

Name.....

Teacher.....

Personalised Learning Checklist

Spanish A level Subject Knowledge: Themes and Sub-Themes

Aspects of Spanish-speaking society: current trends (Year 1)

(in relation to any Spanish-speaking country or countries)

RAG themes and sub-themes which you need to improve and perfect your knowledge and understanding	Speaking	Reading And listening	Translating into English	Translating And Summarising into Spanish	Vocab
Los valores tradicionales y modernos					
<i>Los cambios en la familia</i>					
<i>Actitudes hacia el matrimonio y el divorcio</i>					
<i>La influencia de la Iglesia Católica</i>					
El ciberespacio					
<i>La influencia de Internet</i>					
<i>Los móviles inteligentes en nuestra sociedad</i>					
<i>Las redes sociales: beneficios y peligros</i>					
La igualdad de los sexos					
<i>La mujer en el mercado laboral</i>					
<i>El machismo y el feminismo</i>					
<i>Los derechos de los gays y las personas transgénero</i>					
La influencia de los ídolos					
<i>Cantantes y músicos</i>					
<i>Estrellas de televisión y cine</i>					
<i>Modelos</i>					
La identidad regional en España					
<i>Tradiciones y costumbres</i>					
<i>La gastronomía</i>					
<i>Las lenguas</i>					
El patrimonio cultural					
<i>Sitios históricos y civilizaciones prehistóricas</i>					
<i>Arte y arquitectura</i>					
<i>El patrimonio musical y su diversidad</i>					

Aspects of Spanish-speaking society: current issues (Year 2)

(in relation to any Spanish-speaking country or countries)

La inmigración					
<i>Los beneficios y los aspectos negativos</i>					
<i>La inmigración en el mundo hispanico</i>					
<i>Los indocumentados - problemas</i>					
El racismo					
<i>Las actitudes racistas y xenófobos</i>					
<i>Las medidas contra el racismo</i>					
<i>La legislación anti-racista</i>					
La convivencia					
<i>La convivencia de culturas</i>					
<i>La educación</i>					
<i>Las religiones</i>					

Name.....

Teacher.....

Jóvenes de hoy, ciudadanos del mañana					
<i>Los jóvenes y su actitud hacia la política: activismo o apatía</i>					
<i>El paro entre los jóvenes</i>					
<i>Su sociedad ideal</i>					
Monarquías y dictaduras					
<i>La dictadura de Franco</i>					
<i>La evolución de la monarquía en España</i>					
<i>Dictadores latinoamericanos</i>					
Los movimientos populares					
<i>La efectividad de las manifestaciones y las huelgas</i>					
<i>El poder de los sindicatos</i>					
<i>Ejemplos de protestas sociales</i>					

Themes and sub-themes will be assessed in:

Paper 1: Listening, reading and writing (including translations Spanish to English and English to Spanish)

Paper 3: Speaking -Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes). You will study the card for 5 minutes at the start of the test (25 marks).

The choice of works (literary texts and films) offers opportunities to link with the themes in Paper 2 also.

Target	How	When
<ul style="list-style-type: none"> • • • • • • • • 		

Qu	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.

Name.....

Teacher.....

Personalised Learning Checklist

Grammar Knowledge

Identify grammar areas below which you need to master. RAG your level of knowledge and proficiency in each area

