

Nonsuch High School for Girls

Sixth Form

September 2025

Spanish



“El ver mucho y el leer mucho avivan los ingenios de los hombres”

Miguel de Cervantes (escritor español)

Name _____

Welcome to Spanish at A Level

Who's who?

Mr Johnson Head of Languages + i/c KS4 + KS5 Spanish

Srta Figueras Teacher of Spanish + i/c KS3 Spanish

Spanish at A-Level

Advanced learning in this subject

Travel –so the saying goes – broadens the mind. And never more so than when you can speak the language. That way you'll be able to find out what the local people are thinking, how they live and how their culture really works. The Edexcel Spanish A-Level course is designed to give you a profound understanding of the Spanish language. Not only will you know more about the mechanics of the language – like grammar and vocabulary –but also about how people live and use language on a day-to-day basis

How is A-Level different from GCSE?

The A-Level course develops and builds on skills learned at GCSE, but the way in which you study will be very different. The course is assessed at the end of the two years. Paper 1 assesses Listening, Reading and translation from Spanish to English, Paper 2 assesses your knowledge of a play and a film, in addition to including a short translation from English to Spanish, the oral exam includes a discussion on a stimulus card and then presentation of an Independent Research Project. There is no controlled assessment or coursework, allowing you the chance to really develop your skills before assessment takes place. The course is based around a range of topics related to Spain and the Spanish-speaking world in general that have been specially selected to appeal to you.

In what different ways will you be expected to work?

You will be expected take an active role in class discussions and to speak Spanish as much as possible! The more practice the better, so to enable you to develop your spoken Spanish really quickly you will have lessons with our conversation assistant, in addition to classes with your teachers. You will also be expected to complete essays both in class and for homework. You will have to complete independent tasks resulting in presentations to the rest of the class and will choose the topic for the presentation of the IRP oral exam yourself.

What do successful learners in this subject do? What are their habits?

Successful Spanish students are keen to learn and speak Spanish as often as possible. They arrive on time and complete all homework. They also attend all sessions with the language assistant and always re-visit areas of vocabulary covered in lessons, revising these words as well as the vocabulary and grammar set for formal tests. They seek to improve already good work through speaking to staff outside lessons and make use of resources such as Kerboodle, Vocab Express and Eurotalk. Above all, they are keen to learn and ask questions and are positive, proactive and resilient.

Overview of year 12

Teacher 1 : • Term 1a + half 1b - o Changes in family structure • Half 1b + 2a - o The world of work • Term 2b + 3a till study leave - o Festivals and traditions • Term 3b - o “La Casa de Bernarda Alba” Main resources: Edexcel Spanish for A-level Textbook ZigZag resources	Teacher 2 • Term 1a + half 1b - o Music • Half 1b+ 2a - o Media • Term 2b + 3a till study leave - o The impact of tourism in Spain • Term 3b - o Teach the film “Volver” Main resources: Edexcel Spanish for A-level Textbook ZigZag resources Volver film
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Overview of year 13

Teacher 1 Throughout year IRP + Volver • Term 1a - o The positive impact of immigration on Spanish society • Term 1b - o The challenges of immigration and integration in Spain • Term 2a - o La reacción pública y social a la inmigración • Term 2b + 3a - o Revision of all units - o Revision of Volver Main resources: Edexcel Spanish for A-level Textbook ZigZag resources	Teacher 2 Throughout year –1 lesson per week “La Casa de Bernarda Alba” • Term 1a - o La Guerra Civil y el ascenso de Franco • Term 1b - o La dictadura franquista • Term 2a - o La transición a la democracia • Term 2b + 3a - o Revision of all units - o Revision of La Casa Main resources: Edexcel Spanish for A-level Textbook ZigZag resources Volver film
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Specification Summary

A-Level Spanish
Edexcel

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Spanish/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_Spanish.pdf

(*Paper code: 9SP0/01)

Written examination: 2 hours

40% of the qualification

80 marks

Content overview

This paper draws on vocabulary and structures across all four themes. Themes are based on the society and culture of the language being studied and are listed on pages 8–9.

Assessment overview

Students are not permitted access to a dictionary during the examination.

