

Post-16 Curriculum - Spanish

Subject Curriculum Overview

Subject	Spanish
Qualification / Specification	A-level 7962
Awarding Body	AQA
Level	3
Curriculum Lead	Matt Thorne
Teaching Staff	Stacey Flanagan
Guided Learning Hours	5 per week plus additional 30 mins per student with assistant.
Year(s) Delivered	12 & 13
Last Review Date	June 2026
Next Review Date	June 2027

1. Curriculum Intent

The purpose of studying A-Level Spanish is to develop fluency, cultural awareness, and strong analytical skills. Beyond mastering the language, the course builds highly sought-after transferable skills like critical thinking and research, preparing students for international careers, university degrees, and travel. It enhances advanced communication skills, expanding vocabulary and grammar in order to express complex ideas fluently in speaking, listening, reading, and writing.

The course covers societal and political trends across the Spanish-speaking world, examining issues like multiculturalism, changing family structures, and regional identities in Spain and Latin America. Study also includes literary and cinematic criticism with students studying authentic Spanish texts (books and/or plays) and films, developing the ability to evaluate, critique, and write essays in the target language.

The A-level Spanish curriculum supports progression and destinations by combining advanced linguistic proficiency with deep cultural, political, and literary analysis. It equips students with highly sought-after cognitive and communication skills, preparing them for top-tier university degrees and a wide variety of global career paths. The curriculum transitions students from GCSE basics to complex language structures (e.g., advanced subjunctive use) and spontaneous interaction, taking them to a confident upper-intermediate or advanced level.

It meets employer and industry needs by developing advanced linguistic proficiency, critical analytical skills, and intercultural competence that bridge the gap between secondary education and higher studies or diverse global careers. The study of this language provides an individual with in demand transferable skills such as cultural agility and problem solving. The qualification is a direct pipeline to careers in translation, interpreting, diplomacy, journalism, travel, and international education. Paired with subjects like Law, Business, or Economics, Spanish provides a massive advantage in multinational corporations, global NGOs, and international trade.

Success in A-level Spanish means fluency, cultural fluency, and analytical independence. It means moving past GCSE-level memorisation into an active, analytical ability to discuss Hispanic society, cinema, and literature using advanced grammar and vocabulary.

2. Foundational Knowledge

Area	Essential Knowledge / Skills	Why It Matters
Grammar and Language Structures	Secure understanding of tenses, moods (including subjunctive), sentence structure, agreement, pronouns, complex syntax, and accurate written and spoken Spanish.	Provides the foundation for effective communication and enables students to express sophisticated ideas with accuracy and confidence.
Vocabulary development	Extensive topic-based and general vocabulary linked to social issues, political life, culture, literature, film, and current affairs.	Allows students to understand authentic materials and communicate on a wide range of complex topics in the TL as well as developing ideas in general
Listening skills	Understanding authentic spoken Spanish from a variety of speakers, accents, and contexts.	Develops real-world communication skills and prepares students for <u>study, travel, and employment in international settings.</u>
Reading skills	Interpreting and analysing authentic texts, articles, literary extracts, and contemporary media.	Supports language acquisition while developing critical thinking and <u>cultural understanding.</u>
Speaking and interaction	Presenting ideas, debating issues, expressing opinions, and responding spontaneously in Spanish..	Builds confidence, fluency, and the ability to communicate effectively in academic, professional, and social contexts.
Translation skills	Translating accurately between Spanish and English while understanding nuances of meaning and style.	Enhances linguistic precision and deepens understanding of both languages.
Writing skills	Producing extended written responses, essays, summaries, and analytical writing using accurate language.	Develops academic literacy, organisation of ideas, and the ability to construct well-supported arguments.
Spanish speaking society and culture	Knowledge of social issues, trends, multiculturalism, diversity, politics, and contemporary life in Hispanic countries.	Promotes cultural awareness and enables students to engage critically with global issues and confidently refer to case-studies in written and speaking work.

