CARSHALTON BOYS SPORTS COLLEGE

SPANISH — YEAR 13

Key Stage 5 | AQA A-level Spanish (7692) — Year 2 (A2 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, prepared for the linguistic and academic demands of higher education.

Year 13 completes the AQA A-level Spanish course, opening with El racismo and La convivencia — the most demanding social content of the specification — studied alongside a sustained close reading of Lorca's La Casa de Bernarda Alba. The IRP, begun in Year 12, is finalised through the year. The second half of the year turns to Jóvenes de hoy, ciudadanos del mañana, Monarquías y dictaduras and Los movimientos populares, before the year moves into sustained examination preparation across all three AQA papers.

Key Concepts This Year

- **Critical and Historical Analysis:** Monarquías y dictaduras requires pupils to analyse a specific historical period (the Franco dictatorship) and connect it to the themes of the studied literary text.
- **Literary Analysis:** Sustained close reading of La Casa de Bernarda Alba across all three acts requires pupils to analyse character, theme, technique and use textual evidence in Spanish.
- **Independent Research:** The IRP is finalised this year, requiring pupils to present and defend independent research findings in spontaneous discussion.
- **Examination Technique:** From Spring term, all teaching is oriented towards the specific demands of AQA Papers 1 (listening/reading/writing), 2 (essays) and 3 (speaking).

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
El Racismo Racist and xenophobic attitudes, measures against racism, anti-racist legislation — subjunctive revision; end of unit test.	**La Convivencia; La Casa de Bernarda Alba Begins** Coexistence of cultures, education, religions in the Hispanic world; play context and Acts 1–2 begin; IRP work continues.	**Jóvenes de Hoy; Monarquías y Dictaduras; Bernarda Alba Act 3** Youth attitudes to politics, youth unemployment, ideal society; monarchy to dictatorship, the civil war and Franco; play Act 3, characters and themes.	**Los Movimientos Populares; Exam Skills Paper 3** Protests and strikes, trade unions, the 15-M Movement and Mothers of the Plaza de Mayo; Paper 3 speaking and IRP practice.	**Exam Skills — Papers 1, 2 and 3** Speaking practice with stimulus cards and IRP skills; Paper 1 vocabulary, translation and summaries (Year 1 topics); Paper 2 essay skills.	**Final Examination Preparation** Paper 1 practice across Year 1 and Year 2 topics; targeted exam preparation ahead of the A-level examinations.

A Spiral Curriculum The full subjunctive system (present, imperfect, pluperfect, and its use in conditional sentences) is consolidated this year and applied to the most demanding sub-themes of the specification, alongside sustained literary analysis and completion of the IRP — the culmination of the department's spiral curriculum from Year 7 to Year 13.

Assessment Information

How Pupils Are Assessed	Formal Assessment by Unit
▸ Weekly vocabulary and grammar tests, and verb tests targeting the subjunctive ▸ Weekly news reports and translation/summary homework ▸ End of unit tests covering all four skills ▸ Full past-paper and speaking practice ahead of final examinations	▸ El Racismo — end of unit test (speaking) ▸ La Convivencia — consolidation of whole unit ▸ Jóvenes de Hoy / Monarquías y Dictaduras — end of unit test (speaking) ▸ Los Movimientos Populares — end of unit test (speaking) ▸ Final Examinations — AQA A-level Spanish (7692): Papers 1, 2 and 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.