Cornwallis Academy
Ambitions for All

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Year 13 Spanish

La inmigración

Learning Objectives

Unit 1: Los beneficios y los aspectos negativos
Discussing the positive and negative aspets of immigration
Using the present tense

Unit 2: La inmigración en el mundo hispánico
Learning more about immigration in the Spanish-speaking world
Using the imperfect and perfect tenses

Unit 3: Los indocumentados – problemas
Discussing what problems illegal migrants might face
Using compound tenses

What previous knowledge is required?

Unit 1: Los beneficios y los aspectos negativos **new content**
Unit 2: La inmigración en el mundo hispánico **new content**
Unit 3: Los indocumentados – problemas **new content**

How will this term's content help with future learning?

This unit consolidates students' understanding of immigration in the Hispanic world and develops the vocabulary and grammatical structures required for the A-level examinations. Students will apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that immigration is either entirely positive or entirely negative, rather than recognising the complexity of the issue.
- Students may believe that immigration only affects Spain, without recognising its impact across the wider Hispanic world.
- Students may confuse the terms *immigration*, *emigration* and *illegal migration*.
- Students may oversimplify the reasons why people migrate, overlooking economic, political, environmental and social factors.
- Students may struggle to distinguish between the imperfect and perfect tenses when discussing past events and experiences.
- Students may find compound tenses challenging, particularly when discussing hypothetical or completed actions.

National Curriculum / Specification

This unit covers Theme 3: Multiculturalism in Hispanic Society – La inmigración (AQA A-level Spanish), focusing on the benefits and challenges of immigration, immigration in the Hispanic world and the issues faced by undocumented migrants.

El racismo

Learning Objectives

Unit 1: Las actitudes racistas y xenófobas
Describing and discussing racist and xenophonic attitudes in the Spanish-speaking world

Unit 2: Las medidas contra el racismo
Understanding and discussing measures to combat racism and their effectiveness
Using the conditional

Unit 3: La legislación anti-racista
Looking at existing legislation against racism
Discussing possible new legislation
Using future tenses

What previous knowledge is required?

Unit 1: Las actitudes racistas y xenófobas **new content**
Unit 2: Las medidas contra el racismo **new content**
Unit 3: La legislación anti-racista **new content**

How will this term's content help with future learning?

This unit consolidates students' understanding of racism and discrimination in the Hispanic world and develops the vocabulary and grammatical structures required for the A-level examinations. Students will apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that racism is only an issue in certain countries, rather than recognising it as a global social issue.
- Students may confuse the terms *racism*, *prejudice*, *discrimination* and *xenophobia*.
- Students may believe that legislation alone is sufficient to eliminate racism, without considering wider social attitudes and education.
- Students may oversimplify the causes and consequences of racism, rather than recognising its complexity.
- Students may struggle to use the conditional accurately when discussing possible solutions or making suggestions.
- Students may confuse the future simple and other future tenses when discussing future legislation or predicting social change.

National Curriculum / Specification

This unit covers Theme 3: Multiculturalism in Hispanic Society – El racismo (AQA A-level Spanish), focusing on racist and xenophobic attitudes, measures to combat racism and anti-racist legislation.

La convivencia

Learning Objectives

Unit 1: La convivencia de culturas
Understanding and describing the different ways cultures integrate in Hispanic society
Using prepositions

Unit 2: La educación
Understanding and describing the issues surrounding the integration of different cultures within the sphere of education
Using pronouns

Unit 3: Las religiones
Understanding and describing the coexistence of various religions in the Hispanic world

What previous knowledge is required?

Unit 1: La convivencia de culturas **new content**
Unit 2: La educación **new content**
Unit 3: Las religiones **Los valores tradicionales y modernos Unit 3 Year 12 content**

How will this term's content help with future learning?

This unit consolidates students' understanding of multiculturalism and cultural integration in the Hispanic world and develops the vocabulary and grammatical structures required for the A-level examinations. Students will apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that multiculturalism and integration are the same concept, rather than recognising the different ways cultures coexist within society.
- Students may believe that all Spanish-speaking countries have the same approach to cultural integration, education and religion.
- Students may oversimplify the challenges of integration, without recognising the social, cultural and political factors involved.
- Students may assume that religion has the same influence across all Hispanic countries, rather than recognising regional differences.
- Students may struggle to use prepositions accurately, particularly after common verbs and expressions.
- Students may confuse or omit object pronouns, affecting the clarity and accuracy of their communication.

National Curriculum / Specification

This unit covers Theme 3: Multiculturalism in Hispanic Society – La convivencia (AQA A-level Spanish), focusing on cultural integration, education and religion in the Hispanic world.

