**COURSE PLANNER – A LEVEL SPANISH**

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**Introduction**

This course planner provides one possible model for teaching A level Spanish. This model is a suggestion only and there are a number of valid ways of structuring courses. The model should be adapted by centres to work for their individual timetables and is not prescriptive. This course planner is provided in editable Word format to make adaptation as easy as possible.

The example model below is based on the following principles:

● The number of hours allocated to A level Spanish each week will depend on the individual centre’s timetable, but here an average of 5 hours a week or 9-10 hours over two weeks has been assumed.

● There are two teachers with responsibility for different areas of the course.

● One literary work/film is studied in Year 1 and one in Year 2.

● The independent research project is introduced prior to the summer break to students, to allow them the opportunity to review material available around their areas of interest during the summer break.

● A focussed revision period at the end of each year in the summer term for examination preparation.

Note that the number of guided learning hours for A level is 360.

The time allocated to each of the elements of the specification reflects the weighting of that element, as shown in the table below.

| **Assessment objectives** | **Students must…** | **Weighting** |
| --- | --- | --- |
| **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 | 20% |
| **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 | 30% |
| **AO3** | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure | 30% |
| **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 | 20% |
|  | **Total** | **100%** |

**Breakdown of Assessment Objectives**

| **Paper** | **Assessment Objectives** | | | | **Total for all Assessment Objectives** |
| --- | --- | --- | --- | --- | --- |
| **AO1%** | **AO2%** | **AO3%** | **AO4%** |
| Paper 1: Listening, reading and translation | 15 | 25 | - | - | 40% |
| Paper 2: Written response to works and translation | - | - | 20 | 10 | 30% |
| Paper 3: Speaking | 5 | 5 | 10 | 10 | 30% |
| **Total for GCE A Level** | 20 | 30 | 30 | 20 | 100% |

**Course Planner**

| **Year 1** | |
| --- | --- |
| **Week 1** | Introduction |
| **Weeks 2-9** | Theme 1; Theme 2 |
| **Weeks 10-15** | Literary text/film (1); Theme 2 |
| **Weeks 16-21** | Literary text/film (1); Theme 1 |
| **Weeks 22-28** | Theme 2; Theme 1 |
| **Weeks 29-32** | Revision + exam preparation |
| **Weeks 33-35** | Internal exams |
| **Weeks 36-39** | Introduction to independent research project; Literary text/film (2) |
| **Year 2** | |
| **Weeks 1-6** | Theme 3; Literary text/film (2) |
| **Week 7** | Independent research project; Literary text/film (2) |
| **Weeks 8-14** | Theme 3; Theme 4 |
| **Week 15** | Independent research project; Theme 4 |
| **Weeks 16-21** | Theme 3; Theme 4 |
| **Weeks 22-28** | Revision + review (including Literary text/film (1)); Theme 4 |
| **Weeks 29-32** | Revision + exam preparation |

**Example Scheme of Work**

The following scheme of work shows how the content could be taught over the times specified in the course planner above. This scheme of work shows one of a number of possible approaches. It is also available as a separate document.

This is intended as an example approach only and is not prescriptive; it should be adapted by schools to fit their timetabling and staffing arrangements.

**Introduction to the Edexcel A Level scheme of work**

This Edexcel Scheme of Work provides an overview of the content of the new 2016 A Level in Spanish (9SP0).

This scheme of work is designed to provide teachers with an editable outline of the topic areas, key skills and grammar required by students entering these examinations. It is based on an allocation of 5 hours per week or 9-10 hours across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the A level will comprise 37 teaching weeks plus 2 weeks internal school assessment in Year 1 and 32 teaching weeks in Year 2.

Please note that this scheme of work shows one of a number of possible approaches and teachers should feel free to adapt it to suit their particular needs.

There is a new focus in the examinations, on the social and cultural context of the target language countries, through Assessment Objective 4 (see specification for further detail). Students will need to engage with this as it will be assessed in both the speaking and written examinations.

**Themes**

The scheme of work has been divided by topic. At A level each teacher takes responsibility for one of the themes, with one teacher being responsible for the literature or film and the second teacher responsible for the supervision of the independent research project. The latter has been introduced at the end of Year 12 in this scheme of work, to enable students to commence their research during the summer break. The project is then revisited by the teacher responsible prior to the final preparation for the speaking examination. Teachers should feel free to adapt this scheme of work to fit their particular needs.

The themes are:

**Theme 1: *La evolución de la sociedad española***Theme 1 is set in the context of Spain only.

* ***El cambio en la estructura familiar***

*La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.*

* ***El mundo laboral***

*La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género.*

* ***El impacto turístico en España***

*El impacto económico; las oportunidades que ofrece el turismo; el impacto socio-ambiental.*

**Theme 2: *La cultura política y artística en el mundo de habla española***Theme 2 is set in the context of Spanish-speaking countries and communities.

