

Hinchingbrooke School
A Level Spanish

(AQA)

Transition Booklet

2018-2019

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Contents

Welcome!

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¡Bienvenido!

Congratulations on choosing to study Spanish A Level. You have opened the door of opportunity! Studying Spanish will enrich your life, giving you opportunities to travel abroad and to learn about different cultures and different ways of life. Studying a language will also enhance your life chances, as universities and employers tend to prefer candidates who can speak more than one language.

Did you know that linguists are better communicators and writers and have a better understanding of their own language too? Students who study languages do better in tests and learning a language will improve the functionality of your brain and improve your memory skills.

Spanish is spoken by at least an estimated 350 million people around the world and is currently the 4th most commonly spoken language worldwide.

Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras, Nicaragua, Costa Rica, Ecuador, Peru, Mexico, Cuba, the Dominican Republic, Puerto Rico, Panama, Colombia, Bolivia, Paraguay, and Uruguay. Knowing Spanish means you could communicate with 1/3 of a billion speakers worldwide!

Studying A Level Spanish will enable you to learn the Spanish language and you will also gain an in-depth insight into the cultural, social, political and artistic aspects of the Spanish speaking country/countries you will study.

This booklet will help you make the jump from GCSE to A Level. It's a big jump but don't be daunted, just get started!

¡Buena Suerte!

Mrs Melchor-Bailey and Mrs Núñez

Be prepared! Familiarise yourself with how you will be tested.

There are 2 core themes in the A level specification:

- Social Issues and trends
- Political and artistic culture

Themes and sub-themes will be assessed in paper 1 & 3.

Texts or text and film will be assessed in paper 2.

Paper 1: Listening, reading and writing (including translations Spanish to English and English to Spanish)

Paper 2: Writing - One text and one film or two texts from the list set in the specification & Grammar

Paper 3: Speaking -Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes) You will study the card for 5 minutes at the start of the test. Presentation (2 minutes) and discussion (9 – 10 minutes) of individual research project.

The choice of works (literary texts and films) offers opportunities to link with the themes.

Here is the link to the AQA A Level Course <http://filestore.aqa.org.uk/resources/spanish/specifications/AQA-7692-SP-2016.PDF>

NOTES

A Level Spanish

Subject Knowledge: Themes and Sub-Themes

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Aspects of Hispanic society
(in relation to any Spanish-speaking country or countries)

Spanish	English Translation
<i>Los valores tradicionales y modernos)</i>	• Modern and traditional values
• <i>Los cambios en la familia</i>	
• <i>Actitudes hacia el matrimonio/el divorcio</i>	
• <i>La influencia de la Iglesia Católica</i>	
<i>El ciberespacio</i>	• Cyberspace
• <i>La influencia de internet</i>	
• <i>Las redes sociales: beneficios y peligros</i>	
• <i>Los móviles inteligentes en nuestra sociedad</i>	
<i>La igualdad de los sexos</i>	• Equal rights
• <i>La mujer en el mercado laboral</i>	
• <i>El machismo y el feminismo</i>	
• <i>Los derechos de los gays y las personas transgénero</i>	

1. Draw up a list of Spanish nouns, verbs, adjectives and useful phrases connected with the themes in **bold and italics** above.
2. Start to think about and research some of these themes. Can you think of benefits/advantages or dangers/disadvantages connected with them? Make two lists.
3. Start to form your own opinions about them. How would you go about expressing these opinions in Spanish? Compile a list of opinion phrases to express what you think.
4. If you really want a challenge – look at the specimen assessment material. (Don't panic you haven't completed the course yet.) Try to identify questions, texts, listening and speaking material that deal with this theme *Aspects of Hispanic society* i.e. **Modern and traditional values, Cyberspace, Equal rights**. Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources>

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Artistic culture in the Spanish-speaking world
(in relation to any Spanish-speaking country or countries)

Spanish	English Translation
<i>La influencia de los ídolos</i>	• Modern day idols
• <i>Cantantes y músicos</i>	
• <i>Estrellas de televisión y cine</i>	
• <i>Modelos</i>	
<i>La identidad regional en España</i>	• Spanish regional identity
• <i>Tradiciones y costumbres</i>	
• <i>La gastronomía</i>	
• <i>Las lenguas</i>	
<i>El patrimonio cultural</i>	• Cultural heritage
• <i>Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc</i>	
• <i>Arte y arquitectura</i>	
• <i>El patrimonio musical y su diversidad</i>	

