**Little Heath Sixth Form**

AS Spanish Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Units 1 + 2****Listening, Speaking, Reading and Writing** | **Unit Codes:****SPAN1 + SPA2T** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Present tense – regular endings for -ar, -er and -ir verbs
 |  |  |  |
| * Present tense – irregular verbs, esp hacer, tener, ser, estar, ir
 |  |  |  |
| * Preterite and imperfect tense – formation, endings and use
 |  |  |  |
| * Future and conditional tenses - formation, endings and use
 |  |  |  |

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| **Puente: El mundo hispano** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Write a brief description
 |  |  |  |  |
| * Record and learn vocabulary effectively
 |  |  |  |  |
| * Pronounce the five vowel sounds
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Describe the area I live in
 |  |  |  |  |
| * Speak and write about a Spanish-speaking region or country
 |  |  |  |  |
| * Speak and write about myself
 |  |  |  |  |
| * Give information about key people and places in the Spanish-speaking world
 |  |  |  |  |

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| **La televisión** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Taking notes when listening
 |  |  |  |  |
| * Recognising and using synonyms and antonyms
 |  |  |  |  |
| * Dealing with unfamiliar words
 |  |  |  |  |
| * Use negatives accurately
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * TV viewing habits and preferences
 |  |  |  |  |
| * The range of channels including satellite and internet
 |  |  |  |  |
| * The benefits and dangers of watching TV
 |  |  |  |  |

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| **Anuncios y publicidad** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Recognising and using language of persuasion
 |  |  |  |  |
| * Recognise and using different registers of language
 |  |  |  |  |
| * Developing and justifying points of view
 |  |  |  |  |
| * Use the subjunctive with verbs of wanting, requesting and advising
 |  |  |  |  |
| * Extend vocabulary using suffixes
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * The purposes of advertising
 |  |  |  |  |
| * Different advertising techniques
 |  |  |  |  |
| * The benefits and drawbacks of advertising
 |  |  |  |  |
| * Curbs on advertising
 |  |  |  |  |

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| **Los medios de comunicación** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Use strategies for reading
 |  |  |  |  |
| * Infer meaning when listening
 |  |  |  |  |
| * Use the present subjunctive with verbs of wanting, requesting and advising
 |  |  |  |  |
| * Use suffixes
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * The popularity of modern technological gadgets
 |  |  |  |  |
| * The current and potential usage of the Internet
 |  |  |  |  |
| * The benefits and dangers of the Internet and modern technological gadgets
 |  |  |  |  |

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| **El cine** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Put forward opinions convincingly (agree and disagree)
 |  |  |  |  |
| * Infer meaning when reading
 |  |  |  |  |
| * Use the imperfect tense accurately
 |  |  |  |  |
| * Use a mixture of past tenses
 |  |  |  |  |
| * Place written and spoken accents correctly
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Types of film
 |  |  |  |  |
| * The place of cinema in popular culture and changing trends
 |  |  |  |  |
| * A good film you have seen
 |  |  |  |  |
| * Different ways of viewing films
 |  |  |  |  |

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| **La música** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Respond to speaking stimulus materials
 |  |  |  |  |
| * Speak from notes with correct intonation
 |  |  |  |  |
| * Transfer meaning: explain in Spanish
 |  |  |  |  |
| * Use direct and indirect object pronouns
 |  |  |  |  |
| * Use the pluperfect tense
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Different types of music and changing trends
 |  |  |  |  |
| * The place of music in popular culture
 |  |  |  |  |
| * Music you like
 |  |  |  |  |
| * How music defines personal identity
 |  |  |  |  |

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| **La moda y tendencias** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Write in paragraphs
 |  |  |  |  |
| * Transfer meaning: explain in English
 |  |  |  |  |
| * Recognise the subjunctive in past tenses
 |  |  |  |  |
| * Use the personal *a*
 |  |  |  |  |
| * Use relative pronouns
 |  |  |  |  |
| * Use time clauses
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * How your ‘look’ defines who you are
 |  |  |  |  |
| * Different ways we can alter our image
 |  |  |  |  |
| * Lifestyle and leisure activities
 |  |  |  |  |
| * The cult of celebrity
 |  |  |  |  |

