

## Year 13 Topics

In Year 13 we teach the following topics over the course of the year. Each topic draws on prior linguistic learning from KS4, and builds on understanding from the Y12 programme of study. Each topic develops and deepens the core knowledge and critical analysis that will underpin the remaining areas of the curriculum at KS5 and onward into undergraduate courses.

| Topic                                       | Rationale   | Knowledge acquisition  | Key vocabulary  | Skills and enrichment  |
|---|---|--|---|--|
| <b>1. La Inmigración</b><br><br>Immigration | We start with the topic of immigration, as this builds upon previous language acquisition taught at GCSE.<br><br>Students are familiar with the topic of Social Issues at GCSE, which links with this topic.<br><br>This unit allows students to explore immigration in the Spanish-speaking world and the advantages and drawbacks of migration. | Know the positive and negative aspects of immigration.<br><br>Learn about immigration in the Spanish-speaking world. | Arriesgarse, la esperanza, procedente de, sobrevivir, asilo político, la patera, los extranjeros, la jubilación, habitantes, refugiarse, el país de origen/emisor, el país receptor, la falta de oportunidades, las guerras, la violencia, el genocidio, el hambre, la persecución étnica y política.<br><br>La pobreza, el desempleo, la seguridad laboral, la búsqueda de trabajo, ganarse la vida, mejorar el estándar de vida, saltar la valla, emigrar, la crisis económica, la inversión. | Students will develop a wide range of linguistic skills throughout this topic whilst building upon progress made from GCSE and AS.<br><br>They will be able to write at least 250-300 words on a variety of headings such as: <ul style="list-style-type: none"> <li>- The positive and negative aspects of immigration.</li> <li>- A report on migration in the Hispanic world.</li> <li>- Opinions of young people on immigration.</li> </ul> Students will be able to discuss key information on photo cards whilst justifying their opinion on wider issues. Possible themes/questions could be: <ul style="list-style-type: none"> <li>- Advantages and disadvantages of immigration.</li> <li>- Current migration statistics in South America.</li> <li>- Third world migration.</li> </ul> They will be able to understand and demonstrate the correct use of the present, imperfect, preterite and compound tenses both regular and irregular. |
|   | <b>Links to...</b><br>AS Unit 1: Imperfect and preterite tenses<br><br>AS Unit 2: Present tense<br><br>AS Unit 3: Compound tenses   | Identify problems illegal migrants might face.   | Acoger, aportar, apoyar, el auge, denunciar, a la deriva, la embarcación, la escasez, ganarse la vida, hacer falta, la hostelería, la mano de obra barata, marcharse, padecer, poner rumbo a, regresar, ser deportado, merecer la pena, la ciudadanía, el destino, el permiso de residencia.  |  |
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| <b>2. El Racismo</b><br><br>Racism | Students will have been introduced to the topic of racism on Unit 1 as a negative consequence of immigration. Therefore, some of the vocabulary will be familiar.                                       | Recognise racist and xenophobic attitudes in the Spanish-speaking world.     | La repugnancia, rechazar, la Ley de Extranjería, el desprecio, el grupo étnico, los gitanos, los prejuicios, la sensibilización, juzgar, las denuncias, acosar, agredir, amenazar, burlarse de, la conducta, dar/servir de ejemplo, desalentar, vergonzoso.   | Students will develop a wide range of linguistic skills throughout this topic whilst building upon progress made from the previous unit.<br><br>They will be able to write at least 250-300 words on a variety of headings such as: <ul style="list-style-type: none"> <li>- Racism in sports.</li> <li>- What measures can teachers take to fight racism and xenophobia?</li> <li>- Opinion about anti-racist legislation in the Spanish-speaking world.</li> </ul> |
|                                    | Students will be expected to discuss in greater depth xenophobic attitudes on modern day society. Pupils will also be able to discuss their views on current legislation and measures to combat racism. | Identify measures to combat racism and their effectiveness.                  | Suceder, el respaldo, las localidades, contabilizar, la asociación/organización, grupos colectivos, estar contemplado, inquietante, alabado/aplaudido, alarmante, combatir, protestar, manifestarse, la educación en valores, abordar, el ámbito, respaldar, el desafío, excluir, manifestarse.   | Students will be able to discuss key information on photo cards whilst justifying their opinion on wider issues. Possible themes/questions could be: <ul style="list-style-type: none"> <li>- Why do you think anti-racism campaigns are important?</li> <li>- How can parents and teachers help combat racism?</li> <li>- Why are gipsies discriminated in Spain?</li> <li>- What punishments would you give to people who commit racist crimes?</li> </ul>         |
|                                    | <b>Links to...</b><br>AS Unit 2: Conditional tense<br><br>AS Unit 2: Future simple<br><br>AS Unit 3: Future perfect   | Understand existing legislation against racism and possible new legislation. | Adaptarse, el ámbito, el brote de racismo, buscar asilo, cabeza rapada, el campamento de refugiados, la concesión de la nacionalidad, la deportación, la desconfianza, el desprecio, la normativa, elaborar, establecerse, la explotación, la ineficiencia, institucional, jurídico, el país adoptivo/ receptor/ anfitrión, parlamentario/a, la penalización. | They will be able improve the use of nouns and adjectives, as well as to understand and demonstrate the correct use of the conditional tense and the futures, both regular and irregular stems.  |

