

Scheme of work

This resource provides suggested schemes of work for teaching our new AS and A-level Spanish specification (7691, 7692). It provides an overview of content and assessment criteria. It also helps to plan and schedule your teaching for year 12 and 13.

The French, German and Spanish suggested schemes of work show different possible approaches to teaching the courses. We recommend that you compare these approaches to decide which is most appropriate for your students. This resource is editable so that you can create your own scheme using the ones provided as a starting point.

Content

See the specification for an outline of the course content. Both years divide into three elements (divided into three subthemes with three aspects each):

Social issues and trends

Aspects of Hispanic society

* Los valores tradicionales y modernos
  + Los cambios en la familia
  + Actitudes hacia el matrimonio/el divorcio
  + La influencia de la iglesia católica
* El ciberespacio
  + La influencia de Internet
  + Las redes sociales: beneficios y peligros
  + Los móviles inteligentes en nuestra sociedad
* La igualdad de los sexos
  + La mujer en el mercado laboral
  + El machismo y el feminismo
  + Los derechos de los gays y las personas transgénero

Multiculturalism in Hispanic society

* La Inmigración
  + Los beneficios y los aspectos negativos
  + La inmigración en el mundo hispánico
  + Los indocumentados - problemas
* El Racismo
  + Las actitudes racistas y xenófobas
  + Las medidas contra el racismo
  + La legislación anti-racista
* La Convivencia
  + La convivencia de culturas
  + La educación
  + Las religiones

Political and artistic culture

Artistic culture in the Hispanic world

* La influencia de los ídolos
  + Cantantes y músicos
  + Estrellas de televisión y cine
  + Modelos
* La identidad regional en España
  + Tradiciones y costumbres
  + La gastronomía
  + Las lenguas
* El patrimonio cultural
  + Sitios turísticos y civilizaciones prehispánicas (Machu Picchu, la Alhambra)
  + Arte y arquitectura
  + El patrimonio musical y su diversidad

Aspects of political life in the Hispanic world

* Jóvenes de hoy, ciudadanos de mañana
  + Los jóvenes y su actitud hacia la política : activismo o apatía
  + El paro entre los jóvenes
  + Su sociedad ideal
* Monarquías y dictaduras
  + La dictadura de Franco
  + La evolución de la monarquía en España
  + Dictadores latinoamericanos
* Movimientos populares
  + La efectividad de las manifestaciones y las huelgas
  + El poder de los sindicatos
  + Ejemplos de protestas sociales (El 15-M, las madres de la Plaza de Mayo)

Works

* one work for AS
* a total of two works for A-level.

Planning

Phases of learning – year 12

Phase 1

For the first two years of teaching new specification, students will need to gain new skills, different from GCSE, which focused on controlled assessment. We recommend these teaching steps:

* separate writing and speaking from memorising and learning by heart
* grammar learning for writing and speaking
* grammar programme links with the new specification thematic aspects

Phase 2

Introduction to reading and listening skills developed through theme-related texts and materials. There is also study of either a film or a book.

Framework for developing:

* vocabulary
* comprehension skills, including summary-writing
* essay-writing skills in the context of the chosen work
* speaking skills
* translation skills, both from and into the target language.

Phase 3

Year 12 programme offers two directions:

* 1. catering for the students entered for AS assessment at the end of year 12, provides thorough exam preparation
  2. catering for students by-passing this assessment and working towards the full 2 year A-level.

Phases of learning – year 13

Phases 1 and 2

Practice in:

* speaking
* comprehension skills
* transfer of meaning skills linked to the themes in the second year programme.

Both phases provide framework for the study of the second work and the essay-writing assessment. The two phases have been separated based on different allocation of weekly contact time.

Phase 3

Teaching-time devoted to the independent research carried out by the students. The research task is a significant part of speaking assessment.

Phase 4

Intensive practice of assessment and exam skills and tasks.