* ***La música***

*Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.*

* ***Los medios de comunicación***

*La televisión y las telenovelas: los medios de comunicación escritos y en internet; el impacto en la sociedad y la política.*

* ***Los festivales y las tradiciones***

*Los festivales, las fiestas, las costumbres y las tradiciones.*

**Theme 3: *La inmigración y la sociedad multicultural española***

Theme 3 is set in the context of Spain only.

* ***La inmigración históricamente y contemporáneamente***

*Los orígenes de la inmigración; los musulmanes en Al-Ándalus; la influencia de los inmigrantes del norte de África y América Latina.*

* ***La integración y el multiculturalismo***

*Los beneficios y los retos del multiculturalismo; las actitudes hacia las comunidades de inmigrantes.*

**Theme 4: *La dictadura franquista y la transición a la democracia***

Theme 4 is set in the context of Spain only.

* ***La dictadura franquista***

*La Guerra Civil y el ascenso de Franco, la vida cotidiana bajo el franquismo: la opresión política, la censura, las divisiones en la sociedad.*

* ***El paso de la dictadura a la democracia***

*El papel del Rey Juan Carlos en la transición; el Gobierno de ySuárez; el impacto de la dictadura en la sociedad actual.*

**Grammar**

The A level specification builds on the work completed at GCSE but requires students to develop a greater working knowledge of the grammatical structure of the language. Many of the grammatical points required will have already been met during Key Stage 3 and Key Stage 4 teaching but will need to be re-visited and reinforced during the course. Please see the grammar list in the specification for a list of the grammar requirements.

Teachers co-teaching AS and A level groups together may wish to cover all the AS grammar in the first year but engage in more thorough practice, particularly of the new more advanced grammatical structures not covered at GCSE, in year two of the course. Teachers may also wish to use the literature and film element of the course to illustrate certain grammatical points – please see the free support guides on approaches to teaching film and literature for further information.

**A level skills – themes**

The skills foci are:

* Response to spoken text in writing, showing understanding of the main points, gist and detail.
* Response to written text in writing and speaking, showing understanding of the main points, gist and detail.
* Summary of a written text in speaking (Theme 1).
* Summary of a spoken text in writing.
* Translation into and from Spanish.
* Discussion on a theme showing knowledge and understanding of the target-language context and culture.
* Expressing viewpoints and justifying opinions.
* Developing an argument and reaching a logical conclusion.

In addition, students need to be able to analyse aspects of culture and present their independent research project in the speaking examination.

**A level skills – literature / film**

In the study of the literary text / film, students will also need to develop the skills of:

* **Critically** analysing the work.
* Evaluating the form or techniques used in the work.
* Presenting and justifying viewpoints.
* Developing logical arguments to persuade.
* Relating the work to key concepts, issues and the social context.
* Writing a critical response.

Teachers will need to consider these key skills in the light of the work studied.

This scheme of work proposes that teacher 2 commences the study of the second work at the end of Year 12, which will allow students to undertake some independent work during the summer break.

**Independent Research Project**

This scheme of work proposes that teacher 1 introduces the research project prior to the summer break to students. This will enable students to review material available around their areas of interest during the summer break. The project is then revisited during weeks 7 and 15 in Year 13 to enable the teacher to review the work in progress. Further time is allocated to the project in the revision period at the end of Year 13. Details regarding permissible teacher input are to be found in the specification.

| **YEAR 1** | | | | |
| --- | --- | --- | --- | --- |
| **Week** | **Teacher 1 – Topic Area** | **Teacher 1 – Grammar / Skills** | **Teacher 2 – Topic Area** | **Teacher 2 – Grammar / Skills** |
| 1 | Introduction to the course and assessment of students’ knowledge through bridging material | | | |
| 2-9 | **Theme 1 –**  ***La evolución de la sociedad española*** |  | **Theme 2 –**  ***La cultura política y artística en el mundo de habla española*** |  |
|  | * *El cambio de la estructura familiar* | **Grammar:**  Nouns, genders and plurals  Definite and indefinite articles  Adjectives: agreement and apocopation;  *Lo* + adjective  The present tense of regular and irregular verbs  **Skills focus:**  Reading and responding | * *La música: Los cambios y las tendencias* | **Grammar:**  Use of *ser* and *estar*  The present continuous tense  The preterite and imperfect tenses  **Skills focus:**  Listening and responding |
|  | * *El matrimonio y las relaciones* | **Grammar:**  Stem-changing verbs  Reflexive verbs  **Skills focus:** Summarising a written text in speech | * *El impacto de la música en la cultura contemporánea* | **Grammar:**  The perfect and pluperfect tenses  Subject pronouns  Direct and indirect object pronouns |
|  | * *El mundo laboral en España* | **Grammar:**  Comparatives and superlatives  Adverbs  Use of *gustar* | * *La televisión y las telenovelas* | **Grammar:**  Ordinal and cardinal numbers  Demonstratives  Possessive and relative pronouns |

