CARSHALTON BOYS SPORTS COLLEGE

SPANISH — YEAR 11

Key Stage 4 | AQA GCSE (9-1) Spanish (8692) | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Spanish Matters

Our Vision

Year 11 is the culmination of the AQA GCSE (9-1) Spanish course. Rather than introducing substantial new content, the year deepens and consolidates the Theme 1 and Theme 2 material from Year 10, extends into Theme 3 through Media and Technology, and progressively converts that knowledge into secure examination performance across all four equally-weighted AQA papers.

The year opens by revisiting Healthy Living and Lifestyle, the topic with the greatest grammatical demand, before returning to Free Time Activities and Media and Technology, and Customs and Festivals with increased sophistication. From Spring term onward, lessons are structured around AQA command words, mark schemes and past-paper practice across speaking, reading, listening and writing, culminating in the GCSE examinations themselves.

Key Concepts This Year

- **Consolidation and Fluency:** Every topic this year is revisited with the explicit aim of increasing accuracy, spontaneity and range, rather than introducing new content for its own sake.
- **Examination Literacy:** Pupils are taught to recognise AQA command words and mark scheme language across all four papers, and to structure responses accordingly.
- **Higher-Order Justification:** Extended speaking and writing tasks require pupils to compare, justify and evaluate across more than one time frame within a single response.
- **Global and Cultural Awareness:** Media and Technology bridges into Theme 3, extending pupils' awareness of how Spanish-speaking communities engage with global issues.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Healthy Living and Lifestyle (deepened) Fitness, diet, wellbeing, habits, past lifestyle, illness/injury — end of unit assessment.	**Free Time Activities (deepened); Media and Technology Begins** Sport, film/TV, reading, music, food/drink, shopping; exam skills and end of term assessment; then internet, social media and mobile technology use.	**Customs, Festivals and Celebrations (deepened); Skills Practice** Festivals and customs revisited; speaking practice (role-play, read-aloud, photo card) and reading/listening skills across Themes 1–3.	**Full Skills Practice; Mock Speaking Exam** Writing, reading, listening and speaking practice across all themes, feeding into a full mock speaking examination.	**Final Examination Preparation** Speaking exam; final writing, reading and listening practice across all themes ahead of the terminal papers.	**GCSE Examinations** Formal teaching concludes in Summer 1; Summer 2 is reserved for the AQA GCSE (9-1) Spanish written examinations.

A Spiral Curriculum All tenses and structures from Years 7–10 are consolidated, combined and applied with increasing spontaneity this year, while Media and Technology extends pupils into Theme 3 ahead of the terminal examinations. Pupils who continue to A-level carry this consolidated grammatical base into more abstract social and cultural topics.

Assessment Information

How Pupils Are Assessed	Formal Assessment by Unit

▸ End of unit assessments covering all four skills ▸ Ongoing speaking practice: role-play, photo card, read-aloud and unprepared conversation ▸ A full mock examination in Spring term, followed by final exam-technique practice ▸ PATHS written and verbal feedback after every formal assessment	▸ Healthy Living and Lifestyle — end of unit assessment (all four skills) ▸ Free Time Activities — end of term assessment (all four skills) ▸ Mock Speaking Examination — Spring term ▸ Final Examinations — AQA GCSE (9-1) Spanish (8692): Listening, Speaking, Reading, Writing

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.