



The A level Spanish course 2022 - 2024.



The Spanish course comprises of 3 units:

Paper 1: Listening, Reading and Translation	Paper 2: Written response to works and translation	Paper 3: Speaking
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- It offers the opportunity for candidates to develop an advanced level knowledge and understanding of the Spanish language, the culture of Spain and other Spanish-speaking countries, as well as practical and valuable language and transferable study skills.
- Straightforward assessment with no coursework required.
- Excellent preparation helps to prepare students for higher education and enhance their employability profile.

Paper 1: Listening, Reading and Translation

Paper code: 9Sp0/01 [40% of the qualification - 80 marks]

Written examination: 2 hours

The paper draws on vocabulary and structures across the following themes: the evolution of Spanish society, political and artistic culture in the Spanish-speaking world, immigration and multicultural Spanish society, the Franco dictatorship and transition to democracy.

Section A: Listening
[30 marks] 50 minutes

A listening assessment based on a recording, featuring male and female Spanish speakers. Students respond to comprehension based on a variety of contexts and sources.

Section B: Reading
[30 marks] 50 minutes

A reading assessment based on a variety of text types and genres where students have to respond to comprehension questions.

Section C: Translation
into English
[20 marks] 20 minutes

An unseen passage to be translated from Spanish into English

Paper 2: Written response to works and translation

Paper code: 9Sp0/02 [30% of the qualification - 120 marks]

Written examination: 2 hours and 40 minutes

This paper draws on the study of two discrete Spanish works: either two literary texts, or one literary text and one film. The works must be taken from the list provided by the

exam board. The literary texts listed include a range of classic and contemporary novels, novellas, plays and short stories. All of the films are feature length.

This paper includes a translation exercise and two essays on either two literary texts, **or** one literary text and one film (Students must **not** answer questions on two films)

<p>Section A: Translation [20 marks] 30 minutes</p>	<p>Students translate an unseen passage from English into Spanish.</p>
<p>Section B: Written response to works (literary texts) [50 marks] 1 hour 05 minutes</p>	<p>Students must write an extended response on either one or two of the literary texts from the list provided by the exam board.</p> <p>Students have a choice of two questions from their chosen literary text(s) and have to select one question. If a student answers questions on two literary texts then they do not complete Section C.</p>
<p>Section C: Written response to works (Films) [50 marks] 1 hour 05 minutes</p>	<p>Students who answer only one question from a literary text in Section B must write an extended response on one of the listed films.</p> <p>Students have a choice of two questions for their chosen film and have to select one to answer.</p>

Paper 3: Speaking

Paper code: 9Sp0/03 [30% of the qualification - 72 marks]

Internally conducted and externally assessed

Assessment time: 21 to 23 minutes including 5 minutes preparation

<p>Task 1: Discussion on a theme. 6-7 minutes [30 marks]</p>	<p>This task draws on vocabulary and structures across all four themes.</p> <p>Students discuss one theme from the specification based on a stimulus containing two different statements.</p>
<p>Task 2: 10 to 11 minutes [42 marks]</p> <p>Task 2, Part 1: Independent research presentation</p> <p>Task 2, Part 2: Discussion on independent research</p>	<p>This task is based on independent research selected and carried out by the students. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the language studied.</p> <p>Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.</p> <p>Students answer questions on their presentation and then have a wider discussion on their research.</p>

Post Year 11 / Pre- Year 12 possible tasks:

- Read through this pack to get the gist of the requirements of the A-Level course.
- Set up a Twitter account and start following @MFLbwood, as well as the suggested newspapers and other websites to follow (see information sheet which follows)
- On Twitter, search for #12Spbwood #Tema1 and read / print off / gather articles corresponding to Theme 1 of the course (Family structure, work, tourism) or find your own articles relating to the family topic (from newspaper sources as listed on 'Resources for A-level' page) Annotate one or two articles to fully understand the context. File safely.
- Look through the Grammar list (at the end of this pack) and revise key points as instructed.
- Print off and complete the 'useful essay phrases' vocab sheet and complete the English translations.
- Choose one or two of the films or TV series listed in this pack (access your choice via the RTVE web link listed or finding it on YouTube), put on the English or Spanish subtitles and review it in a paragraph (in Spanish, of course!) You are welcome to send it to Miss Roderick for feedback (kroderick@birchwoodhigh.org.uk)
- Set up a new A4 ring binder (a level-arch file, the big version!) as laid out on the next information sheet.