Grammar	Dec YR 1	Yr 1 M ar	Y1 Ju n	Y2 Sep	Y2 De c	Yr2 Fe b	Yr 2 Ap r	Yr 2 Jun
Nouns, gender, singular and plural forms								
Plural of male/female pairs (eg los Reyes)								
Affective suffixes (R)								
Definite and indefinite articles								
El with feminine nouns beginning with stressed a (el agua)								
Lo + adjective								
Adjectives - agreement, position								
Adjectives - apocopation (eg gran, buen, mal, primer)								
Adjectives - comparative and superlative (eg más fuerte; mejor, peor, mayor, menor)								
Use of adjectives as nouns (eg una triste, la roja, las norteamericanas)								
Adjectives - demonstrative (eg este, ese, aquel)								
Adjectives - indefinite (eg alguno, cualquiera, otro)								
Adjectives - possessive (weak and strong forms) (eg mi / mío)								
Adjectives - interrogative and exclamatory (eg ¿cuánto? / ¡cuánto!, etc, including use of ¿qué? / ¡qué!)								
Adjectives - relative (cuyo) (R)								
Numerals - cardinal (eg uno, dos)								
Numerals - ordinal 1–10 (eg primero, segundo)								
Numerals - agreement (eg cuatrocientas chicas)								
Numerals - expression of time and date								

Name.....

Teacher.....

Adverbs - formation of adverbs in -mente								
Adverbs - comparative and superlative (eg más despacio)								
Adverbs - use of adjectives as adverbs (eg rápido, claro)								
Adverbs - adjectives as equivalents of English adverbs (eg Salió contenta)								
Adverbs - interrogative (eg ¿cómo?, ¿cuándo?, ¿dónde?)								
Quantifiers/intensifiers (eg muy, bastante, poco, mucho)								
Pronouns - subject								
Pronouns - object: direct and indirect; use of se for le(s); 'redundant' use of indirect object (eg Dale un beso a tu papá)								
Pronouns - reflexive								
Pronouns - unstressed/stressed forms (eg me/mí)								
Pronouns - position and order								
Pronouns - relative (que, quien, el que, el cual)								
Pronouns - demonstrative (este, ese, aquel; esto, eso, aquello)								
Pronouns - indefinite (eg algo, alguien)								
Pronouns - possessive (eg el mío, la mía). Expression of possession by the use of the indirect object pronoun (Le rompió el brazo) must also be included.								
Pronouns - interrogative								
Verbs - regular conjugations of -ar, -er and -ir verbs, including radical-changing (eg recordar/recuerdo, pedir/pido) and orthographic-changing (eg abrazar/ abracé) verbs in all tenses and moods, finite and non-finite forms								
Verbs - regular and irregular verbs, in all tenses and moods, finite and non-finite forms								
Verbs - agreement of verb and subject								
Verbs -use of hay que in all tenses								
Verbs - use of tenses:								

Name.....

Teacher.....

<p>present preterite imperfect future conditional perfect future perfect conditional perfect pluperfect. Use of the infinitive, the gerund and the past participle</p>								
<p>Verbal paraphrases and their uses. These include but are not limited to the following:</p> <p>ir a + gerund estar + gerund acabar de + infinitive estar para + infinitive llevar + gerund ir + gerund (R) venir + gerund (R).</p>								
<p>Use of the subjunctive</p> <p>Commands</p> <p>Conditional sentences</p> <p>After conjunctions of time</p> <p>After para que, sin que</p> <p>In relative clauses (R)</p> <p>After other subordinating conjunctions (R)</p> <p>After other subordinating conjunctions with verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability.</p>								
Sequence of tenses in indirect speech and other subordinate clauses								
Use of the reflexive as a passive (eg El puente se construyó para unir a las comunidades)								
Use of the reflexive to express an impersonal subject (eg ¿Cómo se llega a la estación?)								
Use of ser + past participle								

Name.....

Teacher.....

Use of estar + past participle								
'Nuance' reflexive verbs (eg caerse, pararse)								
Modes of address (tú, usted; vos (R))								
Verbs followed directly by an infinitive (eg querer, poder)								
Verbs followed by prepositions plus an infinitive or noun phrase (eg insistir en, negarse a)								
Verbs followed by a gerund (eg seguir)								
Verbs of perception (eg Vi asfaltar la calle)								
Uses of ser and estar								
All prepositions, both simple (eg bajo) and complex (eg encima de)								
'Personal' a								
Discrimination of por and para								
Coordinating conjunctions (eg y, o, pero)								
Subordinating conjunctions. These include but are not limited to the following: cause (porque) purpose (para que) proviso (con tal que) supposition (a no ser que) time (cuando) concession (aunque). Use of que to introduce a clause (eg ¡Cuidado, que se va a quemar la tortilla!) (R)								
Negation								
Questions								
Word order Subject following verb (Ha llegado el profesor; Me gustan las patatas)								
Focalisation (Tú ¿qué opinas?; A Cristiano lo odian) (R)								
Time expressions with hace/hacía and desde hace/hacia								
Cleft sentences (Fue en Madrid donde nos conocimos)								

Name.....

