

**Exam Board:** AQA  
**Qualification:** 7692  
**Assessment Information:** Paper 1 (Listening, Reading & Writing) - 2 hours 30 minutes  
Paper 2 (Film & Literature) - 2 hours  
Paper 3 (Speaking) - 21–23 minutes (including 5 minutes preparation time)

[Link to official specification](#)

**Department Information:**

Students can continue to study French, German or Spanish to A-Level. They have nine hours of lessons per fortnight, which includes small group work and individual lessons 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:**

Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

**Resources:**

Websites: Quizlet, Boost, various authentic news sources  
Textbook: AQA A-level Spanish (ISBN: 9781398328877)  
AQA Revision guides: ISBN: 9781510416727 and ISBN: 9781510416758  
Volver revision guide: ISBN: 9781471891786  
'Como Agua Para Chocolate' by Laura Esquivel (ISBN: 9788466329088)  
Como Agua Para Chocolate revision guide: ISBN: 9781471890109

**How we keep parents informed:**

Progress reports are published 4 times per year, in October, November and February, with a face-to-face parents' evening in December.

**How parents can help their child:**

- Please encourage your child to:
  - o Revise as they go along. This will help them to build up their long-term memory.
  - o Revise actively – revision should be more than just reading. Create mind maps, Q&A flashcards, timelines etc.
  - o Practice exam questions – the more they practice (and bring these to their teacher for feedback), the more confident they will feel.
- Engage in the super-curricular. Watch Hispanic films, documentaries, listen to podcasts

What we study and when:					
Unit	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
Lit	'Como Agua Para Chocolate' by Laura Esquivel	Development of a range of critical and analytical skills for paper 2  Analysis of key characters, themes, cinematographic effects, symbolism and socio-historical context of 'Como Agua Para Chocolate' by Laura Esquivel	<b>Ambitious:</b> Maximising our understanding and use of Target Language across all four skills.  <b>Collaborative:</b> Positive and pro-active interaction with language learning and cultural awareness.	Students are assessed throughout the academic year using both formative and summative assessment methods to assess their progress in Listening, Speaking, Reading, Translation and Writing in the target language using examination styles which replicate those which they will see in their final exams.	Students will be exposed to a number of careers links across the year.  This will include explicit references to the work of famous Spanish speakers as well as careers which require or benefit from knowledge of a second language.
10	Young People	<i>Young people and their futures in Spain and Latin America, the political orientation of young people, the problem of youth unemployment, the aspirations of young people and their ideal society</i>  <i>Compound tenses, adverbs. Impersonal verbs</i>	<b>Happy:</b> Taking pride in our achievements, having fun enjoying our language learning and experiences of cultural knowledge.		
11	Monarchies & Dictatorships	<i>Monarchies, republics and dictatorships in Spain and Latin America, the dictatorship of Franco, the evolution of the Spanish monarchy in the last 100 years, two Latin American dictatorships: Pinochet in Chile and Castro in Cuba</i>  <i>Ser and estar, passive voice, subjunctive across a range of tenses and in different ways, subjunctive in main clauses</i>	<b>Integrity:</b> Taking ownership of and responsibility for our language learning, also broadening our cultural knowledge.		
12	Social Movements	<i>Trade unions in Spain and direct action in the Hispanic world, social protests in Argentina and Chile respectively, the 15-M protests in Spain and similar ones in Argentina</i>  <i>Word order, comparative and superlative constructions, subordinating conjunctions</i>	<b>Endurance:</b> Overcoming our personal challenges of language learning and celebrating life-long skills.		
13	Revision of Year 12 content	<i>The social impact of the most representative artistic movements and styles of the last 100 years, the risks and dangers of the internet and ways of protecting ourselves, the Catholic Church in Hispanic America and Pope Francis</i>  <i>Cleft sentences, indirect speech, the subjunctive, including the indefinite antecedent</i>	<b>Versatility:</b> Manipulating language to demonstrate our knowledge of grammar and linguistic structures across all skills.		