



YEAR 11 SPANISH CURRICULUM OVERVIEW & KNOWLEDGE MAPS FOUNDATION TIER



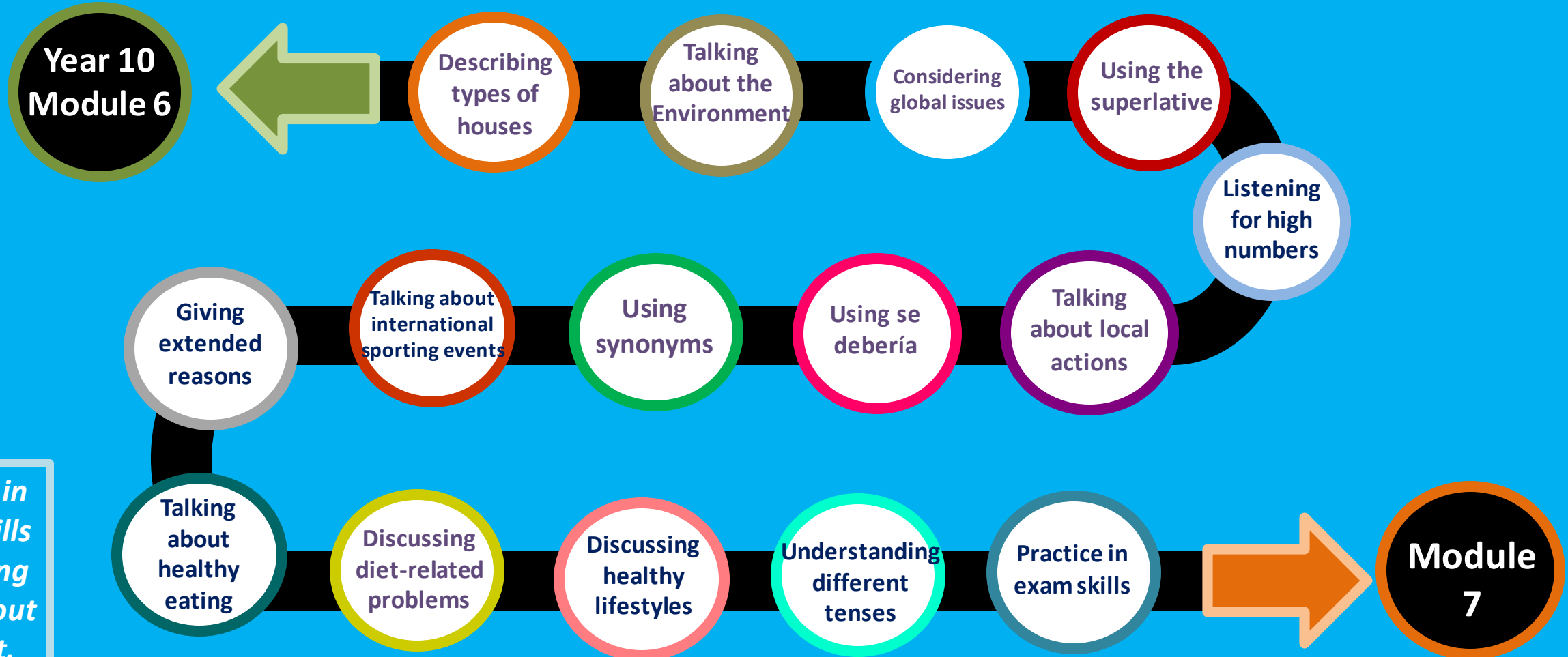
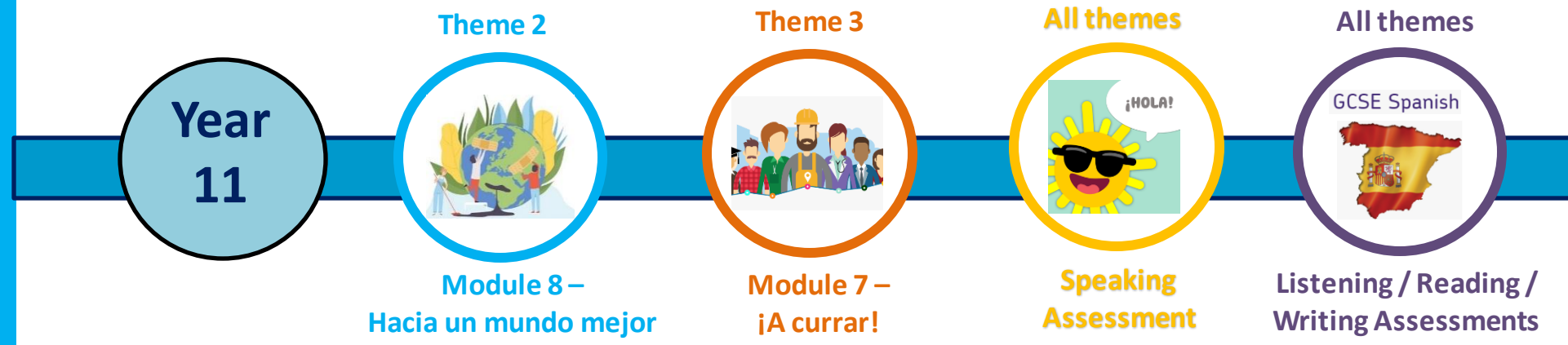
Yr11 Spanish Half Term 1 Curriculum Overview – Foundation Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Towards a better world	18 (based on 5 lessons per fortnight)	Students should be able to: <ul style="list-style-type: none">• Describing types of houses• Talking about the Environment• Considering global issues• Using the superlative• Listening for high numbers• Talking about local actions• Using se debería• Using synonyms• Presenting a written argument• Understanding different tenses• Giving extended reasons• Talking about international sporting events• Using verbs in the third person plural• Understanding equivalent expressions• Practice in exam skills	<i>i Viva! GCSE</i> Module 8 PdP1, Unit 8.1, Unit 8.2 & Unit 8.4 <i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i> Grade 5/9 – Writing Skills Grade 5/9 – Reading Skills AQA Official Vocabulary List Past Papers Speaking booklets Revision cards Module 8 PPTs TeachIt – Translation / Vocabulary / Writing / Speaking booklets Teacher’s Guide	SMSC: Students begin to discuss the rights and responsibilities of young people in their capacity as global citizens. They explore marginalisation and social exclusion i.e. unemployment and homelessness. They also explore and discuss voluntary work and related social issues. Environmental issues and consequences are discussed and considered in greater detail. Literacy: <ul style="list-style-type: none">• Listening - Understanding and responding to different types of spoken language.• Reading - Understanding and responding to different types of written language• Speaking - Communicating and interacting effectively in speech for a variety of purposes• Writing - Communicating effectively in writing for a variety of purposes CEIAG 1: Career opportunities involving humanitarian work such as the International Red Cross https://www.icrc.org/en/document/working-icrc-profiles https://www.youtube.com/playlist?list=PLE0C4A60B2002A1D7 (Video 1) Not specifically Spanish but languages in general	Challenge: <ul style="list-style-type: none">• Extension tasks embedded into PowerPoints• Expanding vocabulary on Languagenut/Memrise• Extension reading• Complex structures embedded into sentence builders• Nine Ninjas (Higher Tier) Scaffold: <ul style="list-style-type: none">• Clear instructions on slides• Sentence builders• Knowledge organisers• Slides on non-white background• Nine Ninjas (Foundation Tier)	Formative Assessment: <ul style="list-style-type: none">• <i>La Chispa</i> retrieval practice• Self/Peer assessment• Low stakes testing• Mini white boards• True/False cards• Languagenut / ActiveLearn & Memrise• Vocabulary & verb tests• Teacher-assessed purple book work• Practice in exam skills – Leer y escuchar (pp. 164-165)• Exam reading and listening practice Prueba oral (pp. 166-167)• Exam speaking practice Prueba escrita (pp. 168-169)• Exam writing practice Nine Ninjas (Higher Tier) Summative Assessment: <ul style="list-style-type: none">• End of unit tests• End of year tests• Data drops• Exampro Topic Tests• Past Papers• Past paper practice booklets• Extended writing in purple assessment book

