



Pearson

# **International Advanced Level Modern Foreign Languages (Spanish)**

**Scheme of work  
with grammar, structures and suggested resources**

The following generic scheme of work provides an overview of the content of the International Advanced Level Spanish specification and shows how the content could be taught as an example approach only. Schools can adapt it to fit their timetabling and staffing arrangements. This scheme of work should be read in conjunction with the Pearson Edexcel [IAL Spanish specification](#).

The scheme of work is based on an allocation of 5 hours per week or 10 hours per fortnight across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the IAL level will comprise of 35 teaching weeks (or 175 hours) in each year. Provision is made for revision and preparation for the Unit 1 and Unit 2 examinations at the end of Year 1, and for revision and preparation for the Unit 3 and Unit 4 examinations at the end of Year 2. It is possible for the course to be taught as a linear course, with all four modules taken at the end of the two year course.

Note that the number of guided learning hours for Advanced level is 360. The total number of guided hours in this scheme of work is 350, which allows time for assessments and examination practice.

## **Grammar**

The IAL specification requires students to develop knowledge of the grammatical structure of the language as detailed in the specification. Many of the grammatical points required will have already been met but will need to be revisited and reinforced during the course. The grammar requirements are outlined in the grammar list in the specification.

## **Vocabulary**

There are no lists of prescribed vocabulary for IAL Spanish. For each of the topics candidates are expected to have knowledge of a wide range of topic-specific vocabulary. Potential sources of vocabulary lists for topic areas are given in the "Resources" section of this scheme of work, but these should not be considered to be either prescriptive or exhaustive. Students should be encouraged to make their own lists of relevant vocabulary for each topic area. A good starting point for these would be the [Sample Assessment Material](#) and [past examination papers](#) for this specification, text books and texts studied in class.

## **Skills**

The IAL Spanish assessments require the following skills:

- Understand and respond to spoken Spanish in spoken and written language
- Understand and respond to written Spanish in spoken and written language
- Write an extended piece of writing in Spanish responding critically to themes and ideas from the topic, text or film studied (Year 2)
- Discuss, in spoken Spanish, one of the topic areas chosen for the Unit 1 test (Year 1 Unit 1)
- Discuss, in spoken Spanish a chosen issue and further unpredictable issues (Year 2 Unit 3)
- Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

All of these skills should be practised throughout the course, as appropriate. Teachers will find examples of the question types in the Sample Assessment Material and past examination papers available on the Pearson website and further details of the assessment types in the IAL Spanish specification.



# Pearson

## How to use this scheme of work

The prescribed topic areas for IAL MFL and the amount of time allocated to each in this scheme of work are:

### Year 1

- Topic Area 1 – Youth matters (40 hours)
- Topic Area 2 – Lifestyle, health and fitness (40 hours)
- Topic Area 3 – Environment and travel (40 hours)
- Topic Area 4 – Education and Employment (40 hours)
- Revision and preparation for Unit 1 and Unit 2 exams (15 hours)

### Year 2

- Topic Area 5 – Technology in the Spanish-speaking world (40 hours)
- Topic Area 6 – Society in the Spanish-speaking world (40 hours)
- Topic Area 7 – Ethics in the Spanish-speaking world (40 hours)
- Study of a topic, text or film (30 hours)
- Revision and preparation for the Unit 3 and Unit 4 exams (25 hours)

The columns in this lesson plan indicate:

- an overview of the time allocated to each topic/subtopic based on 175 teaching hours per year (in addition to the time allowed for exam revision and preparation).

- the grammar and structures to be covered at each point of the course.

### **Why transferable skills?**

In recent years, higher education institutions and global employers have consistently identified the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available in the IAL Spanish Specification and on the website. Pearson materials, including this scheme of work, will support you in identifying and developing these skills in your students.

