



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 13 Autumn Term 1</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the unit 'Racism' in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into Spanish some vocabulary from the unit 'Racism' in both written and oral tasks, though there are inaccuracies or delays.</li> <li>-Recognise key vocabulary for the film 'El laberinto del fauno' to describe the characters, storyline and themes in English and Spanish with some success.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use a wide range of nouns and adjectives, though their accuracy may be inconsistent, or they may struggle with irregular forms.</li> <li>-Form and use conditional tenses, though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>-Form and use future tenses though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>-Use the infinitive and gerund to translate into Spanish with some success the English gerund (-ing form).</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the unit 'Racism' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into Spanish vocabulary from the unit 'Racism' in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> <li>-Recognise key vocabulary for the film 'El laberinto del fauno' to describe the characters, storyline and themes in English and Spanish with good accuracy.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use a wide range of nouns and adjectives with accuracy.</li> <li>-Form and use conditional tenses accurately.</li> <li>-Form and use future tenses accurately.</li> <li>-Use the infinitive and gerund to translate into accurate Spanish the English gerund (-ing form).</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the unit 'Racism' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into Spanish vocabulary from the unit 'Racism' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Recognise key vocabulary for the film 'El laberinto del fauno' to describe the characters, storyline and themes in English and Spanish accurately and confidently.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use a wide range of nouns and adjectives with accuracy and creativity.</li> <li>-Form and use conditional tenses accurately and combining them with other tenses.</li> <li>-Form and use future tenses accurately and combining them with other tenses.</li> <li>-Use the infinitive and gerund to translate into accurate Spanish the English gerund (-ing form) with a wide variety of structures.</li> </ul>



-Use verbs of obligation, though their accuracy may be inconsistent.

**Skills:**

- Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.
- Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.
- Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.

**Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:**

- Give examples of racist attitudes and behaviours
- How can we avoid or eliminate these attitudes?
- In which sectors of society are there the most cases of racism?
- What role should politicians play to eliminate racism?
- Do gypsies experience a lot of racism?
- It is said that education is key to eliminating racist attitudes and behaviours, do you agree?

**Skills:**

- Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.
- Complete listening and reading summary tasks, with general accuracy and without depending on their notes.
- Complete translations into English and Spanish, with general accuracy.

**Respond to these Key Questions with well-developed responses, demonstrating confidence and accuracy:**

- Give examples of racist attitudes and behaviours
- How can we avoid or eliminate these attitudes?
- In which sectors of society are there the most cases of racism?
- What role should politicians play to eliminate racism?
- Do gypsies experience a lot of racism?
- It is said that education is key to eliminating racist attitudes and behaviours, do you agree?

**Skills:**

- Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.
- Complete listening and reading summary tasks, with accuracy and without depending on their notes.
- Complete translations into English and Spanish, with accuracy.

**Respond to these Key Questions with very well-developed responses, demonstrating confidence, complexity and accuracy:**

- Give examples of racist attitudes and behaviours
- How can we avoid or eliminate these attitudes?
- In which sectors of society are there the most cases of racism?
- What role should politicians play to eliminate racism?
- Do gypsies experience a lot of racism?
- It is said that education is key to eliminating racist attitudes and behaviours, do you agree?



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13 Autumn Term 2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the unit of 'Coexistence' in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into Spanish some vocabulary from the unit 'Coexistence' in both written and oral tasks, though there are inaccuracies or delays.</li> <li>-Recognise key vocabulary for the film 'El laberinto del fauno' to describe the characters, storyline and themes in English and Spanish with some success.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Recognise and use verbs with prepositions, though their accuracy may be inconsistent.</li> <li>-Use a variety of past tenses though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>- Recognise and vary sentence structure, though their accuracy may be inconsistent.</li> <li>-Understand and use direct and indirect object pronouns, though their accuracy may be inconsistent.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the unit 'Coexistence' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into Spanish vocabulary from the unit 'Coexistence' in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> <li>-Recognise key vocabulary for the film 'El laberinto del fauno' to describe the characters, storyline and themes in English and Spanish with good accuracy.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Recognise and use verbs with prepositions, with accuracy.</li> <li>-Use a variety of past tenses accurately.</li> <li>-Recognise and vary sentence structure, with accuracy.</li> <li>-Understand and use direct and indirect object pronouns, with accuracy.</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the unit 'Coexistence' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into Spanish vocabulary from the unit 'Coexistence' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Recognise key vocabulary for the film 'El laberinto del fauno' to describe the characters, storyline and themes in English and Spanish accurately and confidently.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Recognise and use verbs with prepositions, with accuracy and to develop overall language variety.</li> <li>-Use a variety of past tenses accurately and confidently.</li> <li>-Recognise and vary sentence structure, with accuracy and to enhance the complexity of their writing.</li> <li>-Understand and use direct and indirect object pronouns, with accuracy and to develop overall language variety.</li> </ul>



