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| **Personalised Learning Checklist – A Level Spanish AQA**  **A\* Subject Knowledge: Themes and Sub-Themes** | | | | | | | | | |
| **Aspects of Hispanic society**  **(in relation to any Spanish-speaking country or countries)** | | | | | | | | | |
| **Identify themes and sub-themes which you need to improve and perfect. Indicate your level of proficiency in each skill based on A\* assessment criteria with ↑→↓** | | **Speaking** | | **Reading**  **And**  **listening** | **Translating into English** | | **Translating And Summarising into Spanish** | | |
| • **Modern and traditional values** (Los valores tradicionales y modernos) | |  | |  |  | |  | | |
| • Los cambios en la familia | |  | |  |  | |  | | |
| • Actitudes hacia el matrimonio/el divorcio | |  | |  |  | |  | | |
| • La influencia de la Iglesia Católica | |  | |  |  | |  | | |
| • **Cyberspace** (El ciberespacio) | |  | |  |  | |  | | |
| • La influencia de internet | |  | |  |  | |  | | |
| • Las redes sociales: beneficios y peligros | |  | |  |  | |  | | |
| • Los móviles inteligentes en nuestra sociedad | |  | |  |  | |  | | |
| • **Equal rights** (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**  **(in relation to any Spanish-speaking country or countries)** | | | | | | | | | |
| • **Immigration** (La inmigración) | |  | |  |  | | | |  |
| • Los beneficios y los aspectos negativos | |  | |  |  | | | |  |
| • La inmigración en el mundo hispánico | |  | |  |  | | | |  |
| • Los indocumentados - problemas | |  | |  |  | | | |  |
| **• Racism** (El racismo) | |  | |  |  | | | |  |
| • Las actitudes racistas y xenófobas | |  | |  |  | | | |  |
| • Las medidas contra el racismo | |  | |  |  | | | |  |
| • La legislación anti-racista | |  | |  |  | | | |  |
| • **Integration** (La convivencia) | |  | |  |  | | | |  |
| • La convivencia de culturas | |  | |  |  | | | |  |
| • La educación | |  | |  |  | | | |  |
| • Las religiones | |  | |  |  | | | |  |
| **Artistic Culture in the Hispanic world**  **(in relation to any Spanish-speaking country or countries)** | | | | | | | | | |
| **• Modern day idols** (La influencia de los ídolos) | |  | |  |  | | |  | |
| • Cantantes y músicos | |  | |  |  | | |  | |
| • Estrellas de televisión y cine | |  | |  |  | | |  | |
| • Modelos | |  | |  |  | | |  | |
| • Spanish regional identity (La identidad regional en España) | |  | |  |  | | |  | |
| • Tradiciones y costumbres | |  | |  |  | | |  | |
| • La gastronomía | |  | |  |  | | |  | |
| **Identify themes and sub-themes which you need to improve and perfect. Indicate your level of proficiency in each skill based on A\* assessment criteria with ↑→↓** | | **Speaking** | | **Reading**  **And**  **listening** | **Translating into English** | | | **Translating And Summarising in Spanish** | |
| • Las lenguas | |  | |  |  | | |  | |
| • **Cultural heritage** (El patrimonio cultural) | |  | |  |  | | |  | |
| • Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc | |  | |  |  | | |  | |
| • Arte y arquitectura | |  | |  |  | | |  | |
| • El patrimonio musical y su diversidad | |  | |  |  | | |  | |
| **Aspects of political life in the Hispanic world**  **(in relation to any Spanish-speaking country or countries)** | | | | | | | | | |
| **• Today’s youth, tomorrow’s citizens** (Jóvenes de hoy, ciudadanos del mañana) | |  | |  |  |  | | | |
| • Los jóvenes y su actitud hacia la política : activismo o apatía | |  | |  |  |  | | | |
| • El paro entre los jóvenes | |  | |  |  |  | | | |
| • Su sociedad ideal | |  | |  |  |  | | | |
| **• Monarchies and dictatorships** (Monarquías y dictaduras) | |  | |  |  |  | | | |
| • La dictadura de Franco | |  | |  |  |  | | | |
| • La evolución de la monarquía en España | |  | |  |  |  | | | |
| • Dictadores latinoamericanos | |  | |  |  |  | | | |
| • **Popular movements** (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, …) | |  | |  |  |  | | | |
| Themes and sub-themes will be assessed in:  Paper 1: Listening, reading and writing (including translations Spanish to English and English to Spanish)  Paper 3: Speaking -Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes). You will study the card for 5 minutes at the start of the test (25 marks).  The choice of works (literary texts and films) offers opportunities to link with the themes in Paper 2. | | | | | | | | | |
| Target | How?/Therapy | | When? | | | | | | |
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| **Personalised Learning Checklist**  **A\* Grammar Knowledge**  Identify grammar areas below which you need to master. Indicate your level of knowledge and proficiency with ↑→↓ | | | |
| **Grammar** | **Rate Dec** | **Rate Jan** | **Demonstrate**  **Detail piece of work where you demonstrate accurate use of this aspect of grammar.** |
| **Nouns:**  Gender  Singular and plural forms  Plural of male/female pairs (eg los Reyes) Affective suffixes (R) |  |  |  |
| **Articles:**  Definite and indefinite  El with feminine nouns beginning with stressed a (el agua) Lo + adjective |  |  |  |
| **Adjectives**:  Agreement  Position  Apocopation (eg gran, buen, mal, primer) Comparative and superlative (eg más fuerte; mejor, peor, mayor, menor)  Use of adjectives as nouns (eg una triste, la roja, las norteamericanas)  Demonstrative (eg este, ese, aquel) Indefinite (eg alguno, cualquiera, otro) Possessive (weak and strong forms) (eg mi/mío)  Interrogative and exclamatory (eg ¿cuánto?/¡cuánto!, etc, including use of ¿qué?/¡qué!)  Relative (cuyo) |  |  |  |
| **Numerals:**  Cardinal (eg uno, dos)  Ordinal 1 – 10 (eg primero, segundo) Agreement (eg cuatrocientas chicas) Expression of time and date |  |  |  |
| **Adverbs:**  Formation of adverbs in -mente Comparative and superlative (eg más despacio)  Use of adjectives as adverbs (eg rápido, claro)  Adjectives as equivalents of English adverbs (eg Salió contenta) |  |  |  |