Teacher.....

Comparative constructions. These include but are not limited to the following: tan... como..., etc más... que..., etc. Tiene más dinero de lo que creía (R)								
Discourse markers (eg Es que..., Por ejemplo, Ahora bien...)								
Conjunctions Use of que to introduce a clause (¡Cuidado, que se va a quemar la tortilla!)								
Fillers (eg pues, bueno)								
Indirect speech								

Name.....

Teacher.....

Grammar Target	How	When
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		

Paper 2: Text/Film (Writing)

Look at grade criteria for the top marks. Become familiar with the criteria and understand what it means.

17 – 20 Excellent **critical** and **analytical** response to the question set. **Knowledge** of the text or film is consistently **accurate** and **detailed**. **Opinions**, views and **conclusions** are consistently **supported by** relevant and appropriate **evidence** from the text or film. The essay demonstrates excellent **evaluation of the issues, themes and the cultural and social contexts of the text or film** studied.

17 – 20 The language produced is **mainly accurate** with only **occasional minor errors**. The student shows a consistently **secure grasp of grammar** and is able to **manipulate complex language** accurately. The student uses a **wide range of vocabulary** appropriate to the context and the task.

Practise writing essays which include the elements in the descriptors. Remember you have 2 hours and this essay is worth 80 marks in total which is 20 % of A-level. Write at least 300 words.

Name.....

Teacher.....

Target	How	When
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		

AO3	
17–20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13–16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9–12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5–8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.

AO4	
17–20	Excellent critical and analytical response to the question set Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
13–16	Good critical and analytical response to the question set Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
9–12	Reasonable critical and analytical response to the question set Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
5–8	Limited critical and analytical response to the question set Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
1–4	Very limited critical and analytical response to the question set A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
0	The student produces nothing worthy of credit in response to the question.

Paper 3 part 1 - Discussion of stimulus card (Speaking)

Name.....

Teacher.....

DISCUSSION OF SUB-THEME		Assessment Objective 1
Mark	Descriptors	
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION OF SUB-THEME		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Notes

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions.

Name.....

Teacher.....

DISCUSSION OF SUB-THEME		Assessment Objective 3
Mark	Descriptors	
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.	
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

incorrect genders and consequential errors of agreement

Serious errors include:

incorrect verb forms especially irregular

forms incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.	
4	Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.	
3	Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.	
2	Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.	
1	Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.	
0	Nothing in the performance is worthy of a mark.	

Name.....

Teacher.....

Paper 3 part 2 - Individual research project (Speaking)

Presentation (2 minutes) and **discussion** (9 – 10 minutes) of individual research project (35 marks).

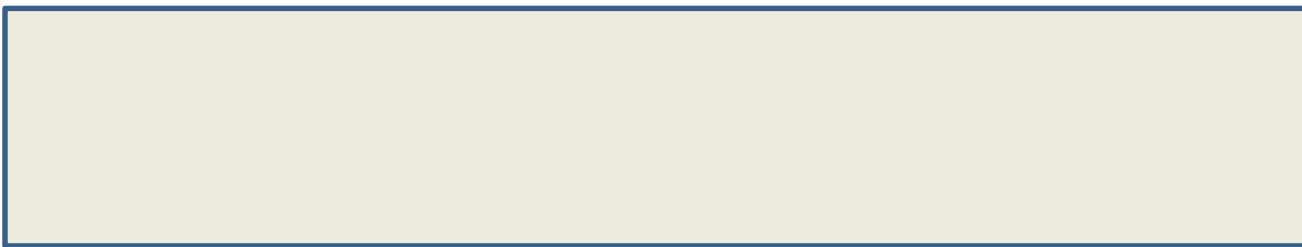
What you must do!

