



Year 13 Spanish – La inmigración

This builds on:

Multiculturalism in the Hispanic world

Using the different past tenses – preterite and imperfect tenses

How to form and use the present tense

This leads to:

- Speaking fluently and confidently in Spanish.
- Having a greater awareness of the effects of immigration on modern Spanish society
- Enhancing our knowledge of when to use different past tenses
- Being able to consider and appreciate a balanced viewpoint to controversial topics in Spain

We will learn:

- Discuss the positive and negative aspects of immigration.
- Learn more about immigration in the Spanish-speaking world.
- Discuss what problems illegal migrants might face.

We will develop/practise skills including:

Forming and using the present tense
Revising the imperfect and preterite tenses
Using compound tenses
Improving dictionary skills
Revising the use of loanwords
Varying vocabulary by using synonyms

Some of the vocabulary that we will use includes:

Immigration

Positive and negative opinion phrases

You could learn more about this topic by:

Revising key vocabulary with :

[Level 1 - 1.1 Los beneficios y los aspectos negativos - AQA A Level Y... - Memrise](#)

[Level 2 - 1.2 La inmigración en el mundo hispánico - AQA A Level Year... - Memrise](#)

[Level 3 - 1.3 Los indocumentados-problemas - AQA A Level Year 2 Spani... - Memrise](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Ongoing assessments:

Knowledge retrieval quizzes

Rapid response quizzes

Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 13 Spanish – El racismo



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This builds on:

Societal problems in the Hispanic world

Using the different future tenses – conditional and simple future tenses

How to express sophisticated positive and negative opinions

This leads to:

- Speaking fluently and confidently in Spanish.
- Having a greater awareness of the methods to combat racist and xenophobic attitudes
- Considering future strategies to combat racism in society
- Having a greater awareness of the issue of racism and xenophobia in modern Spanish society

We will learn:

- Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world.
- Understand and discuss measures to combat racism and their effectiveness.
- Look at existing legislation against racism.
- Discuss possible new legislation.

We will develop/practise skills including:

Improving use of nouns and adjectives
Using the conditional
Using future tenses
Expressing approval and disapproval
Translate the English gerund (-ing form) into Spanish
Expressing obligation

Some of the vocabulary that we will use includes:

Racism and Xenophobia

Legislative solutions

Sophisticated positive and negative opinion phrases

You could learn more about this topic by:

Revising key vocabulary with :

[Level 4 - 2.1 Las actitudes racistas y xenófobas - AQA A Level Year 2... - Memrise](#)

[Level 5 - 2.2 Las medidas contra el racismo - AQA A Level Year 2 Span... - Memrise](#)

[Level 6 - 2.3 La legislación anti- racista - AQA A Level Year 2 Spani... - Memrise](#)



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Ongoing assessments:

Knowledge retrieval quizzes

Rapid response quizzes

Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 13 Spanish – La convivencia

This builds on: Multiculturalism in the Hispanic world Using different pronouns Using adverbs	
This leads to: - Speaking fluently and confidently in Spanish. - Having a greater appreciation of the diversity of medieval Spanish society - Considering the role of diversity and multiculturalism in modern Spanish society - Having a greater awareness of the role of religion in medieval and modern Spain	
We will learn: - Understand and describe the different ways cultures integrate in Hispanic society. - Understand and describe the issues surrounding the integration of different cultures within the sphere of education. - Understand and describe the coexistence of various religions in the Hispanic world.	We will develop/practise skills including: Forming and using prepositions Using pronouns Using adverbs Using language for describing change Varying sentence structure to enhance writing Structuring and argument
Some of the vocabulary that we will use includes: Multiculturalism Education Religion Coexistence and integration	You could learn more about this topic by: Revising key vocabulary with : Level 7 - 3.1 La convivencia de culturas - AQA A Level Year 2 Spanish - Memrise Level 8 - 3.2 La educación - AQA A Level Year 2 Spanish - Memrise Level 9 - 3.3 Las religiones - AQA A Level Year 2 Spanish - Memrise 
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Year 13 Spanish – Jóvenes de hoy, ciudadanos del mañana



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This builds on:

Political issues in Hispanic society
Issues relating to young people
Understanding how to use the subjunctive mood

This leads to:

- Speaking fluently and confidently in Spanish.
- Having a greater appreciation of the connection between young people and politics
- Considering the political issues most important to young people in the Spanish-speaking world
- Having a greater awareness of the way young people in the Spanish-speaking world wish to shape their ideal society

We will learn:

- Discuss the importance of politics in young people's lives.
- Understand why their attitude to politics is changing.
- Discuss the unemployment situation amongst young people nowadays and how it is affecting them.
- Describe and discuss the type of society young people in the Hispanic world want to live in.

