

Year 12 Topics

In Year 12 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS4 programme of study. Each topic develops and deepens the core knowledge and critical analysis that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
1.Los Valores Tradicionales y Modernos Traditional and Modern Values	We start with the topic of Traditional and Modern Values, as this builds upon previous language acquisition taught at GCSE.	The role of a woman during the Spanish dictatorship. How the role of a woman has changed in modern Spanish society.	Aumentar, asumir, el bienestar, los cambios, complacer, el conjunto, conseguir, cuidar, el derecho, disfrutar, la emancipación, enseñar, la esposa, el fallecimiento, incluso, mantener, negar, el nido, el papel, un paso hacia atrás, quejarse, el siglo, soler.	Students will develop a wide range of linguistic skills such as conjugating the Preterite and Imperfect tenseS. They will be able to write at least 150 words on a variety of headings such as:
	Students are familiar with the topic of Family and Relationships at GCSE, which links with this topic.	Attitudes towards marriage and divorce in Spanish speaking countries.	El auge, las bodas, la caída, un camino de rosas, la cifra, casarse, el compromiso, la convivencia, la discriminación, el divorcio, empeorado, la encuesta, el fracaso, la ley, el matrimonio, la meta, la mitad, la pareja, provocar, el reto, sospechar, un tercio.	<ul style="list-style-type: none"> - The changes of family and the role of women in Spain. - A report on the changes and the attitudes towards marriage in Spain. - Opinions of young people on sex before marriage, abortion and gay relationships.
	This unit allows students to explore the diverse family models which exist in the 21 st century and how they have changed, whilst reflecting on personal experiences.	Attitudes regarding recent laws on gay marriage and adoption	El bautismo, bautizar, bendecir, la corona, cumplir, la desafección, el desarrollo, dominical, fallecer, llevar a cabo, la medida, el monje, el Papa, predecir, rescatar, secularizarse, el vínculo, la vivencia.	Students will develop oracy skills by discussing issues such as:
		Have a wider understanding of the religious history of Spain and Latin America		<ul style="list-style-type: none"> - Role of grandparents and childcare - The rights of gay parents and adoption - Current marriage and divorce statistics
		The impact of disaffection in the church with particular reference to young people		

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2. El Ciberespacio Cyberspace	<p>Students will have studied the topic of the Internet at GCSE. Therefore, some of the vocabulary will be familiar.</p> <p>At Key Stage 5 students will be expected to discuss in greater depth the influence that the internet has on modern day society. Students will be able to discuss their views on a subtopic of cyberspace which is prevalent in modern day society.</p>	<p>Know the positive and/or negative influences of the Internet.</p>	<p>Acceder, arropa, bajo demanda, la banda ancha, el buscador, la carpeta, el ciberespacio, compartir, conectarse, el correo basura, el correo electrónico, la cuenta bancaria, desarrollar, un desconocido, descargar, la estafa, el fraude, funcionar, galopante, guardar, la herramienta, inalámbrico, imprimir, invertir, navegar, la pantalla, el perfil, la prensa, el ratón, seguir, la tableta, el teclado, tuitear.</p>	<p>Students will develop a wide range of linguistic skills such as conjugating the present tense (simple and continuous) both regular and irregular, comparatives and superlatives, <i>ser</i> and <i>estar</i>, and the future and conditional tenses both regular and irregular stems.</p> <p>They will be able to write at least 150/200 words on a variety of headings such as:</p> <ul style="list-style-type: none"> - The advantages of the use of the Internet for the older generation. - A blog on the importance of the Internet on our society. - The good and bad of mobiles. - How have social networks changed our lives? <p>Students will develop oracy skills by discussing issues such as:</p> <ul style="list-style-type: none"> - Do you think all technological advances have had a positive impact on our society? - Do mobile phones cause isolation in our society? - How can you use social networks to commit crime?
		<p>Understand the positive and/or negative effect of smartphones, with particular reference to key groups eg. teenagers, elderly.</p>	<p>El aislamiento, la aplicación, el auge, charlar, la cobertura, la contraseña, la desventaja, elegir, el promedio, enviar, el fracaso escolar, mandar, peligroso, perder tiempo, sobrevivir, la ventaja.</p>	
		<p>The influence that social networks have on society, the benefits and dangers.</p>	<p>Aconsejar, advertir, afrontar, a menudo, ascender, bloquear, la campaña, cara a cara, chatear, el consejo, la falta de, luchar, la multa, permitir, la piratería, la privacidad, realizar, la red social, el riesgo, tener cuidado, tener éxito.</p>	