The examination is made up of:

Section A: Listening (30 marks)

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

Section B: Reading (30 marks)

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

Section C: Translation into English (20 marks)

An unseen passage to be translated from Spanish to English.

(*Paper code: 9SP0/02)

Written examination: 2 hours and 40 minutes

30% of the qualification

120 marks

Content overview

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 in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include a range of novels, novellas, short stories and plays. All of the films are feature length.

Assessment overview

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).

Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

Section A: Translation (20 marks)

Students translate an unseen passage from English into Spanish.

Section B: Written response to works (literary texts) (50 marks)

Students must write an extended response on either one **or** two of the literary texts listed in *Appendix 2: Prescribed literary texts and films*.

Students select one question from a choice of two for each of their chosen literary text(s). If a student answers questions on two literary texts then they **do not** complete Section C.

Section C: Written response to works (films) (50 marks)

Students who answer only one question from a literary text in Section B must now write an extended response on **one** of the films listed in *Appendix 2: Prescribed literary texts and films*.

Students select one question from a choice of two for their chosen film.

(*Paper code: 9SP0/03)

Internally conducted and externally assessed

Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time

30% of the qualification

72 marks

Content overview

Task 1 draws on vocabulary and structures across all four themes (listed on pages 8–9).

Task 2 is based on independent research selected and carried out by the student. 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.

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the culture and society where the language is spoken.

Assessment overview

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

Task 1 (discussion on a Theme)

Students discuss one Theme from the specification based on a stimulus containing two different statements.

Task 2, Part 1 (independent research presentation)

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.

Task 2, Part 2 (discussion on independent research)

Students answer questions on their presentation and then have a wider discussion on their research.

Themes and sub-themes

Papers 1 and 3 will be based on content from the following four themes.

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Spain and Spanish-speaking countries.

Themes 1, 3, and 4 focus on aspects of society or history of Spain only. Theme 2 requires students to broaden their knowledge across **any** Spanish-speaking country/countries and/or community/communities. Each theme is broken into three sub-themes (highlighted in bold). These sub-themes are each exemplified further.

Theme 1: La evolución de la sociedad Española

Theme 1 is set in the context of Spain only. This theme covers social issues and trends.

- **El cambio en la estructura familiar**

La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.

- **El mundo laboral**

La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género.

- **El impacto turístico en España**

El impacto económico; las oportunidades que ofrece el turismo; el impacto socioambiental.

Theme 2: La cultura política y artística en el mundo hispanohablante

Theme 2 is set in the context of Spanish-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- **La música**

Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.

- **Los medios de comunicación**

La televisión y las telenovelas: los medios de comunicación escritos y en internet; el impacto en la sociedad y la política.

- **Los festivales y las tradiciones**

Los festivales, las fiestas, las costumbres y las tradiciones.

Theme 3: La inmigración y la sociedad multicultural Española

Theme 3 is set in the context of Spain only. This theme covers social issues and trends.

- **El impacto positivo de la inmigración en la sociedad Española**

Las aportaciones de los inmigrantes en la economía y la cultura.

- **Enfrentando los desafíos de la inmigración y la integración en España**

Las medidas adoptadas por las comunidades locales; la marginación y el aislamiento desde el punto de vista de los inmigrantes.

- **La reacción social y pública hacia la inmigración en España**

El enfoque político hacia la inmigración; la opinión pública.

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

Theme 4 is set in the context of Spain only. This theme covers political culture.

- **La Guerra Civil y el ascenso de Franco (1936-1939)**

La Guerra Civil y el ascenso de Franco, los republicanos contra los nacionalistas; las divisiones en la sociedad.

- **La dictadura franquista**

La vida cotidiana bajo la dictadura franquista: la opresión política, la censura, las divisiones en la sociedad.

- **La transición de la dictadura a la democracia**

El papel del Rey Juan Carlos en la transición; el Gobierno de Suárez; el golpe de Estado de

Paper 1: Listening, reading and translation

Content

Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Spanish into English.

Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to Spain and Spanish-speaking countries and are drawn from the four themes (listed on pages 8–9).

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from Spanish into English.

Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers. Sources will include material from online media.

Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

Translation into English

The content of the translation will be taken from one of the four themes.

Assessment information

- The total assessment time is 2 hours. Recommended timings for each section are given below.
- The assessment is out of 80 marks.
- There are three sections in the paper, they cover the assessment of listening, reading and translation skills in Spanish.
- Students must answer all questions in each section (A, B and C).
- The use of dictionaries is not permitted.
- For Section A (listening), 50 minutes (recommended timing), 30 marks:
 - there are four questions in this section made up of multiple choice and open response, including questions testing summary skills; all questions are set in Spanish and must be answered in Spanish
 - students will listen to a recording featuring Spanish-language speakers who will speak at a speed appropriate for the expected understanding at this level
 - students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.
- For Section B (reading), 50 minutes (recommended), 30 marks:
 - students respond to five questions based on the texts provided
 - questions comprise both multiple-choice questions and open-response questions; all questions are set in Spanish and must be answered in Spanish.
- For Section C (translation into English), 20 minutes (recommended), 20 marks:
 - students are given one unseen text in Spanish and must translate it into English.

Paper 2: written response to works and translation

Content

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided
- produce responses that relate to features such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- present viewpoints; develop arguments; persuade; and analyse and evaluate
- manipulate language accurately through translating an unseen passage from English into Spanish.

Students must study two discrete Spanish works: either two literary texts, or one literary text and one film. The works must be taken from the list in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include a range of novels, plays and a series of short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes

Assessment information

- The total assessment time is 2 hours and 40 minutes. Recommended timings for each section are given below.
- The assessment is out of 120 marks.
- There are two parts to this paper, Section A (translation into Spanish) and Sections B and C (written response to works).
- For Section A (translation into Spanish), 30 minutes (recommended timing), 20 marks
 - students are given one unseen text in English and must translate it into Spanish.
- For Sections B and C (written response to works), 2 hours and 10 minutes, 100 marks
 - students must write two essays, **either** two selected from Section B (literary texts) **or** one selected from Section B (literary texts) and one from Section C (films)
 - there will be a choice of two questions for each literary text and film. It is recommended that, in order to give a detailed analysis of the work, students write between 300–350 words for each essay, giving justified points of view, arguments and conclusions with evidence from the work. The whole essay will be marked regardless of length.
 - students are expected to provide a critical and analytical response by selecting relevant material from the works, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding, and evaluating issues, themes and cultural and social contexts related to the works studied.
 - no credit will be given for essays on literary texts which are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments **must** be based on the original literary text.
- All questions will be set in Spanish and must be answered in Spanish.
- The use of dictionaries is not permitted.
- Students **must not** take any documentation relating to the works into the examination.

Paper 2 essay markscheme

Critical and analytical response

This mark grid assesses students' ability to respond critically and analytically. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.

0	No rewardable material
1-4	• Points of view relating to issues/themes/cultural or social contexts are presented, with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. • Limited ability to form arguments or draw conclusions. • Response relates to the work but limited focus on the question.
5-8	• Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. • Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments. • Response relates to the work but often loses focus on the question
9-12	• Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. • Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. • Response is relevant to particular aspects of the question, occasional loss of focus.
13-16	• Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. • Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together. • Predominantly relevant response to the question.
17-20	• Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. • Detailed, logical arguments and conclusions are made that consistently link together. • Relevant response to the question throughout.

Range of grammatical structures and vocabulary

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.

0	No rewardable language.
1-4	• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted. • Limited range of vocabulary resulting in repetitive expression. • Limited use of terminology appropriate to literary and cinematic analysis.
5-8	• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted. • Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. • Occasional use of terminology appropriate for literary and cinematic analysis.
9-12	• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing. • Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. • Some use of terminology appropriate for literary and cinematic analysis.
13-16	• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay. • Frequently varied use of vocabulary, resulting in regular variation of expression. • Frequent use of terminology appropriate for literary and cinematic analysis.
17-20	• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing. • Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways. • Consistent use of terminology appropriate for literary and cinematic analysis.

Accuracy of language

This mark grid assesses students' ability to apply grammar and syntax accurately.

