



A-Level Spanish Handbook



Why choose Spanish..?

When you study A-level Spanish, you will develop and build on grammatical skills and vocabulary you have acquired at GCSE, enabling you to effectively communicate at a much higher level.

You will develop a range of transferable skills: communication, critical thinking, autonomy, resourcefulness, creativity and linguistic and flexibility.

You will enhance your employment prospects.

You will open up a whole new world of foreign travel and new friendships.

Spanish is spoken in **22** countries worldwide by over **400 million** speakers.

In the United States of America there are an estimated **55 million** Spanish speakers (**17% of the entire population**).

You will gain an insight into other cultures and societies both past and present.

You will have a sound basis for further study, including your gap year. Spanish can be studied at college or university both on its own or with wide range of complementary and compatible subjects such as tourism, business, international relations and law.



Areas of Study...

Core content:

- Social issues and trends
- Political and artistic culture
- Grammar
- Literary text and film



Assessment

There are 3 examinations:

- Language Exam- Listening, reading, writing
- Writing (two essays based on literary text/film)
- Speaking -topic based discussion card and Independent Research Project





Studying A level Spanish at Huish Sixth - Overview

You will follow the linear **AQA A-Level course** and will sit an internal examination during the Summer term of year 12. The topics to be studied in the Lower / Upper Sixth are divided into four main areas:

- **Aspects of Spanish-speaking society: current trends**
- **Artistic culture in the Spanish-speaking world**
- **Multiculturalism in Spanish-speaking society**
- **Literary texts and films**



By the end of year 13, you must also study two texts **or** one text and one film from a list provided by AQA. Currently, students study "Volver", a film by the world-renowned film director Pedro Almodóvar and Federico García Lorca's literary masterpiece, "La Casa De Bernarda Alba". You will watch and begin your study of the film in terms five and six of year 12 and you will read and study the play in terms one and two of year 13.

Here is an outline of the two-year course

A-Level Year 1

Theme 1: Aspects of Spanish-speaking Society

Modern and Traditional Values (Los Valores Tradicionales y modernos)

- Los cambios en la familia
- Actitudes hacia el matrimonio/el divorcio
- La influencia de la Iglesia Católica

Cyberspace (El Ciberespacio)

- La Influencia del internet
- Las redes sociales: beneficios y peligros
- Los móviles inteligentes en nuestra sociedad



Equal Rights (La Igualdad de los Derechos)

- La mujer en el mercado laboral
- El machismo y el feminismo
- Los derechos de los gays y las personas transgénero

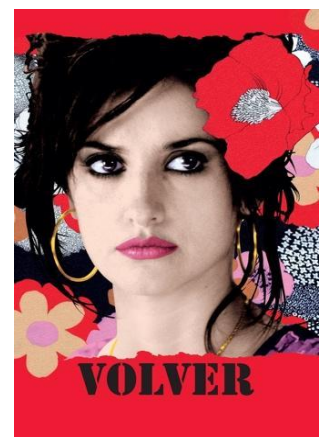
Theme 2: Artistic Culture in the Spanish-speaking world

Modern day idols (La influencia de los ídolos)

- Cantantes y músicos
- Estrellas de televisión y cine
- Modelos

Spanish regional identity (La identidad regional en España)

- Tradiciones y costumbres
- La gastronomía
- Las lenguas



Cultural heritage (El patrimonio cultural)

- Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc
- Arte y arquitectura
- El patrimonio musical y su diversidad

A-Level Year 2



Theme

Multiculturalism in the Spanish-speaking society

3:

Immigration (La inmigración)

- Los beneficios y los aspectos negativos
- La inmigración en el mundo hispánico
- Los indocumentados - problemas

Racism (el Racismo)

- Las actitudes racistas y xenófobas
- Las medidas contra el racismo
- La legislación anti-racista

Integration (La convivencia)

- La convivencia de culturas
- La educación
- Las religiones

Theme 4: Aspects of political life in the Spanish-speaking world

Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)

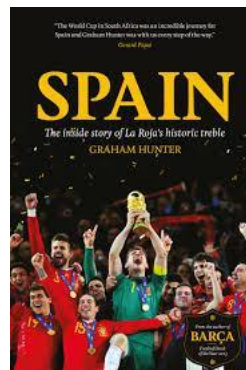
- Los jóvenes y su actitud hacia la política -activismo o apatía
- El paro entre los jóvenes
- Su sociedad ideal