	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.</li><li>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</li><li>-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</li><li>-Plan and write essays on the the film ‘El laberinto del fauno’ using the PEEL structure, though they may struggle to link ideas and evidence.</li></ul> <p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b></p> <ul style="list-style-type: none"><li>- What are the benefits of speaking several languages?</li><li>- Should foreign residents in Spain be obliged to learn Spanish?</li><li>- What are the pros and cons of independence for Catalonia?</li><li>- How does the Spanish school system support immigrant children?</li><li>- What religions have been practised in Spain over the centuries?</li><li>- Do you think that a wide range of religions can enrich the culture of a country?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.</li><li>-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.</li><li>-Complete translations into English and Spanish, with general accuracy.</li><li>-Plan and write essays on the the film ‘El laberinto del fauno’ using the PEEL structure, linking ideas and evidence coherently.</li></ul> <p><b>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</b></p> <ul style="list-style-type: none"><li>- What are the benefits of speaking several languages?</li><li>- Should foreign residents in Spain be obliged to learn Spanish?</li><li>- What are the pros and cons of independence for Catalonia?</li><li>- How does the Spanish school system support immigrant children?</li><li>- What religions have been practised in Spain over the centuries?</li><li>- Do you think that a wide range of religions can enrich the culture of a country?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.</li><li>-Complete listening and reading summary tasks, with accuracy and without depending on their notes.</li><li>-Complete translations into English and Spanish, with accuracy.</li><li>-Plan and write essays on the the film ‘El laberinto del fauno’ using the PEEL structure, linking ideas and evidence coherently with points of view expressed in detail.</li></ul> <p><b>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</b></p> <ul style="list-style-type: none"><li>- What are the benefits of speaking several languages?</li><li>- Should foreign residents in Spain be obliged to learn Spanish?</li><li>- What are the pros and cons of independence for Catalonia?</li><li>- How does the Spanish school system support immigrant children?</li><li>- What religions have been practised in Spain over the centuries?</li><li>- Do you think that a wide range of religions can enrich the culture of a country?</li></ul>
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Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 13 Spring Term 1</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English some vocabulary from the units ‘<i>Young people of today, citizens of tomorrow</i>’ and ‘<i>Monarchies and dictatorships</i>’ in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from the units ‘<i>Young people of today, citizens of tomorrow</i>’ and ‘<i>Monarchies and dictatorships</i>’ in both written and oral tasks, though there are inaccuracies or delays.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations, though there may be inaccuracies when produced from memory.</p> <p><b>Grammar:</b> -Form and use the present subjunctive, though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Form and use the imperative, though accuracy may be inconsistent.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English some vocabulary from the units ‘<i>Young people of today, citizens of tomorrow</i>’ and ‘<i>Monarchies and dictatorships</i>’ in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into Spanish some vocabulary from the units ‘<i>Young people of today, citizens of tomorrow</i>’ and ‘<i>Monarchies and dictatorships</i>’ in both written and oral tasks. Vocabulary is recognised with ease and without delay.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced accurately and without delay.</p> <p><b>Grammar:</b> -Form and use the present subjunctive accurately. -Form and use the imperative accurately. -Form and use the perfect subjunctive accurately. -Form and use the preterite tense accurately.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English some vocabulary from the units ‘<i>Young people of today, citizens of tomorrow</i>’ and ‘<i>Monarchies and dictatorships</i>’ in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into Spanish some vocabulary from the units ‘<i>Young people of today, citizens of tomorrow</i>’ and ‘<i>Monarchies and dictatorships</i>’ in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced instantly, accurately and without any delay, demonstrating that it is embedded in long-term memory.</p> <p><b>Grammar:</b> -Form and use the present subjunctive accurately with a variety of structures. -Form and use the imperative accurately, including negative structures. -Form and use the perfect subjunctive accurately with a variety of structures.</p>



-Form and use the perfect subjunctive, though their accuracy may be inconsistent.  
-Form and use the preterite tense, though their accuracy may be inconsistent or they may struggle with irregular verbs.  
-Form and use the imperfect subjunctive, though their accuracy may be inconsistent, or they may struggle with irregular verbs.

**Skills:**

-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.  
-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.  
-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.  
-Present their IRP clearly, respond to questions and develop answers well, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.

-Form and use the imperfect subjunctive accurately.

**Skills:**

-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.  
-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.  
-Complete translations into English and Spanish, with general accuracy.  
- Present their IRP clearly, respond to questions and develop answers accurately.

-Form and use the preterite tense accurately with a wide variety of pronouns.  
-Form and use the imperfect subjunctive accurately with a variety of structures.

**Skills:**

-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.  
-Complete listening and reading summary tasks, with accuracy and without depending on their notes.  
-Complete translations into English and Spanish, with accuracy.  
-Present their IRP clearly, respond to questions and develop answers accurately, using a wide range of vocabulary and idiom.