0	No rewardable language.
1-2	• Limited sequences of accurate language resulting in lapses in coherence. • Errors occur that often prevent meaning being conveyed.
3-4	• Some accurate sequences of language resulting in some coherent writing. • Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5-6	• Frequent sequences of accurate language resulting in generally coherent writing. • Errors occur that occasionally hinder clarity of communication
7-8	• Accurate language throughout most of the essay, resulting in mostly coherent writing. • Errors occur that rarely hinder clarity of communication.
9-10	• Accurate language throughout, resulting in consistently coherent writing. • Any errors do not hinder clarity of communication.

Paper 3: Speaking Mark-scheme

Task 1 (discussion on a Theme)

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	- Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. - Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	- Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. - Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	- Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. - Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	- Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. - Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. • Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. • Pronunciation and intonation are accurate, intelligible and authentic sounding.

Interaction (A01)

Marks	Description
0	No rewardable material.
1–2	• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Task 2, Part 2 (discussion on independent research)

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	- Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. - Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	- Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. - Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	- Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. - Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	- Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. - Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. • Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. • Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Interaction (AO1)

Marks	Description
0	No rewardable material
1–3	• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. • Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i>
4–6	• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. • Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. • Gives a relevant personal response to the written sources supported with some justification.
10–12	• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. • Gives a convincing personal response to the written sources supported with clear justification.

Expectations in *Spanish*

In order to provide students with the most effective support in their learning, the following processes will be maintained across the department:

- **Punctuality:** All students are expected to arrive to lessons on time. Any student who is late for the first time will be spoken to by the teacher regarding why they are late. If the student is late several times then the student will be required to make up the missed time at lunch or after school. Should the problem continue it will be referred to the Head of Year and the school's formal discipline procedures
- **Absence:** All students should notify their teacher if they know they will be absent from a lesson. The teacher will organise with the student how to catch up on the work they will miss. If it is an unplanned absence the student should contact the teacher before the next lesson to complete any work missed.
- **Language Assistant:** These classes are vital and must not be missed. If a student misses more than one lesson then early afternoons will be removed, with this time dedicated to Spanish to make up for the missed lesson.
- **Deadlines:** Students will always be given sufficient time to complete work. Students should see the teacher before the work is due in and explain why the deadline cannot be met. Teacher and student together will decide on the appropriate strategy.
- **Consequences of missed deadlines:** If a deadline is missed and there is no appropriate explanation, students will be expected to complete the work during a lunch-time or after school.
- **Learning Environment:** Successful study of Spanish relies on co-operation, discussion and participation. All students should come to the lesson fully prepared in order to be able to engage meaningfully with the topic under discussion.
- **Independent study:** Students should use their independent study time to consolidate their class notes and make certain that they fully understand. Students should also use their independent study time to engage in wider reading and make use of the many resources available, such as Language Gym, Boost Learning, additional reading and listening practice papers, language magazines etc. With the availability of newspapers and television stations on internet there is no end to the number of things available to students for private study in Spanish!

Learning Conversations – students will be given continual feedback about their work and will be encouraged to ask questions and seek clarification on how to improve.

How we will support you.....

Teachers will provide regular feedback regarding each student's progress and will offer support to ensure each student achieves their personal target grade. This support will include; constructive comments on written work, meetings during lessons to clarify and explain ideas, guidance on the oral examination and anything else you feel we can reasonably provide for you!

What to do when stuck...

'We all make mistakes, but only the wise learn from their mistakes'
Winston Churchill

Teachers

Your teachers are available throughout the day to speak to. A good time to catch your teacher might be after the lesson, at break, lunchtime or after school. They will arrange specific times with you to offer support as it is needed, but you are responsible for your own learning. If you need support, the onus is on you to seek help, which will of course then be provided.

Classmates

Your classmates will be an essential source of support and guidance throughout the AS. Speaking Spanish and discussing queries and ideas with each other will develop your understanding and extend your learning. Try to evaluate the ideas of others: Do you agree with them? Can you challenge their point of view? The most successful students of Spanish even speak to one another in Spanish outside of lessons. Give it a try!

Support sessions

We will run sessions throughout the year (both at lunchtime and after school) to support you with developing key skills, according to individual requirements. We will notify you of specific dates and times during the course of the year. If you are seen to be struggling in a specific area or need to catch up on work missed, you may be directed to attend these sessions.