Literature (Como Agua Para Chocolate, Esquivel 1985), Films: Volver (Almodóvar 2006); <i>or</i> Ocho Apellidos Vascos Emilio (Martínez-Lázaro 2014)	Study and analysis of the two set works (one novel, one film), including themes, characters, social/historical/cultural context, and techniques.	Develops analytical skills and deeper understanding of Hispanic culture and perspectives.
Independent Research Project (IRP)	Researching a topic of personal interest related to the Spanish -speaking world and presenting findings orally.	Encourages independence, academic research skills, critical evaluation, and confident presentation. Will usually be used/referred to in the UCAS/ interview process.
Intercultural understanding	Understanding cultural differences, perspectives, values, and traditions across the Spanish-speaking world.	Prepares students to engage effectively in diverse and international environments and understand the rationale underlying perspectives that may be different to their own.
Critical thinking and analysis	Evaluating arguments, interpreting evidence, comparing viewpoints, and forming reasoned judgements. Analysing own performance and understanding personal metacognitive knowledge and executive functioning.	Supports success in higher education and develops transferable skills valued by employers.

3. Powerful Knowledge

There are THREE overarching areas of powerful knowledge in Spanish A level (AQA). HOWEVER, in languages, a set of overarching powerful SKILLS (listening, reading, writing and reading) are required to demonstrate advanced knowledge and understanding and these are seen as equally important. These can be summarised as follows:

- Mastery of advanced linguistic knowledge
- Understanding of Spanish and Hispanic society, culture and identity
- Critical analysis and independent thinking through authentic texts, film and research

These areas can be broken down into the following components.

Powerful Knowledge Area	Why It Matters	Evidence of Understanding
Advanced Spanish grammar and syntax	Enables students to communicate accurately and precisely, moving beyond transactional language	Students use a wide range of complex structures and idiomatic language accurately in speaking and writing, adapting language and

	to sophisticated expression. Develops understanding of how to manipulate language with fluency, idiom and sophistication and how language works as a system.	syntax to different contexts and purposes.
Rich and specialised vocabulary	Gives students access to authentic Spanish-speaking cultures, current affairs and academic discussion. Expands their ability to express nuanced opinions.	Students confidently use topic-specific vocabulary and idiomatic expressions in one-to-one and class discussions with our FLA, essays, presentations and translations.
Translation as a tool for nuanced linguistic understanding	Develops awareness of linguistic structures, cultural nuances, word-play and the relationship between languages. Strengthens precision and analytical thinking.	Students accurately translate between English and Spanish, justifying linguistic choices and recognising subtleties of meaning using meta-language with confidence and competence.
Knowledge of contemporary Spanish-speaking society and application of case-studies to prove/disprove arguments	Provides insight into social, political and cultural issues affecting Spain and the Hispanic world. Develops informed global citizens.	Students discuss and evaluate issues such as immigration, diversity, politics and social change using evidence and informed viewpoints in a range of historical, cultural, social, religious and geographical contexts.
Understanding of tangible and intangible cultural products and practices relating to the Hispanic-speaking world.	Helps students appreciate how language reflects identity, values and traditions across the Spanish-speaking world.	Students analyse cultural phenomena, making links between language, history, politics and society.
In-depth literary and film analysis and ability to relate key concepts to the socio, cultural and historical context of the set work.	Introduces students to significant cultural works (Como Agua Para Chocolate by Esquivel and Volver by Almodóvar) and develops critical and interpretative skills. Encourages engagement with different perspectives and experiences.	Students construct analytical essays and discussions using textual or cinematic evidence to support interpretations. Students can confidently and competently provide definitions of key concepts related to the set works e.g. La Movida Madrileña, Magic Realism,, Feminism and women's rights, La Guerra Civil 1936-39, changes in society since the death of Franco.
Strong independent research skills (IRP)	Develops intellectual curiosity, academic independence and the ability to investigate authentic Spanish-language sources from printed works, to video clips to articles and podcasts online..	Students conduct sustained research, synthesise information from multiple sources and present informed conclusions in Spanish. Students are able to provide strong arguments based on statistics and facts and strong counter arguments. They are able to confidently oppose and correct inaccurate statements or misconceptions about their chosen area of study.

Intercultural understanding	Enables students to challenge assumptions, appreciate different perspectives and operate effectively in a globalised world.	Students compare cultures thoughtfully and demonstrate sensitivity to cultural context in communication, avoiding stereotypes and basing strong arguments on up-to-date, well-researched evidence.
Critical thinking and evaluation	Encourages students to analyse arguments, evaluate evidence and form reasoned judgements in Spanish.	Students present balanced arguments, support opinions with evidence and respond critically to alternative viewpoints.
Communication and spontaneity	Develops confidence in real-world interaction and prepares students for higher education and employment.	Students engage in spontaneous discussion, ask questions, justify opinions and respond effectively to unfamiliar stimuli.

