

Lessons include the practice of all four skills. Translation, responding in both languages in a range of contexts and styles, developing extended answers and responding verbally to thematic speaking cards are key features of the course. Students will be taught summary skills, for use in both reading and listening examination questions and they have frequent opportunities to revisit vocabulary and grammar. Recall skills are called into question as part of every lesson. In the 2nd half of the Spring term the students begin their study of the film ‘Volver’ directed by Pedro Almodóvar.

Assessment opportunities include the use of Kerboodle materials, past paper questions and responses to literary questions based on the film being studied. Grammar is frequently tested as part of an on-going programme.

<b>Key Stage 5(12)</b>	
<b>Course title: A LEVEL SPANISH</b>	
<b>Exam board: AQA</b>	
<b>Specification code: 7692</b>	
<p>Autumn 1 (September- October) to Autumn 2 (October- December)</p>	<p>Aspects of Hispanic-speaking society: Current trends (family; marriage and divorce, the Catholic church) Technology To be able to discuss trends in marriage and partnerships, family structures and their pros and cons as well as the influence of the Catholic church on people’s lives. Students then move onto how technology has transformed everyday life, building on the vocabulary they covered at GCSE level. The dangers of digital technology and its different uses are appraised. Tenses are revised and the present subjunctive is introduced. The use of genders, adjectives, the differences in usage of verbs SER and ESTAR are revised and gone into in greater detail. Students will extend their vocabulary and use a range of strategies to do so.</p>
<p>Spring 1 (January- February) to Spring 2 (February- March)</p>	<p>Aspects of Hispanic-speaking society: Current trends (gender equality, ideas and attitudes, social media) Artistic culture in the Hispanic world (the influence of idols in TV, cinema and music, gastronomy). Film study of ‘Volver’. To be able to discuss and understand written and spoken text on the role of women in the home, women in the world of work, machismo, feminism, LGBT rights in the Hispanic world. To investigate the positive and/or negative influence of Hispanic singers, musicians and stars, food traditions and culture. Work on the tenses continues. The use of direct and indirect object pronouns and adverbs is taught. Work continues on the use of the subjunctive and the imperfect subjunctive is introduced. The difference in the usage of POR and PARA is explained.</p>
<p>Summer 1 (April-May) to Summer 2 (May-July)</p>	<p>Artistic culture in the Hispanic world (Models, Spanish regional identity, cultural heritage in the Hispanic speaking world) Film study of ‘Volver’. To be able to discuss and understand written and spoken text on the influence of fashion and models on young people, to be able to describe and discuss Spanish customs and traditions, to consider the languages that are spoken in Spain. To understand something of pre Hispanic society and pre Columbian heritage. To gain knowledge of Spanish and Latin American artists and architecture and understand the diversity of Hispanic music and dance.</p>

Lessons will build on the skills already acquired during Year 12, including translation, responding to a range of written and spoken texts in the target language and responding verbally to thematic speaking cards are key features of the course. All four skills (listening, reading, writing and speaking) will be refined. Students continue to examine aspects of Hispanic-speaking society within the following areas of study: multiculturalism in Hispanic society and aspects of political life in the Hispanic world. Recall skills are called into question as part of every lesson. Throughout Year 13, students study the literary text 'Como Agua Para Chocolate' written by Laura Esquivel.

Assessment opportunities include the use of Kerboodle materials, past paper questions and responses to literary questions based on the book and film being studied. Grammar is frequently tested as part of an on-going programme.

<b>Key Stage 5(13)</b>	
<b>Course title: A level Spanish</b>	
<b>Exam board: AQA</b>	
<b>Specification code: 7692</b>	
<p>Autumn 1 (September-October) to Autumn 2 (October-December)</p>	<p>Multiculturalism in Hispanic society (immigration, racism and the coexistence of cultures and religions).</p> <p>Students consider the benefits of living in an ethnically diverse society, learn about immigration in the Spanish speaking world. They investigate measures used to combat racism and their effectiveness. Students then examine the ways in which different cultures have integrated into Hispanic society and learn to describe the coexistence of various religions within Spain.</p> <p>Tenses continue to be revisited and there is further practice of the use of prepositions. The use of the subjunctive is developed further. Students are encouraged to use the stimulus materials to help them to develop their own opinions.</p>
<p>Spring 1 (January-February) to Spring 2 (February-March)</p>	<p>Aspects of political life in the Hispanic World (Latin American dictatorships, Spain's civil war, the Franco dictatorship and the Spanish monarchy, political movements and young people and politics).</p> <p>Students investigate dictatorships in Latin America and their effect on society. They learn about the Spanish civil war and life during the Franco dictatorship. They examine and assess some of the changes that took place in Spain as it transitioned from dictatorship to democracy and learn about the monarchy in Spain. Students go on to be able to discuss young people's attitudes to politics and youth unemployment. They consider and discuss political movements, social protests and strikes and examine their effectiveness. The power of trade unions is also examined.</p> <p>Tenses continue to be revisited and the use of the subjunctive is developed.</p>