Scheduling phases  year 12 and 13

Year 12

| Time | Phase | Content |
| --- | --- | --- |
| September – October half-term | Phase 1: intensive grammar programme linked to thematic content. | * Aspects of Hispanic society: social issues and trends * Artistic culture in the Hispanic world |
| November – February half-term | Phase 2: development of all skills through theme-linked teaching and learning. | * Aspects of Hispanic society: social issues and trends * Artistic culture in the Hispanic world * Chosen film or book |
| February – study leave  (for those taking AS exams) | Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. | Content focus according to assessment tasks:   * essay-writing on book or film * speaking and stimulus cards * reading, listening and translation according to sub-themes and aspects. |
| February – end of year  (for those by-passing AS or taking AS en route to A-level exams) | Phase 3b: 'top up’ teaching on film or book for A-level needs.  Developing skills in speaking, essay writing, listening, reading and translation into and from target language.  Explore independent research possibilities. | Transition between year 12 work (sub-themes) and year 13. |

Year 13

| Time | Phase | Content |
| --- | --- | --- |
| September – October | Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work. | * Aspects of Hispanic society: social issues and trends * Aspects of political life in the Spanish-speaking world * Study of second work. |
| October – December | Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues. | * Aspects of Hispanic society: social issues and trends. * Aspects of political life in the Spanish-speaking world. * Study of second work. |
| January – March | Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking). | The content and skills aspects of the A-level course are now completed. |
| March – study leave | Phase 4: intensive and comprehensive exam preparation. | All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams. |

Teaching time and staffing

Suggested schemes of work have been prepared for the following teaching time:

* Weekly contact time for both AS and A-level: 5 hours per week
* Number of weeks for AS course prior to study leave: 30 weeks
* Number of weeks for A-level course in year 12: 35 weeks
* Number of weeks for A-level course in year 13: 30 weeks

Two teachers

Two teachers will share the teaching of the group:

* Teacher A - 3 hours contact time
* Teacher B - 2 hours contact time.

One teacher

One teacher will be teaching the group the whole of the 5 hours.

Co-teaching

The essay questions on the films and books have different requirements at AS and A-level. One possible method of dealing with this is to co-teach AS and A-level students to AS level, and then, after AS students have finished year 12, ‘top up’ the remaining A-level students.

Assessment

Time allocated to the various demands of the course reflects the weightings given to the different assessments or examinations. Assessment has been divided into 2 main areas for the AS course and 3 main areas for the A-level course:

AS:

* + - 1. Essay writing skills and the study of the work (film or book)  17.5%
      2. All other skills  82.5%

A-level:

* + - 1. Essay writing skills and the study of 2 works (film + book or 2 books)  20%
      2. All other skills  80% (including the research project)
      3. Time needed to support and oversee independent research project for the speaking assessment

Assessment of cultural knowledge

Students will not be expected to rely on any particular cultural knowledge in comprehension tasks. However, they are assessed on some new features in the listening and reading, such as summary writing and a return to quality of language.

In the speaking test (AO4) students demonstrate what they know of the culture and society whose language they have studied. In the essays on films and books, they will be assessed on the knowledge of the films and books as AO4. Sub-themes and their aspects provide a framework for developing and extending lexical and grammatical knowledge.

Schemes of work

Themes and grammar

In these schemes of work, we recommend to have a verb or vocabulary test every week.

Year 12  co-teaching AS and A-level

| Phase | Theme | Grammar |
| --- | --- | --- |
| Phase 1 (6 weeks in total):  weeks 16 | Grammar revision and new grammar - grammar sessions are linked to the sub-themes within the themes of social trends and artistic culture. | Revision of the grammatical material: nouns, articles, adjectives, use of tenses (regular and most common irregular forms), pronouns, adverbs, prepositions, personal ‘a' |
| Phase 2 (18 weeks in total):  Weeks 79 | * El ciberespacio   + La influencia de Internet   + Las redes sociales: beneficios y peligros   + Los móviles inteligentes en nuestra sociedad | * Present tense/present continuous tense * Uses of ser and estar * Adjectives  comparative and superlative |
| Phase 2:  weeks 1011 | * Los valores tradicionales y modernos   + Los cambios en la familia   + Actitudes hacia el matrimonio/el divorcio   + La influencia de la iglesia católica | * Imperfect/imperfect continuous tense * Preterite tense |
| Phase 2:  weeks 1215 | Study of film or text. | * Future and conditional tense * Demonstrative (*e*g este, ese, aquel) adjectives * Possessive adjectives (eg mi/mío) |
| Phase 2:  weeks 1617 | * La igualdad de los sexos   + La mujer en el mercado laboral   + El machismo y el feminismo   + Los derechos de los gays y las personas transgénero * One lesson a week is dedicated to study of film or text | * Perfect, pluperfect, future perfect and conditional perfect * Indefinite adjectives (eg alguno, ninguno, cualquiera, etc) |
| Phase 2:  weeks 1819 | * La influencia de los ídolos   + Cantantes y músicos   + Estrellas de televisión y cine   + Modelos * One lesson a week is dedicated to study of film or text | * Use of the passive voice * Use of direct and indirect object pronouns |
| Phase 2:  weeks 2021 | * La identidad regional en España   + Tradiciones y costumbres   + La gastronomía   + Las lenguas * One lesson a week is dedicated to study of film or text | * Use of the subjunctive * Numerals |
| Phase 2:  weeks 2224 | * El patrimonio cultural   + Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc   + Arte y arquitectura   + El patrimonio musical y su diversidad * One lesson a week is dedicated to study of film or text | * Use of the subjunctive (continued) * The imperative |
| Phase 3a (6 weeks in total):  weeks 2530 | * Intensive practice of skills for exam and assessment: speaking. * Intensive practice of essay-writing skills. | |