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3. La Igualdad de los Sexos Equality of the Sexes	This unit allows students to discuss 'Equality of the sexes' in Spain and Spanish speaking countries. This is a popular topic which has been covered frequently recently in the media. Therefore, students will be able to justify their own viewpoints and experiences of others.	Current situation of women in the world of work in Spain and Latin America.	La afición, los alimentos, el ama de casa, la brecha de género, el cargo profesional, compartir, cuidar a, dedicarse a, desempeñar, la desigualdad, educar, enfrentar, fregar, la fregona, ganar, el hogar, igual, limpiar, mercado laboral, el pago, planchar, los quehaceres, el reto, el sueldo, la vivienda, la brecha salarial.	Students will develop a wide range of linguistic skills with a particular focus on 'Perfect tenses' e.g. perfect, pluperfect, future perfect and conditional perfect. They will be able to write at least 200 words on a variety of headings such as: - Write a blog on women in the workplace for Spain and Spanish speaking countries. - Does chauvinism still exist? - Write an essay on the pros and cons of gay marriage. Students will develop oracy skills by discussing issues such as: - A presentation on women in the work place. - A presentation on the advances of the rights of the LGBT community and the challenges they face. - Should gay couples be able to marry?
		The differences of the 'role of women at home' in Spain and Latin America.		
		The significance of male chauvinism and abuse that exists in today's society.	Abusar de, acoger, el acoso, el/la agresor(a), el asesinato, los celos, convocar, desaparecer, la dictadura, embarazada, la esposa, impensable, la lacra, la lucha, el machismo, la manifestación, el marido, el partido político, el prejuicio, prever, la rabia, el respeto, tirar, la violencia de género.	
		The impact of the Spanish feminist movement.		
		The current situation with the LGBTQIA+ community eg. homophobic attacks in Spain/Spanish speaking countries, and Madrid Gay Pride.		
Attitudes towards gay marriage across Spain and Latin America.	Adoptar, aprobar una ley, la boda, la campaña, convertirse en, el delito de odio, denunciar, la diversidad, fomentar, golpear, homóforo, el impuesto, la comunidad LGBTQIA+, lanzar, legalizar, la lesbiana, el matrimonio, la mitad, olvidar, el orgullo gay, la pareja, por naturaleza, pretender, promover, reconocer, reflejar, respetar, la sensibilización, subir, los valores, violar.			

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4. La Influencia de los Ídolos The Influence of Idols	This is the second part of the course, where students study the artistic culture of the Hispanic world. Students will gain a greater understanding of the role that Idols have with particular focus on Spain and the Spanish-speaking world.	Learn about the positive and/or negative influence singers and musicians have on people eg. charity work of Shakira vs her marriage controversy.	La actuación, actuar, la balada, la banda sonora, la buena voluntad, el/la cantautor/a, el comportamiento, el concierto en vivo, la coreografía, crear polémica, el escenario, exitoso, la grabación, grabar, el gusto musical, la lacra, la organización benéfica/caritativa, pegadizo/a, poderoso, el ritmoailable, el sonido, el teclado, tener éxito, triunfar.	Students will be able to use and demonstrate the correct use of a range of AS structures, direct and indirect object pronouns, as well as practising the passive voice. In addition, they will be able to recognise and use the passive voice. They will be able to write at least 200 words on a variety of headings such as: - Write a blog about the influence musicians can have on young people. - Are models a good or bad influence on young people? - Are all idols spoilt and selfish? Students will develop oracy skills by discussing issues such as: - Do TV & cinema stars behave the correct way? - A presentation on how models have a good/bad influence on young people.
		Know the positive and/or negative effect TV and cinema stars have in our society eg. Salma Hayek and Sofia Vergara.	Alcanzar, el capítulo, el/la cineasta, concienciar, conseguir éxito, contar una historia, cumplir un sueño, destacado/a, entrevistar, el esfuerzo, ganar un premio, la gran pantalla, interpretar un papel, lanzar al estrellato, orgulloso/a, por caridad, promocionar, el/la protagonista, recaudar fondos, sensibilizar, la telenovela, el tema tendencia.	
		The influence fashion models have on young people.	Adelgazar, la altura, anticuado, el anuncio publicitario, la apariencia, el aspecto físico, el/la compatriota, las curvas, dar la enhorabuena, la delgadez, desfilas, diseñar, engordar, esquelético/a, la gordura, invertir, el lujo, el maquillaje, el/la modelo de tallas grandes, obsesionarse con, la pasarela, patrocinar, ponerse a dieta, el rostro, la talla cero, el trastorno alimenticio, vestirse a la moda.	