### **Assessment Objectives**

**AO1** Understand and respond, in speech and writing, to spoken language.

**AO2** Understand and respond, in speech and writing, to written language.

**AO3** Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

**AO4** Respond critically to themes and ideas from selected topics, cultural texts or films.

## **General Topic Areas**

Each of the seven topic areas is divided into a series of sub-topics as detailed below. Topic Areas 1, 2, 3 and 4 are tested in the AS units 1 and 2, all seven topic areas are tested in the A level units 3 and 4. All the topic areas should be studied in the context of the Spanish speaking world.

### **Topic Area 1: Youth matters**

Subtopics:

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

### **Topic Area 2: Lifestyle, health and fitness**

Subtopics:

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

### **Topic Area 3: Environment and travel**

Subtopics:

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling

### **Topic Area 4: Education and employment**

Subtopics:

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

## **Topic Area 5: Technology in the French/German/Spanish-speaking world**

Subtopics:

- Scientific advances
- Technological innovations
- Impact on life and environment

## **Topic Area 6: Society in the French/German/Spanish-speaking world**

Subtopics:

- Migration
- Equality
- Politics
- Customs

## **Topic Area 7: Ethics in the French/German/Spanish-speaking world**

Subtopics:

- Beliefs
- Law and order
- Moral issues (e.g. euthanasia, adoption, genetic modification)

### **IMPORTANT NOTE about the “Suggested areas for study”**

**Only** the Topic Areas (1-7) and the **subtopics** of these areas (listed above) are prescribed by Pearson for examination. In this scheme of work, the “suggested areas for study” for each subtopic are provided to help teachers identify possible areas to explore further within the subtopics, but are in **no way definitive or prescriptive**.

**YEAR 1 (Based on two teachers 2 with 5 hours per fortnight of teaching each)**

<b>Week</b>	<b>Teacher 1 – Topic Area</b>	<b>Teacher 1 – Grammar and structures</b>	<b>Teacher 2 – Topic Area</b>	<b>Teacher 2 – Grammar and structures</b>
1–4 20 hours	<p><b>Topic Area 1 – Youth Matters</b></p> <p><b>Subtopic :</b> Family relationships and friendships</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Different types of family units</li> <li>• Relationships within the family</li> <li>• The influence of family on a young person’s decisions</li> <li>• Differences between generations</li> <li>• Attitudes to marriage and relationships</li> <li>• The importance of friendship</li> <li>• What makes a good friend</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Gender of nouns</li> <li>• Singular and plural of nouns</li> <li>• Nouns: irregular endings (e.g. <i>el problema, la radio</i>)</li> <li>• Definite and indefinite articles (including the neuter adjective <i>lo</i>)</li> <li>• Common conjunctions that do not require the subjunctive (e.g. <i>y, pero, o, no...sino, porque, ya que, aunque</i>)</li> <li>• Prepositions (including the personal <i>a</i>)</li> <li>• Discourse markers (e.g. <i>En primer lugar, es más, aunque, no solo...sino también</i>)</li> <li>• Fillers (e.g. <i>bueno, pues, entonces, a ver</i>)</li> </ul>	<p><b>Topic Area 1 – Youth Matters</b></p> <p><b>Subtopic :</b> Peer pressure and role models</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Peer pressure in relation to music and fashion</li> <li>• Peer pressure in relation to behaviour and habits</li> <li>• How to deal with peer pressure</li> <li>• Pop stars, celebrities and sportspeople as role models</li> <li>• Family and friends as role models</li> <li>• Why young people need and how they choose role models</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns (<i>yo, tú, él, ella, nosotros, vosotros, ellos, ellas</i>)</li> <li>• Modes of address (i.e. <i>tú, usted</i>)</li> <li>• The present tense:</li> <li>• Regular –ar, –er and –ir verbs, modal verbs, main irregular verbs</li> <li>• Reflexive verbs</li> <li>• Radical-changing verbs</li> <li>• The gerund (e.g. <i>hablando, comiendo</i>) in the present continuous (e.g. <i>está aumentando</i>)</li> <li>• Negative forms (e.g. <i>no, nada, nadie, nungún, nunca, jamás, tampoco, ni...ni...</i>)</li> </ul>

