compound tenses Using synonyms</p> <p><u>Prior learning to re-activate</u> The present tense Dictionary skills The preterite and imperfect tenses used together Compound tenses Proof reading of written pieces</p> <p>AS topics on Equality of Sexes during the Franco dictatorship.</p>
13	Autumn	1	<p>Review and consolidation of La inmigración</p> <p>El racismo – Racism</p> <p>Las actitudes racistas xénofobas – Racist and xenophobic attitudes</p> <p>Las medidas contra el racismo – Measures against racism</p> <p>La legislación contra anti-racista – Anti-racist legislation</p> <p>La convivencia – Integration</p> <p>La convivencia de culturas – The integration of cultures</p> <p>La educación - Education</p> <p>Las religiones – Religions</p> <p>LITERATURE: Continuation of to La casa de Bernarda Alba</p> <p><u>GRAMMAR</u> Expressing approval and disapproval The conditional tense Gerunds Future tenses Expressing obligation with deber, tener que, haber que, hay que & hace falta Prepositions Using language for describing change Direct and indirect object pronouns Adverbs</p>

			<p>Prior learning to re-activate Linking nouns and adjectives The conditional and future tenses Translation skills and the use of the gerund</p>
13	Autumn	2	<p>Jóvenes de hoy, ciudadanos de mañana – Young people of today, citizens of tomorrow</p> <p>Los jóvenes y su actitud hacia la política - activismo o apatía – Young people and their attitude towards politics – activism or apathy</p> <p>El paro entre los jóvenes – Unemployment among young people</p> <p>Su sociedad ideal – Your ideal society</p> <p>LITERATURE: Continuation of to La casa de Bernarda Alba</p> <p>GRAMMAR The present subjunctive Negative expressions Imperatives The perfect subjunctive</p> <p>Prior learning to re-activate The present and imperfect forms of the subjunctive If clauses and hypothetical points of view</p>
13	Spring	3	<p>Monarquías y dictaduras – Monarchies and dictatorships La dictadura de Franco – The Franco Dictatorship</p> <p>La evolución de la monarquía en España – The evolution of the monarchy in Spain</p> <p>Dictadores latinoamericanos – Latin American dictatorships</p> <p>GRAMMAR The preterite tense The imperfect subjunctive Sequence of tenses</p> <p>Prior learning to re-activate Using the subjunctive</p>
13	Spring	4	<p>Los movimientos populares – Popular movements</p> <p>La efectividad de las manifestaciones y las huelgas – The effectiveness of demonstrations and strikes</p> <p>El poder de los sindicatos – The power of trade unions</p> <p>Ejemplos de protestas sociales – Examples of social protests</p> <p>Prior Learning to re-activate</p>

			A level topic on Young people of today, citizens of tomorrow
13	Summer	5	Revision Programme

How you are assessed

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

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

Paper 3: Speaking
What's assessed • Individual research project • One of four 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

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Spanish specifications and all exam boards. 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 Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

How you are assessed

Enrichment – How can you deepen your understanding of Spanish?

Additional films that you could watch from the A Level Specification.

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

Additional films that you could watch using Netflix

Mar de plástico
Casa de papel
The Barrier

Additional texts that you could read from the A Level Specification.

Gabriel García Márquez Crónica de una muerte anunciada and El coronel no tiene quien le escriba
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

Websites that you could use to practise your grammar skills.

<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>
<https://www.newsinslowspanish.com/home/news/advanced>
<https://www.rtve.es/>

Impact

What skills will the study of Spanish teach you?

The A Level course in Spanish encourages students to do the following:

- 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.
 - 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.

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

Students following this specification will develop their language knowledge, understanding and skills by:

- using language spontaneously to initiate communication
- asking and answering questions
- expressing thoughts and feelings
- presenting viewpoints
- developing arguments
- persuading, analysing and evaluating in speech and writing, including interaction with speakers of Spanish.
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expressions

- using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage from Spanish into English
- translating an unseen passage from English into Spanish.

Where next – how can Spanish support your future?

Languages at Ecclesbourne are taught with a view to encouraging you to further study at university.

A Spanish degree courses 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, 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.