

Spanish Curriculum Overview Year 12 Paper 2

Year 12 to 13 Transition Unit A Level Spanish: Paper 2 Study of a Literary Text

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Study of a literary text: <i>La Casa de Bernarda Alba</i> by Federico Garcia Lorca</p> <p>Writing skills for Paper 2 – how to write and structure a literary essay</p>	<p>Knowledge: Terminology for literary and critical analysis, including literary terms, complex opinion phrases and structuring connectives. The life and works of the Federico Garcia Lorca, including his death, performance history and critical reception of <i>La Casa de Bernarda Alba</i> Know the development of the plot and characters in the play and the techniques used for characterisation The social and historical context and themes addressed in the film, including The role and expectations of women and gender roles in Spain in the 1930s</p> <ul style="list-style-type: none"> • The role of religion and the Catholic church in Spain of the 1930s • Rural and village culture in Andalucia of the 1930s <p>The role of gossip in Spanish culture (el qué dirán), with particular reference to the 1930s</p> <p>Understanding: Students will understand how the characters are shaped by the expectations of their context, including repressive gender roles, the culture of the ‘pueblo’ and social division certain events, experiences, and people in Federico Garcia Lorca’s life inspired him and influenced his choices with regards to the plot, settings and characters. Lorca uses a range of techniques to explore his themes, including the symbolism of water, heat,</p>	<p>Students are able to show a considered and thoughtful understanding of the different characters, relationships and motives. Students have a detailed appreciation of the key themes and message the writer wants to transmit to the audience and are able to link this to the social setting and historical cultural background of the play. Students analyse the writer’s choices and their impact on the audience. Students are able to manipulate a wide range of grammatical structures, including the use of complex language. Consistently use varied vocabulary and terminology appropriate for literary analysis. Essays convey opinions, views, conclusions and evaluation of the issues, themes and cultural/social contexts supported by relevant and appropriate evidence from the text and linked to context. Detailed, logical arguments and</p>	<p>Prior learning: Elements of reading literature are included in the GCSE specifications. The film <i>Volver</i> is studied during the first part of Year 12, with literary analysis drawing on the teaching of film analysis. All grammatical structures from course units related to Paper 1. Aspects of units on social issues and trends and political and artistic culture studied across Year 12 focus on varied cultural aspects of Spain which help build a picture of rural life, women’s roles and repression, Catholic influences, and traditions and the political conflict in Spain of the 1930s.</p>	<p>Copy of the text - <i>La Casa de Bernarda Alba</i></p> <p><i>La Casa de Bernarda Alba</i> study guide (Hodder Education)</p> <p>AQA Text book/ Kerboodle - Dossier de Literatura</p> <p>Past papers</p> <p>Online reviews and study guides</p> <p>Materials from AQA on preparing to teach Literature</p> <p>Performances of the play available online, with theatre visits a possibility</p>