1. Draw up a list of Spanish nouns, verbs, adjectives and useful phrases connected with the themes **in bold and in italics** above.
2. Start to think about and research some of these themes. Research Spanish culture and heritage. Listen to Spanish music. Watch a Spanish speaking film. Keep a log of them and their themes. Can you think of the importance of these aspects of culture? How have they been influenced? What are the threats to the culture of the Spanish speaking country/countries you are studying?
3. Start to form your own opinions about different elements of artistic culture. Learn some facts. How would you go about expressing these opinions in Spanish? Compile a list of opinion phrases to express what you think. Use the facts you've learnt to express your knowledge about the artistic aspects of any Spanish speaking country/countries.
4. If you really want a challenge – look at the specimen assessment material. (Remember, you haven't completed the course yet so don't panic.) Try to identify questions, texts, listening and speaking material that deal with this theme *Artistic Culture* i.e. **Modern day idols, Spanish regional identity, Cultural heritage**. Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources>

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Multiculturalism in Hispanic society
(in relation to any Spanish-speaking country or countries)

Spanish	English Translation
<i>La inmigración</i>	• Immigration
• <i>Los beneficios y los aspectos negativos</i>	
• <i>La inmigración en el mundo hispánico</i>	
• <i>Los indocumentados - problemas</i>	
<i>El racismo</i>	• Racism
• <i>Las actitudes racistas y xenófobas</i>	
• <i>Las medidas contra el racismo</i>	
• <i>La legislación anti-racista</i>	
<i>La convivencia</i>	• Integration
• <i>La convivencia de culturas</i>	
• <i>La educación</i>	
• <i>Las religiones</i>	

1. Draw up a list of Spanish nouns, verbs, adjectives and useful phrases connected with the themes **in bold and in italics** above.
2. Start to think about and research some of these themes. Can you think of positives/advantages or negatives/disadvantages connected with them? Write them down.
3. Start to form your own opinions about each theme. How would you go about expressing these opinions in Spanish? Compile a list of opinion phrases to express what you think.
4. Ready for a challenge? Look at the specimen assessment material. (Remember, you haven't completed the course yet. It may be tricky). Try to identify questions, texts, listening and speaking material that deal with this theme *Multiculturalism* i.e. **Immigration, Racism, Integration**. Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources>

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Aspects of political life in the Hispanic world
(in relation to any Spanish-speaking country or countries)

Spanish	English Translation
Jóvenes de hoy, ciudadanos del mañana	• Today's youth, tomorrow's citizens
• Los jóvenes y su actitud hacia la política : activismo o apatía	
• El paro entre los jóvenes	
• Su sociedad ideal	
Monarquías y dictaduras	• Monarchies and dictatorships
• La dictadura de Franco	
• La evolución de la monarquía en España	
• Dictadores latinoamericanos	
Movimientos populares	• Popular movements
• 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, ...)	

1. Draw up a list of Spanish nouns, verbs, adjectives and useful phrases connected with the themes **in bold and in italics** above.
2. Start to think about and research some of these themes. Research the politics of a Spanish speaking country. Read newspapers from a Spanish speaking country. Learn about past and current leaders. Keep a log of what you learn. What events have shaped the politics of the country you are studying? History? Culture? Popular movements or leaders for example? Positives and negatives - make a list.
3. Start to form your own opinions about different aspects of political life. Learn some facts. How would you go about expressing these opinions in Spanish? Compile a list of opinion phrases to express what you think. Use the facts you've learnt to express your knowledge about the aspects of political life of any Spanish speaking country/countries.
4. If you really want a challenge – look at the specimen assessment material. (Remember, you haven't completed the course yet so don't panic.) Try to identify questions, texts, listening and speaking material that deal with this theme *Aspects of Political Life* i.e. **Today's youth, tomorrow's citizens, Monarchies and dictatorships, Popular movements**. Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources>