Knowledge Map

Year 11 Spanish

Module 8 Overview



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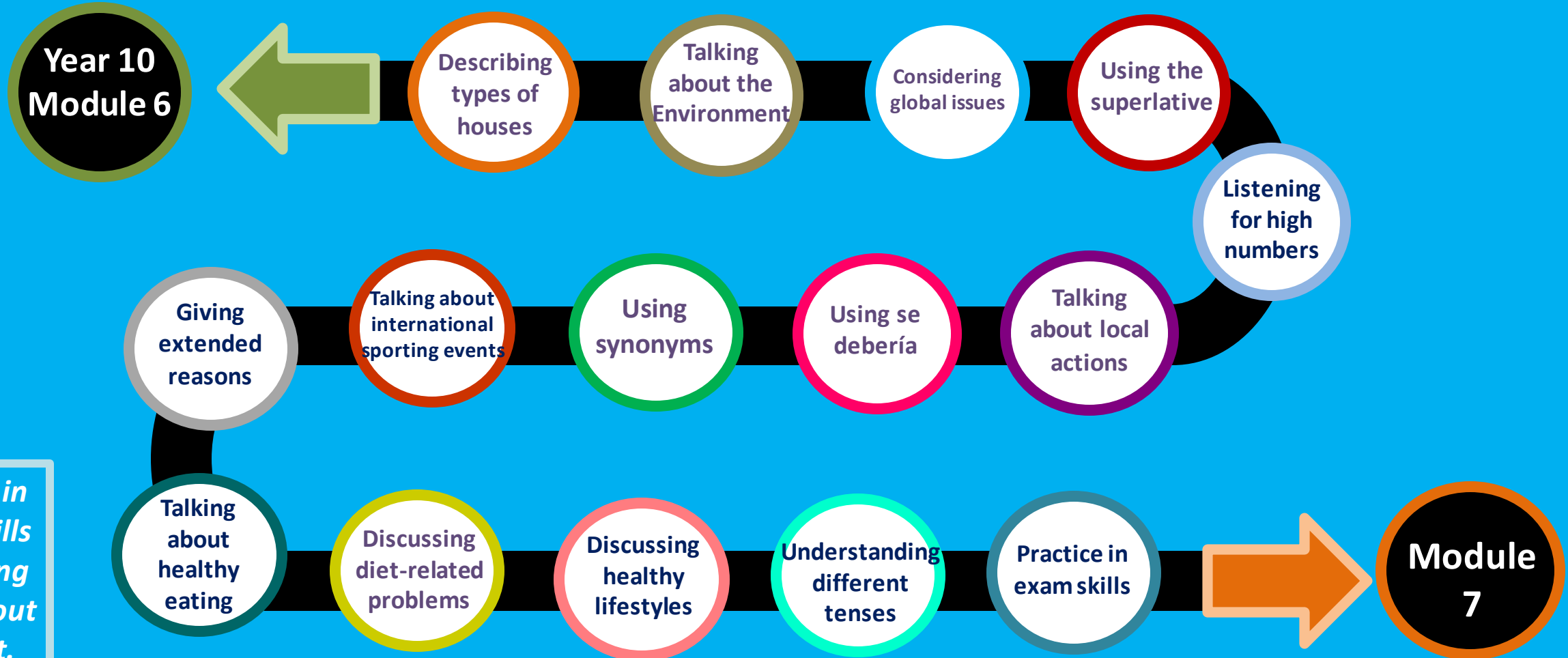
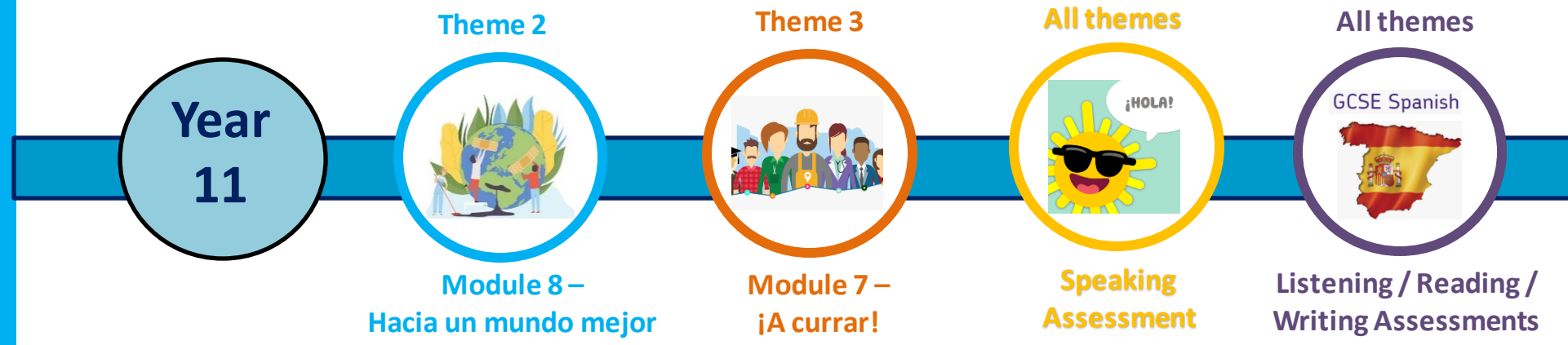
Yr11 Spanish Half Term 2 Curriculum Overview – Foundation Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Towards a better world	6 (based on 5 lessons per fortnight)	Students should be able to: <ul style="list-style-type: none"> Talking about healthy eating Discussing diet-related problems Discussing healthy lifestyles Practice in exam skills 	<i>¡Viva! GCSE</i> Module 8 PdP2 & Unit 8.3 Teacher's Guide	See Half Term 1 plus SMSC: Students are encouraged to investigate the impact of drugs and alcohol on young peoples' lives and society as a whole.	See Half Term 1	See Half Term 1
Off to work	10 (based on 5 lessons per fortnight)	Students should be able to: <ul style="list-style-type: none"> Talking about different jobs Discussing job preferences Talking about how you earn money Using verbs followed by an infinitive Words with more than one meaning Talking about languages and travel Using lo + adjective Using the 24-hour clock Practice in exam skills 	<i>¡Viva! GCSE</i> Module 7 PdP1, Unit 7.1 & Unit 7.3 <i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i> Grade 5/9 – Writing Skills Grade 5/9 – Reading Skills AQA Official Vocabulary List Past Papers Speaking booklets Revision cards Module 8 PPTs TeachIt – Translation / Vocabulary / Writing / Speaking booklets Teacher's Guide	SMSC: Using the topic of work, life and future plans post-16, we discuss young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society beyond the confines of rural Ramsey. Literacy: <ul style="list-style-type: none"> Listening - Understanding and responding to different types of spoken language. Reading - Understanding and responding to different types of written language Speaking - Communicating and interacting effectively in speech for a variety of purposes Writing - Communicating effectively in writing for a variety of purposes CEIAG 2: MFL teachers in the department share their career progress through school/university etc and how they ended up becoming teachers of MFL. Example - https://youtu.be/3JLAFN0vfDU	Challenge: <ul style="list-style-type: none"> Extension tasks embedded into PowerPoints Expanding vocabulary on Languagenut/Memrise Extension reading Complex structures embedded into sentence builders Nine Ninjas (Higher Tier) Scaffold: <ul style="list-style-type: none"> Clear instructions on slides Sentence builders Knowledge organisers Slides on non-white background Nine Ninjas (Foundation Tier) 	Formative Assessment: <ul style="list-style-type: none"> <i>La Chispa</i> retrieval practice Self/Peer assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn & Memrise Vocabulary & verb tests Teacher-assessed purple book work Practice in exam skills – Leer y escuchar (pp. 132–133) Exam reading and listening practice Prueba oral (pp. 134–135) Exam speaking practice Prueba escrita (pp. 136–137) Exam writing practice Nine Ninjas (Higher Tier) Summative Assessment: <ul style="list-style-type: none"> End of unit tests End of year tests Data drops Exampro Topic Tests Past Papers Past paper practice booklets Extended writing in assessment book

