

MFL A level Progress Record

Name:		Target grade:	
Subject:		Teacher:	

Year 1 end of unit assessment record	Targets	Teacher signature	Parent / carer signature
Unit 1			
Unit 2			
Unit 3			
Unit 4			
Unit 5			
Unit 6			
Year 2 end of unit assessment record	Targets	Teacher signature	Parent / carer signature
Unit 1			
Unit 2			
Unit 3			
Unit 4			
Unit 5			
Unit 6			
Year 12 mock			
Year 13 mock			

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 prehispanicas</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)

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
La inmigración					
<i>Los beneficios y los aspectos negativos</i>					
<i>La inmigración en el mundo hispánico</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>					
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.

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.

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: present preterite imperfect future conditional perfect future perfect conditional perfect								

pluperfect. Use of the infinitive, the gerund and the past participle								
Verbal paraphrases and their uses. These include but are not limited to the following: ir a + gerund estar + gerund acabar de + infinitive estar para + infinitive llevar + gerund ir + gerund (R) venir + gerund (R).								
Use of the subjunctive Commands Conditional sentences After conjunctions of time After para que, sin que In relative clauses (R) After other subordinating conjunctions (R) After other subordinating conjunctions with verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability.								
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								
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/hacía								
Cleft sentences (Fue en Madrid donde nos conocimos)								
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!)								

