



**SPANISH**  
**IN THE**  
**SIXTH FORM**  
**AT**  
**HINCHINGBROOKE SCHOOL**



## **INTRODUCTION**

Welcome to your Language Studies in the Sixth Form.

You may find that making the adjustment from GCSE to A Level initially overwhelming. This is because you will deal with a different level of language, one where you express opinions, thoughts, disagreements and agreements and also language that you will have to use at a greater length.

At Hinchingsbrooke School you will be following the AQA GCE A- Level course. The A-level course builds on the knowledge, understanding and skills gained at GCSE. The course has been designed to be studied over two years. This guide will inform you on the course in general and will help you focus more efficiently on the various tasks at hand with general guidelines and advice to make the most of your Language Studies at this level.

All information given in the booklet covers the syllabus and general requirements for Spanish.

### **THE IDEAL CANDIDATE**

- ❖ is well organised
- ❖ is not afraid to use computers
- ❖ strives for 100% by critically reflecting on your writing and speaking skills
- ❖ aims for fluency and communication
- ❖ takes responsibility for learning
- ❖ has good reading habits
- ❖ knows how to paraphrase
- ❖ knows synonyms and antonyms
- ❖ can work independently on listening and reading tasks
- ❖ adapts to different activities
- ❖ understands the examination criteria
- ❖ uses the language assistant fully
- ❖ asks for help
- ❖ does not give up at the first hurdle

**You will be sent a copy of the whole syllabus via e-mail.** Please print out the main pages concerning topics and exam format and file it carefully so that you can refer back to it as necessary.

## Subject Content and Assessment

### Topics

1. [Social issues and trends](#)
2. [Political and artistic culture](#)
3. [Grammar](#)
4. [Literary texts and films](#)
5. [Individual research project \(speaking exam\)](#)

### Exams – May/June 2019

#### Paper 1: Listening, reading and writing

##### **What's assessed?**

- Aspects of Spanish-speaking society
- Artistic culture in the Spanish -speaking world
- Multiculturalism in Spanish -speaking society
- Aspects of political life in Spanish -speaking society
- Grammar
- Written exam: 2 hours 30 minutes
- 100 marks
- **50% of A-level**

#### Paper 2: Written paper

##### **What's assessed?**

- One text and one film or two texts from the list set in the specification
- Grammar
- 80 marks in total
- 2 hours
- Students are advised to write approximately **300** words per essay.
- **20% of A-level**

#### Paper 3: Speaking exam

##### **What's assessed?**

- Individual research project

##### **One of four sub-themes:**

- Aspects of Spanish -speaking society
- Artistic culture in the Spanish -speaking world
- Multiculturalism in Spanish -speaking society
- Aspects of political life in Spanish -speaking society
- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- **30% of A-level**

## **EXPECTATIONS**

### **What do we expect from you?**

- Regular punctual attendance at all lessons and conversation lessons (no less than 95% in each half term). Failure to do so will seriously jeopardise your future on the course.
- Completion of all homework. This includes oral presentation and preparation, listening, reading, writing and learning vocabulary
- approximately 5 hours of work outside the classroom every week
- discuss any difficulties you are having before they become too serious
- a mature attitude to your studies
- actively seeking help using specialist language resources/reference centre/ websites/
- Your opinions, ideas and suggestions, your voice!

### **What can you expect you from us?**

- work will be set and marked regularly with written feedback
- we will listen to you and support your study and help where necessary
- we will set ways for improvement (by target-setting, referral to other resources)
- we will encourage your independent study and research from the outset.
- we will provide interesting lessons which will lead you towards your target grade
- we will follow up on work missed and have regular contact with parents

### **Resources:**

You must have one large A4 ring binder for Spanish alone. This should be clearly divided into sections – probably 1 for each 4 topics, 1 for work covered with the FLA and 1 for grammar. Some students might keep their vocabulary separate, some prefer to organise it by topic. When organising your work please bear the following in mind:

1. Work for each teacher should be kept separate and in each lesson you should be able to quickly locate your most recent work, referring to recent vocab., ideas, grammar + phrases used with that teacher.
2. Work should be on loose leaf A4 paper so that you are able to hand it in to the relevant teacher as required. Make sure that it does not have vocab. or notes which you will need for homework on the reverse and it definitely should not have work on it which you will need in another lesson.
3. Keep current work in an everyday folder with a week or two's worth of work in it which you can carry around with you in school and regularly re-file it into your larger folder which you will only occasionally need to bring to school.
4. This handout plus the AQA information should be the first few pages of your folder so that they are always available for reference. Use dividers, subsections and a content list that is added to as you go along