Monarchies and dictatorships (Monarquías y dictaduras)

- La dictadura de Franco
- La evolución de la monarquía en España
- Dictadores latinoamericanos

Popular movements (Movimientos populares)

- La efectividad de las manifestaciones y las huelgas
- El poder de los sindicatos
- Ejemplos de protestas sociales (eg El 15-M, las Madres de la Plaza de Mayo)



Individual Research Project

You must identify a subject that interests you. This can be any aspect of Spanish or Latin America language, history, culture or society. You could study the impact a famous Spanish artist has had on the artistic world; the effect of plurilinguism on the Spanish economy; a film or book as long as it is not the same one you are studying for your essay examination. You should choose something in which you are genuinely

interested as in your speaking exam you will have to present and discuss your research. You will have to conduct your individual research by analysing and summarising your findings in Spanish. Presenting and discussing your individual research project is the main part of your speaking exam.

As well as the three themes previously listed, you will also study grammar in depth. This will enable you to speak with a high level of accuracy and to write and translate at an advanced level.

The specific grammar points are listed below and on the next pages;

Key Grammar

Nouns

- Nouns Gender Singular and plural forms
- Plural of male/female pairs (eg los Reyes)
- Affective suffixes
- Articles Definite and indefinite El with feminine nouns beginning with stressed a (el agua) Lo + adjective

Adjectives

- Agreement Position Apocopation (eg gran, buen, mal, primer)
- Comparative and superlative (eg más fuerte; mejor, peor, mayor, menor)
- Use of adjectives as nouns (eg una triste, la roja, las norteamericanas)
- Demonstrative (eg este, ese, aquel)
- Indefinite (eg alguno, cualquiera, otro)
- Possessive (weak and strong forms) (eg mi/mío)
- Interrogative and exclamatory (eg ¿cuánto?/¡cuánto!, etc, including use of ¿qué?/¡qué!)
- Relative (cuyo)

Numerals

- Cardinal (eg uno, dos) Ordinal 1–10 (eg primero, segundo)
- Agreement (eg cuatrocientas chicas)
- Expression of time and date

Adverbs

- Formation of adverbs in -mente Comparative and superlative (eg más despacio)
- Use of adjectives as adverbs (eg rápido, claro)

Adjectives as equivalents of English adverbs (eg Salió contenta)
Interrogative (eg ¿cómo?, ¿cuándo?, ¿dónde?)

Quantifiers/Intensifiers

(eg muy, bastante, poco, mucho)

○ Pronouns

Pronouns Subject Object: direct and indirect;
use of se for le(s); 'redundant' use of indirect object (eg Dale un beso a tu papá) Reflexive Unstressed/stressed forms (eg me/mí)
Position and order Relative (que, quien, el que, el cual)
Demonstrative (este, ese, aquel; esto, eso, aquello)
Indefinite (eg algo, alguien)
Possessive (eg el mío, la mía).
Expression of possession by the use of the indirect object pronoun (Le rompió el brazo) must also be included.

Interrogatives

Verbs

Regular conjugations of -ar, -er and -ir verbs, including radical-changing (eg recordar/recuerdo, pedir/pido) and orthographic-changing (eg abrazar/abracé)

verbs in all tenses and moods, finite and non-finite forms

Regular and irregular verbs, in all tenses and moods, finite and non-finite forms Agreement of verb and subject

Use of hay que in all tenses

Use of tenses: • present • preterite • imperfect • future • conditional • perfect • future perfect • conditional perfect • pluperfect.

Use of the infinitive, the gerund and the past participle

Verbal paraphrases and their uses. These include but are not limited to the following: • ir a + gerund • estar + gerund •

acabar de + infinitive • estar para + infinitive • llevar + gerund • ir + gerund (R) • venir + gerund (R)

Use of the subjunctive

Commands

Conditional sentences After conjunctions of time

After para que, sin que

In relative clauses

After other subordinating conjunctions

With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability

Sequence of tense in indirect speech and other subordinate clauses

Use of the reflexive as a passive (eg El puente se construyó para unir a las comunidades)

Use of the reflexive to express an impersonal subject (eg ¿Cómo se llega a la estación?)