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5. La Identidad Regional Regional Identity	This is the second part of the course, where students study the artistic culture of the Hispanic world. This particular unit revisits some content taught at Key Stage 4. The topic of Regional Identity allows students to explore the cultural differences of the autonomous regions in Spain. They will gain a wider understanding of the need to protect such customs as well as the conflict that this can create.	Learn about Spanish customs and traditions.	El acontecimiento, acostumbrarse, el/la aficionado/a, asistir, la cabalgata, el desfile, destacar, disfrazarse, la encuesta, festejar, festividad, fomentar, lanzar, el orgullo, quemar, reemplazar, regular, saltar, el sondeo, la verbena, el vínculo, la voz del pueblo.	Students will be able to use and demonstrate the correct use of a range of AS structures, such as the present and perfect subjunctive. In addition, they will be able to recognise and use numerals. They will be able to write at least 250 words on a variety of headings such as: - Write about a festival that is celebrated in your country. - Do you follow a varied and balanced diet? - What are the pros and cons of speaking a regional language? Students will develop oracy skills by discussing issues such as: - Does the Mediterranean diet have a future? - Is Spain that different? - Should children learn the regional language where they live?
		Similarities and differences in the gastronomy of Spain.	Alimentar, el aroma, asar, el buñuelo, calentar, la cosecha, cultivar, la empanadilla, encargarse de, la fruta de temporada, hervir, el libro de recetas, el litoral, la merienda, el olor, el placer, probar un plato, la receta casera, relleno, el sabor, el trozo.	
		Learn about the languages that are spoken in Spain and understand the issues surrounding them.	El acento, adaptarse, el alfabeto, el analfabetismo, la convivencia, el discurso, la diversidad lingüística, la enseñanza, el/la hablante, la jerga, el/la lector, la lengua materna, el dialecto, la letra, mudo, la oración, preservar, proceder de, el rasgo, la sílaba, sorprendente, la sorpresa, el término.	

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6. El Patrimonio Cultural Cultural Heritage	This is the final unit of the course. Students are expected to demonstrate factual knowledge of civilisations and the role of architecture, art and music in the Spanish-speaking world. This unit not only focuses on key linguistic structures, but also allows students to explore the cultural heritage of Spain and Latin America. They will understand the impact that artists and architectures had on shaping Hispanic culture. This unit can encourage ideas for the Individual Research Project.	Understand about civilisations that contributed to the heritage of Spain.	El acantilado, el alma, el ancho, el barrio, el campanario, el ciclo lunar, la cordillera, coronar, la creencia, dejar, enriquecer, la huella, los muertos, peregrinar, la población aborigen, el pueblo indígena, rezar, la riqueza, el sacerdote, la sepultura, el tesoro, el valor, el yacimiento arqueológico.	Students will be able to use and demonstrate the correct use of a range of AS structures as well as a range of subjunctives and imperatives. In addition, they will be able to use demonstrative and possessive adjectives. They will be able to write at least 250 words on a variety of headings such as: - Write a blog about the importance of historical sites in our society. - Write about your favourite artist, explaining why you like their work. Students will develop oracy skills by discussing ideas such as: - Do you think it is realistic to believe that learning a musical instrument can transform the life of a youngster? - Is it worthwhile to protect our cultural heritage?
		The influence of pre-Columbian heritage of Latin America.		
		Learn about Spanish and Latin American artists and the role of architecture in Spain.	El acero, el autorretrato, el azulejo, construir, el cristal, el cuadro, destruir, el/la escultor(a), el espejo, el estilo arquitectónico, el hierro, el ladrillo, la madera, la obra, la pared, piedra, la pintura, retratar, el retrato, el techo.	
		The diversity of Hispanic music and dance.	Animar a alguien, aplaudir, el/la bailar(a), el/la cantaor(a), desnudo/a, la flecha, la gaita, el/la gitano/a, la melodía, mezclar, padecer, la palma de mano, el peregrinaje, la rama, rescatar, el ritmo, sonar, el sonido, el tambor, tocar una composición.	

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7. Study of a film: Ocho Apellidos Vascos <i>A Spanish Affair</i>	Together with the book in Y13, the film constitutes the basis of the A-Level writing paper.	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 lleva(n) bien/mal, los personajes se parecen mucho, son parecidos/ semejantes, el/la protagonista, tienen rasgos semejantes, el subtema de la película, tiene un carácter duro/simpático/alegre, la broma, el chiste, la comunidad autónoma, los estereotipos, el terrorismo.	They will be able to write at least 300 words on the book from a choice of two questions. Possible headings could be: - "The humour in the film is mainly due to Rafa's efforts to make himself pass as a Basque". To what extent do you agree with this statement? Justify your answer. - Some Basques and Andalusians felt offended watching this film. Analyse why they reacted in this way. Students will be able to discuss and critically examine key concepts and issues covered in the work to enhance exam response. 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 film 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 (e.g. the effect of narrative voice).		
		Recognise and appreciate textual examples and quotes.		