Knowledge Map

Year 11 Spanish

Module 8 Overview

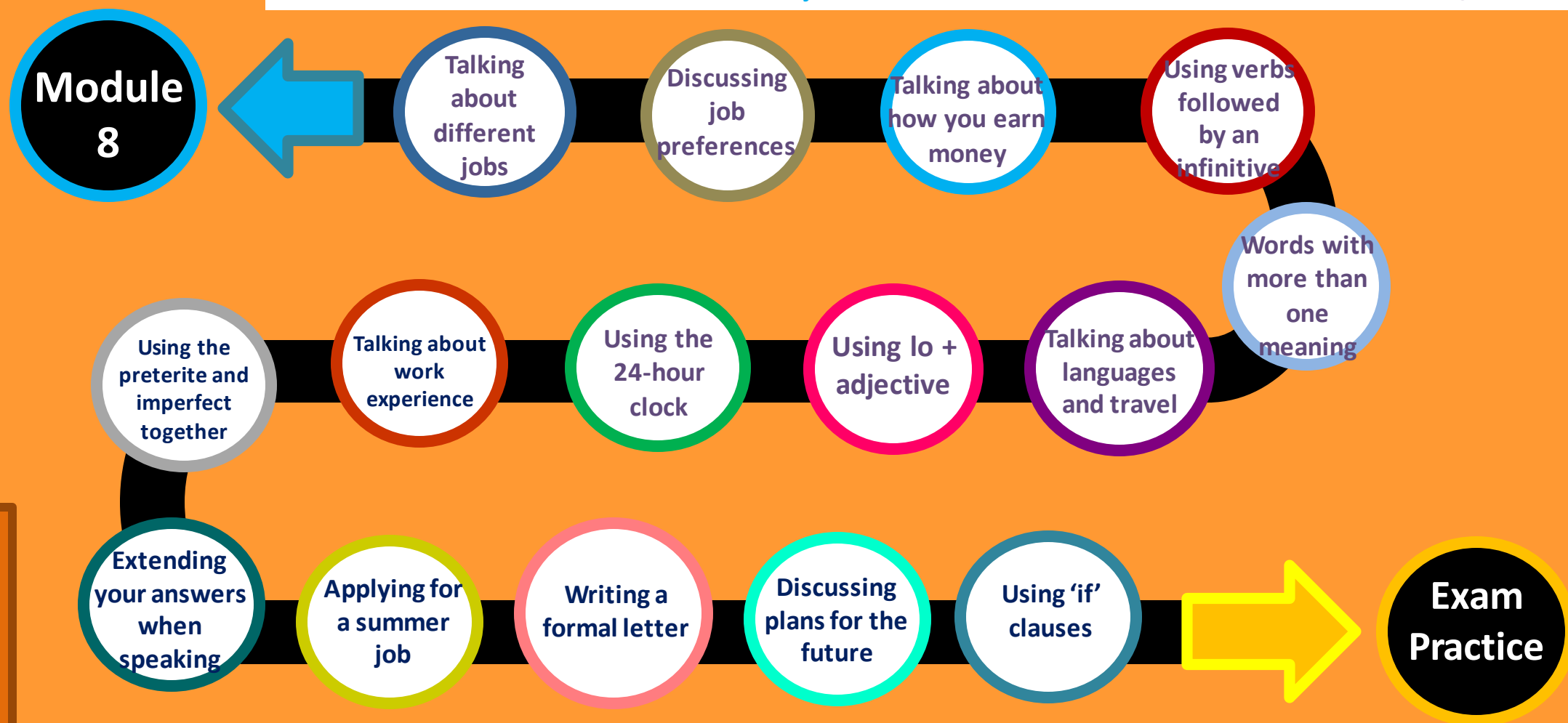
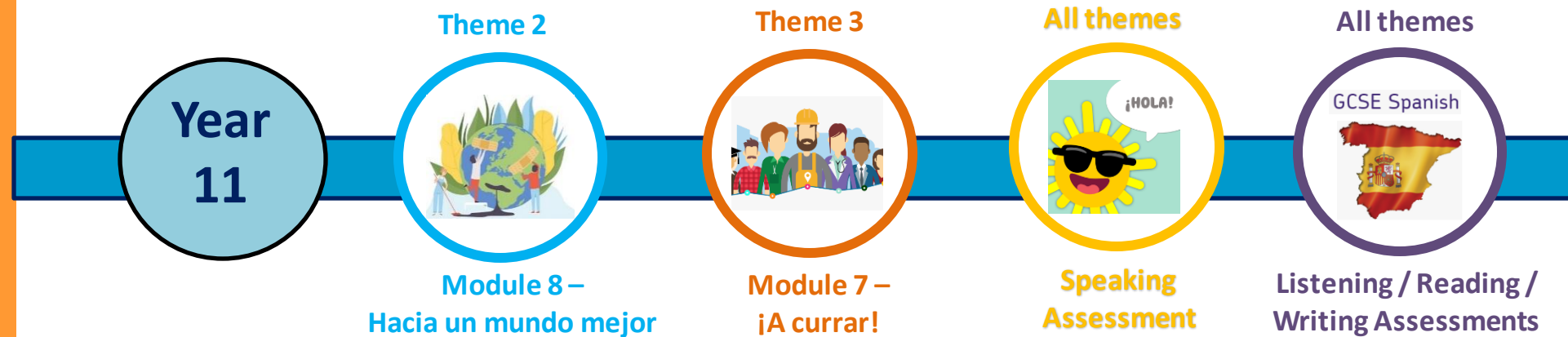


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Knowledge Map

Year 11 Spanish

Module 7 Overview



Practice in exam skills is ongoing throughout the unit.

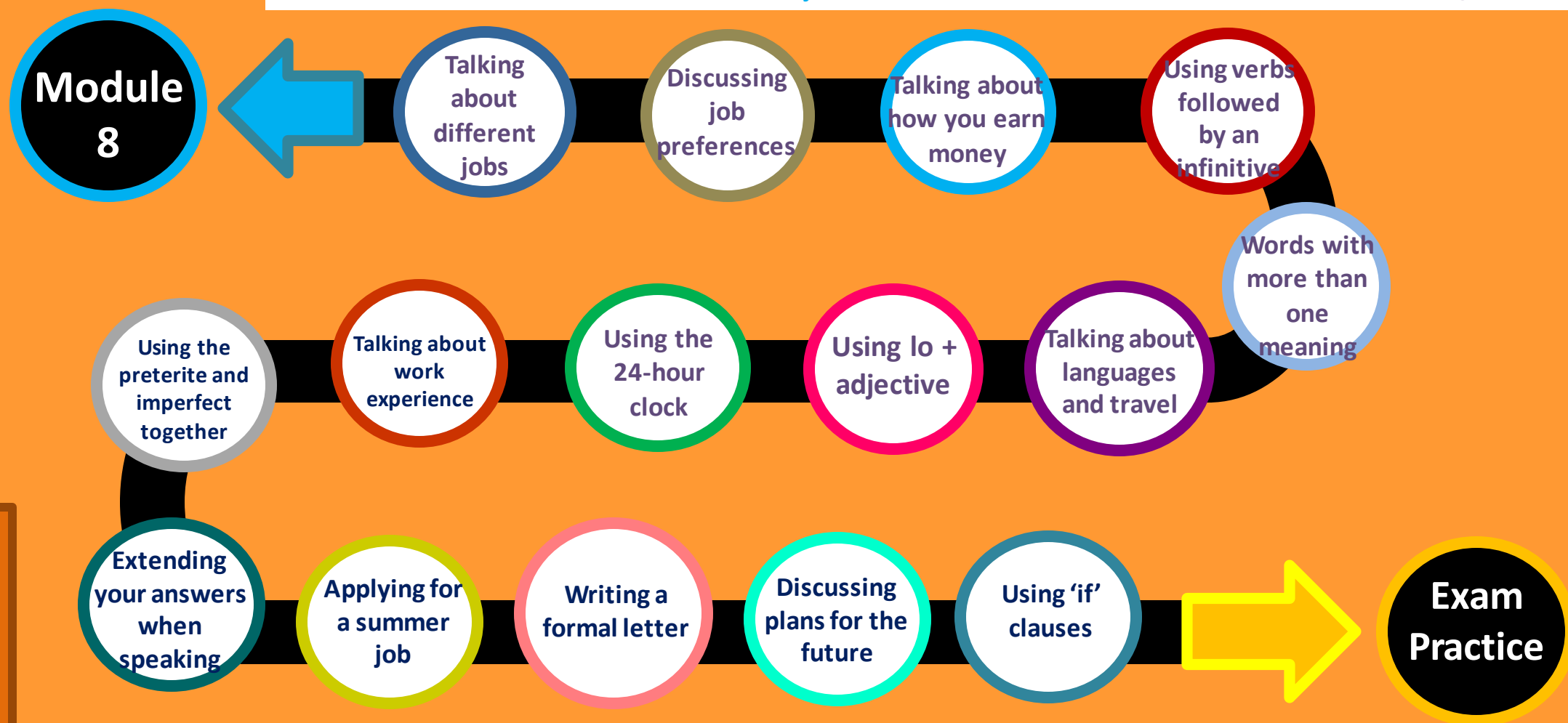
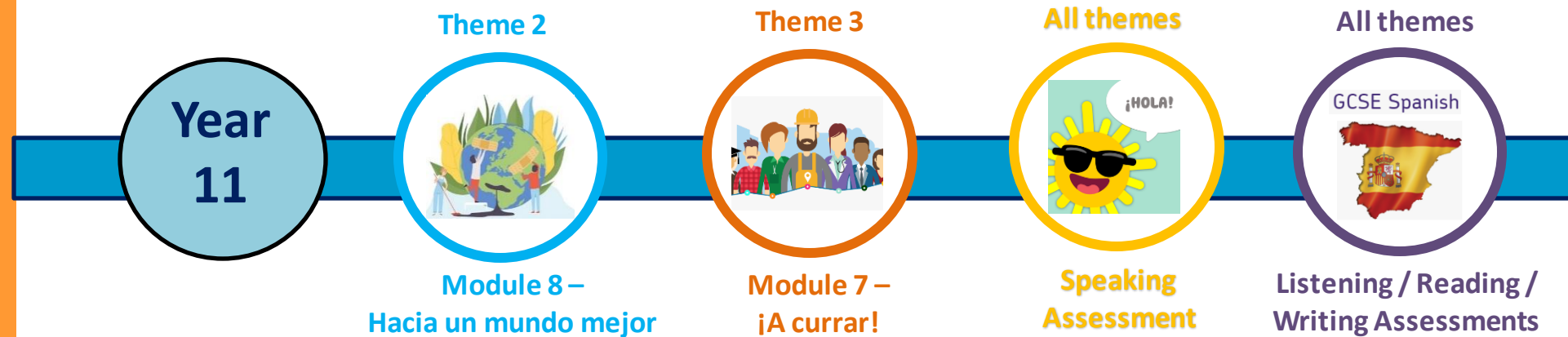
Yr11 Spanish Half Term 3 Curriculum Overview – Foundation Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Off to work	12 (based on 5 lessons per fortnight)	Students should be able to: <ul style="list-style-type: none"> Talking about work experience Using the preterite and imperfect together Extending your answers when speaking Applying for a summer job Revising the perfect tense Writing a formal letter Discussing plans for the future Using different ways to express future plans Using 'if' clauses Practice in exam skills 	<i>¡Viva! GCSE Module 7 Unit 7.2 & Unit 7.4</i> <i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i> Grade 5/9 – Writing Skills Grade 5/9 – Reading Skills AQA Official Vocabulary List Past Papers Speaking booklets Revision cards Module 8 PPTs TeachIt – Translation / Vocabulary / Writing / Speaking booklets Teacher's Guide	SMSC: Using the topic of work, life and future plans post-16, we discuss young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society beyond the confines of rural Ramsey. Literacy: <ul style="list-style-type: none"> Listening - Understanding and responding to different types of spoken language. Reading - Understanding and responding to different types of written language Speaking - Communicating and interacting effectively in speech for a variety of purposes Writing - Communicating effectively in writing for a variety of purposes CEIAG 3: How you can study MFL or even combine MFL with work experience, internships or even as part of a degree. https://www.gooverseas.com/internships-abroad/spain Example 1 - https://youtu.be/svFB4QGgZ-Y Example 2 - https://youtu.be/wwz10JRBxX0 Example 3 - https://youtu.be/-ywBedyboN4 Example 4 - https://www.qub.ac.uk/courses/undergraduate/la-w-major-spanish-llb-m2r4/ (Scroll down to video)	Challenge: <ul style="list-style-type: none"> Extension tasks embedded into PowerPoints Expanding vocabulary on Languagenut/ Memrise Extension reading Complex structures embedded into sentence builders Nine Ninjas (Higher Tier) Scaffold: <ul style="list-style-type: none"> Clear instructions on slides Sentence builders Knowledge organisers Slides on non-white background Nine Ninjas (Foundation Tier) 	Formative Assessment: <ul style="list-style-type: none"> <i>La Chispa</i> retrieval practice Self/Peer assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn & Memrise Vocabulary & verb tests Teacher-assessed purple book work Practice in exam skills – Leer y escuchar (pp. 152–153) Exam reading and listening practice Prueba oral (pp. 154–155) Exam speaking practice Prueba escrita (pp. 156–157) Exam writing practice Nine Ninjas (Higher Tier) Summative Assessment: <ul style="list-style-type: none"> End of unit tests End of year tests Data drops Exampro Topic Tests Past Papers Past paper practice booklets Extended writing in purple assessment book