Email

Mr Johnson : johnson-p@nonsuchschool.org
Srta Figueras: figueras-y@nonsuchschool.org



Optional Trips

Study trip to Spain. Cost approximately £1000. This is open to year 10 and 12 students, with year 12 students guaranteed a place if they would like to go. It is a great way of putting your Spanish into practice and of gaining a much deeper understanding of the language and culture. The trip involves lessons in the mornings and cultural visits during the afternoon.

Resources and Equipment

- Edexcel A Level Spanish Textbook
- **Paperback:** 312 pages
- **Publisher:** Hodder Education
- **ISBN-10:** 978 1 4718 5831 4

A level Spanish – how to succeed and make the most of your time

In order to give yourself the best chance of doing as well as you possibly can, follow these golden rules:

- ✓ Do some Spanish **EVERY DAY**. It is better to do about an hour a day, rather than doing nothing for several days and then trying to spend all day on it.
- ✓ **Listen** to some Spanish every day – you can do the listening exercises in the AQA independent study packs, for example
- ✓ **Read** some Spanish every day
- ✓ Revise your **grammar** (especially verb tenses) Look back over the grammar notes in your folder and exercises you have done. If you prefer the interactive grammar exercises, use one of these websites: <http://www.spaleon.com/>
- ✓ <http://www.studyspanish.com/tutorial.htm> has good explanations and then exercises online for you, too
- ✓ Revise all key topic **vocabulary in the Pearson textbook**. This is essential for the listening, reading AND writing elements of the exam.
- ✓ Use technology to improve your listening skills. Choose **podcasts** such as **NOTES IN SPANISH** Advanced (free)
- ✓ Follow a famous Spanish-speaker on *Instagram*
- ✓ Download **apps** for your phone or ipad: RNE, RTVE, ATRESPLAYER where you can even watch films, short tv series, or full programmes. They work like BBC iplayer.
- ✓ Basically, little and **OFTEN** is the key to success in Spanish

Enrichment and super curricular opportunities

In order to support your learning we recommend that you engage in activities from all of the sections below to help widen your interest in the subject as well as begin to introduce you to the kind of independent learning activities we encourage you to engage with during A level study.

As a minimum, we would like you to complete the following:

- Read one book and watch two videos from the list provided.
- Complete one OU course.
- Go to www.20minutos.es or www.rtve.es and try listening to news items or other programmes. Keep a record of what you do and save interesting articles to share with the class in September.
- Watch a series in Spanish online (perhaps via Netflix or another provider) with or without subtitles. La Casa de Papel, Dias de Navidad or EL Minsterio del Tiempo are all very different but worth watching
- Download a radio app and listen to Spanish radio stations (e.g. Cadena Ser) for Spanish news and other programmes spoken at native speed. If you go to the podcasts for Cadena Ser you can access transcripts of most spoken programmes

Subject Reading List

Our recommendation is that you read at least one book from this list prior to beginning the course in September and watch two of the videos. The books and videos all relate to the history and culture topics and are available in English/with subtitles. We look forward to hearing what you have read and watched in September.

Books:

South from Granada by Gerald Brennan

The Face of Spain by Gerald Brennan (both written in English)

Stories of life in Spain in the 1930s and late 1940s after the Spanish Civil War. These link well to both the history topic and the literature that we study as part of the A-level course.

Guernica by Dave Boling

A story of life in the small town of Guernica during the Spanish Civil War

Any modern Spanish author (either in the original, in English or in parallel text versions (where the Spanish and English are on opposite sides of the page)). You might try playwrights such as García Lorca or books such as these:

Como Agua para Chocolate by Laura Esquivel

Mandrágora by Laura Gallego

Soldados de Salamina by Javier Cercas

Ghosts of Spain by Gyles Tremlett

Spain: A Brief History by Gyles Tremlett

El regalo – Eloy Moreno

Los Enamoramientos – Javier Marías

Si me dices ven lo dejo todo pero dime ven – Albert Espinosa

<http://fundaciondhyana.weebly.com/uploads/3/0/0/8/30085277/albertespinosadimeven.pdf>