Jóvenes de hoy: ciudadanos del mañana

Learning Objectives

Unit 1: Los jóvenes y su actitud hacia la política
Discussing the importance of politics in young people's lives
Understanding why their attitude to politics is changing
Using the present subjunctive

Unit 2: El paro entre los jóvenes
Discussing the unemployment situation amongst young people nowadays and how it is affecting them
Using imperatives

Unit 3: Su sociedad ideal
Describing and discussing the type of society young people in the Hispanic world want to live in

What previous knowledge is required?

Unit 1: Los jóvenes y su actitud hacia la política **new content**
Unit 2: El paro entre los jóvenes **new content**
Unit 3: Su sociedad ideal **new content**

How will this term's content help with future learning?

This unit consolidates students' understanding of contemporary social and political issues affecting young people in the Hispanic world and develops the vocabulary and grammatical structures required for the A-level examinations. Students will apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that young people across the Hispanic world share the same political views and priorities.
- Students may oversimplify the causes of youth unemployment, without recognising the economic and social factors involved.
- Students may believe that young people are generally uninterested in politics, rather than recognising changing patterns of political engagement.
- Students may confuse the use of the present subjunctive after expressions of opinion, doubt and recommendation.
- Students may struggle to use imperatives accurately when giving advice or proposing solutions.
- Students may find it difficult to justify and support opinions when describing an ideal society.

National Curriculum / Specification

This unit covers Theme 4: Aspects of Political Life in the Hispanic World – Jóvenes de hoy, ciudadanos del mañana (AQA A-level Spanish), focusing on young people's attitudes towards politics, youth unemployment and their vision of an ideal society.

Monarquías y dictaduras

Learning Objectives

Unit 1: La dictadura de Franco
Understanding the impact of the civil war
Discussing life under Franco's dictatorship
Using the preterite tense

Unit 2: La evolución de la monarquía de España
Describing and discussing the changes from monarchy and republic to dictatorship
Describing the transition from dictatorship to monarchy
Using the imperfect tense

Unit 3: Dictadores latinoamericanos
Discussing dictatorships in Latin America, particularly in Panama, Chile and Argentina
Using a sequence of tenses

What previous knowledge is required?

Unit 1: La dictadura de Franco **Los valores tradicionales y modernos Unit 3 Year 12 content**
Unit 2: La evolución de la monarquía de España **new content**
Unit 3: Dictadores latinoamericanos **new content**

How will this term's content help with future learning?

This unit consolidates students' understanding of political systems and historical developments in the Hispanic world and develops the vocabulary and grammatical structures required for the A-level examinations. Students will apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that Franco's dictatorship only affected Spain politically, without recognising its wider social and cultural impact.
- Students may confuse the roles and powers of the Spanish monarchy under Franco with those of the current constitutional monarchy.
- Students may believe that all Latin American dictatorships were the same, rather than recognising the different historical contexts and political ideologies.
- Students may struggle to distinguish between historical facts and personal opinions when discussing political systems.
- Students may oversimplify the transition from dictatorship to democracy in Spain, without recognising the complexity of the process.
- Students may find it difficult to use historical vocabulary accurately when discussing political change and key events.

National Curriculum / Specification

This unit covers Theme 4: Aspects of Political Life in the Hispanic World – Monarquías y dictaduras (AQA A-level Spanish), focusing on Franco's dictatorship, the evolution of the Spanish monarchy and Latin American dictatorships.

Los movimientos populares

Learning Objectives

Unit 1: La efectividad de las manifestaciones y las huelgas
Considering and discussing how effective protests and strikes are
Using if clauses + pluperfect subjunctive

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Unit 2: El poder de los sindicatos
Describing and discussing the power of trade unions
Using if clauses + imperfect subjunctive

Unit 3: Ejemplos de protestas sociales
Considering and discussing the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina
Using the passive voice

What previous knowledge is required?

Unit 1: La efectividad de las manifestaciones y las huelgas **new content**
Unit 2: El poder de los sindicatos **new content**
Unit 3: Ejemplos de protestas sociales **new content**

How will this term's content help with future learning?

This unit consolidates students' understanding of political activism and social movements in the Hispanic world and develops the vocabulary and grammatical structures required for the A-level examinations. Students will apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that protests and strikes always lead to social or political change, rather than recognising that their effectiveness can vary depending on the context.
- Students may confuse the roles of protests, strikes and trade unions, assuming they have the same purpose.
- Students may believe that social movements only exist in the past, rather than recognising their continued importance in contemporary society.
- Students may oversimplify the causes and outcomes of the 15-M Movement and the Mothers of the Plaza de Mayo, without recognising their historical and political significance.
- Students may struggle to use conditional sentences accurately, particularly the imperfect and pluperfect subjunctive in hypothetical situations.
- Students may find it difficult to use the passive voice accurately when discussing political and social events.

National Curriculum / Specification

This unit covers Theme 4: Aspects of Political Life in the Hispanic World – Los movimientos populares (AQA A-level Spanish), focusing on protests and strikes, trade unions and examples of social movements in the Hispanic world.