

Beths Grammar School Y13 Spanish Curriculum Map - AQA A Level Spanish

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 13</p>	<p><u>Teacher 1</u></p> <p><u>A2 Unit 1 - La Inmigración</u></p> <p>In this unit, students consider the different types of diversity in society, the benefits of diversity in society, the need for tolerance and respect of diversity and how diversity can be promoted. Students learn about positive and negative aspects of immigration and how immigration has affected the Spanish-speaking world.</p>	<ul style="list-style-type: none"> • Revision of Pans Labyrinth and essay writing practice for Paper 2 Assessment. • Discuss the positive and negative aspects of immigration revising the present tense. • Learn more about immigrations in the Spanish-speaking world revising the imperfect and preterite tenses. • Discuss what problems illegal immigrants might face using compound tenses. 	<p><u>Assessment schedule - for each unit 1 and 2:</u></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p> <p>Film and Book Essay Assessment Paper 2 for UCAS prediction</p>
	<p><u>Teacher 2</u></p> <p><u>A2 Unit 2 - El racismo</u></p> <p>In this unit, students consider the different groups of people in society who may be suffer racism, attitudes towards them and measures that can combat racism in our society. Students will learn about changes to legislation and its effectiveness.</p>	<ul style="list-style-type: none"> • Revision of La Casa de Bernarda Alba and essay writing practice for Paper 2 Assessment. • Describe and discuss racist and xenophobic attitudes in the Spanish-speaking work by improving use of nouns and adjectives. • Understand and discuss measures to combat racism and their effectiveness using the conditional tense. • Look at existing legislation against racism and discuss the possible new legislation using the future tense 	

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Autumn Term 1B Year 13	<p><u>Teacher 1</u></p> <p><u>A2 Unit 3 - La Convivencia</u></p> <p>In this unit, students consider different cultures within Hispanic society and the successes and issues with coexisting together. Students will learn about the history of different religious groups in Spanish-speaking countries to the present day.</p>	<ul style="list-style-type: none"> • Understand and describe the different ways cultures integrate in Hispanic society using prepositions and language for change. • Understand and describe the issues surrounding the integrations of different cultures within the sphere of education. • Understand and describe the coexistence of various religions in the Hispanic world using adverbs. 	<p><u>Assessment schedule - for each unit 3 and 4:</u></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p> <p>Mock speaking assessment</p>
	<p><u>Teacher 2</u></p> <p><u>A2 Unit 4 - Los jóvenes de hoy</u></p> <p>In this unit, students learn about the electoral system in Spain and consider the relationship between young Spanish-speakers and politics. They will consider the issue of unemployment and how it affects young people. They will consider how engaged young people are in politics and their influence on politics as well as the future of politics and political engagement.</p>	<ul style="list-style-type: none"> • Discuss the importance of politics in young people's lives and why their attitude to politics is changing using the present subjunctive tense. • Discuss the unemployment situation amongst young people nowadays and how it is affecting them using imperatives • Describing and discuss the type of society young people in the Hispanic world want to live in using the perfect subjunctive tense. 	

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<p>Spring Term 2A Year 13</p>	<p><u>Teacher 1</u></p> <p><u>A2 Unit 5 - Monarquías y dictaduras</u></p> <p>In this unit, students consider how Spain's isolation from the rest of Europe affected its society during Franco's dictatorship. Students will then discuss how the transition to democracy has affected the Spanish people, as well as considering the affect of dictatorships in Latin America.</p>	<ul style="list-style-type: none"> • Understand the impact of the civil war and discuss life under Franco's dictatorship using the preterite tense. • Describe and discuss the changes from monarchy and republic to dictatorship and describe the transition from dictatorship to monarchy using the imperfect subjunctive. • Discuss dictatorships in Latin America, particularly Panama, Chile and Argentina using a sequence of tenses. 	<p><u>Assessment schedule - for each unit 5 and 6:</u></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p> <p>Mock paper 1 and paper 2 assessments</p>
	<p><u>Teacher 2</u></p> <p><u>A2 Unit 6 - Los Movimientos Populares</u></p> <p>In this unit, students learn about popular movement in Spanish-speaking countries and consider the societal factors involved as well as why they are an ongoing political issue. They will learn about the viewpoints of a range of members of the society and the originals of particular popular movements.</p>	<ul style="list-style-type: none"> • Consider and discuss how effective protests and strikes are using 'if' clauses + pluperfect subjunctive • Describe and discuss the power of trade unions using 'if' clauses + imperfect subjunctive • Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina using the passive voice. 	
<p>Spring Term 2B Year 13</p>	<p><u>Teacher 1</u></p> <p><u>Revision of all A Level units and exam prep</u></p> <p>Students revise the content of all 12 units of the A Level course while practising listening, reading, writing and translation questions and completing past paper</p>	<ul style="list-style-type: none"> • Complete Repaso activities for all AS and A2 units. • Complete Repaso extra for all AS topics. • Complete paper 1 and paper 2 past papers 2018-2022. 	<p><u>Assessment schedule:</u></p> <p>Past paper practice for paper 1, paper 2 and paper 3</p>

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	<p>essays on La Casa de Bernarda Alba and Pan's Labyrinth.</p>		
	<p><u>Teacher 2</u></p> <p><u>Speaking exam preparation</u></p> <p>Students revise how to answer questions in the stimulus card component of the speaking exam as well as having time to work in pairs doing practice for the presentation and discussion of their independent research project component.</p>	<ul style="list-style-type: none"> • Consolidation of speaking card facts and statistics and how to interpret and react to them for the speaking exam. • IRP presentation and Q&A preparation for the speaking exam. • Practice paper 3 past papers 2018-2022 and complete textbook stimulus card practice activities for all AS and A2 units. 	
<p>Summer Term 3A Year 13</p>	<p><u>Teachers 1 and 2</u></p> <p><u>Continued past paper practice</u></p> <p>Students complete their real speaking exam (paper 3) in the first or second week of this term, then continue working through past papers for paper 1 and paper 2 until the start of their study leave.</p>	<ul style="list-style-type: none"> • Complete paper 1 and paper 2 past papers 2023-2024. • Practice paper 3 past papers 2023-2024. 	<p><u>Assessment schedule:</u></p> <p>Real speaking exam (paper 3) Past paper practice for paper 1 and paper 2</p>
<p>Summer Term 3B Year 13</p>	<p><u>Study leave – real A Level exams</u></p>		