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| <b>3. La Convivencia</b><br><br>Living Together | <p>This topic will be new to students; however, they will now have a sound grasp of vocabulary, grammar and linguistic structures from the previous units.</p> <p>This unit allows students to discuss cohabitation of religions and cultures not only in society, but also in schools in the Hispanic world. This is a popular topic currently in the media. Therefore, students will be able to justify their own viewpoints and experiences of others.</p> | <p>Identify different ways cultures integrate in Hispanic society.</p>                                | <p>Aconsejar, aguantar, aislado, la aportación, el asentamiento, autóctono, la autonomía, la chabola, la chatarra, el choque cultural, clandestino, la deficiencia, el delito, la embajada, escolarizar, estigmatizar, el fracaso, hacinado, injustificable, instalarse, la multiculturalidad, segregado, la venta ambulante.</p> | <p>Students will be able to summarise and translate longer pieces of text as well as listening for gist and detail.</p> <p>They will be able to write at least 250-300 words on a variety of headings such as:</p> <ul style="list-style-type: none"> <li>- Write an essay on ethnic mix in Mexico.</li> <li>- Write a blog on measures to improve cohabitation in schools.</li> <li>- Is religious and cultural pluralism and peaceful coexistence a fantasy?</li> </ul> |
|   |   | <p>Grasp issues surrounding the integration of different cultures within the sphere of education.</p> | <p>Abrirse, acogedor, el alumnado, el aprendizaje, la asociación de padres, castigar, el centro escolar, compartir, la competencia, el comportamiento, concentrarse, el/la delegado/a, educativo, enriquecimiento, la evaluación, el incumplimiento, involucrarse, marroquí, el pañuelo, el rendimiento escolar, rumano.</p>      | <p>Students will be able to discuss and examine key information on photo cards whilst confidently justifying their opinion on wider issues. Possible questions/themes could be:</p> <ul style="list-style-type: none"> <li>- Does cultural and religious diversity enrich a country?</li> <li>- Why is coexistence of cultures and religions difficult at times?</li> </ul>   |
|   |   | <p>Comprehend the coexistence of various religions in the Hispanic world.</p>                         | <p>Aferrado, el ámbito, la amplia gama, apoyado en, armónicamente, el ayuno, la bruja, comprometido, el converso, convocar, el culto, de cara a, la deidad, la desviación, emblemático, entablar, escupir, fingir, frecuentar, ganar terreno, el impulso, obstaculizar, perseguir, procesar, el tribunal, vencer.</p>             | <p>They will be able to use and demonstrate the correct use of prepositions, pronouns and adverbs.</p>  |