<p>5-8 20 hours</p>	<p><b>Topic Area 1 – Youth Matters</b></p> <p><b>Subtopic :</b> Music and Fashion</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• The importance of music and fashion in the lives of young people</li> <li>• Musicians from the Spanish-speaking world</li> <li>• The place of Spanish language music in the world</li> <li>• What does it mean to be fashionable?</li> <li>• The place of the Spanish-speaking world in the fashion industry</li> <li>• The importance of following fashion</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Agreement of adjectives (gender and number)</li> <li>• Position of adjectives</li> <li>• Apocopation (e.g. <i>mal, buen, algún, primer</i>)</li> <li>• Comparative and superlative adjectives</li> <li>• Adjectives used as nouns (e.g. <i>un joven, un anciano</i>)</li> <li>• Quantifiers (e.g. <i>muy, bastante, poco, mucho, demasiado</i>)</li> <li>• Use of <i>Otro</i></li> <li>• Cardinal numbers</li> <li>• Ordinal numbers</li> <li>• Numerals in expressions of time and date</li> </ul>	<p><b>Topic Area 1 – Youth Matters</b></p> <p><b>Subtopic :</b> Technology and communication</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Different types of technology</li> <li>• The advantages and disadvantages of technology</li> <li>• The role of technology in entertainment</li> <li>• The role of technology in education and the work place</li> <li>• Are we too dependent on technology?</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Main uses of <i>ser</i> and <i>estar</i></li> <li>• The future tense (e.g. <i>será</i>)</li> <li>• The immediate future (e.g. <i>ir a + infinitive</i>)</li> <li>• The conditional (e.g. <i>sería</i>)</li> <li>• The preterite tense (<i>fue</i>)</li> <li>• The imperfect tense (<i>era</i>)</li> <li>• The imperfect continuous (<i>estaba siendo</i>)</li> <li>• The perfect tense (e.g. <i>ha sido</i>)</li> <li>• Past participles used as adjectives (e.g. <i>abierto, maleducado</i>)</li> </ul>
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<p>9-12 20 hours</p>	<p><b>Topic Area 2 – Lifestyle, Health and Fitness</b></p> <p><b>Subtopic :</b> Food and Diet</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Different types of food and meals</li> <li>• Food as a reflection of culture</li> <li>• The importance of food in society</li> <li>• The advantages and disadvantages of different diets (e.g. vegetarian diets, the Mediterranean diet)</li> <li>• What is a balanced diet?</li> <li>• The importance of knowing how to cook</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Interrogative forms of verbs</li> <li>• Interrogative pronouns (e.g. <i>Quién, qué, cuál</i>)</li> <li>• Interrogative adjectives (e.g. <i>cuánto/a/s, qué</i>)</li> <li>• Interrogative adverbs (including <i>cómo, cuándo, (a)dónde, por qué</i>)</li> <li>• Direct and indirect question formation</li> </ul>	<p><b>Topic Area 2 – Lifestyle, Health and Fitness</b></p> <p><b>Subtopic :</b> Sport and Exercise</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Different types of and the popularity of different types of sport and exercise</li> <li>• How to encourage people to take exercise and to play sport</li> <li>• Should sport be compulsory at school?</li> <li>• The importance of the Olympic Games and other major sporting events</li> <li>• Would you like to be a professional sportsman / sportswoman?</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• The subjunctive mood in the present tense (regular and irregular forms)</li> <li>• Use of the subjunctive after verbs of wishing, wanting, command, request, emotion</li> </ul>
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<p>13-16 20 hours</p>	<p><b>Topic Area 2 – Lifestyle, Health and Fitness</b></p> <p><b>Subtopic :</b> Health issues</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Major health issues in society</li> <li>• The health service</li> <li>• How can we help those with health issues?</li> <li>• What is a healthy lifestyle?</li> <li>• Is sleep important?</li> <li>• The work/life balance</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Demonstrative adjectives (<i>este, ese, aquel</i>)</li> <li>• Indefinite adjectives (e.g. <i>alguno, cada, cualquiera, otro, todo</i>)</li> <li>• Possessive adjectives (<i>mi, mis</i> etc.)</li> <li>• Exclamatory adjectives (e.g. <i>¡Qué...!, ¡Cuántas ...!</i>)</li> <li>• Adverbs (of time, manner, place, degree).</li> <li>• Comparative and superlative adverbs</li> <li>• Adverbs as quantifiers and intensifiers</li> </ul>	<p><b>Topic Area 2 – Lifestyle, Health and Fitness</b></p> <p><b>Subtopic :</b> Urban and rural life</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• The advantages and disadvantages of life in a town or city</li> <li>• The advantages and disadvantages of life in the countryside</li> <li>• Urban migration</li> <li>• Issues facing rural communities</li> <li>• Megapolis – can a city be too big?</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Use of the subjunctive to express possibility, impossibility, doubt, negative opinion</li> <li>• Time expressions (e.g. <i>hace/hacía</i> + period of time meaning “ago”)</li> <li>• Time expressions with <i>desde hace</i></li> <li>• <i>Use of acabar de</i> + infinitive</li> <li>• Uses of the infinitive</li> </ul>