Manolito Gafotas – Elvira Lindo

<https://lelibros.online/libro/descargar-libro-manolito-gafotas-en-pdf-epub-mobi-o-leer-online/>

El Lazarillo de Tormes

<http://www.ataun.eus/BIBLIOTECAGRATUITA/Ci%C3%A1sicos%20en%20Espa%C3%B1ol/An%C3%B3nimo/La%20vida%20de%20Lazarillo%20de%20Tormes.pdf>

Cinco horas con Mario – Miguel Delibes

<https://lelibros.online/libro/descargar-libro-cinco-horas-con-mario-en-pdf-epub-mobi-o-leer-online/>

Marina – Carlos Ruíz Zafón

[http://descargar.lelibros.online/Carlos%20Ruiz%20Zafon/Marina%20\(254\)/Marina%20-%20Carlos%20Ruiz%20Zafon.pdf](http://descargar.lelibros.online/Carlos%20Ruiz%20Zafon/Marina%20(254)/Marina%20-%20Carlos%20Ruiz%20Zafon.pdf)

Relatos cortos en línea

<https://freeditorial.com/es/books/filter/13/relatos-cortos>

<https://psicologiaymente.com/cultura/historias-cortas>

Revistas en Línea por categorías

<http://kiosco.net/cat/revistas/>

TV/Film:

Facing Franco's Crimes – The silence of Others – BBC I-player

Learn about the crimes of Franco's dictatorship – one of our topics during the course

The Alcázar Murders – Netflix

Based on a true story about three girls who vanish from a small town

Mujeres al borde de un ataque de nervios – Almodóvar

<https://www.rtve.es/alacarta/videos/version-espanola/version-espanola-30-10-10/916543/>

Series:

Cuéntame como pasó –

<https://www.rtve.es/television/cuentame/temporada-1/>

El Ministerio del tiempo –

<https://www.rtve.es/television/ministerio-del-tiempo/capitulos-completos/>

**Other films/series on Netflix: Cable Girls / Sundays Illness / Smoke and Mirrors
Despite Everything / Holy Goalie!**

**On Amazon Prime The Queen of Spain / Spanish Exile / Gente de bien /Return to Cuba /
Pan's Labyrinth**

Links

- ✓ <http://www.rtve.es/noticias/telediario-4/> a 4 minute round up of the daily news.
- ✓ Kerboodle: log in daily to go over what we have covered in class and revise the vocab and do the activities individually
- ✓ <http://www.ver-taal.com/> excellent and comprehensive site with a great section on trailers, and lots of listening activities
- ✓ http://www.bbc.co.uk/mundo/video_fotos/index.shtml regular updated videos of the current news
- ✓ www.20minutos.es always little videoclips on here + short news articles
- ✓ <http://www.fluencyprof.com/free-spanish-audio.html> Good basic listening practice with blankfills etc
- ✓ <https://es.euronews.com/>
- ✓ **Other useful websites for grammar and general practice:**

- ✓ <http://www.studyspanish.com/tutorial.htm> has good explanations and then exercises online for you, too
- ✓ <http://www.spaleon.com/> This is a really good training site for you

OU Courses

This is a brilliant website for you to undertake a mini module in Spanish. The recommended courses can be joined at any time and will be particularly beneficial for your future learning.

OU: Intermediate Spanish: Understanding spoken Spanish. This course will help you make the link between GCSE and A-level. It is designed to develop your understanding of spoken Spanish through video portraits of people living in Spain. It introduces you to naturally spoken language, and gives clear advice on how to use video resources as a useful and enjoyable learning tool. You will improve your understanding and active use of the language, and develop the confidence to access further resources and take your Spanish studies to a higher level. (6 hours)

<https://www.open.edu/openlearn/languages/intermediate-spanish-understanding-spoken-spanish/content-section-0?active-tab=description-tab>

Other Opportunities

Have a look at newsinslowspanish.com. Daily updates at a speed which will enable you to improve your listening skills very quickly

Explore the Instituto Cervantes website www.cervantes.es

The Stephen Spender poetry translation prize is also possible in Spanish! -

http://www.stephen-spender.org/spender_prize.html