We will develop/practise skills including:

Using the present subjunctive
Using imperatives
Using the perfect subjunctive
Using a variety of negative expressions
Talking about data and trends
Expressing an opinion or evaluation

Some of the vocabulary that we will use includes:

Political issues
Young people and their concerns
Unemployment
Ideal societies

You could learn more about this topic by:

Revising key vocabulary with :

[Level 10 - 4.1 Los jóvenes y su actitud hacia la política: ac - AQA A ... - Memrise](#)

[Level 11 - 4.2 El paro entre los jóvenes - AQA A Level Year 2 Spanish - Memrise](#)

[Level 12 - 4.3 Su sociedad ideal - AQA A Level Year 2 Spanish - Memrise](#)



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Ongoing assessments:

Knowledge retrieval quizzes
Rapid response quizzes
Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 13 Spanish – Monarquías y dictaduras



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This builds on:

Political issues in the Hispanic world

Understanding key events in Spanish and Latin American history

Understanding how to use the subjunctive mood across a range of tenses

This leads to:

- Speaking fluently and confidently in Spanish.
- Having a greater understanding of the causes and consequences of the Spanish Civil War
- Gaining deeper insight into life during the Franco dictatorship in Spain, and other dictatorships in Latin America
- Understanding how the Spanish monarchy has evolved over time and its role in modern society

We will learn:

- Understand the impact of the civil war.
- Discuss life under Franco's dictatorship.
- Describe and discuss the changes from monarchy and republic to dictatorship.
- Describe the transition from dictatorship to monarchy.
- Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina.

We will develop/practise skills including:

Revising the preterite tense.
Forming and using the imperfect subjunctive
Using a sequence of tenses
Speaking or writing about a historical personality
Recognising and using ordinal numbers
Reading for gist for comprehension

Some of the vocabulary that we will use includes:

Different forms of government
Dictatorships
Monarchies and Republics
Wars

You could learn more about this topic by:

Revising key vocabulary with :

[Level 13 - 5.1 La dictadura de Franco - AQA A Level Year 2 Spanish - Memrise](#)

[Level 14 - 5.2 La evolución de la monarquía en España - AQA A Level Ye... - Memrise](#)

[Level 15 - 5.3 Dictadores latinoamericanos - AQA A Level Year 2 Spanish - Memrise](#)



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Rapid response quizzes
Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 13 Spanish – Los movimientos populares



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This builds on:

Political issues in the Hispanic world

Understanding various political issues across the Hispanic world

Understanding how to use the passive voice

This leads to:

- Speaking fluently and confidently in Spanish.
- Having a greater understanding of the impact of social movements in Spain and Latin America
- Considering the effectiveness of strikes as a tool of political protest
- Having a greater awareness of the role of trade unions

We will learn:

- Consider and discuss how effective strikes and protests are.
- Describe and discuss the power of trade unions.
- Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina.

We will develop/practise skills including:

Using *if* clauses + pluperfect subjunctive
Using *if* clauses + imperfect subjunctive
Using the passive voice
Developing and using a wider range of vocabulary
Varying sentence structure to enhance speaking
Inferring meaning from listening and reading

Some of the vocabulary that we will use includes:

Political situations
Forms of protest
Trade unions
Political and social protests

You could learn more about this topic by:

Revising key vocabulary with :

[Level 16 - 6.1 La efectividad de las manifestaciones y las hu - AQA A ... - Memrise](#)

[Level 17 - 6.2 El poder de los sindicatos - AQA A Level Year 2 Spanish - Memrise](#)

[Level 18 - 6.3 Ejemplos de protesta sociales - AQA A Level Year 2 Span... - Memrise](#)



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Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 13 Spanish: Volver

Learning about this topic is important because: It will enable you to develop your understanding of one of the set films for A-Level Spanish. Through studying *Volver*, you will deepen your ability to analyse a film in Spanish, exploring complex themes such as family, memory, identity and the role of women in Spanish society. This unit will support your preparation for Paper 2, where you are required to write detailed analytical essays on works studied.

This builds on:

- Year 12 introduction to film study, including understanding plot, characters and key themes
- Initial experience of analysing film techniques and constructing basic analytical responses
- Development of essay-writing skills and structuring arguments
- Growing confidence in expressing and justifying opinions using a range of tenses

This leads to:

- Success in Paper 2 of the A-Level Spanish examination
- Ability to write detailed, analytical and well-structured essays in Spanish
- Greater independence in interpreting and evaluating films and cultural works
- Development of critical thinking and evaluation skills across the course

We will learn:

- About key scenes, characters and the development of the narrative in *Volver*
- About the social and cultural context of the film and its relevance to Spanish society
- About key themes such as family relationships, memory, secrets, identity and female solidarity
- How film techniques (music, colour, symbolism, camera work) contribute to meaning
- How to construct detailed and analytical essays in response to exam-style questions

We will develop/practise skills including:

- Writing extended analytical essays in Spanish
- Structuring clear, coherent and well-supported arguments
- Selecting and integrating relevant evidence from the film
- Analysing and evaluating film techniques and their effects
- Expressing and evaluating different interpretations
- Participating in discussion and debate about themes and ideas
- Developing accuracy and complexity in written and spoken Spanish