Knowledge Map

Year 11 Spanish

Module 7 Overview

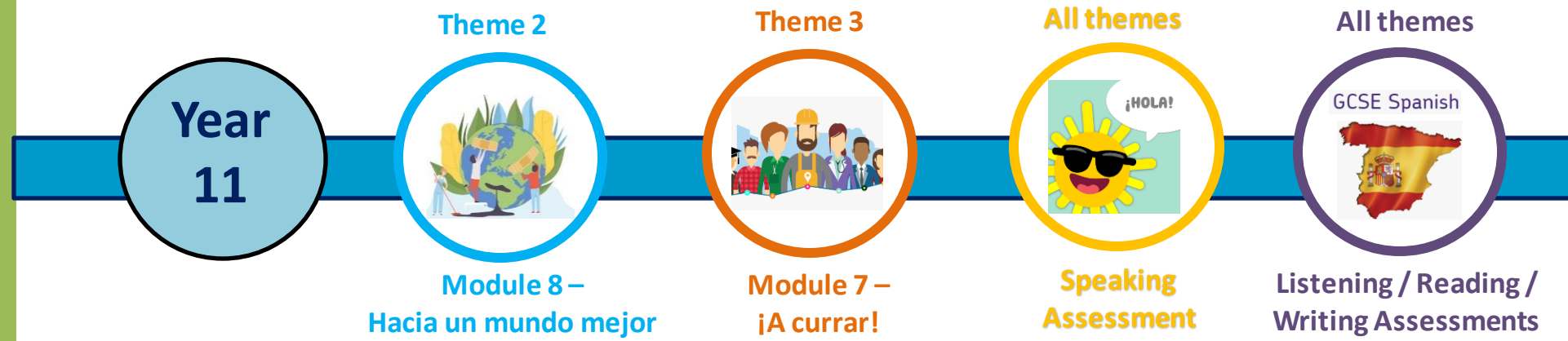


Practice in exam skills is ongoing throughout the unit.

Yr11 Spanish Half Term 4 Curriculum Overview – Foundation Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Exam Revision	14 (based on 5 lessons per fortnight)	Students should be able to: <ul style="list-style-type: none"> Understand the different components of the speaking assessment Understand and use strategies for the writing assessment Identify false friends Understand negatives Pick out key information from reading & listening passages Make revision cards Understand & thoroughly know higher numbers https://www.newsinslowspanish.com/?switch https://holaquepasa.com/ Employ a range of strategies from their toolkit in all papers 	<i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i> <i>Grade 5/9 – Writing Skills</i> <i>Grade 5/9 – Reading Skills</i> <i>AQA Official Vocabulary List</i> <i>Past Papers</i> <i>Speaking booklets</i> <i>Revision cards</i> <i>TeachIt – Translation / Vocabulary / Writing / Speaking booklets</i>	SMSC: We create a positive learning environment (with posters, displays with students' work or helpful key language...) to develop a positive ethos in and outside the MFL classroom to give students a sense of enjoyment and value for their personal learning, their success and also the success of others. We also aim to include an element of 'awe and wonder' through sharing amazing facts about language and languages where relevant in lessons. Literacy: <ul style="list-style-type: none"> Listening - Understanding and responding to different types of spoken language. Reading - Understanding and responding to different types of written language Speaking - Communicating and interacting effectively in speech for a variety of purposes Writing - Communicating effectively in writing for a variety of purposes 	Challenge: <ul style="list-style-type: none"> Extension tasks embedded into PowerPoints Expanding vocabulary on Languagenut/ Memrise Extension reading Complex structures embedded into sentence builders Nine Ninjas (Higher Tier) Scaffold: <ul style="list-style-type: none"> Clear instructions on slides Sentence builders Knowledge organisers Slides on non-white background Nine Ninjas (Foundation Tier) 	Formative Assessment: <ul style="list-style-type: none"> <i>La Chispa</i> retrieval practice Self/Peer assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn & Memrise Vocabulary & verb tests Teacher-assessed purple book work Practice in exam skills – Leer y escuchar Exam reading and listening practice Prueba oral Exam speaking practice Prueba escrita Exam writing practice <ul style="list-style-type: none"> Nine Ninjas (Foundation Tier) Summative Assessment: <ul style="list-style-type: none"> End of unit tests End of year tests Data drops Exampro Topic Tests Past Papers Past paper practice booklets Extended writing in purple assessment book