<p>17-20 20 hours</p>	<p><b>Topic Area 3 – Environment and travel</b></p> <p><b>Subtopic :</b> Tourism, travel and transport</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• The advantages, disadvantages and popularity of different types of transport</li> <li>• Public transport</li> <li>• The importance of travel</li> <li>• Different types of tourism</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Direct object pronouns</li> <li>• Indirect object pronouns</li> <li>• Position and order of object pronouns</li> <li>• Use of <i>se</i> to replace indirect object pronoun (e.g. <i>se lo diré</i>)</li> <li>• Indefinite pronouns</li> <li>• <i>Gustar</i> and similar verbs</li> </ul>	<p><b>Topic Area 3 – Environment and travel</b></p> <p><b>Subtopic :</b> Natural disasters and weather</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Different types of natural disasters</li> <li>• Case study of the consequences of a natural disaster</li> <li>• Can we manage natural disasters?</li> <li>• Different types of weather</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Impersonal verbs (e.g. <i>hay, es, hace, parece, llueve</i>)</li> <li>• Use of the subjunctive in impersonal constructions and value judgements (e.g. <i>Es imprescindible que..., me parece bien/mal que... etc.</i>)</li> <li>• Passive voice in the present and preterite tenses: <i>Ser</i> + <i>past participle</i> (e.g. <i>es causado por, fue causado por</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>The impact of tourism on a community</li> </ul>		<ul style="list-style-type: none"> <li>The effects of different types of weather on people and their ways of life</li> </ul>	
21-24 20 hours	<p><b>Topic Area 3 – Environment and travel</b></p> <p><b>Subtopic :</b> Climate change and its impact</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>What is climate change?</li> <li>The causes of climate change</li> <li>The effect of climate change on communities</li> <li>The effect of climate change on the planet</li> <li>Can we manage and/or control climate change?</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>Reflexive pronouns</li> <li>Pronouns used after prepositions (e.g. <i>para mí, contigo etc.</i>)</li> </ul> <p>Indefinite pronouns (e.g. <i>algo, alguien, ninguno etc.</i>)</p>	<p><b>Topic Area 3 – Environment and travel</b></p> <p><b>Subtopic :</b> Energy, pollution and recycling</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>Different types of energy (e.g. renewable energy / fossil fuels / nuclear energy)</li> <li>The future of energy</li> <li>The causes and consequences of pollution</li> <li>How can we reduce pollution?</li> <li>The importance and impact of recycling</li> <li>Schemes to encourage recycling</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>The passive se constructions</li> <li>The imperative: <i>Tú</i> and <i>vosotros</i> commands (affirmative and negative forms)</li> </ul>
25-28 20 hours	<p><b>Topic Area 4 – Education and employment</b></p> <p><b>Subtopic :</b> Education systems and types of schooling</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>Different subjects and programmes of study</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>Simple relative pronouns (e.g. <i>que, quien</i>)</li> <li>Demonstrative pronouns (e.g. <i>este, ese, aquel etc.</i>)</li> </ul>	<p><b>Topic Area 4 – Education and employment</b></p> <p><b>Subtopic :</b> Pupil/student life</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>Issues at school (e.g. subject choices, homework, uniform, discipline)</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>The imperfect subjunctive</li> <li>The imperfect subjunctive in conditional sentences after <i>si</i> (e.g. <i>si pudiera, lo haría</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• Different types of school</li> <li>• The baccalaureate and other exams</li> <li>• Education systems in Spanish-speaking countries</li> <li>• Single-sex versus mixed education</li> </ul>		<ul style="list-style-type: none"> <li>• Extra-curricular opportunities</li> <li>• Studying at university, life as a student</li> <li>• Studying abroad</li> <li>• University funding and fees</li> </ul>	
29-32 20 hours	<p><b>Topic Area 4 – Education and employment</b></p> <p><b>Subtopic :</b> Volunteering and internships</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Different types of volunteering and volunteer organisations</li> <li>• The benefits of volunteering</li> <li>• Should everybody be encouraged to volunteer?</li> <li>• A case study of a voluntary organisation</li> <li>• The advantages of internships</li> <li>• Different types of internships</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Prepositions: uses of <i>por</i> and <i>para</i></li> <li>• Verbs followed directly by an infinitive</li> <li>• Verbs followed by preposition plus an infinitive</li> </ul>	<p><b>Topic Area 4 – Education and employment</b></p> <p><b>Subtopic :</b> Jobs and unemployment</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Opportunities for employment</li> <li>• Comparing different types of jobs and workplaces</li> <li>• How to find employment</li> <li>• The causes and consequences of unemployment</li> <li>• How to solve the problem of unemployment</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Subjunctive mood in the perfect tense</li> </ul>
33-35 15 hours	<b>Revision and preparation for Unit 1 and Unit 2 exams</b>			