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| **El deporte** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Check your written work
 |  |  |  |  |
| * Use debating skills
 |  |  |  |  |
| * Find ideas and information on the Internet
 |  |  |  |  |
| * Avoid using the passive tense
 |  |  |  |  |
| * Use the future tense correctly
 |  |  |  |  |
| * Use adverbs correctly
 |  |  |  |  |
| * Use *por* and *para* correctly
 |  |  |  |  |
| * Recognise the subjunctive in the perfect and pluperfect tenses
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Traditional and ‘fun’ sports
 |  |  |  |  |
| * Reasons for taking part in sport
 |  |  |  |  |
| * The links between physical exercise and health
 |  |  |  |  |

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| **Salud y bienestar** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Listen for detail
 |  |  |  |  |
| * Pinpoint information when reading
 |  |  |  |  |
| * Explore and compare different points of view
 |  |  |  |  |
| * Use the perfect infinitive
 |  |  |  |  |
| * Use the subjunctive to express doubt and improbability
 |  |  |  |  |
| * Use constructions with *si*
 |  |  |  |  |
| * Use demonstrative adjectives and pronouns
 |  |  |  |  |
| * Use the imperfect continuous tense
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * The health risks of drinking alcohol
 |  |  |  |  |
| * The health risks of tobacco and illegal drugs
 |  |  |  |  |
| * Diet and eating disorders
 |  |  |  |  |
| * Work-life balance
 |  |  |  |  |

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| **Vacaciones** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Write a formal letter
 |  |  |  |  |
| * Organise ideas and facts in order to plan a piece of written work
 |  |  |  |  |
| * Use cardinal numbers
 |  |  |  |  |
| * Use constructions with *si*
 |  |  |  |  |
| * Use continuous tenses
 |  |  |  |  |
| * Use impersonal verbs in reflexive expressions
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Different types of holiday and holiday activities
 |  |  |  |  |
| * The impact of tourism on holiday destinations
 |  |  |  |  |
| * The purposes and benefits of holidays
 |  |  |  |  |
| * Changing attitudes to holidays
 |  |  |  |  |

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| **Entre familia** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Use a monolingual dictionary
 |  |  |  |  |
| * Transfer meaning: explain in Spanish
 |  |  |  |  |
| * Use exclamations
 |  |  |  |  |
| * Use possessive pronouns
 |  |  |  |  |
| * Use the subjunctive to express purpose
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * The relationship between young people and other family members
 |  |  |  |  |
| * The role of parents and the importance of good parenting
 |  |  |  |  |
| * The changing models of family and parenting
 |  |  |  |  |

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| **Amistades** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Adapt information when responding to questions
 |  |  |  |  |
| * Understand how to do gap-fill tasks
 |  |  |  |  |
| * Respond to a literary text
 |  |  |  |  |
| * Use time clauses
 |  |  |  |  |
| * Use the passive
 |  |  |  |  |
| * Use the imperative in all its forms
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * The characteristics and roles of friends
 |  |  |  |  |
| * The different values that are important to friends and conflicts about them
 |  |  |  |  |
| * The importance of friends
 |  |  |  |  |
| * Friendship versus love
 |  |  |  |  |

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| **Matrimonio y cohabitación** |  |  |  |  |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Work out the meaning of words
 |  |  |  |  |
| * Use the subjunctive to express possibility and impossibility
 |  |  |  |  |
| * Use the subjunctive in a broader range of expressions
 |  |  |  |  |
| * Use prepositions correctly
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Changing attitudes towards marriage and cohabitation
 |  |  |  |  |
| * Separation and divorce
 |  |  |  |  |
| * The benefits and drawbacks of staying single
 |  |  |  |  |
| * The changing roles within the home
 |  |  |  |  |

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| **REVISION****Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |

*Note: You should discuss this checklist regularly with your subject teacher/mentor*