Knowledge Map Year 11 Spanish Exam Practice Overview

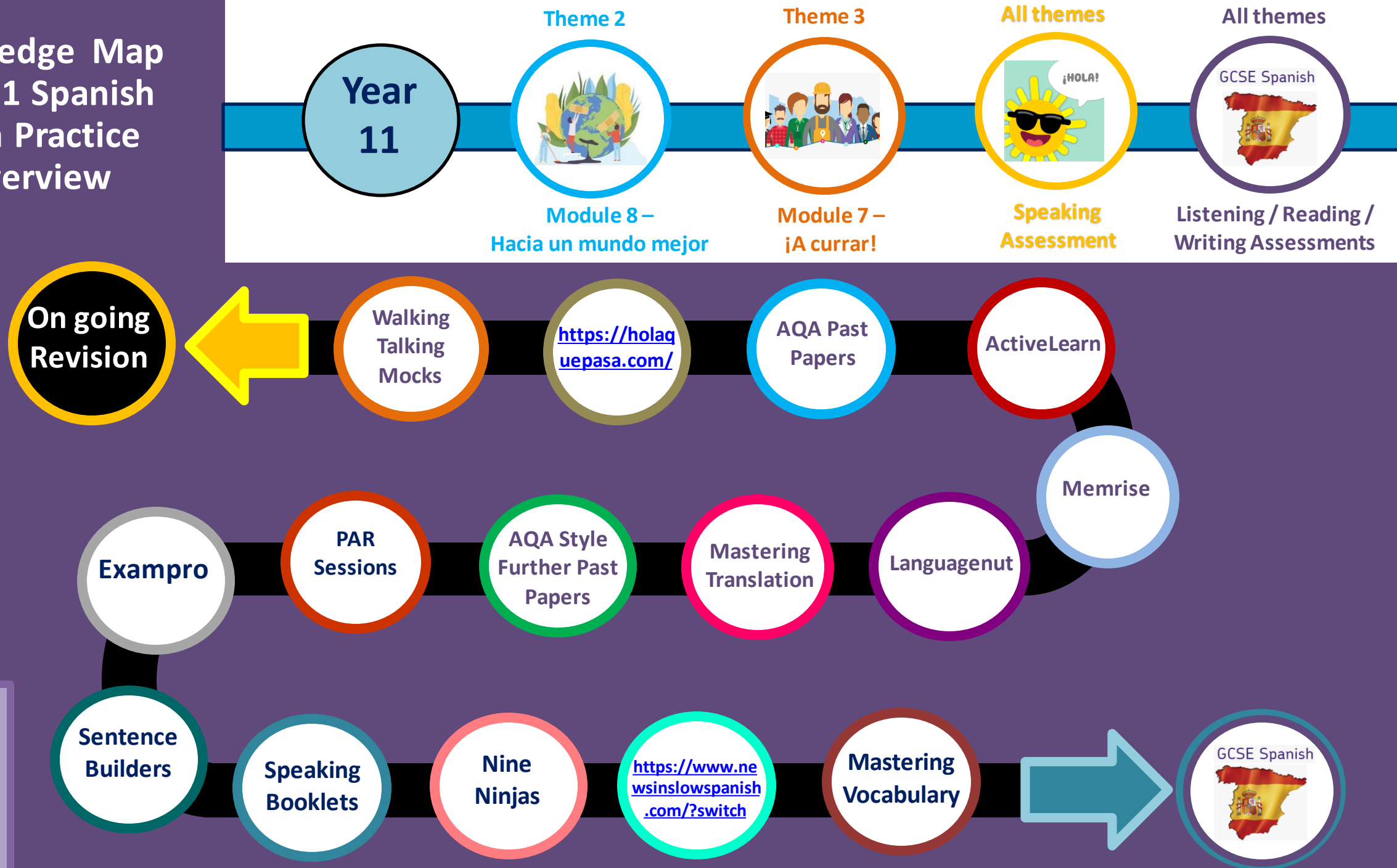


*Range of
Revision
Strategies
for GCSE
Spanish.*

Yr11 Spanish Half Term 5 Curriculum Overview – Higher Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Exam Revision Including speaking assessment & reading / listening assessment	12 (based on 5 lessons per fortnight)	<p>Speaking Assessment: Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes). The test will consist of three parts. Role-play (15 marks) Photo card (15 marks) General conversation (30 marks)</p> <p>Reading Assessment: The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from a range of sources including literary texts. They will cover past, present and future events.</p> <p>Listening Assessment: In Section A, students’ understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students’ comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish. Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events.</p>	<p><i>¡Viva!</i> GCSE Textbook</p> <p><i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i></p> <p><i>Grade 5/9 – Writing Skills</i></p> <p><i>Grade 5/9 – Reading Skills</i></p> <p><i>AQA Official Vocabulary List</i></p> <p><i>Past Papers</i></p> <p><i>Speaking booklets</i></p> <p><i>Revision cards</i></p> <p><i>TeachIt – Translation / Vocabulary / Writing / Speaking booklets</i></p>	<p>SMSC: We create a positive learning environment (with posters, displays with students’ work or helpful key language...) to develop a positive ethos in and outside the MFL classroom to give students a sense of enjoyment and value for their personal learning, their success and also the success of others. We also aim to include an element of ‘awe and wonder’ through sharing amazing facts about language and languages where relevant in lessons.</p> <p>Literacy:</p> <ul style="list-style-type: none">• Listening - Understanding and responding to different types of spoken language.• Reading - Understanding and responding to different types of written language• Speaking - Communicating and interacting effectively in speech for a variety of purposes• Writing - Communicating effectively in writing for a variety of purposes	<p>Challenge:</p> <ul style="list-style-type: none">• Extension tasks embedded into PowerPoints• Expanding vocabulary on Languagenut/ Memrise• Extension reading• Complex structures embedded into sentence builders• Nine Ninjas (Higher Tier) <p>Scaffold:</p> <ul style="list-style-type: none">• Clear instructions on slides• Sentence builders• Knowledge organisers• Slides on non-white background• Nine Ninjas (Foundation Tier)	<p>Formative Assessment:</p> <ul style="list-style-type: none">• <i>La Chispa</i> retrieval practice• Self/Peer assessment• Low stakes testing• Mini white boards• True/False cards• Languagenut / ActiveLearn & Memrise• Vocabulary & verb tests• Teacher-assessed purple book work• Practice in exam skills – Leer y escuchar <p>Exam reading and listening practice Prueba oral</p> <p>Exam speaking practice Prueba escrita</p> <p>Exam writing practice Nine Ninjas (Higher Tier)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none">• End of unit tests• End of year tests• Data drops• Exampro Topic Tests• Past Papers• Past paper practice booklets• Extended writing in purple assessment book

Knowledge Map Year 11 Spanish Exam Practice Overview



Yr11 Spanish Half Term 6 Curriculum Overview - In Term 6 students normally sit the writing paper of the GCSE Spanish exam.

Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Spanish.

Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Spanish.

Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

Question 3 (12 marks)

A translation from English into Spanish, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test [assessment criteria](#).

Focus is on exam technique.

7 points for writing exam success

Prepare for the exam by remembering these helpful tips

- 1 Aim to write roughly the suggested number of words.
- 2 Plan your answer before starting to write.
- 3 Identify the bullet points that target past/present/future time frames.
- 4 Refer to all bullet points and tick them off once you've covered them.
- 5 Make sure you include opinions and justifications as required by the task.
- 6 In some cases, the language of the bullet points can be used to help you write a successful response.
- 7 Read what you've written carefully and check your verb formations are accurate.

The infographic features a man in a striped shirt looking up thoughtfully, surrounded by icons: a pair of scissors, a notepad with a checkmark, a large question mark, and a circular arrow with the letters 'i', 'B', 'h', 'e', 'y'.



YEAR 11 SPANISH CURRICULUM OVERVIEW & KNOWLEDGE MAPS HIGHER TIER



Yr11 Spanish Half Term 1 Curriculum Overview – Higher Tier

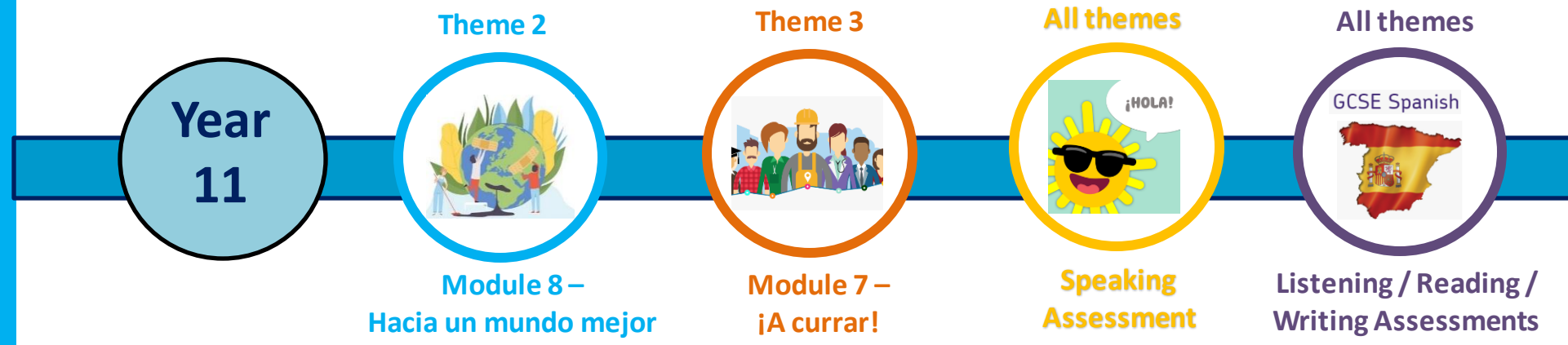
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Knowledge Map

Year 11 Spanish

Module 8

Overview



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Yr11 Spanish Half Term 2 Curriculum Overview – Higher Tier