|  | * *Las oportunidades de trabajo* | **Grammar:**  The future and conditional tenses  **Skills focus:**  Translation from Spanish into English | * *Las nuevas tecnologías* | **Grammar:**  The future and conditional perfect  **Skills focus:**  Translation from English into Spanish |
| --- | --- | --- | --- | --- |
| 10-15 | **Literary text / Film** |  | **Theme 2 –**  ***La cultura política y artística en el mundo de habla española*** |  |
|  | Work 1 | **Grammar:**  The passive voice  Prepositions  Negatives  Conjunctions  **Skills focus:**  Analysing the work  Evaluating the forms and techniques used in the work | * *El impacto de las nuevas tecnologías en la sociedad y en la política* | **Grammar:**  The present subjunctive after:   * verbs of influence. * expressions of possibility / probability.   **Skills focus:**  Summarising a spoken text |
| 16 – 21 | **Literary text / Film** |  | **Theme 1 – *La evolución de la sociedad española*** |  |
|  | Work 1 | **Grammar:** Constructions with verbs:   * Verbs followed by a preposition * Verbs followed by the gerund * Verbs followed directly by an infinitive   **Skills focus:**  Relating the work to key concepts, issues and the social context  Writing a critical response | * *El impacto turístico en España* | **Grammar:**  The present subjunctive after:   * verbs/expressions of emotion. * conjunctions of time   **Skills focus:**  Expressing a point of view  Justifying opinions |

|  |  | **Skills focus:**  Developing logical arguments to persuade | * *Las oportunidades que ofrece el turismo* | **Grammar:**  Time expressions  *por* and *para*  **Skills focus:**  Discussing a topic  Showing links to Spanish culture and social context |
| --- | --- | --- | --- | --- |
| 22- 28 | **Theme 2 -** |  | **Theme 1 – *La evolución de la sociedad española*** |  |
|  | * *Las fiestas y las tradiciones* | **Grammar:**  Commands  **Skills focus:**  Discussing a topic Showing links to Spanish culture and social context | * *Las oportunidades económicas que ofrece el turismo* | **Grammar:**  The passive  **Skills focus:**  Reaching a logical conclusion |
| 29 – 32 | **Revision + exam preparation** |  | **Revision + exam preparation** |  |
| 33-35 | Internal Examinations | | | |
| 36-39 | **Research Project –introduction** |  | **Literary text / Film** |  |
|  |  | **Skills focus:**  Conducting, organising and using research  Planning, project management and time management  Collecting data and evidence |  | **Skills focus:**  Independent reading |

| **Year 2** | | | | |
| --- | --- | --- | --- | --- |
| **Week** | **Teacher 1 – Topic Area** | **Teacher 1 – Grammar and Skills** | **Teacher 2 – Topic Area** | **Teacher 2 – Grammar and Skills** |
| 1-6 | **Theme 3 –**  ***La inmigración y la sociedad multicultural española*** |  | **Literary text / Film** |  |
|  | * *El impacto positivo en la sociedad española* * *Los desafíos de la inmigración* | **Grammar:**  The imperfect subjunctive  *Si* clauses  **Skills focus:**  Translation from Spanish into English |  | **Skills focus:**  Evaluating the forms and techniques used in the work |
| **Grammar:**  The perfect and pluperfect subjunctive  **Skills focus:**  Translation from English into Spanish |  | **Skills focus:**  Expressing and justifying viewpoints |
| 7 | Research Project – Review 1 | **Skills focus:**  Interpreting data and evidence |  | **Skills focus:**  Developing logical arguments to persuade |
| Critical thinking |  |  |
| 8-14 | **Theme 3 –**  ***La inmigración y la sociedad multicultural española*** |  | **Literary text/film/Theme 4** |  |
|  | * *La integración en España* | **Grammar:**  Time expressions  **Skills focus:** Summarising information from a written source |  | **Skills focus:**  Critical written analysis |

|  | * *Las medidas adoptadas por la comunidad y el aislamiento de los inmigrantes* | **Grammar:**  *por* and *para* | *La Guerra Civil y el ascenso de Franco* |  |
| --- | --- | --- | --- | --- |
|  | * *La reacción social y pública* |  | *Los republicanos y los nacionalistas* |  |
| 15 | Research Project Review 2 | **Skills focus:**  Evaluating arguments and processes | *Las divisiones en las sociedad* |  |
| 16 – 21 | **Revision + review of research project + Revision of book / film studied at AS** |  | **Theme 4 – *La dictadura franquista y la transición a la democracia*** |  |
|  |  |  | *La dictadura franquista* |  |
|  |  |  | *La opresión política* |  |
|  |  |  | *Las divisiones políticas* |  |
| 22- 28 | **Theme 4 – *La dictadura franquista y la transición a la democracia*** |  | **Revision of literary text / film studied at A level** |  |
|  | *El papel del rey Juan Carlos* | Grammar revision |  |  |
|  | *El gobierno de Suárez* | Grammar revision |  |  |
|  | *El golpe de estado de 1981* | Grammar revison |  |  |
| 29 – 32 | **Revision + exam preparation** |  | **Revision + exam preparation** |  |