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| **Grammar** | **Rate Dec** | **Rate Jan** | **Demonstrate**  **Detail piece of work where you demonstrate accurate use of this aspect of grammar.** |
| Interrogative (eg ¿cómo?, ¿cuándo?, ¿dónde?) |  |  |  |
| **Quantifiers/intensifiers** (eg muy, bastante, poco, mucho) |  |  |  |
| **Pronouns**  Subject  Object: direct and indirect; use of se for le(s); ‘redundant’ use of indirect object (eg Dale un beso a tu papá)  Reflexive  Unstressed/stressed forms (eg me/mí) Position and order  Relative (que, quien, el que, el cual) Demonstrative (este, ese, aquel; esto, eso, aquello)  Indefinite (eg algo, alguien)  Possessive (eg el mío, la mía).  Expression of possession by the use of the indirect object pronoun (Le rompió el brazo) must also be included.  Interrogative |  |  |  |
| **Verbs:**  Regular conjugations of -ar, -er and -ir verbs, including radical-changing (eg recordar/recuerdo, pedir/pido) and orthographic-changing (eg abrazar/abracé) verbs in all tenses and moods, finite and non-finite forms |  |  |  |
| Regular and irregular verbs, in all tenses and moods, finite and non-finite forms |  |  |  |
| Agreement of verb and subject |  |  |  |
| Use of hay que in all tenses |  |  |  |
| Tenses:  • present  • preterite  • imperfect  • future  • conditional  • perfect  • future perfect  • conditional perfect  • pluperfect. |  |  |  |
| Use of the infinitive, the gerund and the past participle |  |  |  |

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| **Grammar** | **Rate Dec** | **Rate Jan** | **Demonstrate**  **Detail piece of work where you demonstrate accurate use of this aspect of grammar.** |
| **Verbs continued:**  Verbal paraphrases and their uses:  These include but are not limited to the following:  • ir a + gerund  • estar + gerund  • acabar de + infinitive  • estar para + infinitive  • llevar + gerund • ir + gerund (R)  • venir + gerund (R). |  |  |  |
| Use of the subjunctive  Commands  Conditional sentences  After conjunctions of time  After para que, sin que In relative clauses  After other subordinating conjunctions  With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability |  |  |  |
| Sequence of tense in indirect speech and other subordinate clauses |  |  |  |
| Voice |  |  |  |
| Use of the reflexive as a passive (eg El puente se construyó para unir a las comunidades) |  |  |  |
| Use of the reflexive to express an impersonal subject (eg ¿Cómo se llega a la estación?) |  |  |  |
| Use of ser + past participle Use of estar + past participle |  |  |  |
| ‘Nuance’ reflexive verbs (eg caerse, pararse) |  |  |  |
| Modes of address (tú, usted; vos (R)) |  |  |  |
| Constructions with verbs |  |  |  |
| Verbs followed directly by an infinitive (eg querer, poder) |  |  |  |
| Verbs followed by a preposition plus an infinitive or noun phrase (eg insistir en, negarse a) |  |  |  |
| Verbs followed by a gerund (eg seguir) |  |  |  |
| Verbs of perception (eg Vi asfaltar la calle) Uses of ser and estar |  |  |  |