### **Avoid these common pitfalls with folder organisation:**

- Bundling everything into one folder
- Not separating subject notes
- Using a bound book rather than sheets of paper that can be filed, sorted and integrated. This is a common pitfall in Y12 when it is hard to break away from the Year 11 way of doing things
- Separating homework from class notes – they should be together/integrated by topic

## **What can help you?**

### **TIPS FOR SUCCESS**

#### **Study skills:**

- Listen and read authentic material
- Use the target language throughout lessons.
- Dictionary skills
- Effective listening skills
- Use of the internet, vlogs, blogs and YouTube grammar tutorials
- Independent research of topics
- Summarising
- Extracting key information
- Developing writing skills
- Formal and informal writing
- Begin to develop creativity.

#### **Listening:**

It is about training your ear to a new phonic system. Therefore, you need regular (daily) practice.

- Listen to a variety of material (conversations, news items, reports, interviews, music...)
- Take advantage of opportunities in town, on TV, in London.
- Hire or watch foreign films at home. Why not try and hide the subtitles for 10 or 15 minutes?
- Use satellite channels for foreign programmes.
- By using the target language in class, your listening skills will improve as well.
- Do not try and understand everything, concentrate on key words and cognates.
- Make sure that you know exactly what is required before you start. (Dates, numbers, name, opinion...)
- Before attempting any question, listen to the passage thoroughly to find out what it is about.
- Do not be put off by a wall of sound. Keep at it. Listen out for key words and what you know rather than trying to understand everything which is being said.

#### **Regular listening practice is essential and you will then:**

- Extend your vocabulary
- Increase your comprehension of topic-based language
- Improve your ability to recognise language at speed
- Consolidate language you have already acquired
- Extend your awareness of accent and intonation
- Recognise general and precise message.
- Improve your accent

#### **Speaking:**

- Whenever you have the opportunity to speak the language, whether in class or outside do so!
- Contribute as much as you can in class and do not worry about other students' ability.
- Begin good habits by using Spanish at all times in class.
- Do not try and translate your thoughts into Spanish.
- Incorporate phrases and structures recently taught.
- You do not need to produce the perfect sentence.
- Do not feel that others in the group are better than you.
- **As absurd as it might sound, speak to yourself in the target language – even out of school**
- Record your voice to practise pronunciation.
- Learn to speak from bullet points.
- Keep a record of useful phrases from listening and reading texts.
- Compile a bank of useful phrases (how to express your opinion, introduce an idea, disagree...)
- Be aware of current affairs in this country to be able to explain them in the foreign language you are studying.

**You will need a bilingual dictionary. We recommend a good Collins bilingual dictionary. A monolingual dictionary is also very helpful, but not vital at this stage. You will also find it useful to keep a vocabulary list for all topics**

## Reading

- Do not be put off by lengthy pieces of writing.
- Look at titles, headings and pictures, opening and closing paragraphs for clues to their content.
- Look for familiar words, cognates
- Refrain from over using the dictionary.
- Aim to record between 5 and 10 new words per article.
- Organise vocabulary into topic areas in a file rather than a note book.
- Try skim reading the passage first of all and then deal with the details.
- Read for pleasure. Find a magazine, book, article on one of your interests and read it.
- At first, do not be too ambitious, read short texts, headlines and adverts
- Use resources in the Library. You will find magazines and newspapers in German.
- You should aim to use the internet to access information from the media
- When doing background reading, do not try to understand every word, instead, keep going if you can understand the gist of what you are reading.
- Do not try and translate every sentence. Aim to understand the gist.

## Writing

- Learn new vocabulary, phrases and structures on a weekly basis.
- Expect vocabulary and grammar tests regularly.
- Compile a bank of useful set-phrases and link words and recycle them. Do not see language in isolation.
- Brainstorm your ideas and organise them before you start writing.
- Do not translate word for word.
- As much as possible, try and force yourself to think in the Target Language.
- Be aware of current affairs in this country to be able to explain them in the foreign language you are studying.
- Record and use good vocabulary and phrases you come across in your reading.
- Check your work thoroughly before handing in. This must become a habit!
- Spend adequate time on a writing task. Don't rush it.
- Try to develop your ideas.
- Plan / organise your thoughts in paragraphs.
- At first, do not attempt to create sentences that you are capable of producing in English. Think of an alternative, or a simpler way of conveying the same message.