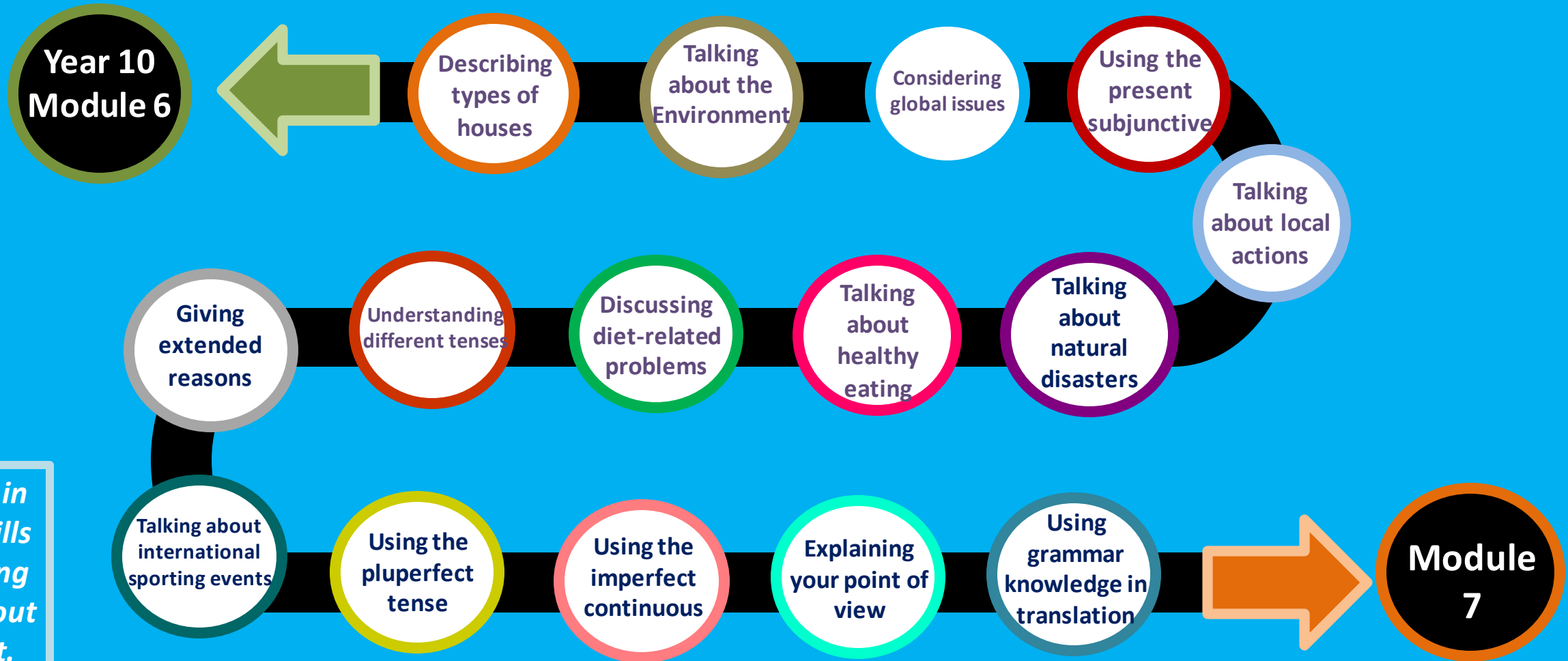
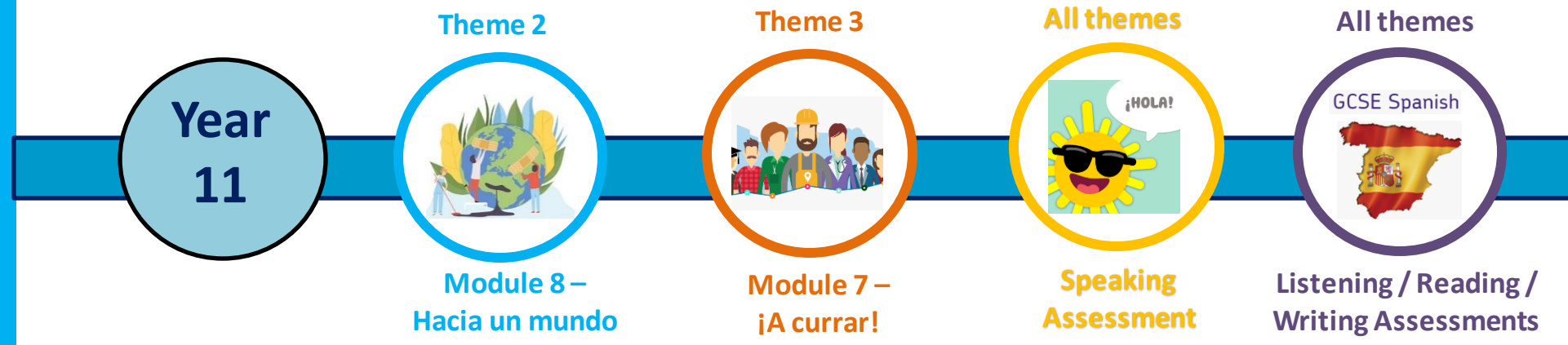
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Knowledge Map

Year 11 Spanish

Module 8

Overview

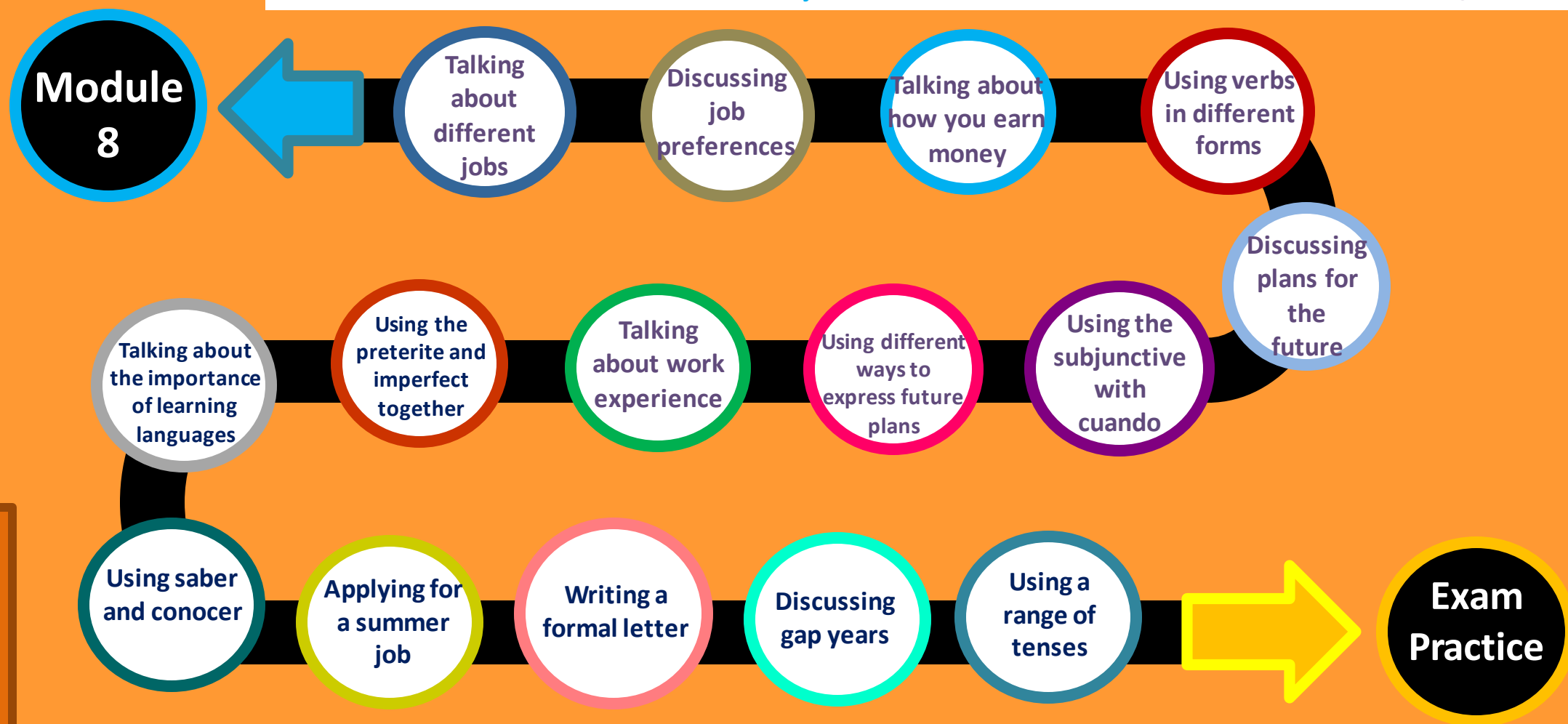
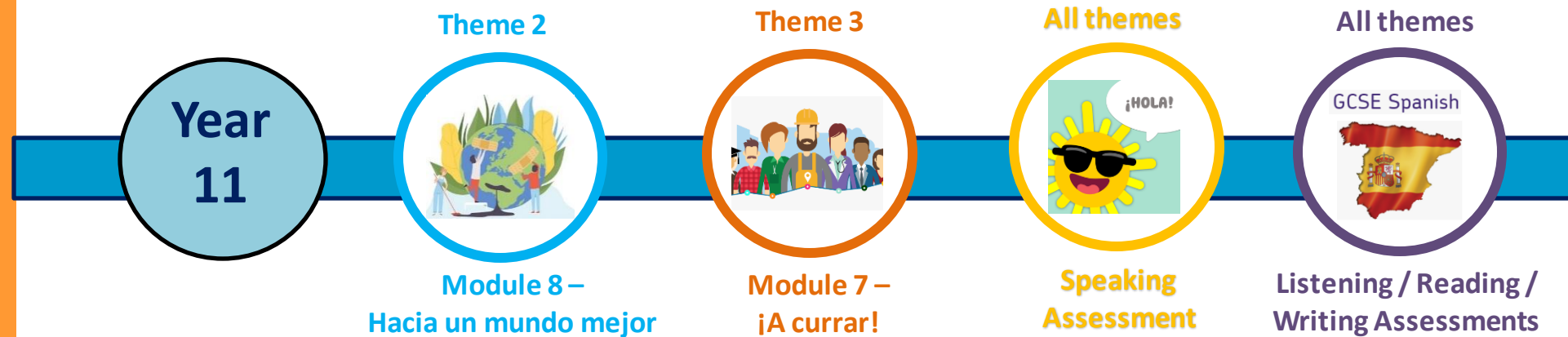