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| **Prepositions**  All prepositions, both simple (eg bajo) and complex (eg encima de)  ‘Personal’ a  Discrimination of por and para |  |  |  |
| **Conjunctions**  Coordinating conjunctions (eg y, o, pero) Subordinating conjunctions.  These include but are not limited to the following:  • cause (porque)  • purpose (para que) • proviso (con tal que) • supposition (a no ser que)  • time (cuando)  • concession (aunque).  Expression of concession other than by aunque (por muy adjective que, por mucho que) (R)  Use of que to introduce a clause (eg ¡Cuidado, que se va a quemar la tortilla!) |  |  |  |
| **Negation** |  |  |  |
| **Questions** |  |  |  |
| **Commands** |  |  |  |
| **Word order**  Subject following verb (Ha llegado el profesor; Me gustan las patatas) Focalisation (Tú ¿qué opinas?; A Cristiano lo odian) (R) |  |  |  |
| **Other constructions**  Time expressions with hace/hacía and desde hace/hacía  Cleft sentences (Fue en Madrid donde nos conocimos)  Comparative constructions.  These include but are not limited to the following:  • tan... como..., etc  • más... que..., etc.  Tiene más dinero de lo que creía (R) |  |  |  |
| **Indirect speech** |  |  |  |
| **Discourse markers** (eg Esque..., Por ejemplo, Ahora bien...) |  |  |  |
| **Fillers** (eg pues, bueno |  |  |  |

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| **Grammar Target** | **How?/Therapy** | **When?** |
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Paper 2: Writing

Choose one text and one film or two texts from the list set in the specification.

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| OPTION 1 | |
| Text 1: | Film: |
| OPTION 2 | |
| Text1: | Text 2 |

**Look at grade criteria for the top marks. Become familiar with the criteria and understand what it means.**

17 – 20 Excellent **critical** and **analytical** response to the question set. **Knowledge** of the text or film is consistently **accurate** and **detailed**. **Opinions**, views and **conclusions** are consistently **supported by** relevant and appropriate **evidence** from the text or film. The essay demonstrates excellent **evaluation of the issues, themes and the cultural and social contexts of the text or film** studied.

17 – 20 The language produced is **mainly accurate** with only **occasional minor errors.** The student shows a consistently **secure grasp of grammar** and is able to **manipulate complex language** accurately. The student uses a **wide range of vocabulary** appropriate to the context and the task.

**Look at the example essay questions on the AQA specimen material. Practise writing essays which include the elements in the descriptors. Remember you have 2 hours and this essay is worth 80 marks in total which is 20 % of A-level. Write at least 300 words.**

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| Target | How?/Therapy | When? |
|  | | |

**Individual research project**

**Presentation** (2 minutes) and **discussion** (9 – 10 minutes) of individual research project (35 marks).

This is **part** **2** of paper 3 (the speaking assessment) In **part 1** of paper 3 you will also have a discussion about sub-themes based on a stimulus card.

**What you must do!** 1- Identify a subject or a key question which is of interest to you and which relates to a country or countries where Spanish is spoken.

2-Select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills.

3-Demonstrate your ability to initiate and conduct individual research by analysing and summarising your findings, in order **to present and discuss them in the speaking assessment**.

**Look at level descriptors for the top marks. Become familiar with the level descriptors and grade criteria in the spec and understand what they mean.**

**Top level descriptor for the presentation**

**Thorough knowledge:** A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings.

**Top level descriptor for the discussion**

**Excellent level of performance:**

• The student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.

• Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge.

• Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions.

• Challenges from the examiner that perhaps call into question the validity of the student’s findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.

**Individual research project**

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| **Target** | **How/ Therapy** | **When?** |
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