1- Identify a subject or a key question which is of interest to you and which relates to a country or countries where Spanish is spoken.

2-Select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills.

3-Demonstrate your ability to initiate and conduct individual research by analysing and summarising your findings, in order to present and discuss them in the speaking assessment.

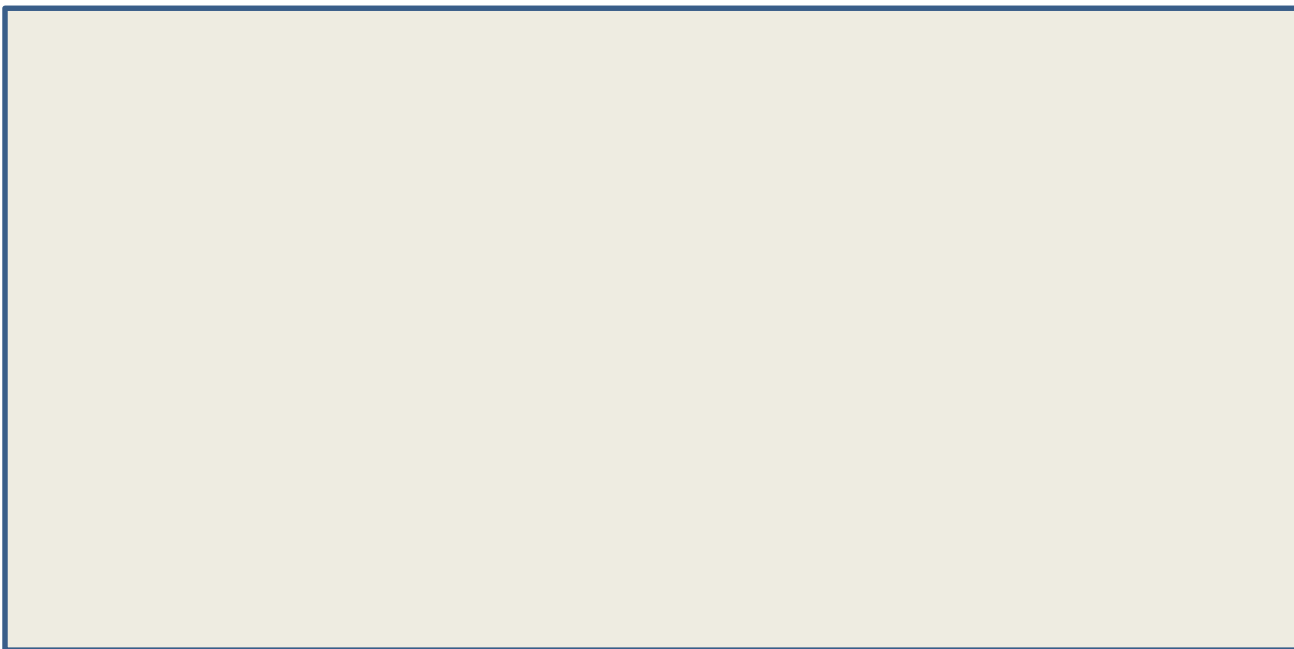
Look at level descriptors for the top marks. Become familiar with the level descriptors and grade criteria in the spec and understand what they mean.



Top level descriptor for the presentation

Thorough knowledge:

A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings.



Name.....

Teacher.....

Top level descriptor for the discussion

Excellent level of performance:

- The student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.
- Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge.
- Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions.
- Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.

Name.....

Teacher.....

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 1	
Mark	Descriptors
9-10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.
7-8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3-4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1-2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Name.....

Teacher.....

Individual research project

[illegible]