**YEAR 2 (Based on two teachers 2 with 5 hours per fortnight of teaching each)**

<b>Week</b>	<b>Teacher 1 – Topic Area</b>	<b>Teacher 1 – Grammar and structures / Skills</b>		<b>Teacher 2 – Topic Area</b>	<b>Teacher 2 – Grammar and structures</b>
1-12 30 hours	<b>Study of topic, text or film</b>	<b>Skills:</b>  Preparation for writing the essay based on a topic, text or film for Unit 4: Section C	1-6 15 hours	<b>Topic Area 5 – Technology in the French/German/Spanish-speaking world</b>  <b>Subtopic :</b> Scientific advances  <b>Suggested</b> areas for study: <ul style="list-style-type: none"> <li>• Advances in medicine</li> <li>• Space exploration and technology</li> <li>• The future of transport</li> <li>• Housing of the future</li> </ul>	<b>Grammar/structures:</b> <ul style="list-style-type: none"> <li>• Articles: omission of definite and indefinite articles</li> <li>• Adjectives that change meaning according to position (e.g. <i>antiguo, grande, pobre</i>)</li> <li>• Possessive adjectives following a noun (“strong form”) (e.g. <i>mío, tuyo</i>)</li> <li>• Relative adjectives (e.g. <i>cuyo/a/os/as</i>)</li> <li>• Use of the subjunctive after subordinating conjunctions (e.g. <i>Para que, con tal de que, a pesar de que, a no ser que etc</i>)</li> <li>• Use of the subjunctive after an indefinite antecedent</li> <li>• Common uses of the subjunctive not previously covered</li> </ul>
			7-10 10 hours	<b>Topic Area 5 – Technology in the French/German/Spanish-speaking world</b>	<b>Grammar/structures:</b> <ul style="list-style-type: none"> <li>• The perfect infinitive (e.g. <i>Más</i>)</li> </ul>

