

# SPANISH

**Exam Board:** AQA

## **Assessment method**

This qualification is linear so the students will sit all their exams at the end of the course. GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

**Exam Length**

- Listening exam: Foundation Tier 35 minutes, Higher Tier 45 minutes. Each exam includes 5 minutes reading time.
- Reading exam: Foundation Tier 45 minutes, Higher Tier 1 hour.
- Writing exam: Foundation Tier 1 hour, Higher Tier 1 hour 15 minutes.
- Foundation Tier 7-9 minutes, Higher Tier 10-12 minutes; 12 minutes preparation time is added to these timings.

## **Breakdown of each unit**

### **Paper 1: Listening** (exam 25% of GCSE)

Students are assessed on their understanding and responding to different types of spoken language.

Foundation Tier and Higher Tier:

- Section A- questions in English, to be answered in English or non-verbally.
- Section B – questions in Spanish, to be answered in Spanish or non-verbally.

### **Paper 2: Speaking** (Non-exam assessment 25% of GCSE)

Students are assessed on their communication and interaction in speech for a variety of purposes. There are three sections to be conducted in the following order: Role-play, Photo-card and General Conversation. The format for Foundation Tier and Higher tier is the same but with different stimulus questions for the Photo card and the Role-play.

- Role-play - 2 minutes at Foundation Tier; 2 minutes at Higher Tier.
- Photo card - 2 minutes at Foundation Tier; 3 minutes at Higher Tier.
- General conversation – 3-5 minutes at Foundation Tier; 5-7 minutes at Higher Tier.

### **Paper 3: Reading** (25% of GCSE)

Students are assessed on their understanding and responding to different types of written language.

Foundation Tier and Higher tier-

- Section A questions in English, to be answered in English or non-verbally.
- Section B- questions in Spanish, to be answered in Spanish or non-verbally.
- Section C –translation from Spanish into English (a minimum of 35 at Foundation Tier and 50 words at Higher Tier).

### **Paper 4: Writing** (25% of GCSE)

Students are assessed on their ability to communicate in writing for a variety of purposes. For foundation Tier: the student produces four sentences in response to a photo; student writes a four piece of continuous text in response to four bullet points approximately 40 words; a translation from English into Spanish, minimum 35 words; student responds to four compulsory detailed bullet points producing approximately 90 words, and there is a choice of two questions. For Higher Tier: student responds to four compulsory detailed bullet points, producing approximately 90 words, with a choice of two questions; student responds to two compulsory detailed bullet points producing approximately 150 words with a choice of two questions; a translation from English into Spanish.

## **AQA theme list:**

Theme 1: Identity and culture

- Topic 1: Me, my family and friends. (Relationships with family and friends; marriage/partnership)
- Topic 2: Technology in everyday life. (Social media; mobile technology)
- Topic 3: Free-time activities. (Music; cinema and TV; food and eating out; sport)
- Topic 4: Customs and festivals in Spanish-speaking countries/communities



Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues. (Charity/voluntary work; healthy/unhealthy living)
- Topic 3: Global issues. (The environment; poverty/homelessness)
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Overlap with other subjects: A number of the topics available in all three themes clearly link to other disciplines such as Geography, Sociology, Physical Education and Film and Media Studies.

**Teaching Staff**

María del Carmen Torres

# SPANISH

## Programme of Study

<p><b>Autumn Term 1</b></p> <p>My studies</p> <ul style="list-style-type: none"> <li>• Talking about your studies</li> <li>• Talking about your school</li> </ul> <p>Grammar focus Revision of present, past and future tenses. Using imperative and present perfect. Using the personal a. Desde hace + present perfect</p> <p>Assessment A baseline assessment will be given at the beginning of the year to test pupils' knowledge of Spanish. Ongoing assessment through observation of students' work. End of Term Assessment: Writing, speaking, listening, reading and translation.</p>	<p><b>Autumn Term 2</b></p> <p>Life at school and college</p> <ul style="list-style-type: none"> <li>• Talking about school rules and uniform</li> <li>• Talking about the good and bad aspects of school</li> </ul> <p>Grammar focus Revising se debe, hay que, tener que. Using debería ser, debería haber.</p> <p>Assessment Progress is traced through ongoing assessment of skills via worksheets and observation of speaking tasks, reading and writing tasks. End of Term Assessment: Writing, speaking, listening, reading and translation.</p>
<p><b>Spring Term 3</b></p> <p>Education post-1</p> <ul style="list-style-type: none"> <li>• Discussing choices at 18: work or university?</li> <li>• Talking about the benefits of higher education</li> </ul> <p>topics in preparation for the examination Grammar focus The present subjunctive after expressions of time. Using lo que and lo + adjective Assessment Progress is traced through ongoing assessment of skills via worksheets and observation of speaking tasks, reading and writing tasks. End of Term Assessment: Writing, speaking, listening, reading and translation</p>	<p><b>Spring Term 4</b></p> <p>Jobs, career choices and ambitions</p> <ul style="list-style-type: none"> <li>• Looking for and applying for jobs</li> <li>• Talking about the ideal job</li> </ul> <p>topics in preparation for the examination Grammar focus Using a variety of tenses. The present subjunctive in hypothetical situations. Forming and using the past continuous. Assessment Progress is traced through ongoing assessment of skills via worksheets and observation of speaking tasks, reading and writing tasks End of Term Assessment: Writing, speaking, listening, reading and translation</p>
<p><b>Summer Term 5</b></p> <p>Thorough revision of all grammar and topics and preparation for the examination.</p>	