## **Background reading/listening**

We assume that students who have chosen to study Spanish at this level have an interest in the language and countries, which extends beyond the work we do in the classroom and as homework tasks. We expect you to be reading and listening to Spanish in your free time. Nowadays it is easy to improve your language and keep up to date with current affairs and developments in Spain and Latin America by using Spanish web sites, listening to Spanish/Latin American radio and watching Spanish/Latin American television / films.

Try some of the web-sites below:

1. These are mainly fun based, possibly aimed at Spanish/Latin American children or learners of Spanish as a foreign language

<http://www.onlinefreespanish.com/>

<https://www.storyplace.org/es>

<https://rockalingua.com/songs>

<http://www.ciudad17.com/peques-juegos>

<http://www.bbc.co.uk/languages/spanish/index.shtml>

2. You might then like to look at the web-sites of some Spanish/Latin American magazines

<http://peopleenespanol.com/>

<http://www.espn.com.ar/espn-magazine/norte/>

<http://www.elcultural.com/>

The following web-site gives addresses of many Spanish radio stations, put them on as background while you are working

[\\_ http://www.radio.es/idioma/Espa%C3%B1ol/](http://www.radio.es/idioma/Espa%C3%B1ol/)

Why not training your listening skills by having a taste of different accents? Try any of these Latin American radio stations, and enjoy a variety of accents from each of the countries:

<https://www.internet-radio.com/stations/latin/>

3. You can watch the news in Spanish on the internet, selecting current or archived reports. As well as watching the video you can read the transcript – very useful and painless listening and reading practice!

<http://www.bbc.com/mundo>

<http://www.marca.com/>

<https://www.clarin.com/>

<http://www.eluniversal.com/>

<https://elpais.com/>

**THE NEWS – SLOWED DOWN.** (Hard but well worth a go.)

<https://www.newsinslowspanish.com/>

4. Online dictionaries can also be useful, particularly when translating a very new concept/invention or up to date colloquialisms, but don't try to translate whole sentences – it doesn't work!

[www.spanishdict.com](http://www.spanishdict.com)

<http://www.online-translator.com>

<https://www.collinsdictionary.com/dictionary/english-spanish>

[www.linguee.es](http://www.linguee.es)

There are plenty of YouTube grammar tutorials which students have found very useful. This link will take you to a list of 11 must-watch YouTube channels for learning Spanish.

A number of you are already familiar with the music of some Spanish/ Latin American bands – lyrics are a wonderful way of learning new vocab. whilst improving your intonation and pronunciation.

Browse through Spanish magazines. W H Smiths in Cambridge has a wide choice of material ranging from women's magazines to sports, music, computer and current affairs. Share them with others on the course to save money.

Expose yourself to as much Spanish as possible by changing the language settings on your phone, your PlayStation, a favourite DVD.

A trip/exchange to the country you are studying. You should aim to spend at least 2 weeks at some time during your 2 year course or longer if possible. Try to participate in any trips that the department offers.

**You will set be individual study tasks to complete in your private study periods or at home. We recommend you complete two tasks from the list but some weeks it will be prescriptive. You can self-mark by requesting answers from your teachers. Please comment on how you found the tasks to incorporate self-reflection and help us improve the tasks we give you. You will also need to keep the self-study log we give you up-to-date. We may ask to see this log at any time during the A Level course.**

***A little and often***

***Practice, practice, practice***

***Confidence is the key.***

## **Year 12 Subject content areas**

### **3.1.1 Aspects of Hispanic society**

Students may study all sub-themes in relation to any German-speaking country or countries.

#### **Los valores tradicionales y modernos**

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

#### **El ciberespacio**

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

#### **La igualdad de los sexos**

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

### **3.2.1 Artistic culture in the Spanish-speaking world**

#### **La influencia de los ídolos**

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

#### **La identidad regional en España**

- Tradiciones y costumbres
- La gastronomía
- Las lenguas

#### **El patrimonio cultural**

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

## 3.3 Grammar

AS students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following list. The mention of an item in this list implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The examples in italics in parentheses are indicative; they serve to illustrate the part of speech or structure that the student must know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