Use of ser + past participle Use of estar + past participle

'Nuance' reflexive verbs (eg caerse, pararse)

Modes of address (tú, usted; vos)

Constructions with verbs Verbs followed directly by an infinitive

(eg querer, poder) Verbs followed by a preposition plus an

infinitive or noun phrase (eg (eg insistir en, negarse a

Verbs followed by a gerund (eg seguir)

Verbs of perception (eg Vi asfaltar la calle)

Uses of ser and estar

Prepositions

All prepositions, both simple (eg bajo) and complex (eg encima de)

'Personal' a

Discrimination of por and para

Conjunctions

Coordinating conjunctions (eg y, o, pero)

Subordinating conjunctions. These include but are not limited to the following:

cause (porque) • purpose (para que) • proviso (con tal que) • supposition (a no ser que) • time (cuando) • concession (aunque).

Use of que to introduce a clause (eg ¡Cuidado, que se va a quemar la tortilla!)

Negation

Questions

Commands

Word order

Subject following verb (Ha llegado el profesor; Me gustan las patatas)

Focalisation (Tú ¿qué opinas?; A Cristiano lo odian)

Other constructions

Time expressions with hace/hacía and desde hace/hacía

Cleft sentences (Fue en Madrid donde nos conocimos)

Comparative constructions.: • tan... como..., etc • más... que..., etc. Tiene más dinero de lo que creía

Indirect speech

Discourse markers

(eg Es que..., Por ejemplo, Ahora bien...)

Fillers

(eg pues, bueno)

A-level grammar In addition to the vocabulary listed in the AS grammar list, students of A-level will also be expected to study the following:

Adjectives Relative (cuyo)

Verbs Use of the subjunctive: • in relative clauses • after other subordinating conjunctions • with verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability.

Conjunctions

Use of que to introduce a clause (¡Cuidado, que se va a quemar la tortilla!)

Other constructions

Comparative constructions Tiene más dinero de lo que creía

Expression of concession other than by aunque (por muy adjective que, por mucho que)



How the course is assessed

A Level Spanish Examinations taken at the end of Year 13

Paper 1: Listening, Reading and Writing 2h30 50% of A Level

Listening: questions in Spanish to be answered with non-verbal responses or in Spanish.

Reading: as above. Translation into English: 100 words max 4.

Translation into Spanish: 100 words max.

Paper 2: Writing 2h 20% of A Level

2 Essays. Answer one question in Spanish on a set text from a choice of two and one question in Spanish on a set film from a choice of two.

Paper 3: Speaking 25 minutes 30% of A Level

1. Discussion of a sub-theme (5-6 min) with the discussion based on a stimulus card. You study the card for 5 min before the test begins.

2. Presentation (2 min) and discussion (9-10 min) of individual research project.

Links to A Level specification

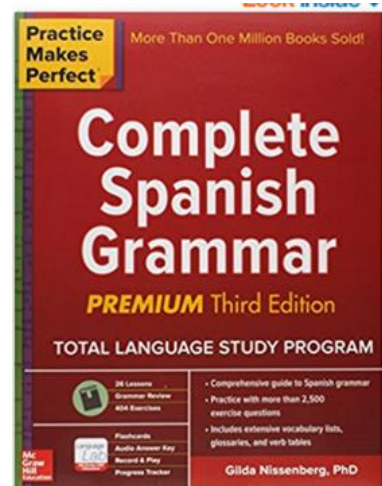
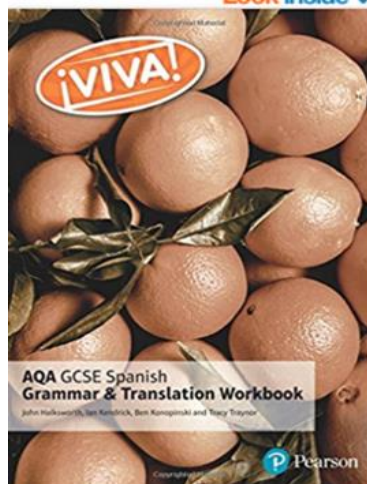
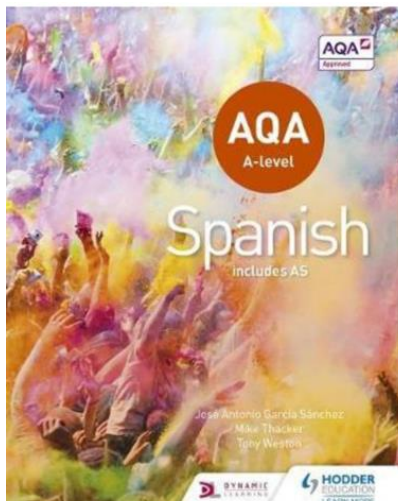
www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692



Access to resources

Resources will be uploaded to Google Classroom. You will be expected to access these regularly in order to complete homework and further study.