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| <b>4. Jóvenes de Hoy, Ciudadanos del Mañana</b><br><br>Today's Youths, Tomorrow's Citizens | This is the second part of the course, where students learn about aspects of political life in the Hispanic world.   | Understand the importance of politics in young people's lives and why their attitude to politics is changing. | Acudir/ir a las urnas, ajeno/a, apolítico/a, apostar por un partido, la beca, comprometido, las concentraciones, la conciencia cívica, la desconfianza, el activismo, la apatía, el desinterés, desilusionado/a, hacer campaña, indignados, la inquietud, involucrarse, movilizarse, la pasividad, la precariedad laboral, reivindicar, solidario.  | Students will be able to summarise and translate longer pieces of text as well as listening for gist and detail.<br><br>They will be able to write at least 300 words on a variety of headings such as:<br>- What are the main reasons for youth unemployment?<br>- Write a blog about the situation of young people in the Hispanic world and their worries.                               |
|  | This particular unit discusses the importance of politics in young people's lives, as well as the youths' efforts to strive for and ideal society where unemployment and corruption don't pose a threat to their future. | Recognise the unemployment situation amongst young people nowadays and how it is affecting them.              | A largo plazo, contratos basura, apuntarse al paro, una paga, una ayuda, el desempleo, cotizar, darse de alta, estar en paro, estar harto/a de, la experiencia, la falta de, la formación, la generación perdida, los ninis, el INEM, el ingreso, la preparación, la juventud, el mercado laboral, la orientación, el paro juvenil, las prácticas laborales, un puesto digno, la inestabilidad, la seguridad. | Students will be able to discuss and examine key information on photo cards whilst confidently justifying their opinion on wider issues. Possible questions/themes could be:<br>- What is more effective: voting, protesting or ignoring politics?<br>- What are the main worries of Hispanic young people?<br>- How can young people in Spain and Latin America fight for a better future? |
|  | <b>Links to...</b><br><br>AS Unit 5: present and perfect subjunctive<br><br>AS Unit 6: imperatives   | Identify the type of society young people in the Hispanic world want to live in.                              | Adquirir, afrontar, alcanzar, la angustia, el brote, la carrera, el compromiso, consumista, enriquecer, el éxito, los fondos, la formación, los ingresos, la licenciatura, la matrícula, la naturaleza, el ocio, creadores de contenido, Instagramers, crear polémica, saltar a la fama, recaudar fondos, sensibilizar, el lujo, obsesionarse con.  | They will be able to understand and demonstrate the correct use of the present and perfect subjunctive. In addition, they will be able to use imperatives.  |

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| <b>5. Monarquías y Dictaduras</b><br><br>Monarchies and Dictatorships | <p>This unit revisits some content taught at the beginning of the AS course. However, at this stage students will be expected to demonstrate factual knowledge as well as the use of complex linguistic structures about dictatorships in Latin America, Franco's regime and the Spanish transition into a monarchy.</p> <p>This unit allows students to understand the impact of the civil war and Franco's regime on modern day society in Spain, and to explore different dictatorships in Latin America.</p> <p><b>Links to...</b><br/>AS Unit 6: The subjunctive.</p> | Understand the impact of the civil war in Spain.                                       | El bando republicano, los nacionalistas, las penurias, estallar, el frente, huir, escapar, luchar por, protagonizar, el exilio, perseguir, el golpe de estado, el intento, la retirada, encarcelar.  | <p>Students will be able to summarise and translate longer pieces of text as well as listening for gist and detail.</p> <p>They will be able to write at least 300 words on a variety of headings such as:</p> <ul style="list-style-type: none"> <li>- Write about the repression suffered by Spanish citizens during Franco's regime.</li> <li>- Write about a dictator in Latin America.</li> </ul> <p>Students will be able to discuss and examine key information on photo cards whilst confidently justifying their opinion on wider issues. Possible questions/themes could be:</p> <ul style="list-style-type: none"> <li>- Is it necessary to have a monarchy in Spain these days?</li> <li>- How did Spain change during Juan Carlos' reign? Is Felipe VI following a similar lead to his dad?</li> <li>- Can a dictatorship ever be justified?</li> </ul> <p>They will be able to understand and demonstrate the correct use of the imperfect subjunctive and the preterite tense. In addition, they will be able to use ordinal numbers, and a sequence of tenses in speaking and writing.</p> |
|   |  | Comprehend life under Franco's dictatorship.   | El régimen, las cartillas de racionamiento, el acontecimiento, el acuerdo, el apodo, el fascismo, el liderazgo, aprovechar, la autarquía, fusilar, la clase obrera, los militares, la comodidad, el ejército, firmar, el liderazgo, la madrugada, el pelotón, el preso/la presa, registrar, el sindicato, la represión lingüística, la Unidad Nacional, catalán, vasco, euskera, castellano, lengua, dialecto. |  |
|   |  | Know the changes from monarchy and republic to dictatorship.                           | La monarquía constitucional, hereditario, poder legislativo, poder ejecutivo, poder judicial, el presidente, proclamarse, las comunidades autónomas, la seguridad social, las provincias, los municipios, concentrarse, el aislamiento, la apertura.   |  |
|   |  | Learn about the transition from dictatorship to monarchy.                              | Agrario, el alzamiento, anteponer, el cargo penal, controvertido, desempeñar un papel, encabezar, equivocarse, la expectativa, fallido, el/la heredero/a, en honor a, instaurar, otorgar, el paradero, ADN, poner de manifiesto, el reinado, restaurar, el sufragio femenino.  |  |
|   |  | Recognise dictatorships in Latin America, particularly in Panama, Chile and Argentina. | Arder, avasallar, la censura, conceder, condenar, la conducta, el incumplimiento, derrocar, el desmantelamiento, esconderse, implacable, el opositor, perseguir, propiciar, la reclusión, la ruptura, el/la traidor/a.   |  |