<p><b>Nouns:</b> Gender Singular and plural forms Plural of male/female pairs (e.g. los Reyes) Affective suffixes (R)</p>
<p><b>Articles:</b> Definite and indefinite El with feminine nouns beginning with stressed a (el agua) Lo + adjective</p>
<p><b>Adjectives:</b> Agreement Position Apocopation (e.g. gran, buen, mal, primer) Comparative and superlative (e.g. más fuerte; mejor, peor, mayor, menor) Use of adjectives as nouns (e.g. una triste, la roja, las norteamericanas) Demonstrative (e.g. este, ese, aquel) Indefinite (e.g. alguno, cualquiera, otro) Possessive (weak and strong forms) (e.g. mi/mío) Interrogative and exclamatory (e.g. ¿cuánto?/¡cuánto!, etc, including use of ¿qué?/¡qué!) Relative (cuyo)</p>
<p><b>Numerals:</b> Cardinal (e.g. uno, dos) Ordinal 1 – 10 (eg primero, segundo) Agreement (e.g. cuatrocientas chicas) Expression of time and date</p>
<p><b>Adverbs:</b> Formation of adverbs in -mente Comparative and superlative (e.g. más despacio) Use of adjectives as adverbs (e.g. rápido, claro) Adjectives as equivalents of English adverbs (e.g. Salió contenta)</p>
<p>Interrogative (e.g. ¿cómo?, ¿cuándo?, ¿dónde?)</p>
<p><b>Quantifiers/intensifiers</b> (e.g. muy, bastante, poco, mucho)</p>
<p><b>Pronouns</b> Subject Object: direct and indirect; use of se for le(s); ‘redundant’ use of indirect object (e.g. Dale un beso a tu papá) Reflexive Unstressed/stressed forms (e.g. me/mí) Position and order Relative (que, quien, el que, el cual) Demonstrative (este, ese, aquel; esto, eso, aquello) Indefinite (e.g. algo, alguien) Possessive (e.g. el mío, la mía). Expression of possession by the use of the indirect object pronoun (Le rompió el brazo) must also be included.</p>

Interrogative

**Verbs:**

Regular conjugations of -ar, -er and -ir verbs, including radical-changing (e.g. recordar/recuerdo, pedir/pido) and orthographic-changing (e.g. 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

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

Voice

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

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

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

'Nuance' reflexive verbs (e.g. caerse, pararse)

Modes of address (tú, usted; vos (R))

Constructions with verbs

Verbs followed directly by an infinitive (e.g. querer, poder)

Verbs followed by a preposition plus an infinitive or noun phrase (e.g. insistir en, negarse a)

Verbs followed by a gerund (e.g. seguir)

Verbs of perception (e.g. Vi asfaltar la calle) Uses of ser and estar

**Conjunctions**

Coordinating conjunctions (e.g. 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).

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

### **Negation**

### **Questions**

### **Commands**

### **Word order**

Subject following verb (Ha llegado el profesor; Me gustan las patatas) Focalisation (Tú ¿qué opinas?; A Cristiano lo odian) (R)

### **Other constructions**

Time expressions with hace/hacía and desde hace/hacía

Cleft sentences (Fue en Madrid donde nos conocimos)

Comparative constructions.

These include but are not limited to the following:

- tan... como..., etc
- más... que..., etc.

Tiene más dinero de lo que creía (R)

### **Indirect speech**

**Discourse markers** (e.g. Esque..., Por ejemplo, Ahora bien...)

**Fillers** (e.g. pues, bueno)

## **3.4 Works**

3.4.1 Literary texts and films Students must study either one text and one film or two texts from the list below. Abridged editions should not be used.

### **3.4.1.1 Texts**

- Federico García Lorca La casa de Bernarda Alba
- Gabriel García Márquez Crónica de una muerte anunciada
- Laura Esquivel Como agua para chocolate
- Ramón J. Sender Réquiem por un campesino español
- Carlos Ruiz Zafón La sombra del viento • Isabel Allende La casa de los espíritus
- Gustavo Adolfo Bécquer Rimas
- Fernando Fernán-Gómez Las bicicletas son para el verano
- Luis de Castresana El otro árbol de Guernica
- Gabriel García Márquez El coronel no tiene quien le escriba

### **3.4.1.2 Films**

- El laberinto del fauno Guillermo del Toro (2006)
- Ocho apellidos vascos Emilio Martínez-Lázaro (2014)
- María, llena eres de gracia Joshua Marston (2004) • Volver Pedro Almodóvar (2006)
- Abel Diego Luna (2010) • Las 13 rosas Emilio Martínez-Lázaro (2007)

### **3.5 Individual research project**

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.

Students within a school or college should each choose a different subject for their research. However, if more than one student selects the same general subject area, the title of their research and their approach must be different.

This project is particularly relevant to the Unit 3 Speaking exam. The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5 – 6 minutes, and Part 2 will be the presentation and discussion of the student's individual research project.