

Theme 1: Aspects of Hispanic society

Unit 1 – Los valores tradicionales y modernos

| | Language | Grammar | Skills |
|---|--|---|--|
| Introducción | | | |
| 1.1 Los cambios en la familia | Describe the various types of 21st century Spanish family and how these differ from the family model of the past | Use the imperfect and imperfect continuous tenses | Recognise cognates |
| 1.2 Actitudes hacia el matrimonio y el divorcio | Understand trends in marriage and how modern and traditional values differ Understand the situation regarding divorce | Use the preterite tense | Know when to use accents |
| 1.3 La influencia de la iglesia católica | Understand the religious history of Spain Discuss changes in the influence of the church | Use the imperfect and preterite tenses together | Connect nouns with their corresponding verbs |

Unit 2 – El ciberespacio

| | Language | Grammar | Skills |
|--|--|---|---|
| Introducción | | | |
| 2.1 La influencia de Internet | Discuss the positive and/or negative influence of the Internet | Use the present and present continuous | Write a summary based on a listening extract |
| 2.2 Los móviles inteligentes en nuestra sociedad | Discuss the positive and/or negative effect of smartphones | Use comparatives and superlatives <i>Ser and estar</i> | Use expressions giving pros and cons |
| 2.3 Las redes sociales: beneficios y peligros | Consider the type of influence social networks have on society | Use the future and conditional | Use idiomatic expressions with impersonal verbs |

Unit 3 – La igualdad de los sexos

| | Language | Grammar | Skills |
|---|--|---|---|
| Introducción | | | |
| 3.1 La mujer en el mercado laboral | Discuss women in the world of work Study the role of women at home | Use indefinite adjectives and pronouns | Improve your translation skills |
| 3.2 El machismo y el feminismo | Discuss male chauvinism Look at the role of feminism | Use the perfect tense Use the pluperfect tense | Listen for gist and for detail |
| 3.3 Los derechos de los gays y las personas transgénero | Understand and talk about changes to LGBT rights Discuss gay marriage in Spain and the Hispanic world | Use the future perfect Use the conditional perfect | Recognise words ending in '-ity' Additional translation tips |

Theme 2: Artistic culture in the Hispanic world

Unit 4 – La influencia de los ídolos

| | Language | Grammar | Skills |
|------------------------------------|---|------------------------------|--|
| Introducción | | | |
| 4.1 Cantantes y músicos | Discuss the positive and/or negative influence singers and musicians have on people | Use indirect object pronouns | Use connectives to improve your written work Improve your translations into Spanish |
| 4.2 Estrellas de televisión y cine | Discuss the positive and/or negative effect TV and cinema stars have in our society | Practise the passive voice | Use connectives and other expressions to improve your conversation style |
| 4.3 Modelos | Consider the type of influence fashion models have on young people | Use direct object pronouns | Check your written work |

Unit 5 – La identidad regional de España

| | Language | Grammar | Skills |
|------------------------------|---|--|--|
| Introducción | | | |
| 5.1 Tradiciones y costumbres | Describe and discuss Spanish customs and traditions | Use the present subjunctive of regular verbs | Improve your listening skills |
| 5.2 La gastronomía | Discuss the similarities and differences in the gastronomy of Spain | Use the perfect tense in the subjunctive | Identify correct and incorrect sentences |
| 5.3 Las lenguas | Consider the languages that are spoken in Spain and the issues surrounding them | Use numerals | Fill in gaps in a text |

Unit 6 – El patrimonio cultural

| | Language | Grammar | Skills |
|--|--|---|---|
| Introducción | | | |
| 6.1 Sitios históricos y civilizaciones prehispanicas | Understand civilisations that contributed to the cultural heritage of Spain Discuss the pre-Columbian heritage of Latin America | Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc. | Use the internet to enhance your work |
| 6.2 Arte y arquitectura | Discuss Spanish and Latin American artists and the role of architecture in Spain | Understand and use efficiently demonstrative and possessive adjectives | Break down comprehension tasks |
| 6.3 El patrimonio musical y su diversidad | Understand the diversity of Hispanic music and dance | Use imperatives | Recognise irregular endings: nouns ending in <i>-ma</i> |