Year 12 – A-level only

| Phase | Theme | Grammar |
| --- | --- | --- |
| Phase 1 (6 weeks in total):  weeks 16 | Grammar revision and new grammar  grammar sessions are linked to the sub-themes within the themes of social trends and artistic culture | Revision of the grammatical material needed for learners to begin to perform more independently and autonomously in speaking and writing: nouns, articles, adjectives, use of tenses (regular and most common irregular forms), pronouns, adverbs, prepositions, personal ‘a’ |
| Phase 2 (18 weeks in total):  weeks 79 | * El ciberespacio   + La influencia de Internet   + Las redes sociales: beneficios y peligros   + Los móviles inteligentes en nuestra sociedad | * Present tense/present continuous tense * Uses of ser and estar * Adjectives  comparative and superlative |
| Phase 2:  weeks 1011 | * Los valores tradicionales y modernos   + Los cambios en la familia   + Actitudes hacia el matrimonio/el divorcio   + La influencia de la iglesia católica | * Imperfect/imperfect continuous tense * Preterite tense |
| Phase 2:  weeks 12-15 | * Study of film or text | * Future and conditional tense * Demonstrative (eg este, ese, aquel) * Possessive adjectives (eg mi mío) |
| Phase 2:  weeks 1617 | * La igualdad de los sexos * La mujer en el mercado laboral * El machismo y el feminismo * Los derechos de los gays y las personas transgénero * One lesson a week is dedicated to study of film or text | * Perfect, pluperfect, future perfect and conditional perfect * Indefinite adjectives (eg alguno, ninguno, cualquiera) |
| Phase 2:  weeks 1819 | * La influencia de los ídolos * Cantantes y músicos * Estrellas de televisión y cine * Modelos * One lesson a week is dedicated to study of film or text | * Use of the passive voice * Use of direct and indirect object pronouns |
| Phase 2:  weeks 2021 | * La identidad regional en España * Tradiciones y costumbres * La gastronomía * Las lenguas * One lesson a week is dedicated to study of film or text | * Use of the subjunctive * Numerals |
| Phase 2:  weeks 2224 | * El patrimonio cultural * Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc. * Arte y arquitectura * El patrimonio musical y su diversidad * One lesson a week is dedicated to study of film or text | * Use of the subjunctive (continued) * The imperative |
| Phase 3b (11 weeks in total):  weeks 2535  Students by-passing AS or taking AS en route to A-level exams | * Continuation of phase 2 skills development. * Action-planning and study skills for independent research project. * 'Top up' on film or book for A-level needs. | |

Year 13

| Phase | Theme | Grammar |
| --- | --- | --- |
| Phase 1 (7 weeks in total):  weeks 13 | * La Inmigración   + Los beneficios y los aspectos negativos   + La inmigración en el mundo hispánico   + Los indocumentados - problemas | * Revision of common indicative tenses: present, imperfect, preterite, future, conditional, compound tenses * Revision of nouns, adjectives, adverbs and prepositions. * Revision of pronouns. |
| Phase 1: weeks 45 | * El Racismo   + Las actitudes racistas y xenófobas   + Las medidas contra el racismo   + La legislación anti-racista |
| Phase 1:  weeks 67 | * La Convivencia   + La convivencia de culturas   + La educación   + Las religiones |
| Phase 2 (8 weeks in total):  weeks 89 | * Jóvenes de hoy, ciudadanos de mañana   + Los jóvenes y su actitud hacia la política : activismo o apatía   + El paro entre los jóvenes   + Su sociedad ideal | Revision of the present and perfect subjunctive tenses. |
| Phase 2:  weeks 1013 | Study of set text or film. | The imperfect and pluperfect subjunctive. |
| Phase 2:  weeks 1415 | * Movimientos populares   + La efectividad de las manifestaciones y las huelgas   + El poder de los sindicatos   + Ejemplos de protestas sociales (eg El 15-M, las madres de la Plaza de Mayo) | Use of the subjunctive in conditional sentences. |
| Phase 3 (9 weeks in total):  weeks 1618 | * Monarquías y dictaduras * La dictadura de Franco * La evolución de la monarquía en España * Dictadores latinoamericanos | * Use of the subjunctive (further work) * Revision of the passive voice |
| Phase 3:  weeks 1921 | * Revision of year 1 work * Essay writing * Supporting students in independent research | Consolidation of all grammar through:   * essay writing * speaking activities * translations * reading and listening activities |
| Phase 3:  weeks 2224 | * Further work on year 2 work * Essay writing * Supporting students in independent research |
| Phase 4 (6 weeks in total):  weeks 2530 | Intensive practice of skills for exam and assessment:   * speaking with stimulus card * independent research outcomes   Intensive practice of essay-writing skills. |

