

Newstead Wood School
Sixth Form
September 2024

Spanish Handbook



El español es la segunda lengua materna del mundo por número de hablantes

«Cada vez que pienses que algún idioma es extraño, recuerda que el tuyo es igual de extraño, solo que estás acostumbrado a él»

Welcome to Spanish at AS and A Level

We aim to enable our students to: communicate
understand
enjoy

Staff in the Spanish department:

Ms I. Montero-García (Head of Department)

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Miss María García Lopez (Spanish Assistant)

Introduction

Welcome to the AS/A Level Spanish course. We would like to commend you on your choice of Spanish for your next stage of your studies – Spanish is one of the most widely spoken languages throughout the world today and studying it at this level should provide you with a valuable insight into Spanish culture as well as language.

Not only will you develop your ability to understand and speak Spanish, but you will also gain insight into aspects of the society, culture and history of Spain as well as other Spanish-speaking countries.

The Spanish A level course focuses on learning the language through the understanding of aspects of society, culture and history in Spanish speaking countries.

As a department we welcome the opportunity to share our knowledge of the Spanish language and culture and look forward to working with you.

This study guide will help you to achieve a good grade at AS or A Level, so please read it carefully, keep it and refer to it throughout the course. Whether you are doing AS or A Level, it is essential that you make a good start and use your time wisely so that you achieve your full potential.

One of the main skills that you will have to develop over the course of the year is the ability to organise your time effectively and work *independently*. The vocabulary is much more varied, extensive and complex at AS and A Level than at GCSE and requires regular, systematic vocab learning to enable you to broaden your language appropriately. You will need to develop the ability to put across your own opinions clearly and accurately in speech and writing as well as tackling reading and listening extracts taken from a range of current sources. You will learn more about the culture of contemporary Spain and Spanish speaking countries and will also need to supplement this by independent research. Finally, you will also study a book or film at AS and another at A2.

This guide will set out what you should do to achieve this, what our expectations are and what you can expect from us. You will also find out about opportunities for leadership and enrichment and get an idea about the outline of the course.

How to succeed

Independent study

You should be dedicating around four to five hours of independent study to Spanish each week; this includes set homework, vocabulary and grammar learning, independent reading and listening and preparation for your oral lessons. You should note down the independent study you do each week so that you can inform your teacher about what you have been doing. It is essential within this new specification to learn not just the language but also about the culture of Spain and Spanish speaking countries including UNESCO World Heritage Sites / Spanish Language.

Ideas for independent learning:

- Review and organise your lesson notes – make sure you have a sensible filing system so you can keep work on different topics together and use it later for revision.
- Use the Internet to practise reading and listening. Listening to the radio and watching TV are both good ways of improving your comprehension skills, intonation and accent. It is very easy to download audio files to listen to on your way to school and there are lots of good series to watch! (Many of these have transcripts you can follow to make sure you know what is going on.)
- Listen to music in Spanish. There are loads of interesting clips on *You Tube*. Música.com is also a good site.
- Try and watch Spanish films/series that you can access from our film library, online or Netflix.
- Note down vocabulary clearly and organise it so you can use it & learn it.
- Learn your vocabulary as you go along and test yourself in short bursts; regular practice for short periods is more effective than long, intensive sessions for most students.
- Identify any grammar points you do not know or are unsure of early on, practise with the help of the Internet or your grammar book and ask your teacher if you do not understand. Making sure you learn or consolidate grammar points will really help in the long run.
- Read magazines and newspapers in print or on the Internet. Most magazines come in a variety of languages and can be read online or ordered on the internet. In addition, there are useful summaries of news and articles on the internet in papers such as El Mundo and El País and short news features with transcripts on e.g., RTVE. This awareness is essential for you to be able to debate topical issues.

Useful websites:

Newspapers and magazines

- www.elpais.es
- www.elmundo.es
- <https://www.lavanguardia.com/>
- www.20minutos.es

Television and radio

- <http://www.rtve.es/>
- <http://cervantestv.es/>
- www.cadenaser.es
- www.ondacero.es

Dictionaries

- www.wordreference.com/
- www.spanishdict.com/
- www.wordreference.com/sinonimos/

Practice and revision

<http://oye.languageskills.co.uk/advanced/year12.html>

www.languagesonline.co.uk

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

<http://www.colby.edu/~bknelson/SLC/index.php>

www.spanishrevision.co.uk/

<http://www.wordreference.com/conj/ESverbs.aspx>

<http://www.verbs-online.com/spanish-verbs/spanish-verbs.htm>

Other websites

www.cervantes.es

www.notesinspanish.com/category/beginners-podcast/

www.audiria.com/index.php

<https://londres.cervantes.es/en/default.shtm>

<https://www.canninghouse.org/>

<https://aprenderespanol.org/> (Excellent website with a wide range of all kinds of activities)

Visits abroad

You should try to visit the country whose language you are studying at least once during the course. Work Experience in Spain can be organised via Halsbury Travel, which has been finding reliable placements in a variety of spheres for Newstead students for many years.