Theme 3: Multiculturalism in Hispanic society

Unit 1 – La inmigración

| | Language | Grammar | Skills |
|---|--|---|-----------------------------------|
| Introducción | | | |
| 1.1 Los beneficios y los aspectos negativos | Discuss the positive and negative aspects of immigration | Form and use the present tense | Improve dictionary skills |
| 1.2 La inmigración en el mundo hispánico | Learn more about immigration in the Spanish-speaking world | Revise the imperfect and preterite tenses | Revise the use of loan words |
| 1.3 Los indocumentados – problemas | Discuss what problems illegal migrants might face | Use compound tenses | Vary vocabulary by using synonyms |

Unit 2 – El racismo

| | Language | Grammar | Skills |
|--|--|-------------------------------------|---|
| Introducción | | | |
| 2.1 Las actitudes racistas y xenófobas | Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world | Improve use of nouns and adjectives | Express approval/disapproval |
| 2.2 Las medidas contra el racismo | Understand and discuss measures to combat racism and their effectiveness | Use conditional tenses | Translate the English gerund (-ing form) into Spanish |
| 2.3 La legislación anti-racista | Look at existing legislation against racism Discuss possible new legislation | Use future tenses | Express obligation |

Unit 3 – La convivencia

| | Language | Grammar | Skills |
|--------------------------------|---|---------------------------|--|
| Introducción | | | |
| 3.1 La convivencia de culturas | Understand and describe the different ways cultures integrate in Hispanic society | Form and use prepositions | Use language for describing change |
| 3.2 La educación | Understand and describe the issues surrounding the integration of different cultures within the sphere of education | Use pronouns | Vary sentence structure to enhance writing |
| 3.3 Las religiones | Understand and describe the coexistence of various religions in the Hispanic world | Use adverbs | Structure an argument |

Theme 4: Aspects of political life in the Hispanic world

Unit 4 – Jóvenes de hoy, ciudadanos del mañana

| | Language | Grammar | Skills |
|--|---|-----------------------------|---------------------------------------|
| Introducción | | | |
| 4.1 Los jóvenes y su actitud hacia la política: activismo o apatía | Discuss the importance of politics in young people's lives Understand why their attitude to politics is changing | Use the present subjunctive | Use a variety of negative expressions |

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| 4.2 El paro entre los jóvenes | Discuss the unemployment situation amongst young people nowadays and how it is affecting them | Use imperatives | Talk about data and trends |
| 4.3 Su sociedad ideal | Describe and discuss the type of society young people in the Hispanic world want to live in | Use the perfect subjunctive | Express an opinion or evaluation |

Unit 5 – Monarquías y dictaduras

| | Language | Grammar | Skills |
|--|--|--|---|
| Introducción | | | |
| 5.1 La dictadura de Franco | Understand the impact of the civil war Discuss life under Franco's dictatorship | Revise the preterite tense | Speak or write about a historical personality |
| 5.2 La evolución de la monarquía en España | Describe and discuss the changes from monarchy and republic to dictatorship Describe the transition from dictatorship to monarchy | Form and use the imperfect subjunctive | Recognise and use ordinal numbers |
| 5.3 Dictadores latinoamericanos | Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina | Use a sequence of tenses | Read for gist for comprehension |

Unit 6 – Movimientos populares

| | Language | Grammar | Skills |
|---|---|---|---|
| Introducción | | | |
| 6.1 La efectividad de las manifestaciones y las huelgas | Consider and discuss how effective protests and strikes are | Use if clauses + pluperfect subjunctive | Develop and use a wider vocabulary |
| 6.2 El poder de los sindicatos | Describe and discuss the power of trade unions | Use if clauses + imperfect subjunctive | Vary sentence structure to enhance speaking |
| 6.3 Ejemplos de protestas sociales | Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina | Use the passive voice | Infer meaning from listening and reading |

A Level skills

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| 1 Dossier de cine <ul style="list-style-type: none"> A case study of <i>El laberinto del Fauno</i> |
| 2 Dossier de literatura <p>A case study of <i>La casa de Bernada Alba</i></p> |
| 3 Individual research project <ul style="list-style-type: none"> Planning, research and preparation for the Individual research project |

