

Exam Board: AQA
Qualification: 8698
Assessment Information: Paper 1 (Listening) - 35-45 minutes
 Paper 2 (Speaking) - 7-12 minutes
 Paper 3 (Reading) - 45-60 minutes
 Paper 4 (Writing) - 60-75 minutes

[Link to official specification](#)

Department Information:
 Students who study French, German or Spanish to GCSE level have five hours of lessons per fortnight, which includes time with one of our Foreign Language Assistants.

ACHIEVE in the curriculum:
 In MFL, students show excellence by ambitiously maximising their understanding and use of Target Language across all four skills, demonstrate versatility by manipulating language to demonstrate knowledge of grammar and linguistic structures and are happy when taking pride in their achievements, enjoying language learning and experiences of cultural knowledge.

Curriculum Aims & Intent:
 Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Resources:
 Websites: ActiveLearn, Quizlet, GCSEPod
 Textbook: Viva! AQA GCSE Spanish Higher (ISBN: 9781292118963)

How we keep parents informed:
 Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
 Support with regular vocabulary learning on Quizlet to consolidate content delivered in lessons, revision activities on ActiveLearn and encouraging students to say key words and longer phrases in the target language at home.

| What we study and when: | | | | | |
|-------------------------|--|--|--|--------------------------|--------------------|
| Term | Unit, Topic Or Summary Of Work Covered | Knowledge, Understanding & Skills Developed | ACHIEVE / Personal Development Focus | How The Work Is Assessed | Careers Links |
| Terms 1-2 | Module 5: Towns + Region | places in town, directions, shops, souvenirs, future activity plans, shopping, problems in a town, a past visit Developing Reading, Writing, Listening and Speaking skills in the Spanish language. | Ambitious: Maximising our understanding and use of Target Language across all four skills. | Students are assessed | Travel and tourism |

| | | | | | |
|-------------------------|--|---|--|---|---|
| <p>Terms 2-3</p> | <p>Module 6: Customs + Traditions</p> | <p><i>Traditional food, drink, festivals and celebrations</i> Developing Reading, Writing, Listening and Speaking skills in the Spanish language.</p> | <p>Collaborative: Positive and proactive interaction with language learning and cultural awareness.</p> | <p>throughout the academic year using both formative and summative assessment methods to assess their progress in Listening, Speaking, Reading and Writing in the target language using examination styles which replicate that which they will see in their final exams.</p> | <p><i>International Tour Guide, cruise excursion director, anthropologist</i></p> |
| <p>Terms 3-4</p> | <p>Module 8: Social + Global Issues</p> | <p><i>The environment, global issues, local actions, natural disasters, international events</i> Developing Reading, Writing, Listening and Speaking skills in the Spanish language.</p> | <p>Happy: Taking pride in our achievements, having fun enjoying our language learning and experiences of cultural knowledge. Integrity: Taking ownership of and responsibility for our language learning, also broadening our cultural knowledge.</p> | | <p><i>Housing developer, council worker, politician</i></p> |
| <p>Terms 5-6</p> | <p>Module 7: Jobs</p> | <p><i>Jobs, earning money / part time jobs, work experience, job applications, gap year, future employment plans</i> Developing Reading, Writing, Listening and Speaking skills in the Spanish language.</p> | <p>Endurance: Overcoming our personal challenges of language learning and celebrating life-long skills. Versatility: Manipulating language to demonstrate our knowledge of grammar and linguistic structures across all skills.</p> | | <p><i>Translator, communicator, interpreter, teacher, journalist, customs officer, embassy worker, tour guide</i></p> |