Grammar Log and Checklist

Grammar	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using the transition grammar workbook to do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
Nouns: Gender Singular and plural forms Plural of male/female pairs (e.g. los Reyes) Affective suffixes (R)		
Articles: Definite and indefinite El with feminine nouns beginning with stressed a (el agua) Lo + adjective		
Adjectives: 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)		
Numerals: Cardinal (e.g. uno, dos) Ordinal 1 – 10 (eg primero, segundo) Agreement (e.g. cuatrocientas chicas) Expression of time and date		
Adverbs: Formation of adverbs in -mente Comparative and superlative (e.g. más espacio) Use of adjectives as adverbs (e.g. rápido, claro) Adjectives as equivalents of English adverbs (e.g. Salió contenta)		
Interrogative (e.g. ¿cómo?, ¿cuándo?, ¿dónde?)		

<h1 style="text-align: center; color: red;">Grammar</h1>	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
Quantifiers/intensifiers (e.g. muy, bastante, poco, mucho)		
Pronouns 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. 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • ir a + gerund • estar + gerund • acabar de + infinitive • estar para + infinitive • llevar + gerund • ir + gerund (R) 		

• venir + gerund (R).		
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Grammar	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
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		
Prepositions All prepositions, both simple (e.g. bajo) and complex (eg.. encima de) 'Personal' a Discrimination of por and para		
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)		

<h1>Grammar</h1>	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, to research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and explanations about each aspect of grammar.
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: <ul style="list-style-type: none"> • 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)		
Grammar notes		

Paper 2: Text/Film Writing-2 hour exam with a question on both texts (OPTION 1) or a question on one text and one film (OPTION 2.)

Choose **one text** and **one film** or **two texts** from the list set in the specification. (Consult with your teachers first.)

OPTION 1	
Text 1:	Film:
OPTION 2	
Text1:	Text 2:

Option 1

Task 1. During the holidays, read the first text you will be studying. Look up key words as you go, to ensure you are understanding and absorbing the text. Make notes on post-its as you go. It's hard-going at first but keep at it.

Task 2. Next, read the second text you will be studying. Look up key words as you go, to ensure you are understanding and absorbing the text. Make notes on post-its as you go. You will come across language you have learned from the first text.

Task 3. Make notes on the issues, themes and the cultural and social contexts of the two texts. Highlight sections of the text you think are important.

Option 2

Task 1. During the holidays read the text you will be studying. Look up key words as you go to ensure you are understanding and absorbing the text. Make notes on post-its as you go. It's hard-going at first but keep at it.

Task 2. Watch the film you will be studying twice, first with sub-titles and then without. Make notes as you go. You don't have to understand every word but are you getting the gist of the plot?

Task 3. Make notes on the issues, themes and the cultural and social contexts of the text and film studied. Highlight sections of the text you think are important. Rewind and watch again sections of the film which you feel are particularly poignant or important.

Paper 3: Individual research project (Speaking)

Presentation (2 minutes) and **discussion** (9 – 10 minutes) of individual research project.

This is **part 2** of paper 3 (the speaking assessment) In **part 1** of paper 3 you will also have a discussion about sub-themes based on a stimulus card.

What you should prepare to do.

1- At some point during the 2 year course you need to identify a subject or a key question which is of interest to you and which relates to a country or countries where Spanish is spoken. **You may already have an idea of the topics which interest you. Make a note of them below.**

Topics of interest	Possible key questions for discussion

2-Select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. **You will be given guidance on this and your teacher will prompt you to do this during the 2 year course but you may wish to make a start now. Keep a research log.**

Topics researched	Research sources

3-Demonstrate your ability to initiate and conduct individual research by analysing and summarising your findings, in order to present and discuss them in the speaking assessment. **Just keep this in mind for now but remember a lot of the A level course is about expressing opinions, defending your opinions and justifying your point of view. Start to think about the opinions you will form on the issues you will study. You may change your opinions as you start learning about them during the course.**

Useful websites	Useful opinion phases and expressions
<p data-bbox="204 645 719 678">https://mfl.jimdo.com/resources/spanish/</p> <p data-bbox="204 719 568 752">http://www.spanishdict.com/</p> <p data-bbox="204 792 874 826">http://languagesresources.co.uk/SpanishA2Topics.html</p> <p data-bbox="204 866 563 900">http://www.espanish.org.uk/</p>	