Two teachers

Year 12 – co-teaching AS and A-level

| Phase | Teacher A: lesson 13 | | Teacher B: lesson 12 | Time allocation |
| --- | --- | --- | --- | --- |
| Phase 1:  6 weeks | All lessons in this phase are given over to a grammar revision and new grammar focus targeted specifically at writing and speaking skills. These grammar slots form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture. | | | 30 hours towards assessment are divided equally between essay-writing skills and other skills. |
| Phase 2:  18 weeks | Through the thematic aspects linked to social trends teacher A develops:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | Teacher A provides the programme for the study of the year 12 film or book which supports the development of essay-writing skills. | Through the thematic aspects linked to artistic culture teacher B develops:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | 18 x 2 hours for teacher A and 18 x 2 hours for teacher B - 72 hours for the development of all skills other than essay-writing.  18 hours for essay-writing and the study of the work. |
| Phase 3a:  6 weeks  Students taking AS exams | Intensive practice of skills for exam and assessment: speaking. Independent study allows to target different needs of AS and A-level learners. | Intensive practice of essay-writing skills | Intensive practice of skills for exam and assessment: speaking. Independent study allows to target different needs of AS and A-level learners. | 24 hours across two teachers to all other skills.  6 hours allocated to essay-writing. |
| Essay as % of total time: 26%  Other skills as % of total time: 74% | | | | |

Year 12 – A-level only

| Phase | Teacher A: lesson 13 | | Teacher B: lesson 12 | Time allocation |
| --- | --- | --- | --- | --- |
| Phase 1:  6 weeks | Grammar revision and new grammar to develop writing and speaking skills. These grammar slots form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture. | | | 30 hours towards assessment are divided equally between essay-writing skills and other skills. |
| Phase 2:  18 weeks | Through the thematic aspects linked to social trends teacher A develops:   * listening and reading  comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | Teacher A provides the programme for the study of the year 12 film or book which supports the development of essay-writing skills. | Through the thematic aspects linked to artistic culture teacher B develops:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | 18 x 2 hours for teacher A and 18 x 2 hours for teacher B  72 hours for the development of all skills other than essay-writing.  18 hours for essay-writing and study of the work. |
| Phase 3b  Students by-passing AS or taking AS en route to A-level exams | Continuation of phase 2 skills development.  Action-planning and study skills for independent research project | Action-planning and study skills for independent research project.  'Top up' on film or book for A-level needs. | Continuation of phase 2 skills development. | 11 x 2 hours  22 hours for the development of all skills other than essay-writing.  11 hours added to essay-writing skills.  22 hours for effective programme of study skills, action planning and initial research for the independent research project. |

Year 13

| Phase | Teacher A: lesson 13 | | Teacher B: lesson 12 | Time allocation |
| --- | --- | --- | --- | --- |
| Phase 1:  7 weeks | Through the thematic aspects linked to social issues teacher A develops:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | Teacher A provides the programme for the study of the year 13 film or book which supports the development of essay-writing skills.  If a film has been studied in the first year of the course, a book must be studied in the second year. | Political life: through the thematic aspects linked to political life Teacher B develops:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | 14 hours for study of the second work. This allows the teacher and students to make rapid progress in this early stage in the year.  21 hours are spent on the social and political sub-themes; more time is given to political subjects as this is a new thematic area. |
| Phase 2:  8 weeks | Social issues: as for phase 1 | Work 2: as for phase 1 | Political life: as for phase 1 | 32 hours for skills other than essay-writing.  8 hours allocated to essay writing-skills. |
| Phase 3:  9 weeks | Social issues: as for phases 1 and 2  Lesson 2: supporting students in independent research. | Work 2: as for phases 1 and 2  Revision of work 1 for essay writing | Political life: as for phases 1 and 2 | 18 hours for skills other than essay-writing.  18 hours for essay-writing allows completing year 13 work and revising year 12 work.  9 hours for supporting students in preparing their research knowledge for speaking. |
| Phase 4:  6 weeks | Intensive practice of skills for exam and assessment: speaking with stimulus card and independent research outcomes. | Intensive practice of essay-writing skills. | Intensive practice of skills for exam and assessment:   * speaking with stimulus card * independent research outcomes. | 24 hours for exam practice in skills other than essay-writing skills  6 hours for test essay writing practice. |
| Essay writing as % of total time = 28%  Other skills as % of total time = 72% | | | | |

