

Tarporley Sixth Form College



Spanish A Level Programme of Study

Exam Board: AQA

100% Examination

Paper 1: 50%

Paper 2: 20%

Paper 3: 30%

NAME:

TARGET
GRADE

ASPIRATIONAL
GRADE

The 'Helicopter overview' of Spanish A Level

Paper 1:
Listening,
Reading and
Writing

Aspects of Hispanic Society:
social issues and trends

Aspects of Culture in the Hispanic
World

Aspects of Political Life in the
Hispanic World

Grammar

Assessment:
Listening and Reading Questions
(answers in Spanish)
Translation

2 hours 30 / 100 marks / 50% of A Level

Paper 2:
Writing

One question in Spanish on a set text and one question in
Spanish on a set film or two questions in Spanish on set texts
(approx. 300 words per essay)

2 hours / 80 marks / 20% of A Level

Paper 3:
Speaking

Part 1: Individual Research Project:
Presentation (2 minutes) and follow-up discussion (9-10 minutes)
[35 marks]

Part 2: Discussion of a sub-theme based on a stimulus card
(5-6 minutes) [25 marks]

18 minutes / 60 marks / 30% of A Level

Your Assessment Objectives:



AO1 Listening	Understand and respond: <ul style="list-style-type: none"> • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources.
AO2 Reading	Understand and respond: <ul style="list-style-type: none"> • in speech to written language drawn from a variety of sources • in writing to written language drawn from a variety of sources.
AO3 Language	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
AO4 Knowledge	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Your Key Topics over the Course:



Aspects of Hispanic society: Students may study all sub-themes in relation to any Spanish-speaking country or countries.	
Modern and traditional values (Los valores tradicionales y modernos)	<ul style="list-style-type: none"> • Los cambios en la familia • Actitudes hacia el matrimonio/el divorcio • La influencia de la Iglesia Católica
Cyberspace (El ciberespacio)	<ul style="list-style-type: none"> • La influencia de internet • Las redes sociales: beneficios y peligros • Los móviles inteligentes en nuestra sociedad
Equal rights (La igualdad de los sexos)	<ul style="list-style-type: none"> • La mujer en el mercado laboral • El machismo y el feminismo • Los derechos de los gays y las personas transgénero
Multiculturalism in Hispanic society: Students may study all sub-themes in relation to any Spanish-speaking country or countries.	
Immigration (La inmigración)	<ul style="list-style-type: none"> • Los beneficios y los aspectos negativos • La inmigración en el mundo hispánico • Los indocumentados – problemas
Racism (El racismo)	<ul style="list-style-type: none"> • Las actitudes racistas y xenófobas • Las medidas contra el racismo • La legislación anti-racista
Integration (La convivencia)	<ul style="list-style-type: none"> • La convivencia de culturas • La educación • Las religiones

Artistic culture in the Hispanic world

Students must study the sub-theme Spanish regional identity in relation to Spain.

Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

Modern day idols (La influencia de los ídolos)	<ul style="list-style-type: none">• Cantantes y músicos• Estrellas de televisión y cine• Modelos
Spanish regional identity (La identidad regional en España)	<ul style="list-style-type: none">• Tradiciones y costumbres• La gastronomía• Las lenguas
Cultural heritage (El patrimonio cultural)	<ul style="list-style-type: none">• Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc• Arte y arquitectura• El patrimonio musical y su diversidad

Aspects of political life in the Hispanic world

Students must study Monarchies and dictatorships in relation to any relevant Spanish-speaking country.

Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• La dictadura de Franco• La evolución de la monarquía en España• Dictadores latinoamericanos
Popular movements (Movimientos populares)	<ul style="list-style-type: none">• 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, ...)

How your course is structured:



Miss Wainwright		Mr Washington	
<ul style="list-style-type: none"> Unit 1: Los valores tradicionales y modernos Unit 3: La igualdad de los derechos <p>AP1 (Year 12): Grammar AP1 (Year 13): Speaking card</p>		<ul style="list-style-type: none"> Unit 2: El ciberespacio <p>AP1 (Year 12): Reading and summary task (AS-level) AP1 (Year 13): Reading and summary task (A-level)</p>	
Spilt lessons			
Year 12		Year 13	
<ul style="list-style-type: none"> Grammar/bridging the gap Speaking practice 		<ul style="list-style-type: none"> Film studies (Paper 2 Writing) IRP catch up sessions <i>Debate practice</i> 	
Christmas		Holidays	
<ul style="list-style-type: none"> Unit 5: La identidad regional en España Unit 6: El patrimonio cultural <p>AP2 (Year 12): Listening and Listening Summary task (AS-level) AP2 (Year 13): Listening and Listening Summary task (A-level)</p>		<ul style="list-style-type: none"> Unit 4: La influencia de los ídolos <p>AP2 (Year 12): Speaking card AP2 (Year 13): María essay</p>	
Spilt lessons			
Year 12		Year 13	
<ul style="list-style-type: none"> Introduction to IRP/independent research 		<ul style="list-style-type: none"> Film studies (cont.) Developing analytical and essay writing skills Exam skills/mock preparation 	
Easter		Holidays	
Year 12	Year 13	Year 12	Year 13
<ul style="list-style-type: none"> Unit 10: Jóvenes de hoy, ciudadanos del mañana Independent Research Project Summer exam preparation (topic revision/exam technique/exam practice) 	<ul style="list-style-type: none"> Topic revision Exam technique and exam practice Independent revision of units covered 	<ul style="list-style-type: none"> Film studies (Paper 2 Writing) <p>AP3 (Year 12): Reading (A-level)</p>	<ul style="list-style-type: none"> Topic revision Exam technique and exam practice Independent revision of units covered