				<p><b>Subtopic :</b> Technological innovations</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Satellite technology</li> <li>• The work of technological innovators</li> <li>• The future of the internet and digital technology</li> </ul>	<p><i>vale haber amado y perdido...)</i></p> <ul style="list-style-type: none"> <li>• The gerund in continuous tenses other than the present and imperfect</li> <li>• Use of the gerund with <i>ir, venir, seguir, llevar</i></li> <li>• More advanced uses of <i>por</i> and <i>para</i> and other prepositions not covered in Year 12</li> </ul>
13-16 10 hours	<p><b>Topic Area 6 – Society in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Migration</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Issues arising as a result of migration</li> <li>• Measures to facilitate integration</li> <li>• The experience of migrants</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Conjugation of less common irregular verbs (e.g. <i>caber, oír, traer</i>)</li> <li>• Spelling changes in verbs (radical and orthographic changes)</li> </ul>	11-16 15 hours	<p><b>Topic Area 5 – Technology in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Impact on life and environment</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• The impact of technology on the individual at home and at work</li> <li>• The impact of technology on society</li> <li>• Cyber-security</li> <li>• The impact of modern technological farming methods on the planet</li> <li>• Opportunities provided by modern technology</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• The imperative: Usted(es) commands</li> <li>• First person plural commands</li> <li>• The position of object pronouns in commands</li> <li>• The position of reflexive pronouns in commands</li> <li>• More advanced relative pronouns (e.g. <i>El que, el cual</i>)</li> </ul>

<p>17-20 10 hours</p>	<p><b>Topic Area 6 – Society in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Equality</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• The history of equal rights</li> <li>• Current and changing attitudes to equality</li> <li>• Do men and women have different roles in society?</li> <li>• Do “men’s jobs” and “women’s jobs” exist?</li> <li>• A case study of the fight for equal rights</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• The pluperfect (<i>había sido</i>)</li> <li>• The future perfect (<i>habrá sido</i>)</li> <li>• The conditional perfect (<i>habría sido</i>)</li> </ul>	<p>17-20 10 hours</p>	<p><b>Topic Area 6 – Society in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Politics</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• The political system of a Spanish-speaking country / countries</li> <li>• A career in politics</li> <li>• Study of a famous political figure</li> <li>• Are young people interested in politics</li> <li>• Is it important to vote?</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Reflexive constructions :</li> <li>• Non-reflexive verbs used with a reflexive pronoun (e.g. <i>Cortar – cortarse</i>)</li> <li>• Nuanced reflexives (e.g. <i>Ir-irse, volver-volverse</i>)</li> </ul>
<p>21-24 10 hours</p>	<p><b>Topic Area 6 – Society in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Customs</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Traditions and customs in a Spanish-speaking country / countries</li> <li>• Reasons for and the origins of customs</li> <li>• Changing attitudes to traditional customs</li> <li>• The importance of customs in a community</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• The perfect subjunctive (<i>haya sido</i>)</li> <li>• The pluperfect subjunctive (<i>hubiera/hubiese sido</i>)</li> </ul>	<p>21-26 15 hours</p>	<p><b>Topic Area 7 – Ethics in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Beliefs</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Spirituality</li> <li>• Religion</li> <li>• The place of spirituality and religion in society</li> <li>• Superstition</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Adjectives that change their meaning depending whether they are used with <i>ser</i> or <i>estar</i> (e.g. <i>ser vivo, estar vivo</i>)</li> </ul>

25-30 15 hours	<p><b>Topic Area 7 – Ethics in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Law and order</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Systems of law and order</li> <li>• Reasons for criminal behaviour</li> <li>• Measures to reduce crime and reoffending</li> <li>• Prison and alternatives to prison</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Indirect speech and related tense uses</li> <li>• Inversion after indirect speech</li> </ul>	27-30 10 hours	<p><b>Topic Area 7 – Ethics in the French/German/Spanish-speaking world</b></p> <p><b>Subtopic :</b> Moral issues</p> <p><b>Suggested</b> areas for study:</p> <ul style="list-style-type: none"> <li>• Ethical issues related to medicine</li> <li>• Cloning</li> <li>• The arguments surrounding GM crops</li> <li>• Wealth and poverty</li> <li>• Homelessness</li> </ul>	<p><b>Grammar/structures:</b></p> <ul style="list-style-type: none"> <li>• Use of cleft sentences (e.g. <i>Fue Jorge quien habló primero</i>)</li> <li>• Tenses of the passive voice other than present</li> </ul>
31-35 25 hours	<p><b>Revision and preparation for Unit 3 and Unit 4 exams (including revision of Topic Areas 1 – 4 and the grammar and structures covered in Year 1)</b></p>				

