

Subject: Spanish		Year Group: 12
<p>Term 1 Key Focus/Topic(s)</p> <p>Bridging the gap activities</p> <p>Introduction to assessment at A-Level including listening practice (using MP3s)</p> <p>Grammar – all tenses.</p> <p>Topic: Family/marriage/divorce</p>	<p>Term 2 Key Focus/Topic(s)</p> <p>Intro to study of film: Volver. Watch and make thematic notes</p> <p>Topic: Cyberworld/machismo and feminismo (All skills)</p> <p>Relevant speaking questions answered</p>	<p>Term 3 Key Focus/Topic(s)</p> <p>Topic focus – influencia de los ídolos/gastronomy</p> <p>Speaking question preparation</p> <p>Stimulus card practice</p>
<p>Term 1 Assessment Opportunities:</p> <p>Speaking question self/peer/teacher assessment - deep mark 1 (JB)</p> <p>Grammar/vocabulary testing</p> <p>Mini paragraph on a film - deep mark 1(JF)</p> <p>Translation test</p>	<p>Term 2 Assessment Opportunities:</p> <p>Progress exam: list/reading/translation - in depth assessment (JF)</p> <p>Speaking questions tested - i depth assessment (JB)</p> <p>Volver assessed paragraph.</p>	<p>Term 3 Assessment Opportunities:</p> <p>Assessment of speaking card (JB)</p> <p>Translation assessed</p> <p>Full Paper 2 essay – open book (JF)</p>
<p>Term 4 Key Focus/Topic(s)</p> <p>Consolidate Volver</p> <p>Topic: Cultural heritage/architecture/art</p>	<p>Term 5 Key Focus/Topic(s)</p> <p>Revision of all topics</p> <p>Remaining speaking questions prepped and revised</p> <p>Past paper technique</p>	<p>Term 6 Key Focus/Topic(s)</p> <p>Full mock</p> <p>Debrief</p> <p>Action plan for summer and Year 2</p> <p>Introduction to IRP and literature (paper 2)</p>
<p>Term 4 Assessment Opportunities</p> <p>Essay – no notes (JF)</p> <p>Speaking card</p> <p>Unit 1 past paper selected questions</p>	<p>Term 5 Assessment Opportunities</p> <p>Past paper practice (JF)</p> <p>Essay planning</p> <p>Speaking card (JB)</p>	<p>Term 6 Assessment Opportunities</p> <p>Mock exam (JF)</p> <p>Gap fill analysis</p> <p>Tailor made action plans assessed</p>

**Rationale:**

We aim to cover the Year 1 topics by the end of Term 4 so as to allow for plenty of consolidation and revision time. The Independent Research Project will not be started until Year 2 of study but students are encouraged to think about areas of interest towards the end of the year so that research may begin over the summer. The film is covered in Year 1 and the book in year 2 as it is felt that literature needs a more mature attitude and a greater command of vocabulary and grammar. By the end of the year students will have studied all grammar required by A-Level. This is demanding but we find that quick coverage followed by the second year of seeing grammar in context allows for constant consolidation.

**Evaluation:**

Much of the assessment carried out in Year 12 is past paper based – using AS materials to assess Year 1 topics and ensure things are not too challenging. Having said that in the summer mock we use a full A-Level Paper 1 and the film question from the A-Level exam of Paper 2. Speaking cards are also from the A Level set but use only Year 1 topics. This gives pupils a great insight into where they are now and how far they have to go to achieve their potential. Gap analysis of Paper 1 shows pupils where they have weakness and can allow them to select which question types they need extra practice on. Trips to Madrid or Malaga keep students mindful of the fact that learning Spanish is a lifelong skill that reaches far beyond the classroom!