AP3 (Year 12): Speaking card		
Summer		Holidays

Key grammar to learn:

Nouns	Gender Singular and plural forms Plural of male/female pairs (e.g. <i>los Reyes</i>)
Articles	Definite and indefinite <i>El</i> with feminine nouns beginning with stressed <i>a</i> (<i>el agua</i>) <i>Lo</i> + adjective
Adjectives	Agreement and position Apocoptation (e.g. <i>gran, buen, mal, primer</i>) Comparative and superlative (e.g. <i>más fuerte; mejor, peor, mayor, menor</i>) Demonstrative (e.g. <i>este, ese, aquel</i>) Indefinite (eg <i>alguno, cualquiera, otro</i>) Possessive (e.g. <i>mi / mío</i>) Interrogative and exclamatory (e.g. <i>¿qué? / ¡qué!</i>) Relative (<i>cuyo</i>)
Numerals	Cardinal (e.g. <i>uno, dos</i>) Ordinal (e.g. <i>primero, segundo</i>) Expression of time and date
Adverbs	Formation of adverbs in <i>-mente</i> Comparative and superlative (e.g. <i>más despacio</i>) Use of adjectives as adverbs (e.g. <i>rápido, claro</i>) Interrogative (e.g. <i>¿cómo?, ¿cuándo?, ¿dónde?</i>)

Quantifiers/intensifiers	(e.g. <i>muy, bastante, poco, mucho</i>)
Pronouns	<p>Subject</p> <p>Direct and indirect</p> <p>Reflexive</p> <p>Relative (<i>que, quien, el que, el cual</i>)</p> <p>Demonstrative (<i>este, ese, aquel; esto, eso, aquello</i>)</p> <p>Indefinite (e.g. <i>algo, alguien</i>)</p>
Verbs	<p>Regular and irregular verbs in all tenses and moods.</p> <p>Agreement of verb and subject</p> <p>Use of <i>hay que</i> in all tenses</p> <p>Use of tenses:</p> <ul style="list-style-type: none"> • present • preterite • imperfect • future • conditional • perfect • future perfect • conditional perfect • pluperfect. <p>Use of the infinitive, the gerund and the past participle</p> <p>Verbal paraphrases and their uses:</p> <ul style="list-style-type: none"> • <i>ir a + gerund</i> • <i>estar + gerund</i> • <i>acabar de + infinitive</i> • <i>estar para + infinitive</i> • <i>llevar + gerund</i> • <i>ir + gerund (R)</i> • <i>venir + gerund (R)</i>. <p>Use of the subjunctive</p> <ul style="list-style-type: none"> • Commands • Conditional sentences • After conjunctions of time • After <i>para que, sin que</i> • With verbs of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility and probability • Sequence tenses in indirect speech and other subordinate clauses <p>The passive voice.</p>

	<p>Modes of address (<i>tú, usted</i>)</p> <p>Verbs followed by an infinitive (e.g. <i>querer, poder</i>), a preposition (e.g. <i>insistir en, negarse a</i>) or a gerund (e.g. <i>seguir</i>)</p> <p>Uses of <i>ser</i> and <i>estar</i></p>
Prepositions	<p>All prepositions, both simple (e.g. <i>bajo</i>) and complex (e.g. <i>encima de</i>)</p> <p>'Personal' <i>a</i></p> <p><i>Por</i> and <i>para</i></p>
Conjunctions	<p>Coordinating conjunctions (e.g <i>y, o, pero</i>)</p> <p>Subordinating conjunctions:</p> <ul style="list-style-type: none"> • cause (<i>porque</i>) • purpose (<i>para que</i>) • proviso (<i>con tal que</i>) • supposition (<i>a no ser que</i>) • time (<i>cuando</i>) • concession (<i>aunque</i>). <p>Use of <i>que</i> to introduce a clause (e.g. <i>¡Cuidado, que se va a quemar la tortilla!</i>)</p>
Negation, Questions & Commands	
Word order	<p>Subject following verb (<i>Ha llegado el profesor; Me gustan las patatas</i>)</p> <p>Focalisation (<i>Tú ¿qué opinas?; A Cristiano lo odian</i>)</p>
Other constructions	<p>Time expressions with <i>hace/hacía</i> and <i>desde hace/hacía</i></p> <p>Comparative constructions:</p> <ul style="list-style-type: none"> • <i>tan... como...</i>, etc • <i>más... que...</i>, etc. • <i>Tiene más dinero de lo que creía</i> <p>Indirect speech</p> <p>Expression of concession (<i>por muy + adjective + que, por mucho que</i>)</p>
Discourse markers	(e.g <i>es que..., por ejemplo, ahora bien...</i>)
Fillers	(e.g, <i>pues, bueno</i>)

Literary texts and films



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*

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)

Top Study Tips:



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Interesting news articles to support your independent study

Have two Lever Arch Folders – one for each teacher

Use file dividers to organise each topic. File your notes carefully each week – remember to date classwork, so you remember the sequence of each lesson. This will make revision easier.

Add new vocab to memrise/quizlet at the end of each week

Type up class notes and add to them.

This is a great way to consolidate your knowledge, commit things to memory and make your knowledge deeper.

Keep revisiting work and topics

Do not simply file away and forget. Routinely go over last term / year's work.

Read news articles in Spanish each week and use these to practise summary and translation tasks

<http://www.20minutos.com/>

<http://www.elmundo.es/>

<https://elpais.com/>