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| <b>6. Los Movimientos Populares</b><br><br>Popular Movements | This is the final unit of the course. Students are expected to demonstrate factual knowledge of popular movements in the Spanish-speaking world.  | Identify the effectivity of protests and strikes.   | El alcance, alegar, amenazar, decepcionar, denunciar, el delito, el deber, el derecho, el desahucio, despedir, el despliegue, el diputado, esforzarse, estar harto de, exigir, la fuerza, la hipoteca, la huelga, indignarse, manifestarse, oponerse a, la mordaza, el paro, el permiso, protestar, el rechazo, el sindicato, el sueldo. | Students will be able to summarise and translate longer pieces of text as well as listening for gist and detail.<br><br>They will be able to write at least 300 words on a variety of headings such as:<br>- Write a blog about the effectivity of strikes.<br>- Write about unions in Spain.<br>- To which extent are protests effective in Hispanic countries? |
|  | This unit not only focuses on key linguistic structures, but also allows students to explore the effectivity of protests and trade unions in Spain and Latin America. They will understand the impact that movements such as 15-M had on current activism in Spain and Latin America. | Comprehend the power of trade unions.   | El activismo, el acuerdo, afiliarse, los altercados, el ámbito laboral, amedrentar, aprovecharse de, el estado de bienestar, codearse con, convocar una huelga, dialogar, los dirigentes, los empleados, las empresas, dialogar, el levantamiento, movilizarse, los recortes, el sindicato, la sentencia.                                | Students will be able to discuss and examine key information on photo cards whilst confidently justifying their opinion on wider issues. Possible questions/themes could be:<br>- Do you think it is important to protest?<br>- Are unions important for workers?<br>- Why do Spanish people support the 15-M movement?  |
|  | <b>Links to...</b><br>AS Unit 4 : Direct and indirect object pronouns, passive voice  | Understand the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina, amongst other social protests. | La acampada, acosar, animar, apelar, aportar, apuntarse, el botín de guerra, concienciar, corromper, culpar, los desacuerdos, la desesperación, la desobediencia, los detractores, distorsionar, fundar, hacerse el desentendido, indignados/as, la legitimidad, los llamamientos, las quejas, reclamar, recolectar.                     | They will be able to understand and use <i>if</i> clauses followed by a subjunctive in speaking and writing, as well as using direct and indirect object pronouns, the passive voice and the impersonal <i>se</i> .  |

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| <b>7. Study of a book: <i>Como Agua para Chocolate</i></b><br><br><i>Like Water for Chocolate</i> | Together with the film in Y12, the book constitutes the basis of the A-Level writing exam.  | Understand the historical, literary and social context of the novel.                                     | Se diferencian mucho en su carácter, el estilo de narrar, al final de la novela, me identifico con, se llevan bien/mal, los personajes se parecen mucho, son parecidos/ semejantes, el/la protagonista, tienen rasgos semejantes, el subtema de la novela, tiene un carácter duro/simpático/alegre, la indigestión, el fuego, luchar, la culpa, la ira, enojarse, casarse con, la cocinera, desnuda, morir, estar enamorado. | They will be able to write at least 300 words on the book from a choice of two questions. Possible headings could be:<br>- “Mamá Elena is a victim of the society she lives in”. To what extent do you agree with this statement? Justify your answer.<br>- Analyse how indigenous characters such as Nacha, Chenchá and Luz del Amanecer are portrayed by Mamá Elena’s family in comparison to Hispanic characters.<br><br>Students will be able to discuss and critically examine key concepts and issues covered in the work to enhance exam response.<br><br>They will be able to use correctly a range of A-Level structures in writing as well as using a range of subjunctives. In addition, they will be able to use indirect speech. |
|   | This book allows students to learn the vocabulary of literature, the story, themes, characters, author techniques and style, and social context of the story. | Identify features such as the form and the technique of presentation (eg the effect of narrative voice). |  |   |
|   |   | Recognise and appreciate textual examples and quotes.  |  |   |

### Individual research project:

Learn about a subject or a key question of interest to the student related to Spain or any Spanish-speaking country.