Organising your folder

Your folder should include the following sections:

(Use dividers and label each section clearly)

1. Syllabus information on the exams, the list of topic areas, speaking assessment criteria, exam examples of speaking tasks and notes, Listening, Reading, Translation and Writing exam paper examples.

2. **A section for each of the topics covered during both Yr 12 and Yr 13.**

In each section, you should have:

- **A list of vocabulary.**
- **Review & Relearn Topic Booklet sheets:** these sheets will include important vocabulary linked to each topic, figures, statistics and quotes, arguments for and against. These topic research sheets will be an invaluable tool when revising for your exams. These will also include details of articles read & researched to widen your knowledge. **Print some of these ready. Otherwise, a digital copy will be in your Teams files.**
- Any texts and exercises completed in class / at home on this topic.

3. **Independent research documents and preparation** - research notes/ vocabulary/ key phrases and idioms/ drafts for the discussion on a theme of your choice (ready for the Speaking exam).

4. **A section for the FILM we will study** - vocabulary, notes, practice essays.

5. **A section for the LITERATURE we will study** - vocabulary, notes, practice essays.

6. General essay vocabulary/ useful phrase sheets for reference and learning

7. **Grammar section:** it should be used for reference notes on grammar points and should contain a **contents page**. Practice exercises will either be teacher, self or peer marked and will be placed in this section.

This folder needs to be organised by the end of your second week of the Autumn term.

Edexcel A Level Spanish Topic Areas

During the summer holidays, start collating /researching info about any news stories from Spain and other Spanish-speaking countries which can then be slotted into the various themes.

Theme 1: La evolución de la sociedad española.

Theme 1 is set in the context of Spain only.

- Changes in the family structure (changes of attitude towards marriage, relationships and families)
- World of work (working life in Spain and attitudes towards work; job opportunities for young people; gender equality)
- The impact of tourism on Spain. (Economic impact; opportunities offered by tourism; the environmental & social impact).

Theme 2: La cultura política y artística en el mundo de habla española

Theme 2 is set in the context of Spanish-speaking countries and communities.

- Music (changes and developments ; the impact of music on modern culture)
- The media (television and soap operas: written media & on the internet; the impact on society and politics)
- Festivals and traditions (festivals, celebrations, customs and traditions)

Theme 3: La inmigración y la sociedad multicultural española

Theme 3 is set in the context of Spain only.

- Historical and present-day immigration (the origins of immigration; muslims in Al-Ándalus; the influence of North African and Latin American immigrants.
- Integration and multiculturalism (the benefits & challenges of multiculturalism; attitudes towards immigrant communities)

Theme 4 : La dictadura franquista y la transición a la democracia

Theme 4 is set in the context of Spain only.

- The Francoist dictatorship. (The Civil War and rising of Franco, daily life under the Franco regime: political oppression, censorship, divisions in society.
- The path from dictatorship to democracy (The role of King Juan Carlos in the transition; Suárez's Government; the impact of the dictatorship on today's society.

Resources for Spanish at A level.

Textbook - Edexcel A level Spanish by Hodder Education: we will buy copies of the textbook which we advise you to buy for use throughout the course. Price (in 2022): £36.00

Grammar Workbooks - Spanish A-level Grammar Workbooks 1 & 2 by Hodder Education. These books work alongside the textbook and cover all grammatical points to be revised and learnt at A Level. (We can buy these for you when you start the course) Price: £7.99 each

Palabra por Palabra - a small book, available online at amazon.co.uk, other websites or in some bookshops. The 6th Edition is recommended, since it is the newest (£10.99) This contains advanced vocabulary and phrases which are great for essays and for putting forward points of view about all A-Level topics. (ISBN 978 1444 11001 2)

MFL Birchwood Twitter account - you should follow us @MFLbwood, where you will be able to read up-to-date articles which relate to topic areas. You will also be asked to post articles you have read in order to share with your peers. Look out for / use the hashtag #12Spbwood and #13Spbwood.