Classes with the language assistant.

The oral exam is 30% of your AS/A Level grade. You will be allocated a weekly slot with the language assistant, in one of your free periods or at lunchtime. It is *compulsory* to attend these sessions every week. If you know you are going to be away, you must inform the assistant *beforehand* and she will try to re-arrange your session. Please arrive on time and to get the most out of these sessions you must prepare for them, not just linguistically but in thinking about the issues and developing your views. Part of your allocated homework will be to prepare for these sessions carefully.

Please take a pen and paper and your materials with you and always arrive a few minutes early. Your attendance of and preparation for conversation lessons will count towards your EWL assessment.

Enrichment

Try and go up to London and experience some of the cultural events organised at the Instituto Cervantes or Canning House (see links above). Study days aimed at A level language students are offered by these and other institutions. You will be informed about particularly relevant opportunities but should also try to keep aware of such events yourself.

Leadership opportunities

The languages department offers many leadership opportunities, which will help with your own linguistic and personal development and give you the chance to contribute to the school community. Towards the end of year 12, we will be looking for Spanish subject leaders to work with us to support students and promote the department. This is a good way to support your university and employment applications.

Primary Conversation Classes

We have had links with several local primary schools over the years and our Year 12 students have played a vital part in the way we help them to develop their language skills. Some students have taught French & Spanish to small groups and others have helped to run whole day activities to focus on both cultural awareness and language learning.

Mentoring Year 10 & 11 students

You can use your subject knowledge and study skills to help students in Years 10 and 11 improve. You will be matched up with a student who finds your language difficult, and you can then meet up with them once a week to help them. This is rewarding work if you see them develop over time and become more successful in their studies. It will also help you to improve your own language skills by revising basic grammar for example.

Homework club

There will also be opportunities for students to run a homework club specifically aimed at Y7 students. Again, this will help you improve your grammar and improve your vocabulary.

Expectations in MFL

In order to provide you with the most effective support in your learning, the following processes will be maintained across the department: These expectations apply equally to class lessons and INDIVIDUAL ORAL LESSONS with the assistant.

- **Punctuality:** You are expected to arrive at lessons on time. The first time you are late the teacher will speak to you about the reason. If you are late for a second time this information will be logged. You may be required to complete the work missed in a free period or after school in a support session.
- **Absence:** You should notify the teacher in advance if you know you will be absent from a lesson. The teacher will organise with you how to catch up on the work you will miss. If it is an unplanned absence, you should contact the teacher before the next lesson to complete any work missed. A failure to do so or unauthorised absences will have an impact on your EWL assessment.
- In case of repeated lateness or absence from oral lessons with the assistant we will send an email to remind you. A copy of this email will go to your tutor as well as parents. The oral lessons prepare you for the oral unit of the exam which is worth 30% of your overall grade.
- **Deadlines:** You will always be given enough time to complete the work. You should see the teacher before the work is due and explain why the deadline cannot be met when necessary. You and the teacher will decide on the appropriate strategy together.
- **Consequences of missed deadlines:** If a deadline is missed for the first time and there is no appropriate explanation, you will be expected to complete the work by the following day. If a second deadline is missed appropriate action will be taken and you will be expected to complete the work in a support session.
- **Learning Environment:** Class discussions are based on readings and prior learning – you should come to the lesson fully prepared to be able to engage meaningfully in the discussions.
- **Study periods and independent study:** You should use your independent study time to consolidate your class notes and make revision notes. In addition, you should use this time to engage in wider reading and listening, as detailed elsewhere in this guide.

How we will support you

Learning Conversations – you will be given continual feedback about your work and will be encouraged to ask questions and seek clarification on how to improve to achieve your personal target grade. This support will include constructive comments on your written work and meetings to clarify and explain ideas. In the run up to the oral exam extra time will be available for one-to-one sessions.

And if you are stuck.....

Class teacher

Your teachers are available throughout the day to speak to as well as in lessons. A good time to catch your teacher might be after the lesson, at break, lunchtime or after school. You can also email using the email addresses given below. 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.

Fellow students

Your fellow students will be an essential source of support and guidance throughout the AS and A2 courses. Discussing queries and ideas with each other will develop your understanding and extend your learning. Try speaking in Spanish to each other, share interesting resources and go up to London to enjoy Hispanic cultural events.

Email

Staff will respond to emails sent, but it may on occasion take some time. Please do not send email in the evening.

Ms I. Montero García: imontero-garcia@newsteadwood.co.uk

Ms M. Hurriaga: mhurriaga@newsteadwood.co.uk

Miss M. García López: mgarcia-lopez@newsteadwood.co.uk

Preparation for September

To make a good, confident start in September it is very important that your understanding of the main G.C.S.E. tense and grammar points is secure. This may need a lot of work if you have not been taught grammar previously, but it is essential. Before you start the course please revise or learn the following: regular and irregular verbs in the present, perfect, imperfect, preterit, future and conditional tenses, adjectival endings and direct object pronouns, e.g., lo/la and los/las. You can revise your grammar on the BBC Bitesize on the link below:

<https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>

<https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#gsc.tab=0>

We will ask you for evidence of the work you have done at the start of term. You also need to complete the **Bridging Unit** for Spanish whether you are studying AS or A2.