	<p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b></p> <ul style="list-style-type: none"><li>- What are young people's attitudes towards politics?</li><li>- What must politicians do to engage young people more in politics?</li><li>- What are the main issues that affect young people today?</li><li>- What would people change in Spain/Latin America to create an ideal society?</li><li>- What do you know about Franco's dictatorship?</li><li>- What do you know about the evolution of the monarchy in Spain?</li><li>- What do you know about Latin American dictators?</li></ul>	<p><b>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</b></p> <ul style="list-style-type: none"><li>- What are young people's attitudes towards politics?</li><li>- What must politicians do to engage young people more in politics?</li><li>- What are the main issues that affect young people today?</li><li>- What would people change in Spain/Latin America to create an ideal society?</li><li>- What do you know about Franco's dictatorship?</li><li>- What do you know about the evolution of the monarchy in Spain?</li><li>- What do you know about Latin American dictators?</li></ul>	<p><b>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</b></p> <ul style="list-style-type: none"><li>- What are young people's attitudes towards politics?</li><li>- What must politicians do to engage young people more in politics?</li><li>- What are the main issues that affect young people today?</li><li>- What would people change in Spain/Latin America to create an ideal society?</li><li>- What do you know about Franco's dictatorship?</li><li>- What do you know about the evolution of the monarchy in Spain?</li><li>- What do you know about Latin American dictators?</li></ul>
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Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13 Spring Term 2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the unit '<i>Popular movements</i>' and throughout the course in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks, though there are inaccuracies or delays.</li> <li>-Research and prepare vocabulary to enable successful Independent Research Presentations, though there may be inaccuracies when produced from memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use <i>if</i> clauses with the pluperfect subjunctive, though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>-Use <i>if</i> clauses with the imperfect subjunctive, though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>-Recognise and understand the passive voice, though there are delays.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Recognise and translate into English vocabulary from the unit '<i>Popular movements</i>' and throughout the course in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks. Vocabulary is recognised with ease and without delay.</li> <li>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced accurately and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use <i>if</i> clauses with the pluperfect subjunctive accurately.</li> <li>-Use <i>if</i> clauses with the imperfect subjunctive accurately.</li> <li>-Recognise and understand the passive voice.</li> <li>- Review and use grammar rules accurately from throughout the course.</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Recognise and translate into English vocabulary from the unit '<i>Popular movements</i>' and throughout the course in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use <i>if</i> clauses with the pluperfect subjunctive accurately with a variety of pronouns.</li> <li>-Use <i>if</i> clauses with the imperfect subjunctive accurately with a variety of pronouns.</li> <li>-Recognise and understand the passive voice and know how to avoid it.</li> <li>- Review and use grammar rules accurately from throughout the course, adding complexity to oral and written responses with ease.</li> </ul>



-Review and use grammar from throughout the course, though their accuracy may be inconsistent.

**Skills:**

-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.

-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.

-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.

-Present their IRP clearly, respond to questions and develop answers well, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.

-Produce essays on the film and play, though their accuracy may be inconsistent, their variety of language limited or their essay-writing technique may require further practice.

**Respond to these Key Questions and from throughout the course with brief responses, demonstrating a lack of confidence and inconsistent accuracy.**

**Skills:**

-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.

-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.

-Complete translations into English and Spanish, with general accuracy.

- Present their IRP clearly, respond to questions and develop answers accurately.

-Produce clear, well-structured essays on the film and play, with a good level of accuracy, variety of language and complex structures.

**Respond to these Key Questions and from throughout the course with well-developed responses, demonstrating confidence and accuracy.**

- Why do people protest and are protests effective?
- Can you give examples of ways to protest in Spain/Latin America?
- Why do workers go on strike and are strikes effective?
- What is the 'ley mordaza'?
- What are the largest trade unions in Spain/Latin America and what do they do?
- What do Spanish/Latin American people think about social protests?

**Skills:**

-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.

-Complete listening and reading summary tasks, with accuracy and without depending on their notes.

-Complete translations into English and Spanish, with accuracy.

-Present their IRP clearly, respond to questions and develop answers accurately, using a wide range of vocabulary and idiom.

-Produce well-analysed, well-structured essays on the film and play, with a high level of accuracy, variety of language, complex structures and idiom.

**Respond to these Key Questions and from throughout the course with very well-developed responses, demonstrating confidence, complexity and accuracy.**

- Why do people protest and are protests effective?
- Can you give examples of ways to protest in Spain/Latin America?
- Why do workers go on strike and are strikes effective?
- What is the 'ley mordaza'?
- What are the largest trade unions in Spain/Latin America and what do they do?
- What do Spanish/Latin American people think about social protests?



	<ul style="list-style-type: none"><li>- Why do people protest and are protests effective?</li><li>- Can you give examples of ways to protest in Spain/Latin America?</li><li>- Why do workers go on strike and are strikes effective?</li><li>- What is the 'ley mordaza'?</li><li>- What are the largest trade unions in Spain/Latin America and what do they do?</li><li>- What do Spanish/Latin American people think about social protests?</li></ul>		
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