

Long Term Planning: Languages SPANISH GCSE 2018/19

	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6
Subject: SPANISH GCSE Year 9	<p>- Desconéctate – Lo que hago en las vacaciones <i>(Disconnect – what I do on holiday)</i></p> <p><u>Links to Prior Learning:</u> Theme recaps Y8 SoW knowledge and adds detail & precision.</p> <p><u>GCSE Theme:</u> 2 (Local, national, international and global areas of interest)</p> <p><u>Key Language & Content :</u> VIVA GCSE (Higher & Foundation) pp1-17 (Term 1), pp17-27 (Term 2) – see Medium Term Planning for specifics.</p> <ul style="list-style-type: none"> • Holiday destinations • Spanish speaking world • Transport • Weather • Holiday activities & opinions • Booking accommodation • Review of grammar: Present tense verbs, Preterite Tense, Future formations and connecting verbs 	<p>- Mi vida en el instituto <i>(My life at school)</i></p> <p><u>Links to Prior Learning:</u> Theme recaps Y7 SoW knowledge and adds detail & precision.</p> <p><u>GCSE Theme:</u> 3 (Current and future study and employment)</p> <p><u>Key Language & Content :</u> VIVA GCSE (Higher & Foundation) pp28- 39 (Term 3), pp39-49 (Term 4) – see Medium Term Planning for specifics.</p> <ul style="list-style-type: none"> • School Facilities • School Subjects • Opinions • Descriptions of Teachers • Times of Day • Uniform • Giving complex opinions, superlatives, comparatives, HOT phrases • Adding explanation and opinion • Using the imperfect tense • Comparing then and now – past, 	<p>- Mi gente y mis actividades <i>(My people and my activities)</i></p> <p><u>Links to Prior Learning:</u> Theme recaps Y7 SoW knowledge and adds detail & precision.</p> <p><u>GCSE Theme:</u> 1 (Identity and Culture)</p> <p><u>Key Language & Content :</u> VIVA GCSE (Higher & Foundation) pp50- 61(Term 5), pp61-69 (Term 6) – see Medium Term Planning for specifics.</p> <ul style="list-style-type: none"> • Family members • Using irregular present tense verbs • Personality and physical description • Describing others and adding detail to opinions • Using modifiers • Talking about how you use your phone • Talking about the importance of technology • Discussing advantages and disadvantages • Discussing social media • Talking about reading

	(using se puede, me gustaría + infinitive)	<ul style="list-style-type: none"> • primary school etc. • School rules: using modal verbs • Talking about problems in school • Ideal school • Plans for the future • Comparing school life in UK and Spanish speaking countries 	<ul style="list-style-type: none"> • Saying what you are doing (using the continuous) • Describing relationships with others • Describing our identity 			
Assessment Objectives	<u>Term 1 Assessment:</u> Speaking question prep – short interview – AO2 , Written photocard style task – AO4 Grammar & Translation task – AO3 & AO4	<u>Term 2 Assessment:</u> 90-150 word written piece – past, present and future holidays (can be adapted by T/J as needed by class ability) – AO4 Listening and Reading Assessment (adapted – Viva GCSE) AO1 & AO3 In class role-play practice – AO2	<u>Term 3 Assessment:</u> Spoken short questions and spoken photocard style task – AO2 , Adapted Listening and Reading Assessment inc (Viva GCSE) – AO1 & AO3	<u>Term 4 Assessment:</u> 90-150 word written assessment – describing school life – AO4 , Adapted Listening and Reading Assessment inc Grammar & Translation – (Viva GCSE) – AO1 & AO3	<u>Term 5 Assessment</u> Speaking photocard and short conversation questions – AO2 , Adapted Listening and Reading Assessment (Viva GCSE) – AO1 & AO3	<u>Term 6 Assessment: End of Year Examination</u> Mix of Listening and Reading Questions (GCSE Style questions) – AO1 & AO3 , A choice of 3 90-150 word written tasks – AO4 , Grammar and translation tasks suited to both tiers – AO3 & AO4 , An average of marks for speaking parts of speaking assessments from other terms – AO2

