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