Some of the vocabulary that we will use includes:

- Film and analytical terms such as personaje, escena, tema, simbolismo, director, técnica cinematográfica
- Vocabulary related to family, identity, memory and society
- Complex structures for expressing evaluation and critical judgement
- Language for structuring essays and arguments

You could learn more about this topic by:

- Watching *Volver* again in Spanish and analysing key scenes
- Researching the work of Pedro Almodóvar and his style
- Reading reviews and critical interpretations of the film
- Exploring other Spanish-language films with similar themes



Year 13 Spanish: Volver

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Essay writing tasks based on exam-style questions
- Analytical paragraphs focusing on key scenes and themes
- Speaking activities and discussions about the film



Year 13 Spanish: La casa de Bernarda Alba

Learning about this topic is important because: It will enable you to develop your understanding of one of the set texts for A-Level Spanish. Through studying *La casa de Bernarda Alba*, you will explore themes such as authority, repression, honour, gender roles and freedom, while developing the analytical and essay-writing skills required for Paper 2.

This builds on:

- Introduction to the text in Year 12, including plot overview and key events
- Initial exploration of the main characters and themes
- Experience of literary analysis through KS4 and Year 12 reading activities
- Development of essay-writing and discussion skills through thematic units

This leads to:

- Advanced study of the text, exploring themes and characters in greater depth and refining literary analysis
- Independent critical analysis and evaluation of literary texts
- Development of the ability to analyse literature and write a clear and logical essay in Spanish

We will learn:

- About the central themes of authority, repression, honour, freedom and gender roles
- How Lorca uses symbolism and dramatic techniques to convey meaning
- How key characters develop and represent different ideas within the play
- How to interpret and evaluate different viewpoints about the text
- How to support arguments using evidence from the play

We will develop/practise skills including:

- Analysing characters, themes and dramatic techniques
- Developing structured literary essays in Spanish
- Selecting and integrating relevant textual evidence
- Using literary terminology accurately
- Expressing and justifying personal interpretations
- Building topic-specific vocabulary related to literature and analysis
- Participating in discussion about literary themes and social issues

Some of the vocabulary that we will use includes:

- Literary terms such as tema, caracterización, argumento, escena, simbolismo, drama, interpretación
- Vocabulary relating to honour, repression, freedom, authority and gender roles
- Complex structures for expressing evaluation and critical judgement
- Reference to tense formation, subordinate clauses and the subjunctive

You could learn more about this topic by:

- Reading summaries and background information on Federico García Lorca and his works
- Watching stage productions or adaptations of *La casa de Bernarda Alba*
- Exploring literary analysis resources for Spanish A-Level texts
- Reading reviews and interpretations of the play from different perspectives



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:



Year 13 Spanish: La casa de Bernarda Alba

Speaking activities based on the text
Past paper essay activities



Year 13 Spanish: Independent Research Project

Learning about this topic is important because: It will enable you to successfully complete the Individual Research Project (IRP), which forms part of Paper 3 of the A-Level Spanish examination. Through this unit, you will develop your ability to research a topic independently, present your findings clearly and engage in a spontaneous and detailed discussion in Spanish. This requires a high level of linguistic accuracy, depth of knowledge and critical thinking.

This builds on:

- Year 12 introduction to the IRP, including selecting a topic and developing research and presentation skills
- Development of speaking skills across a range of themes, including expressing and justifying opinions
- Experience of discussing social, cultural and political issues in Spanish
- Increasing confidence in using a range of tenses and more complex grammatical structures

This leads to:

- Success in Paper 3 of the A-Level Spanish examination
- Ability to present and defend a well-informed and analytical viewpoint in extended discussion
- Greater independence in learning and use of Spanish
- Development of transferable skills including research, analysis and communication

We will learn:

- How to refine and develop a focused research question
- How to select, evaluate and synthesise information from a range of Spanish-language sources
- How to structure and deliver a clear and well-organised presentation
- How to express and justify complex ideas accurately and fluently in Spanish
- How to respond to unpredictable questions and develop answers in depth

We will develop/practise skills including:

- Independent research and critical selection of sources
- Structuring and delivering a fluent and coherent presentation
- Using a wide range of vocabulary and complex grammatical structures accurately
- Responding spontaneously and confidently to questions
- Evaluating different viewpoints and forming independent judgements

Some of the vocabulary that we will use includes:

- Language for expressing and evaluating opinions (en mi opinión, considero que, desde mi punto de vista)
- Phrases for structuring arguments (por un lado... por otro..., sin embargo, no obstante)
- Complex structures for expressing hypothesis, evaluation and critical judgement

You could learn more about this topic by:

- Exploring Spanish-language news websites, podcasts and documentaries
- Reading articles, reports or academic texts related to your chosen topic
- Watching interviews, debates or documentaries in Spanish
- Practising presentations and discussions independently



Year 13 Spanish: Independent Research Project

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Final IRP presentation
- Question-and-answer discussion based on the chosen topic
- Practice speaking assessments in exam conditions