	<p>the use of colour in the stage setting and costumes, offstage male voices (but no males on stage), rural dialect, the tolling of bells, conflict and argument The play develops a number of themes, including rebellion and repression/oppresion, class, love and sex, reputation and honour and the conflict between old and new The writer uses the genre of tragedy</p> <p>Skills: Essay writing skills: be able to develop a detailed plan of an essay by planning language choices as well as main points Further develop strategies for writing a detailed answer which links main points to relevant contextual influences Use a wide range of structures and literary and critical vocabulary and terminology, manipulating complex structures accurately. Draw from knowledge of grammar and vocabulary in proofreading and correcting mistakes Support points with a range of relevant textual detail, including quotations, and build an analysis based on the effects of a writer's choices</p>	<p>conclusions are made that develop relevant responses.</p>	<p>Links can be made to units - Los valores tradicionales y modernos and La igualdad de los sexos from Y1 of the course.</p> <p>Future learning:</p> <p>The Individual Research Project gives students the scope to develop critical analysis on a range of aspects of Hispanic culture. Extended writing in the target language is a feature of many MFL degrees.</p>	
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Spanish Paper 2 – study of a film: Volver.				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Film studies VOLVER</p> <p>Writing skills for Paper 2</p>	<p>Knowledge: Terminology for cinematic analysis. Students are encouraged through a series of links to research the background of the main actors and the director and additional information on genre and culture. The life and works of the director ‘Pedro Almodóvar and his involvement with ‘La movida madrilena’ ‘Las chicas Almodóvar’ – Who they are and why he cast some of them for this film Film log: 10-15 minute scene summaries (at the cemetery, Paco’s murder, the death of Tia Paula, the funeral, Raimunda’s new job, the burial, Augustina’s illness, trash television, the final confession, the return to the village) Key quotes, vocabulary, cultural links and filming techniques such visual effects, camera angles, use of colour and sound. The social and historical context and themes addressed in the film:</p> <ul style="list-style-type: none"> • Rural and urban life: gastronomy, rituals, speech, dress, greetings, settings, labour market • Secrets and lies (the plot as a labyrinth of secrets and lies), • The weather: fires and the wind. How the hostile climate of Castilla-La Mancha links the wind to the fire that caused the death of Raimunda’s father and the wind turbines that have now replaced many of the windmills that Don Quijote believed to be monsters • Death and superstition • Rebirth and return • Women, motherhood, family and female solidarity <p>Character analysis: Raimunda (Penelope Cruz /Carmen Maura– general background information), Sole, Irene, Augustina, Paula, Tia Paula, Paco The characteristics of villages in the region of La Mancha and the working class neighbourhood of Vallecas in Madrid.</p>	<p>Students are able to show deep understanding of the significance, motives and relationships between different characters. The key themes and message the director wants to transmit to the audience. The social setting and cultural background chosen for the film. How the film, based on semi-autobiographical aspects, influenced the director’s choices in styles and filming techniques. Students are able to manipulate varied grammatical structures, including the use of complex language. Consistently use varied vocabulary and terminology appropriate for cinematic analysis. Essays convey opinions, views, conclusions and evaluation of the issues, themes and</p>	<p>Prior learning: Spanish speaking films are viewed regularly to accustom the ear to authentic speech. All grammatical structures from course units. Tasks completed throughout the year that focus on varied cultural aspects of Spain which help build a picture of rural and urban life, women’s roles and repression, Catholic influences, and traditions. Links can be made to units - Los valores tradicionales y modernos and La igualdad de los sexos from Y1</p> <p>Future learning: In preparation for Paper 2 and the literary text the students plan and write a range of essays whereby they aim to improve the critical analysis of</p>	<p>Film trailers - YouTube</p> <p>Cornerhouse guide book</p> <p>Volver study guide (Hodder Education)</p> <p>Supplementary DVD (Interviews with Pedro Almodovar and the cast)</p> <p>AQA Text book/ Kerboodle - Dossier de cine</p> <p>Past papers</p> <p>Online reviews</p> <p>Zig Zag publications</p>

	<p>Volver as the title of the film and its relevance to aspects of the story Vocabulary for critical analysis in essay writing</p> <p>Understanding: Students will understand how</p> <ul style="list-style-type: none"> - to contrast the rural way of life with city life in Spain. -certain events, experiences, and people in Pedro Almodovar's life inspired him and influenced his choices with regards to the plot, settings and characters. - the crimes link the characters and that death is not seen as final which makes possible character interactions and scenes. -'Volver' is one of the main themes and constitutes a 'return' on a number of levels -Almodóvar uses colour to create tension and music to evoke emotion -to analyse, evaluate, explore, or explain a variety of sample essay questions using complex structures and topic specific vocabulary and terminology. -to you use key quotes to support evidence in essays <p>Skills:</p> <p>Critical thinking skills (how to weigh up one piece of information against another and draw conclusions, argue a case according to evidence)</p> <p>Essay writing skills. How to plan an essay by selecting a main point and breaking this into subsections.</p> <p>Strategies for developing an essay: introduction, development within the body of the text, conclusions</p> <p>Use a wide range of structures and topic specific vocabulary and terminology.</p> <p>Proofreading and correcting mistakes</p>	<p>cultural/social contexts supported by relevant and appropriate evidence from the film. Detailed, logical arguments and conclusions are made that consistently link together.</p>	<p>issues/themes/cultural or social contexts and learn how to demonstrate convincing interpretations and points of view that are justified with appropriately selected evidence from the film.</p>	
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