Watching/ listening to Spanish news; the following sites are particularly helpful:

www.bbc.com/mundo

www.rtve.es/alacarta (Find TV shows / news items / radio programmes to tune into)

Reading online Spanish newspapers / blogs:

<http://nohayquienvivaasi.blogspot.co.uk>

www.enriquedans.com

<http://elpais.com/diario>

www.elmundo.es

www.huffingtonpost.es

www.20minutos.es

General resources to help with Spanish

www.spanish.about.com - lots of useful links to grammar exercises, vocabulary, listening practice

www.spanishrevision.co.uk

www.quia.com

www.languagesonline.org.uk

www.memrise.com - for learning vocabulary. An App is available for phones / tablets etc

Possible Twitter accounts to follow for current news, to get you started:

@el_pais

@diarioas

@tiempodehoy

@EmbSpainUK

@cambio16

@cervanteslondon

List of prescribed literary texts and films

Literary texts

- *Bodas de sangre*, Federico García Lorca, 1932 (play)
- *Como agua para chocolate*, Laura Esquivel, 1989 (novel)
- *Crónica de una muerte anunciada*, Gabriel García Márquez, 1981 (novella)
- *Eva Luna*, Isabel Allende, 1987 (novel)
- *El coronel no tiene quien le escriba*, Gabriel García Márquez, 1961 (novella)
- *El túnel*, Ernesto Sabato, 1948 (novel)
- *Ficciones*, Jorge Luis Borges, 1944 (short stories)
- *La casa de Bernarda Alba*, Federico García Lorca, 1936 (play)
- *La casa de los espíritus*, Isabel Allende, 1982 (novel)
- *Modelos de mujer*, Almudena Grandes, 1996 (short stories)
- *Nada*, Carmen Laforet, 1943 (novel)
- *Primera memoria*, Ana María Matute, 1959 (novel)
- *Réquiem por un campesino español*, Ramón J. Sender, 1953 (novella)

Films

- *Diarios de motocicleta*, dir. Walter Salles (2004)
- *El laberinto del fauno*, dir. Guillermo del Toro (2006)
- *La historia oficial*, dir. Luis Puenzo (1985)
- *La lengua de las mariposas*, dir. José Luis Cuerda (1999)
- *La misma luna*, dir. Patricia Riggen (2007)
- *Las 13 rosas*, dir. Emilio Martínez-Lázaro (2007)
- *Machuca*, dir. Andrés Wood (2004)
- *Mar adentro*, dir. Alejandro Amenábar (2004)
- *También la lluvia*, dir. Icíar Bollaín (2010)
- *Todo sobre mi madre*, dir. Pedro Almodóvar (1999)
- *Voces inocentes*, dir. Luis Mandoki (2004)
- *Volver*, dir. Pedro Almodóvar (2006)

You might also enjoy watching :

- *Requisitos de ser una persona normal*, dir. Leticia Dolera (2015) - also can be found on RTVE link below.
- *Mujeres al borde de un ataque de nervios*, dir. Pedro Almodóvar (1988)

We have many of these films in our MFL DVD Library, so do please ask to borrow them ! ☺

TV series (& films) with Spanish or English subtitles are also a great way to improve your listening & speaking skills. Click on this link for free access to some :

<https://www.rtve.es/television/somos-cine/>

Review & Relearn Topic sheet Log

Theme	Sub topics	In progress	Complete
Tema 1 : La evolución de la sociedad española	Unidad 1 : Los cambios en la estructura familiar		
	Unidad 2 : El mundo laboral		
	Unidad 3 : El impacto turístico en España		
Tema 2 : La cultura en el mundo de habla española	Unidad 4 : La música		
	Unidad 5 : Los medios de comunicación		
	Unidad 6 : El papel de los costumbres y las tradiciones		
Tema 3 : La inmigración y la sociedad multicultural española	Unidad 7 : El impacto positivo de la inmigración en la sociedad española		
	Unidad 8 : Los desafíos de la inmigración y de la integración en España		
	Unidad 9 : La reacción pública y social a la inmigración		
Tema 4 La dictadura franquista y la transición a la democracia	Unidad 10 : La Guerra Civil y el ascenso de Franco		
	Unidad 11 : La dictadura franquista		
	Unidad 12 : El paso de la dictadura a la democracia		
Repaso de los temas 1 y 2	Unidad 13: Profundicemos el los temas 1 y 2		
Volver			
La Casa de Bernarda Alba			