Outline of Assessment Objectives (AO):

AO1 (L) – Listening
AO2 (S) – Speaking
AO3 (R) – Reading
AO4 (W) – Writing

Understanding and responding to different types of spoken language
 Communicating and interacting effectively in speech for a variety of purposes
 Understanding and responding to different types of written language
 Communicating effectively in writing for a variety of purposes

This Scheme of Work is written having regard to the suggested planning from the AQA examination board (<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/teaching-resources>) and the 2yr KS3, 3yr KS4 planning from publishers Pearson (<https://www.pearsonschoolsandfecolleges.co.uk/secondary/ModernLanguages/GlobalPages/GCSE-MFL-2016/5-year-schemes-of-work.aspx>), after the reform of MFL GCSEs in 2016 for first examination in 2018. It is planned as a three year, spiralled delivery model building on the topics, skills, grammar and content taught at Key Stage 3, aiming to add confidence and complexity. Learners will find that topic content, key questions and grammatical structures repeat themselves. This should help them to use linguistic skills, understand familiar language in new contexts, work out unfamiliar language in context and understand the organic nature of language.

Resourcing, Differentiation and Delivery

Whilst this SoW does largely follow the AQA Pearson GCSE textbook structure (<https://www.pearsonschoolsandfecolleges.co.uk/secondary/ModernLanguages/GlobalPages/GCSE-MFL-2016/5-year-schemes-of-work.aspx>), there is scope for further development and support as needed. The three-year planning enables explicit teaching of grammar, both inductively and deductively through direct instruction and discovery. The planning also enables a range of skills to be assessed each half term and full term, covering all four skills over the course of each year of the course. The course itself is resourced through online materials (ActiveTeach and ActiveLearn), the GCSE vocabulary lists and Specification documents available here: <https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698> and physical textbooks Pearson Viva AQA GCSE Foundation and Higher. In addition, there are differentiated worksheet books, resource files and old Year 9 Key Stage 3 books (Viva 3, Mira 3, Listos 3, Caminos 3) which will be used both to deepen learning for those learners making beyond expected progress, and to bridge learning as necessary for those who find the jump to GCSE material in Year 9 to be a stretch too far.

Within the broad themes of the SoW, teachers should have regard to the agreed assessment criteria, the assessment schedule and the Key Stage 4 Key Content, and then exercise their professional judgement over the depth and breadth of content in each term/module. The expected basis is that laid down in each module of the AQA textbook for each tier but this may be too much for some learners, and insufficient for others.

The eight modules of the GCSE course are spread almost over full terms, giving some flexibility and the final half term in Year 11 for a revision based module. Exam skills will be built in throughout the course and taught both implicitly and explicitly. There will be GCSE past paper questions/Sample Assessment Materials used as appropriate. A formal 'mock' will take place both at the End of Year 10 and The January/February of Year 11.

Speaking Examinations are organised as required by the Examination Board – timings from March to May of Year 11. Therefore, mock speaking

examinations are needed in Terms 4/5 of Year 10, Term 2/3 of Year 11. This will be arranged by agreement with the AP/VP Teaching and Learning/Curriculum, but it is imperative that learners get at least two formal 'mock' speaking exams.

n/b This will entail cover requirements as speaking tests last between 7 and 12 minutes each and have 5 minutes preparation time per candidate.

Content & Examination

These eight modules above and in the AQA Pearson GCSE textbooks relate to the three overarching 'Theme' areas of the new GCSE specifications for MFL.

