



**Subject:** Spanish  
**Year/Course:** Year 8-9 Beginners' Spanish  
(for those studying Spanish as a second foreign language alongside French or Chinese)

### **Knowledge and Understanding**

By the end of this course students will be able to:

- describe themselves and give a range of personal information
- describe their families
- describe their school and their daily routine
- describe their town and weather
- describe their home
- describe what they do in their free time
- describe the food and drink that they like and dislike
- order food in cafes and restaurants
- ask for information and goods in shops
- describe past holidays
- name body parts and report illnesses and injuries

By the end of this course students will have a grasp of the following grammar items:

- present tense
- past tense
- future tense
- articles
- possessive adjectives
- adjectival agreement
- prepositions
- verb + infinitive
- direct object pronouns

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language

- The ability to recycle, adapt and extend previously learnt pieces of language to compose a short piece of continuous prose

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary/grammar and perform activities based on two of the following skills: listening, speaking, reading. After three units, a short piece of continuous prose writing is introduced for the first time. This may be a poster, letter, brochure or dialogue, and is designed for students to be able to recycle a variety of language features that they have studied during the unit of work.

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

**Subject: Spanish**  
**Year/Course: Year 10-11 IGCSE Spanish**

### **Knowledge and Understanding**

By the end of this course students will be able to:

- describe themselves and give a range of personal information
- describe their families
- describe their school and their daily routine
- describe their town and weather
- describe their home
- describe what they do in their free time
- describe the food and drink that they like and dislike
- order food in cafes and restaurants
- ask for information and goods in shops
- describe past holidays
- name body parts and report illnesses and injuries

By the end of this course students will have a grasp of the following grammar items:

- present tense
- past tense
- future tense
- articles
- possessive adjectives
- adjectival agreement
- prepositions
- verb + infinitive
- direct object pronouns

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning

- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading. In Year 8 a short piece of continuous prose writing is introduced for the first time. This may be a poster, letter, brochure or dialogue, and is designed for students to be able to recycle a variety of language features that they have studied during the unit of work.

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow  
students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

**Subject: Spanish**  
**Year/Course: Year 12-13 IB Spanish B Standard / B Higher**

### **Knowledge and Understanding**

By the end of this course students will be able to express their opinions on a range of themes including the following:

- The Spanish-speaking world
- The media
- Cinema
- Music
- Teenage life
- Sport
- Health
- Tourism
- The environment
- The family
- Education and work

Students will be able to write continuous prose and adapt format and register to a variety of text types including letters (formal and informal), speeches, recounts, interviews, discursive essays, pamphlets and homepages.

Higher students will be able to read and respond to a range of short literary texts, including prose, poetry and song lyrics.

By the end of this course students will have a grasp of the following grammar items:

- All basic tenses (present, preterite, imperfect, pluperfect, future, conditional, continuous tenses)
- Present subjunctive
- Subordination and relative clauses
- Nouns, pronouns, adjectives, adverbs, prepositions
- Comparatives and superlatives
- Conjunctions

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language

- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose
- The ability to adapt register and style of language according to text type and audience
- The ability to interact with peers in the target language

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for speaking, reading and writing activities.
- Students write responses to forum questions each week. These are formatively assessed by the teacher or their peers, and then redrafted and added to the online forum.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and grammar. There is a speaking activity, either individual or in a group, which is marked according to IB criteria. For each unit of work a past paper composition is completed under test conditions and assessed according to IB criteria.
- In Year 13 three pieces of interactive speaking (pair and group activities) are formally assessed by the teacher. In February there is an individual oral examination, also assessed by the teacher. The combined mark for all of this oral work constitutes the Internal Assessment of the course (30% of the total mark).

At the end of Year 13 students sit two papers: reading (four texts, 40%) and writing (two short compositions, 30%).

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow

students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

**Subject: Spanish**  
**Year/Course: Year 12-13 IB Spanish Ab Initio**

### **Knowledge and Understanding**

By the end of this course students will be able to deal with everyday situations and express their opinions on a range of themes including the following:

- The individual (eg: personal information, character / personal appearance, the home, clothing, colours, sizes, expressing opinions)
- Issues affecting young people in general (eg: education, relationships, employment, daily routine, family life)
- The city and its services (eg: shops, shopping, local transport, communications, banking)
- Food and drink (eg: shopping for food/drink, eating out / restaurants, preparing food)
- Leisure time and travel (eg: holidays, hobbies, accommodation, local places, sports, physical activities, past actions and events)
- The environment (eg: geography, weather, threats to the environment and conservation)
- Health and Emergencies (eg: injuries, illnesses, appointments, pharmacy, crime, accidents, warnings)

Students will be able to write short pieces of continuous prose and adapt format and register to a variety of text types including letters (formal and informal), speeches, recounts, interviews, pamphlets and homepages.

By the end of this course students will have a grasp of all basic grammar, including the following:

- All tenses (including past historic for Higher Level)
- The subjunctive
- Subordination and relative clauses
- Nouns, pronouns, adjectives, adverbs, prepositions
- Comparatives and superlatives
- Conjunctions

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose

- The ability to adapt register and style of language according to text type and audience
- The ability to interact with peers in the target language

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.
- Being a thinker – able to think critically about issues and justify opinions with reasoned argument

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for speaking, reading and writing activities.
- Students write responses to forum questions each week. These are formatively assessed by the teacher or their peers, and then redrafted and added to the online forum.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and grammar. There is a speaking activity, either individual or in a group, which is marked according to IB criteria. For each unit of work a past paper composition is completed under test conditions and assessed according to IB criteria.
- In Year 13 three pieces of interactive speaking (pair and group activities) are formally assessed by the teacher. In February there is an individual oral examination, also assessed by the teacher. The combined mark for all of this oral work constitutes the Internal Assessment of the course (30% of the total mark).

At the end of Year 13 students sit two papers: reading (four texts, 40%) and writing (one composition, 30%).

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
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In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons