CARSHALTON BOYS SPORTS COLLEGE

SPANISH — YEAR 12

Key Stage 5 | AQA A-level Spanish (7692) — Year 1 (AS Content) | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Spanish Matters

Our Vision

In Key Stage 5, the vision is to develop pupils into genuinely advanced linguists: fluent, analytical and culturally literate users of Spanish who can discuss abstract social issues, analyse literary and filmic texts, and conduct independent research.

Year 12 begins the AQA A-level Spanish course, opening with Los valores tradicionales y modernos, which extends naturally from GCSE Identity and Relationships into more abstract discussion of family, marriage and the Catholic Church. La igualdad de los sexos follows, before El ciberespacio is studied alongside the department's chosen film, El laberinto del fauno, and La influencia de los ídolos extends the theme of media and public figures. The year closes with El patrimonio cultural and La inmigración, alongside the introduction of the Independent Research Project (IRP).

Key Concepts This Year

- **Argument and Justification:** Every sub-theme requires pupils to construct a balanced argument with evidence, moving beyond GCSE-level opinion-giving into genuine critical debate.
- **Literary and Filmic Analysis:** Study of El laberinto del fauno requires pupils to analyse theme, character, symbolism and technique in the target language for the first time.
- **Independent Research:** The IRP, introduced this year, requires pupils to identify their own line of enquiry into an aspect of Hispanic society, culture or history.
- **Grammatical Range and Accuracy:** Pronouns, the future/conditional tenses and the present subjunctive are taught explicitly and applied across all sub-themes studied.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Los Valores Tradicionales y Modernos The 21st-century family, marriage/divorce attitudes, the Catholic Church's influence — imperfect, future and conditional tenses; end of unit test.	**La Igualdad de los Sexos** Women at work and in the home, machismo and feminism, LGBT rights — object/demonstrative/possessive pronouns, subjunctive; end of unit test.	**El Ciberespacio; El Laberinto del Fauno Begins** Internet influence, smartphones, social networks; film context, plot and key scenes begin — relative pronouns.	**La Influencia de los Ídolos** Singers/musicians, TV/film stars, fashion models — commands; exam skills (translation, summary); end of unit test.	**El Patrimonio Cultural; La Identidad Regional** Historical sites and civilisations, art and architecture, cultural diversity, regional identity and languages of Spain — end of unit test.	**La Inmigración; IRP Introduction** Benefits and drawbacks of immigration, undocumented migrants; consolidation of El laberinto del fauno; IRP research begins; Papers 2 and 3 skills.

A Spiral Curriculum GCSE grammar is extended to A-level depth this year: the full range of pronouns, the future and conditional tenses in combination, and an introduction to the present subjunctive, applied to more abstract sub-themes and to film study. In Year 13, the subjunctive is fully consolidated alongside a literary text and completion of the IRP.

Assessment Information

How Pupils Are Assessed	Formal Assessment by Unit
▸ Weekly vocabulary and grammar tests across each topic block ▸ Weekly news reports and translation/summary homework ▸ End of unit tests covering all four skills ▸ Ongoing essay and speaking practice, including presentations	▸ Los Valores Tradicionales y Modernos — end of unit test (speaking; all four skills) ▸ La Igualdad de los Sexos — end of unit test (all four skills) ▸ La Influencia de los Ídolos — end of unit test (speaking; all four skills) ▸ El Patrimonio Cultural / La Identidad Regional — end of unit test (speaking) ▸ La Inmigración / IRP Introduction — consolidation across Papers 1–3

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the department's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, evidence-referenced strength — never generic praise.	"Your use of the imperfect tense to describe what you used to do as a child is accurate and well-chosen."
A	Attainment Mark / Grade	State clearly where the pupil is performing against the AQA mark scheme or grade boundary.	"Your speaking response is currently a Grade 5. To reach Grade 7 you need a wider range of tenses and more justified opinions."
T	Target to Improve	One specific, actionable target only — never a list.	"Your next step is to include one example of the near future tense in your next written response."
H	How-To Instructions	Concrete, replicable, step-by-step guidance.	"(1) Conjugate ir in the present tense for the correct person; (2) add a; (3) add the infinitive verb."
S	Student Response	Pupils respond in writing or speech to the feedback, checked by the teacher.	Green-pen response rewriting the weak section and noting what to do differently next time.