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Knowledge Map

Year 11 Spanish

Module 7 Overview



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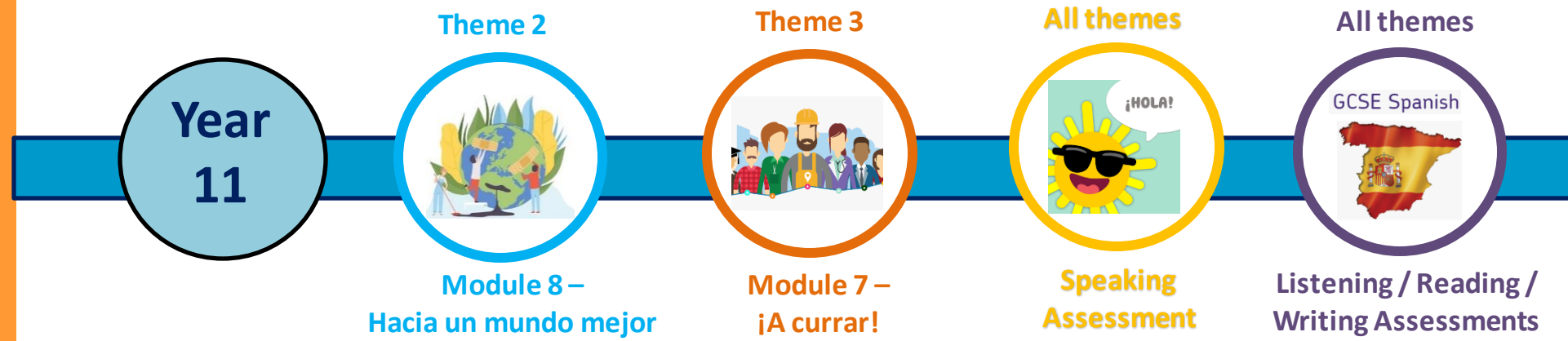
Yr11 Spanish Half Term 3 Curriculum Overview – Higher Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Off to work	12 (based on 5 lessons per fortnight)	Students should be able to: <ul style="list-style-type: none"> Talking about work experience Using the preterite and imperfect together Using alternatives to ‘and’ Using the present and the present continuous Talking about the importance of learning languages Using the present and the present continuous Using saber and conocer Applying for a summer job Using indirect object pronouns Writing a formal letter Discussing gap years Revising the conditional Using the 24-hour clock Practice in exam skills 	<i>¡Viva! GCSE Module 7 Unit 7.2, Unit 7.4 & Unit 7.5</i> <i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i> Grade 5/9 – Writing Skills Grade 5/9 – Reading Skills AQA Official Vocabulary List Past Papers Speaking booklets Revision cards Module 8 PPTs TeachIt – Translation / Vocabulary / Writing / Speaking booklets Teacher’s Guide	SMSC: Using the topic of work, life and future plans post-16, we discuss young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society beyond the confines of rural Ramsey. Literacy: <ul style="list-style-type: none"> Listening - Understanding and responding to different types of spoken language. Reading - Understanding and responding to different types of written language Speaking - Communicating and interacting effectively in speech for a variety of purposes Writing - Communicating effectively in writing for a variety of purposes CEIAG 3: How you can study MFL or even combine MFL with work experience, internships or even as part of a degree. https://www.gooverseas.com/internships-abroad/spain Example 1 - https://youtu.be/svFB4QGgZ-Y Example 2 - https://youtu.be/wwz10JBrX0 Example 3 - https://youtu.be/-ywBedyboN4 Example 4 - https://www.qub.ac.uk/courses/undergraduate/law-major-spanish-llb-m2r4/ (Scroll down to video)	Challenge: <ul style="list-style-type: none"> Extension tasks embedded into PowerPoints Expanding vocabulary on Languagenut/ Memrise Extension reading Complex structures embedded into sentence builders Nine Ninjas (Higher Tier) Scaffold: <ul style="list-style-type: none"> Clear instructions on slides Sentence builders Knowledge organisers Slides on non-white background Nine Ninjas (Foundation Tier) 	Formative Assessment: <ul style="list-style-type: none"> <i>La Chispa</i> retrieval practice Self/Peer assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn & Memrise Vocabulary & verb tests Teacher-assessed purple book work Practice in exam skills – Leer y escuchar (pp. 152–153) Exam reading and listening practice Prueba oral (pp. 154–155) Exam speaking practice Prueba escrita (pp. 156–157) Exam writing practice Nine Ninjas (Higher Tier) Summative Assessment: <ul style="list-style-type: none"> End of unit tests End of year tests Data drops Exampro Topic Tests Past Papers Past paper practice booklets Extended writing in purple assessment book

Knowledge Map

Year 11 Spanish

Module 7 Overview

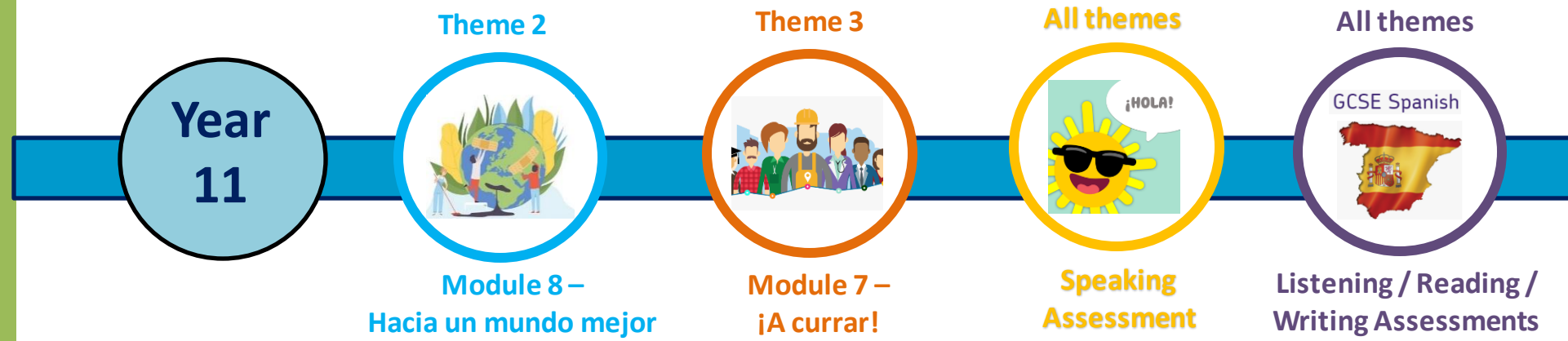


Practice in exam skills is ongoing throughout the unit.

Yr11 Spanish Half Term 4 Curriculum Overview – Higher Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Exam Revision	14 (based on 5 lessons per fortnight)	Students should be able to: <ul style="list-style-type: none"> Understand the different components of the speaking assessment Understand and use strategies for the writing assessment Identify false friends Understand negatives Pick out key information from reading & listening passages Make revision cards Understand & thoroughly know higher numbers https://www.newsinslowspanish.com/?switch https://holaquepasa.com/ Employ a range of strategies from their toolkit in all papers 	<i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i> <i>Grade 5/9 – Writing Skills</i> <i>Grade 5/9 – Reading Skills</i> <i>AQA Official Vocabulary List</i> <i>Past Papers</i> <i>Speaking booklets</i> <i>Revision cards</i> <i>TeachIt – Translation / Vocabulary / Writing / Speaking booklets</i>	SMSC: We create a positive learning environment (with posters, displays with students' work or helpful key language...) to develop a positive ethos in and outside the MFL classroom to give students a sense of enjoyment and value for their personal learning, their success and also the success of others. We also aim to include an element of 'awe and wonder' through sharing amazing facts about language and languages where relevant in lessons. Literacy: <ul style="list-style-type: none"> Listening - Understanding and responding to different types of spoken language. Reading - Understanding and responding to different types of written language Speaking - Communicating and interacting effectively in speech for a variety of purposes Writing - Communicating effectively in writing for a variety of purposes 	Challenge: <ul style="list-style-type: none"> Extension tasks embedded into PowerPoints Expanding vocabulary on Languagenut/ Memrise Extension reading Complex structures embedded into sentence builders Nine Ninjas (Higher Tier) Scaffold: <ul style="list-style-type: none"> Clear instructions on slides Sentence builders Knowledge organisers Slides on non-white background Nine Ninjas (Foundation Tier) 	Formative Assessment: <ul style="list-style-type: none"> <i>La Chispa</i> retrieval practice Self/Peer assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn & Memrise Vocabulary & verb tests Teacher-assessed purple book work Practice in exam skills – Leer y escuchar (pp. 152–153) Exam reading and listening practice Prueba oral (pp. 154–155) Exam speaking practice Prueba escrita (pp. 156–157) Exam writing practice Nine Ninjas (Higher Tier) Summative Assessment: <ul style="list-style-type: none"> End of unit tests End of year tests Data drops Exampro Topic Tests Past Papers Past paper practice booklets Extended writing in purple assessment book