4. Curriculum Implementation

Term / Unit	Key Content	Foundational Knowledge	Powerful Knowledge	Assessment Opportunities
Year One course Autumn 1 Aspects of Hispanic Society: current trends 1 Los valores tradicionales y modernos Introduction to 'Como Agua Para Chocolate'	1.1 Los cambios en la familia. Describe the various types of 21st century Spanish family and how these differ from family models of the past 1.2 Actitudes hacia el matrimonio y el divorcio Understand trends in marriage and how modern and traditional values differ. Understand the situation regarding divorce 1.3 la influencia de la Iglesia Católica Understanding the religious history of Spain. Discuss changes in the influence of the church	Grammar: Use the <i>imperfect</i> and <i>imperfect continuous</i> tenses; use the <i>preterite</i> tense; use the <i>imperfect and preterite tenses</i> together.	Grammar: Year 13: SUBJUNCTIVE revision Y12 recognising cognates, using the preterite tense and pretérito grave, connecting nouns with their corresponding verbs.	Presentations in class. Weekly Stimulus card assessments with FLA Essays on characterisation/magic realism based on CAPC. Grammar checks in every lesson.

personas transgénero				
Spring 1 Artistic culture in the Hispanic world 4 la influencia de los ídolos 4.1 Cantantes y músicos 4.2 Estrellas de televisión y cine 4.3 Modelos	Discuss the positive and/or negative influence singers and musicians have on people Discuss the positive and/or negative effects TV and cinema stars have on Hispanic society Consider the type of influence fashion models have on young people	Use indirect object pronouns Practise the passive voice Use direct object pronouns	Use connectives to improve written work Improve translations into Spanish Use connectives and other expressions to improve conversation style Check your written work	
Spring 2 La identidad regional en España 5.1 Tradiciones y costumbres	Describe and discuss Spanish customs and traditions	Use the present subjunctive of regular verbs	Improve listening skills	

5.2 La gastronomía 5.3 las lenguas	Discuss similarities and differences in the gastronomy of Spain Consider the languages that are spoken in Spain and the issues surrounding them	Use the perfect tense in the subjunctive Use numerals	Identify correct and incorrect sentences Grammar and vocab problem-solving: gapfill texts	
Summer 1 6 El Patrimonio cultural 6.1 Sitios históricos y civilizaciones prehispánicas 6.2 Arte y Arquitectura	Understand civilisations that contributed to the cultural heritage of Spain Discuss the pre-Colombian heritage of Latin America Discuss Spanish and Latin American artists and the role of architecture in Spain. Understand and discuss the diversity of Hispanic music and dance	Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc. Understand and use efficiently demonstrative and possessive adjectives	Use the internet to enhance your work Break down comprehension tasks Recognise irregular endings; nouns ending in -ema	

6.3 El patrimonio musical y su diversidad		Use imperatives		
Year 2 course <u>Autumn 1</u> Multiculturalism in Hispanic Society 1 La inmigración 1.1 Los beneficios y los aspectos negativos 1.2 La inmigración en el mundo hispánico 1.3 los indocumentados - problemas 2 El racismo 2.1 las actitudes racistas y xenófobas 2.2 las medidas contra el racismo <u>Introduction to the film for Paper 2: Volver/Ocho Apellidos Vascos</u>	Discuss the positive and negative aspects of immigration Learn more about immigration in the Spanish-speaking world Discuss what problems illegal migrants might face Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world. Understand and discuss measures to combat racism and their effectiveness	Revision of formation and use of present tense Revise the imperfect and preterite tenses Use compound tenses Improve use of nouns and adjectives Use the conditional tense	Improve dictionary skills Revise the use of loan words Vary vocabulary by using synonyms	

Autumn 2 2.3 La legislación anti-racista 3 La convivencia 3.1 La convivencia de culturas 3.2 La educación 3.3 Las religiones	Look at existing legislation against racism. Discuss possible new legislation. Understand and describe the issues surrounding the integration of different cultures within the sphere of education Understand and describe the different issues surrounding the integration of different cultures within the sphere of education Understand and describe the coexistence of various religions in the Hispanic world	Use future tenses Form and use prepositions Use pronouns Use adverbs	Express obligation Vary sentence structure to enhance writing Vary sentence structure to enhance writing Structure and argument	
<u>Spring 1</u> 4 Jóvenes de hoy, ciudadanos del mañana 4.1 Los jóvenes y su actitud hacia la	Discuss the importance of politics in young people's lives Understand why their attitude to politics is changing	Use the present subjunctive	Use a variety of negative expressions	