## Suggested resources – IAL Spanish

The following text books and websites contain useful texts and teaching resources:

### **Textbooks and online courses**

Edexcel A level Spanish textbook and digital resources (2016 Edition)

<https://www.hoddereducation.co.uk/Product/9781471858345.aspx>

Edexcel A level Spanish Dynamic Learning digital resources

<https://www.hoddereducation.co.uk/Product?Product=9781471867736>

Edexcel Spanish for A Level (2008 Edition)

<https://www.hoddereducation.co.uk/Product?Product=9780340968864>

### **Grammar and vocabulary**

Hodder Education A Level Grammar Workbooks (Books 1 and 2) 2016 Edition

<https://www.hoddereducation.co.uk/Languages#&l=149&eb=103&se=1588&limit=true&type=3>

Turk, P and Zollo, M. (2006) *iAcción Gramática!: New Advanced Spanish Grammar*

<https://www.hoddereducation.co.uk/Product/9780340915264.aspx>

Palabra por Palabra Advanced Spanish Vocabulary

<https://www.hoddereducation.co.uk/Product/9781444110012.aspx>

Butt, J. And Benjamin C. (2011) *A New Reference Grammar of Modern Spanish* 5<sup>th</sup> edition, Hodder Education

Muñoz, P and Thacker, M (2012) *A Spanish Learning Grammar* (3<sup>rd</sup> edition) Routledge

### **Useful Websites**

#### **Websites for sources of texts etc. on A level topics:**

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

<https://www.tes.com/teaching-resources>

<https://www.teachitlanguages.co.uk/spanish>

<https://zigzageducation.co.uk/search?q=spanish+a+level>

<http://www.20minutos.es/>

<http://www.rtve.es/>

<http://www.bbc.com/mundo>

[www.elmundo.es](http://www.elmundo.es)

<https://elpais.com>

<http://www.abc.es>

<http://www.marca.com>

<https://www.muyinteresante.es/>

<http://www.wwf.es/>  
<http://www.greenpeace.org/espana/es/>  
<https://www.serpadres.es/>  
<http://www.spain.info/es/>  
<http://www.elle.es/>

**Websites for sources of grammar teaching and practice, and vocabulary practice:**

[www.quizlet.com](http://www.quizlet.com)  
<https://mfl.jimdo.com>  
[www.tes.com/teaching-resources](http://www.tes.com/teaching-resources)  
[www.memrise.com](http://www.memrise.com)  
<https://zigzageducation.co.uk/>

**Teaching topics, texts and film**

<https://zigzageducation.co.uk/> - material for teaching Geography and History topics, "Como agua para chocolate", "Las bicicletas son para el verano", "Yerma", "El laberinto del fauno", "Ocho apellidos vascos", "Maria, llena eres de gracia", "También la lluvia"  
[www.dolanguages.com](http://www.dolanguages.com) - "Como agua para chocolate", "Las bicicletas son para el verano", "El laberinto del fauno", "Ocho apellidos vascos", "Machuca", "Maria, llena eres de gracia", "También la lluvia"  
[www.cinepacks.co.uk](http://www.cinepacks.co.uk) - "El laberinto del fauno", "Maria, llena eres de gracia"  
NB: Correct at time of writing, but these publishers are adding new titles to the material they produce, so check for updates  
[www.hoddereducation.co.uk/ModernLanguagesStudyGuides](http://www.hoddereducation.co.uk/ModernLanguagesStudyGuides) - "Como agua para chocolate", "El laberinto del fauno", "Ocho apellidos vascos"