Theme 1 – Identity & Culture

Theme 2 – Local, National & International Areas of Interest

Theme 3 – Current & Future Study & Employment

The content described above is topic/skill based. There is a list of grammar points expected and a vocabulary list for each tier. This is not reproduced in a fully itemised way in the SoW due to the sheer quantity of content and the danger of being over-prescriptive as to when each individual item should be taught. The termly Knowledge Maps similarly gives key questions and content points/'can do' statements, not exhaustive lists of vocabulary. Learners are encouraged to make and use their own notes, to complete weekly vocabulary learning and to construct model type answers to learn and adapt for key questions as we cover them on a termly basis.

The vocabulary lists, with contextualised examples are at the end of each module in the textbook, available online through ActiveLearn, ad provided both hard-copy and electronically through school learning platforms to learners.

At FOUNDATION level

Paper 1 25 %	Listening	35 minutes	40 marks	Section A Q&A in English. Section B Q&A in Spanish.
Paper 2 25 %	Speaking	7-9 minutes	60 marks	2 min Role Play, 2 min Photo Card, 3-5 min Conversation. Q&A Spanish.
Paper 3 25 %	Reading	45 minutes	60 marks	Section A Q&A in English. Section B Q&A in Spanish. Section C Translation Sp-Eng 35 words.
Paper 4 25 %	Writing	60 minutes	50 marks	Q1 – Photo response, Q2 – 4 points, 40 words, Q3 – Trans Eng-Sp 35 words, Q4 – 90 words 1 of 2 Q

At HIGHER level

Paper 1 25 %	Listening	45 minutes	50 marks	Section A Q&A in English. Section B Q&A in Spanish.
Paper 2 25 %	Speaking	9-12 minutes	60 marks	2 min Role Play, 3 min Photo Card, 5-7 min Conversation. Q&A Spanish.

Paper 3 25 %	Reading	60 minutes	60 marks	Section A Q&A in English. Section B Q&A in Spanish. Section C Translation Sp-Eng 50 words.
Paper 4 25 %	Writing	75 minutes	60 marks	Q1 – 90 words 1 of 2 Q, Q2 – 150 words 1 of 2 Q, Q3 – Trans Eng-Sp 50 words

Mixed Tier entries are not possible. Foundation Tier assesses at Grades 1-5. Higher Tier assesses at Grades 4-9. There is over-lap between the tiers but those not demonstrating skills at Grade 4 if entered for Higher Tier examinations can ‘fall off’ the tier and receive no grade (U). It is not possible to sit both Foundation and Higher Tier examinations for the same subject in the same series. The decision as to which tier should be entered will be made between January and March of Year 11. Teachers will use assessments, their professional judgement and class work/homework and overall learner approach to inform this decision. Changes to tier entry can be made up to the day of the first exam (speaking). This will entail a tier entry change for ALL papers. Changes made after the deadline for tier entries may entail a charge.

The Key Stage 4 PoS/Content Requirements 2015/16

N.B. National Curriculum for Modern Languages in Key Stage 4 (an optional subject forming part of the English Baccalaureate).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485567/GCSE_subject_content_modern_foreign_langs.pdf

The Key Stage 3 PoS 2013/14

See the Planning for Key Stage 3 for how these points are covered in our SoW and then note that these link to the skills required and taught at GCSE/Key Stage 4. Key Stage 4 planning links to Key Stage 3, but the PoS GV and LC are referenced only explicitly in Key Stage 3.

N.B. Links to National Curriculum MFL PoS 2014 have more detail, as follows:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-Languages.pdf

GV - GRAMMAR AND VOCABULARY

GV1 - Tenses

GV2 - Grammatical structures

GV3 - Developing vocabulary re opinions and discussions

GV4 - Accuracy

LC - LINGUISTIC COMPETENCE

LC1 - Listening and responding

LC2 - Transcription

LC3 - Conversation (dealing with the unexpected) (using modes of address)

LC4 - Expressing ideas (speaking & writing)

LC5 - Speaking coherently and confidently using accurate pronunciation and intonation

LC6 - Reading comprehension & translation into English

LC7 - Literary texts

LC8 - Writing creatively & translation into Spanish