In advance of the start of the course in September, please could you purchase the AQA ***A level Spanish Coursebook and Other recommended books***



Useful websites for independent study are listed below 1:

Online dictionary

www.spanishdict.com

Reading

www.bbc.com/mundo

BBC World Service broadcasts for the Spanish speaking world. Good for written and podcasted articles.

Listening

www.newsinslowspanish.com

Authentic news items (audio) slowed down for the language learner and complete with transcripts

Useful websites for independent study are listed below 2:

www.audiria.com/

Listening practice with transcripts on A-Level topics

www.rtve.es/

Live and catch up Spanish television. RTVE is the Spanish BBC.

Online newspapers and magazines

www.elpais.com/

Spain's most well-known and prestigious newspaper (like "The Times" in the UK)

www.muyinteresante.com/

"very interesting" science, "tech" and quirky lifestyle articles in Spanish

www.hola.com/

The Spanish version of "Hello" magazine (gossip/lifestyle/fashion)

Music

<http://lyricstraining.com>

an easy and fun way to learn and improve your Spanish skills through music videos and the lyrics of your favourite songs. (You will need to set up an account)

Grammar

www.languagesonline.org

A range of AS and A-level topic specific exercises as well as a range

of self-correcting exercises on grammar and tenses

www.studyspanish.com

A comprehensive range of grammar exercises covering the entire A-level grammar specification

How the course is delivered

You will be taught for 8 hours per fortnight.



You will cover the themes with your teacher using the AQA-linked textbook by Hodder and Stoughton, online resources and a variety of other supplementary material. You will have your own log in to the digital platform *dynamic learning* which has all of your text book's listening reading, grammar and translation exercises.

Your teacher will cover all necessary grammar, the literature study, the film study and help you begin your independent research project over your two - year course.

Departmental Expectations

You will attend all classes.

You will be expected to join the teacher's memrise group to learn vocabulary and grammar.

You will meet deadlines for all homework and will do individual study of at least one hour for each hour of classes. -Your teachers will talk to your tutor and if necessary, contact your parents/guardians if any issues with deadlines or work completion arise.

You organise your work systematically in files and exercise books.

All of your individual study must include all four skills of listening,

speaking, reading and writing, using a variety of resources.

You will evidence your independent reading, writing and listening in your reading log which will be signed off by your main teacher once a week.



Summer Key Skills Tasks (Bridging Units)

Your summer holiday key skills tasks: there are 3 tasks to complete. They should ALL be ready to be handed in for marking and discussion by the beginning of the new academic year in September.

- A. Complete all exercises on tenses in the VIVA GCSE workbook and or all exercises on tenses in www.studyspanish.com (<https://studyspanish.com/verbs/lessons/justar>) Use the grammar content in this booklet to “traffic light” your knowledge. For every grammar point, mark **RED** if you do not know it at all, **AMBER** if you are aware of it but there are parts you are not sure of or have not learnt thoroughly and **GREEN** if you are sure of the grammar point.

- B. Research an area of interest to do with the Spanish speaking world. It could be a famous Spanish artist, a country in Latin America or a type of Spanish or Latin American music. It doesn't matter what it is, as long as it is related to Spain or Latin America. You should write a page in Spanish about your project and be prepared to say something about it in your first few lessons. This is not your Individual Research Project; it is a way of demonstrating your spoken and written Spanish and it will give you an insight into what is involved in researching a topic.

- C. Listen to at least one news item from www.bbc.com/mundo or www.newsinslowspanish per week and write a detailed summary in English of what the news article/podcast is about. Keep a log of your summaries to show your teacher in September.



i ...que pases un buen verano y hasta septiembre!