Knowledge Map Year 11 Spanish Exam Practice Overview



*Range of
Revision
Strategies
for GCSE
Spanish.*

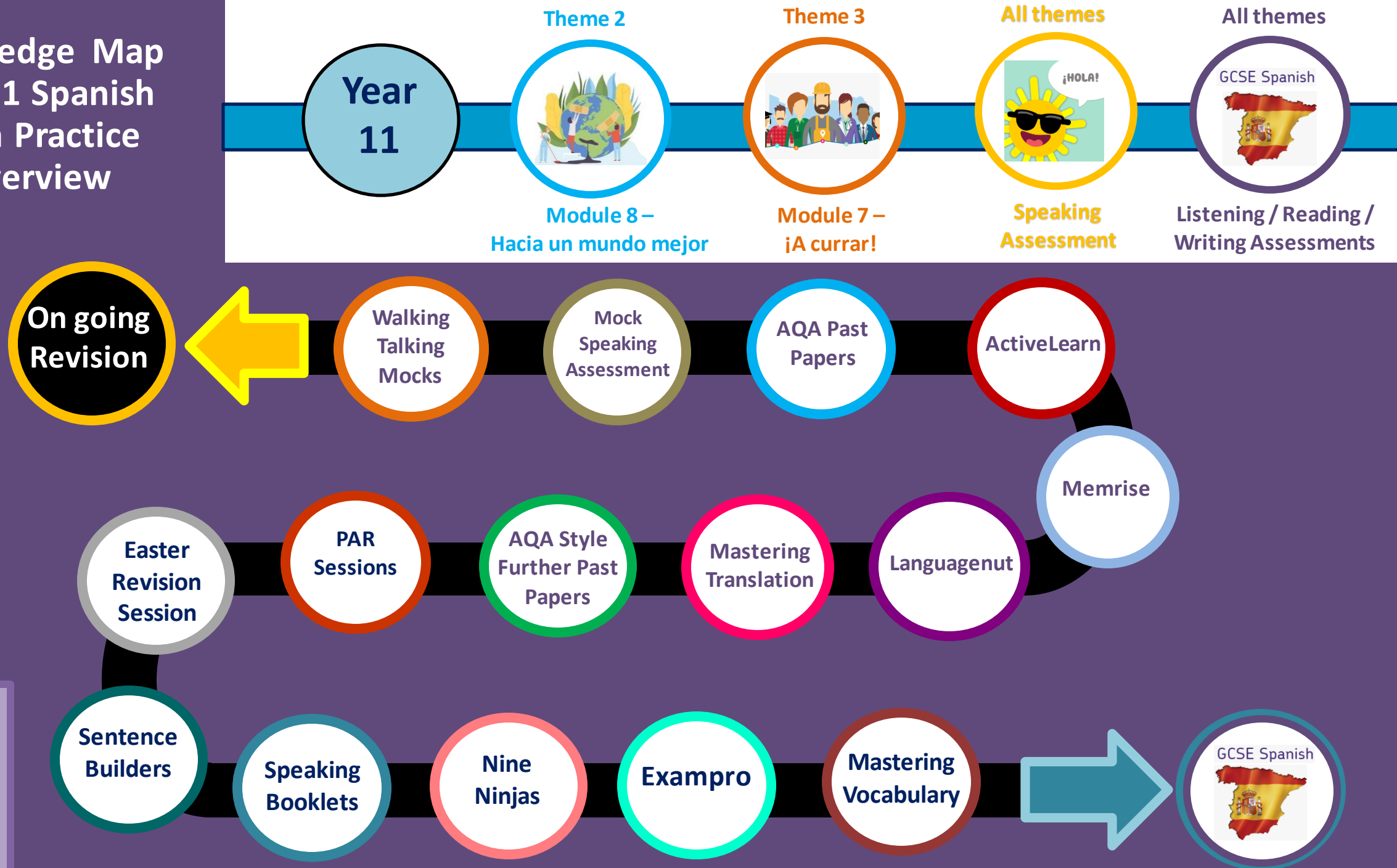
Yr11 Spanish Half Term 5 Curriculum Overview – Higher Tier

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Exam Revision Including speaking assessment & reading / listening assessment	12 (based on 5 lessons per fortnight)	<p>Speaking Assessment: Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes). The test will consist of three parts. Role-play (15 marks) Photo card (15 marks) General conversation (30 marks)</p> <p>Reading Assessment: The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from a range of sources including literary texts. They will cover past, present and future events.</p> <p>Listening Assessment: In Section A, students’ understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students’ comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish. Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events.</p>	<p><i>¡Viva!</i> GCSE Textbook</p> <p><i>Languagenut</i> <i>Memrise</i> <i>ActiveLearn</i> <i>ActiveTeach</i></p> <p><i>Grade 5/9 – Writing Skills</i></p> <p><i>Grade 5/9 – Reading Skills</i></p> <p><i>AQA Official Vocabulary List</i></p> <p><i>Past Papers</i></p> <p><i>Speaking booklets</i></p> <p><i>Revision cards</i></p> <p><i>TeachIt – Translation / Vocabulary / Writing / Speaking booklets</i></p>	<p>SMSC: We create a positive learning environment (with posters, displays with students’ work or helpful key language...) to develop a positive ethos in and outside the MFL classroom to give students a sense of enjoyment and value for their personal learning, their success and also the success of others. We also aim to include an element of ‘awe and wonder’ through sharing amazing facts about language and languages where relevant in lessons.</p> <p>Literacy:</p> <ul style="list-style-type: none">• Listening - Understanding and responding to different types of spoken language.• Reading - Understanding and responding to different types of written language• Speaking - Communicating and interacting effectively in speech for a variety of purposes• Writing - Communicating effectively in writing for a variety of purposes	<p>Challenge:</p> <ul style="list-style-type: none">• Extension tasks embedded into PowerPoints• Expanding vocabulary on Languagenut/ Memrise• Extension reading• Complex structures embedded into sentence builders• Nine Ninjas (Higher Tier) <p>Scaffold:</p> <ul style="list-style-type: none">• Clear instructions on slides• Sentence builders• Knowledge organisers• Slides on non-white background• Nine Ninjas (Foundation Tier)	<p>Formative Assessment:</p> <ul style="list-style-type: none">• <i>La Chispa</i> retrieval practice• Self/Peer assessment• Low stakes testing• Mini white boards• True/False cards• Languagenut / ActiveLearn & Memrise• Vocabulary & verb tests• Teacher-assessed purple book work• Practice in exam skills – Leer y escuchar <p>Exam reading and listening practice Prueba oral</p> <p>Exam speaking practice Prueba escrita</p> <p>Exam writing practice Nine Ninjas (Higher Tier)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none">• End of unit tests• End of year tests• Data drops• Exampro Topic Tests• Past Papers• Past paper practice booklets• Extended writing in purple assessment book

Knowledge Map

Year 11 Spanish

Exam Practice Overview



Yr11 Spanish Half Term 6 Curriculum Overview - In Term 6 students normally sit the writing paper of the GCSE Spanish exam.

Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Spanish.

Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Spanish.

Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

Question 3 (12 marks)

A translation from English into Spanish, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test [assessment criteria](#).

Focus is on exam technique.

7 points for writing exam success

Prepare for the exam by remembering these helpful tips

- 1 Aim to write roughly the suggested number of words.
- 2 Plan your answer before starting to write.
- 3 Identify the bullet points that target past/present/future time frames.
- 4 Refer to all bullet points and tick them off once you've covered them.
- 5 Make sure you include opinions and justifications as required by the task.
- 6 In some cases, the language of the bullet points can be used to help you write a successful response.
- 7 Read what you've written carefully and check your verb formations are accurate.

The infographic features a man in a striped shirt looking up thoughtfully, surrounded by icons: a pair of scissors, a notepad with a checkmark, a large question mark, and a circular arrow with the letters 'i', 'B', 'h', 'e', 'y'.