

FACTFILE: GCSE SPANISH



Writing 7

CONTEXT 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST



Social and global issues



Introduction

Here are some key points to help you study this topic.

Learning Outcomes

You should be able to:

- communicate in writing for a variety of purposes;
- write short texts, using simple sentences and familiar language to convey meaning and exchange information;
- translate sentences from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context;
- produce clear and coherent extended text to present facts and express ideas and opinions for different purposes and in different settings;
- make accurate use of a variety of vocabulary and grammatical structures;
- manipulate the language, using and adapting a variety of structures and vocabulary with accuracy and fluency for new purposes (including using appropriate style and register); and

- make independent and creative use of the language to identify key points, express and justify their thoughts and points of view.

These lists are neither prescriptive nor exhaustive.

Skills

- Use a dictionary to translate from English to Spanish.
- Make use of a verb wheel to access help when writing in different time frames.
- Work with and learn from others when writing paragraphs in Spanish.
- Research ideas for writing from various websites including idiomatic language.
- Communicate effectively for a variety of purposes.
- Self-management including time efficiency especially when completing extended writing.
- Manage information by manipulating text and adapting it to explain your own thoughts and opinions.

Preparation

- Consult the CCEA GCSE Spanish specification and list the topics included within this area which are the environment, endangered species, health and lifestyle, food and drink poverty and unemployment.
- Make a note of the key vocabulary and useful verbs contained within each sub-topic.

- Consult the CCEA GCSE SAMs material and access the mark scheme. Of particular interest would be the extended writing task. Look for key indicators of top band marks such as personal opinions are justified and equally balanced bullet points in the communication section.
- For grammar and structures note the requirement to use a range of structures, idiom and the ability to use a variety of tenses.
- The conditional tense should be practised for this section as it will be essential when writing about how to be fit and healthy and what we should do to protect the environment.
- Pick out a few verbs such as **deber** and **poder** and learn how to best use them.

Practice

- Prepare answers for the extended writing questions on the topics as listed in your text book.
- Swap these with a partner and peer-evaluate, remember as detailed in the mark scheme you will be assessed on communication and grammar and structures.
- Stick post-it notes on your work of linking words and idioms which could be included.
- Make a list of common verbs you need and create your own verb table to cover different tenses.
- Access www.teachitlanguages.co.uk and enter the translation section, it has exercises to complete for lots of topics.
- Remember the answers to your oral questions could also be used for this section but may need to be more fully developed.

Revision

- I know the main vocabulary associated with this topic.
- I can construct sentences using the vocabulary and verbs.
- I can change these verbs into different sentences.
- I can write a paragraph on healthy lifestyles, the environment and poverty/homelessness.
- I am aware of the success criteria such as the use of idiom and complexity of language.
- I can make a mind map of the vocabulary associated with the 4 topics listed above.
- I can access SAM including mark schemes and can evaluate my own work.
- I know which websites can help support my development of writing skills for these topics.