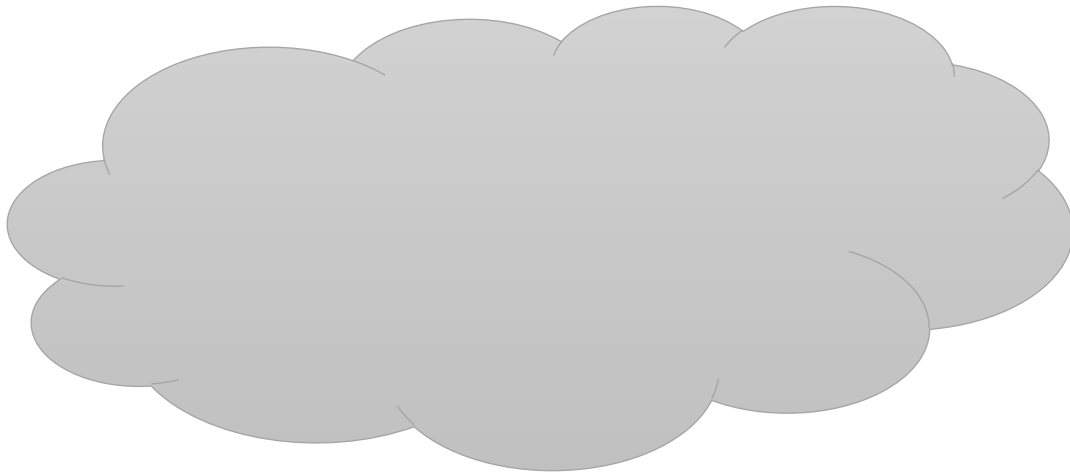
Review & Relearn Topic Sheet

Theme:

Topic

1. Snapshot

**Populate the diagram with key facts/figures/people/statistics relevant to the topic.
Aim to fill this cover sheet with as much detail as possible.**



Review & Relearn Topic Sheet

Theme:

Topic

3. Summary of topic

Ideas to include: key points / controversial issues/ opinions / Quotes & References/ Your personal opinion

Theme:

Topic

4. Independent Research

List useful websites / books you have used to independent extend your knowledge on this topic. Aim to have at least 3 articles for each topic.

Websites

Site visited	Summary of content

Articles

Name/ source of article	Summary

Other/ further

Useful phrases and expressions for Speaking:

RESPUESTAS NEGATIVAS	RESPUESTAS MEDIANAS	RESPUESTAS POSITIVAS
no estoy de acuerdo	como quieras	qué sí
no, no, no	depende (de la situación)	claro (que sí)
qué no	sí y no	estoy de acuerdo
pero...	lo parece	sí, sí, sí
no tiene razón	es posible	absolutamente
no es justo	en el mejor de mundos	totalmente
no estoy de tu(su) opinión	podría ser el caso	completamente
¿qué dice?!	no es decidido / no sabemos	tiene(s) todo la razón
¡no es verdad!	es imposible de saber	por supuesto
¡mientira!	no estoy seguro/a	desde luego
es el contrario	pues	entiendo perfectamente
	lo que sea	vale
	quizás	bueno

Unas frases utiles para A-Level.

Estimo que	
Opino que	
Bajo mi punto de vista	
A mi juicio	
A mi parecer	
A mi modo de ver las cosas	
En cuanto a mí	
Entiendo / comprendo que	
(no) me sorprende que	
(no) dudo que (+ subj)	
(no) sabía que	
(no) me imaginaba que	
es fantástico que	
es ridículo que (+ subj)	
es increíble que	
es normal que	
conviene que	
es escandaloso que (+ subj)	
no creo que (+ subj)	
creo que / pienso que	
sería ridículo que (+ subj)	
hay que impedir que (+ subj)	
no quiero que (+ subj)	
es imposible que (+ subj)	
insisto en que (+ subj)	
me choca que (+ subj)	
Lo más chocante es que (+ subj)	
me doy cuenta de	
es necesario (+ infin)	
es imperativo	
se tiene que	
es imprescindible que	
(no) estoy interesado / a en	
(no) me interesa(n)	
(no) me atrae(n)	
(no) me aburre(n)	
(no) me apasiona(n)	
según el artículo / el autor	
En el primer / segundo / tercer / cuarto / último párrafo se dice / se habla de	