One teacher

Year 12  co-teaching AS and A-level

| Phase | Lesson | | Time allocation |
| --- | --- | --- | --- |
| Phase 1: 6 weeks | Grammar revision and new grammar to develop writing and speaking skills. These grammar sessions form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture. | | 30 hours towards assessment are divided equally between essay-writing skills and other skills. |
| Phase 2: 18 weeks | Dedicate 23 weeks to each of the topics in Aspects of Hispanic society (social issues and trends) and Artistic culture in the Hispanic world. Develop:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | Start the study of the year 12 film or book 23 weeks before the Christmas break. Dedicate the next 4 weeks to this.  From January onwards dedicate one lesson a week to:   * develop the essay writing skills * study the film or book. | 18 hours x 5  90 hours in total for the development of all skills. |
| Phase 3a:  6 weeks  Students taking AS exams | Intensive practice of skills for exam and assessment: speaking.  Independent study allows to target different needs of AS and A-level learners. | Intensive practice of essay-writing skills. | * 24 hours to all other skills. * 6 hours allocated to essay-writing. |

Year 12  A-level only

| Phase | Lesson | | Time allocation |
| --- | --- | --- | --- |
| Phase 1: 6 weeks | Grammar revision and new grammar focus targeted specifically at writing and speaking skills. These grammar slots form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture. | | 30 hours towards assessment are divided equally between essay-writing skills and other skills. |
| Phase 2: 18 weeks | Dedicate 23 weeks to each of the topics in Aspects of Hispanic society (social issues and trends) and Artistic culture in the Hispanic world. Develop:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | Start the study of the year 12 film or book 23 weeks before the Christmas break. Dedicate the next 4 weeks to this.  From January onwards dedicate one lesson a week to:   * develop the essay writing skills * study the film or book. | 18 hours x 5  90 hours in total for the development of all skills. |
| Phase 3b:  11 weeks  Students by-passing AS or taking AS en route to A-level exams | * Continuation of phase 2 skills development * Action-planning and study skills for independent research project. * 'Top up' on film or book for A-level needs. | | * 11 x 2 hours  22 hours for the development of all skills other than essay-writing * 11 x 1 hour  essay-writing skills * 11 x 2  22 hours to an effective programme of study skills, action planning and initial research for the independent research project. |

Year 13

| Phase | Lesson | | Time allocation |
| --- | --- | --- | --- |
| Phase 1:  7 weeks | Through the thematic aspects linked to social issues develop:   * listening and reading comprehension skills * vocabulary and grammar * speaking skills based on stimulus cards * translation into and from the target language * summary writing. | | 35 hours  the social subthemes. |
| Phase 2:  8 weeks | Aspects of Political life in the Hispanic world: as for phase 1. | Start the study of the year 13 book the week after October half term. Dedicate the next 4 weeks to this.  If a film has been studied in the first year of the course, a book must be studied in the second year. | * 20 hours  the study of the second work. This is to enable the teacher and students to make rapid progress in this early stage in the year. * 20 hours  the political subthemes. As this is a new thematic area, it will continue in phase 3. |
| Phase 3:  9 weeks | Aspects of Political life in the Hispanic world: as for phases 1 and 2 | * Revision of work 1 for essay writing. * Supporting students in independent research. | * 18 hours for skills other than essay-writing. * 18 hours for essay-writing allows completing year 13 work and revising year 12 work. * 9 hours for supporting students in preparing their research knowledge for speaking. |
| Phase 4:  6 weeks | Intensive practice of skills for examination and assessment purposes including speaking with stimulus card and independent research outcomes.  Intensive practice of essay-writing skills. | | * 24 hours for exam practice in skills other than essay-writing. * 6 hours for test essay-writing practice. |