política:activismo apatía 4.2 El paro entre los jóvenes 4.3 Su sociedad ideal	Discuss the employment situation amongst young people nowadays and how it is affecting them Describe and discuss the type of society young people in the Hispanic world want to live in	Use imperatives Use the perfect subjunctive	Talk about data and trends Express an opinion or evaluation	
<u>Spring 2</u> Monarquías y dictaduras 5.1 La dictadura de Franco 5.2 La evolución de la monarquía en España Dictadores latinoamericanos	Understand the impact of the civil war. Discuss life under Franco's dictatorship. Describe and discuss the changes from monarchy and republic dictatorship. Describe the transition from dictatorship to monarchy Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina	Revise the preterite tense Form and use the imperfect subjunctive Use a sequence of tenses	Speak or write about an historical personality Recognise and use ordinal numbers Read for gist for comprehension	
<u>Summer 1</u> <u>6. Los movimientos populares</u> 6.1 La efectividad de	Consider and discuss how effective protests and strikes are	Use <i>if</i> clauses + pluperfect subjunctive	Develop and use a wider vocabulary.	

las manifestaciones y las huelgas 6.2 El poder de los sindicatos 6.3 Ejemplos de protestas sociales	Describe and discuss the power of trade unions Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina	Use <i>if</i> clauses + imperfect subjunctive Use the passive voice	Vary sentence structure to enhance speaking. Infer meaning from listening and reading.	
<u>Summer 2</u> Revision and exams for Y13. Y12 choose and start research on their IRP. Revision of grammar from the year just gone. Deep dive into literature text/film for Paper 2				

5. Assessment Strategy

The AQA Spanish A level Strategy at Island VI Form monitors student progress, develops confidence in all four language skills, prepares students for AQA examination requirements, and provides regular opportunities for feedback and improvement. Assessments measure students' ability to understand and respond to Spanish, communicate accurately, and analyse cultural and social topics. All assessments are marked according to the most recent grade boundaries which are currently sitting as follows (2005-2026):

A*=87%+ A=78.3% B=60.5% C=63-72% D=55%% E=32%

Assessment Type	Purpose	Frequency
Listening Assessments	To assess students' ability to understand spoken Spanish from a range of contexts, including extracting key information, identifying opinions, and responding accurately. This develops skills required for AQA Paper 1	Exam-style listening activities are completed weekly as part of lessons towards Paper 1, using past exam questions on topics we are currently studying. At the end of the year and prior to mocks/actual exams, mixed listening papers will be practised and assessed which monitor student progress across a whole range of topics.
Reading Comprehension Assessments	To evaluate students' ability to understand authentic and adapted French texts, identify meaning, infer ideas, and respond using accurate language. This supports preparation for AQA Paper 1.	Regular reading tasks completed during lessons and for homework. At the end of the year and prior to mocks/actual exams, mixed reading papers will be practised and assessed which monitor student progress across a whole range of topics.
Translation Assessments (Spanish to English, English to Spanish)	To develop accuracy in grammar, vocabulary, sentence structure and awareness of meaning. These assessments identify gaps in linguistic knowledge and prepare students for translation elements of the written examination.	Translating and interpreting activities, alternating direction of translation, are practised with the grammar starters each lesson
Essay Writing Assessments A controlled conditions essay or two essays will be set each half term as students need to practise planning and writing two essays in two hours with no resources at hand.	To assess students' ability to develop arguments, analyse themes, use evidence, and demonstrate knowledge of spanish-speaking society, literature (Y2) and film (Y1). This supports AQA Paper 2 requirements.	Essays are set weekly during the period of study of that component..

Speaking Assessments ability to justify opinions. This prepares students for AQA Paper 3, including discussion and individual	To develop students' confidence in spontaneous communication, discussion skills, pronunciation and ability to justify opinions. This prepares students for AQA Paper 3, including discussion and individual research project elements..	Speaking practice activities every week with the FLA and in class.
Vocabulary and grammar tests	To check students' understanding and retention of key vocabulary, grammatical structures and complex language needed for accurate communication. These assessments support AO3 development.	Each lesson from starter activities to exam-style questions, depending on topic coverage.
Mock examinations	To replicate AQA examination conditions, identify strengths and weaknesses, and provide evidence for predicted grades and intervention planning.	Twice per academic year (typically December/January and March/April).