Cita el ejemplo de	
menciona el hecho que	
el autor dice que ...	
... constata que	
... afirma que	
... explica que	
... muestra que	
... demuestra que	
... estima que	
... observa que	
... propone que	
... aconseja que	
... indica que	
se dice que	
se ve que	
se puede decir que	
significa un cambio	
la significación de este tema	
Para los españoles / los jóvenes / los profesores	
Entre ellos	
Hay / Existe	
Las ventajas	
Las desventajas / los inconvenientes	
Los factores positivos / negativos / los beneficios	
en cuanto a / con respecto a	
el índice de / el nivel de	
aumentar	
un aumento / un incremento	
bajar / disminuir	
una reducción / una disminución	
(me) parece	
las cifras / los datos / los resultados parecen sorprendentes	
Eso me parece sorprendente	
la idea conmueve mucha gente	
debido a	
diría que	
tengo la impresión de que explica	
Quiere fomentar (la idea de + infin)	
a propósito de	
lo que concierne	

se propone (+ infin)	
me conmueve mucho me emociona profundamente afecta / nos toca	
es un tema palpitante	
de hoy en adelante	
por lo general	
por lo tanto / por eso	
pues / bueno	
lo que pasa es que	
lo primero que me ocurre es que	
lo que hay que tener en cuenta es que	
no había considerado eso, pero lo que diría es que	
no hay una respuesta sencilla	
se podría decir que es	
si fuera posible, lo ideal sería	
si supiera resolver esto	
hay que recordar que	
hay que tener en cuenta que	
es escalofriante que (+ subj)	
no se puede negar que	
hay que	
se debe	
lo que más / menos me preocupa / inquieta es	
Lo mejor / lo peor de	
Además	
sin embargo / no obstante	
por un lado / por otro	
en realidad	

Spanish A-Level Grammar list

(Over the summer holidays you should revise the sections highlighted in yellow. You could use your GCSE grammar book or websites like www.languagesonline.org.uk). We also subscribe to The Language Gym, and you will be set grammar tasks on this during the course.

- Students at A level will be expected to have studied the grammatical system and structures of the language during their course.
- In the exam they will be required to use, actively and accurately, grammar structures appropriate to the tasks set, drawn from the following list.
- For structures marked <R> receptive knowledge only is required.

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
 - Apocoptation (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 (e.g *cuyo*)

Numerals

- Cardinal (e.g *uno, dos*)
- Ordinal (e.g *primero, segundo*)
 - Agreement (e.g *cuatrocientas chicas*)
- Expression of time and date

Adverbs

- 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*)
- Interrogative (e.g *¿cómo ?, ¿cuándo ?, ¿dónde ?*)

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 (e.g *que, quien, el que, el cual*)
- Demonstrative (e.g *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 (e.g *Le rompió el brazo*) must also be included.
- Interrogative

Verbs

- Regular conjugation 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
- Use of tenses
 - o Present
 - o Preterite
 - o Imperfect
 - o Future
 - o Conditional
 - o Perfect
 - o Future perfect

o Conditional perfect

o 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 :

- o *ir a + gerund*
- o *estar + gerund*
- o *acabar de + infinitive*
- o *estar para + infinitive*
- o *llevar + gerund*
- o *ir + gerund <R>*
- o *venir + gerund <R>*

Uses of the subjunctive

- o Commands
- o Conditional sentences
- o After conjunctions of time
- o After *para que, sin que*
- o In relative clauses
- o After other subordinating conjunctions
- o With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability
- **Voice**
 - o Use of the reflexive as a passive (E.g *El puente se construyó para unir a las comunidades*)
 - o Use of the reflexive to express an impersonal subject (e.g *¿Cómo se llega a la estación?*)
 - o Use of *ser* + past participle
 - o Use of *estar* + past participle
- 'Nuance' reflexive verbs (e.g *caerse, pararse*)
- **Modes of address (tú, usted; vos <R>)**
- **Constructions with verbs**
 - o **Verbs followed directly by an infinitive (e.g *querer, poder*)**
 - o Verbs followed by a preposition plus an infinitive or a noun phrase (*insister en, negarse a*)
 - o Verbs followed by a gerund (e.g *seguir*)
 - o Verbs of perception (e.g *Vi asfaltar la calle*)
- **Uses of SER and ESTAR**

Prepositions

- All prepositions, both simple (e.g. *bajo*) and complex (e.g. *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*)
 - Use of *que* to introduce a clause (e.g. *¡Cuidado, que se va a quemar la tortilla!*)

Negation

Questions

Commands

Word order

- Subject following a verb (e.g. *Ha llegado el profesor; Me gustan las patatas*)
- Focalisation (e.g. *Tú ¿qué opinas?; A Cristiano lo odian*) <R>

Other constructions

- Time expressions with *hace / hacía* and *desde hace / hacía*)
 - Cleft sentences (e.g. *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*
 - Expression of concession other than by *aunque* (*por muy adjective que, por mucho que*)
<R>
- Indirect speech

Discourse markers

- e.g. *Es que..., Por ejemplo..., Ahora bien...*)

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