There is a wealth of material on the internet to help you revise and practise. For example, Languages Online and Study Spanish have explanations as well as exercises. There are also resources to support you in school. Please ask your teacher if you are unsure. Continue to review your Spanish vocabulary - we recommend using wordreference.com (which also has a useful verb conjugator) as an online dictionary. Note down interesting and useful new vocabulary and try to use it in your oral and written work.

Oral Work: You will start oral classes with our Language Assistant from the beginning of term and details of the oral presentations we would like you to prepare are in the bridging unit. This will allow you to make the most of your oral lessons right from the start and us to tailor these lessons to your own personal requirements.

Listening: try listening to Spanish music, watching TV programmes or films – this is enjoyable but also useful for developing your comprehension and accent!

Resources and Equipment you need before you start in September

AQA Spanish Textbook

Be sure to get the version for the new specification (published 2016):

Student's book ISBN: 9780198366904

(NB: you will have access to an online textbook at home. However, we strongly recommend that you purchase the textbook, and you will need to bring it to each lesson)

Palabra por Palabra: (a really good vocabulary guide for AS & A2) ISBN-10: 1444110012 , ISBN-13: 978-1444110012

Headphones: You will need to have your own set for individual listening activities. Make sure that the lead is long enough for use with school computers.

Files, file-dividers and file paper: You will be given a lot of different resources and be doing a range of work. Make sure you keep this organised from the beginning – it is much easier!

Specification Summary AS

Exam Board aqa.org.uk

Paper 1: Listening, reading and writing

What's assessed

Aspects of Hispanic society
Artistic culture in the Hispanic world
Grammar

How it's assessed

Written exam: 1 hour 45 minutes
80 marks
40% of AS

Questions

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings in Castilian Spanish will be used and students will have individual control of the recording.

Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks).

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks).

Translation into English; a passage of minimum 70 words (10 marks).

No access to a dictionary during the assessment.

Paper 2: writing

What's assessed

One text or one film from the lists in the specification
Grammar

How it's assessed

Written exam: 1 hour 15 minutes
60 marks
30% of AS

Questions

Translation into Spanish; a passage of minimum 70 words (15 marks).

Either one question in Spanish on a set text from a choice of two questions **or** one question in Spanish on a set film from a choice of two questions (45 marks).

All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features appropriate to the work studied.

No access to texts or films during the assessment. No access to a dictionary during the assessment. Students are advised to write approximately 250 words for the essay.

Specification Summary AS cont

Exam Board aqa.org.uk

Paper 3: Speaking

What's assessed

One sub-theme from Aspects of Hispanic society and one sub-theme from Artistic culture in the Hispanic world.

How it's assessed

Oral exam: 12–14 minutes

60 marks

30% of AS

Questions

Discussion of two sub-themes (6–7 minutes on each) with the discussion based on a stimulus card for each sub-theme.

The student studies the cards for 15 minutes before the test begins.

No access to a dictionary during the assessment or during the preparation time.

Brief overview of A2 course

For students taking A2 Spanish, all exams are taken at the end of the two-year course.

Specification summary:

Core content

- 1. Social issues and trends
- 2. Political and artistic culture
- 3. Grammar

Options

- 4. Works: Literary texts and films

Assessments

Paper 1: Listening, reading and writing

What's assessed

Aspects of Hispanic society
Artistic culture in the Hispanic world
Multiculturalism in Hispanic society
Aspects of political life in Hispanic society
Grammar

How it's assessed

Written exam: 2 hours 30 minutes
160 marks in total
40% of A-level

Questions

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings in Castilian Spanish will be used and students will have individual control of the recording.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (60 marks).

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (60 marks).

Translation into English; a passage of minimum 100 words (20 marks).

Translation into Spanish; a passage of minimum 100 words (20 marks).

No access to a dictionary during the assessment.

Paper 2: Writing

What's assessed

One text and one film or two texts from the list set in the specification
Grammar

How it's assessed

Written exam: 2 hours
90 marks in total
30% of A-level

Questions

Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions **or** two questions in Spanish on set texts from a choice of two questions on each text. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).
No access to texts or films during the assessment.
No access to a dictionary during the assessment.
Students are advised to write approximately 300 words per essay.

Paper 3: Speaking

What's assessed

Individual research project
One of four sub-themes ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society

How it's assessed

Oral exam: 21–23 minutes (including 5 minutes preparation time)
60 marks in total
30% of A-level

Questions

Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).
No access to a dictionary during the assessment (including 5 minutes preparation).

And after Newstead?

Students who have studied **Modern Languages** in recent years have gone on to...

- Study Spanish and/or French and/or German
- Study a language with Law/Engineering/Economics/Business Studies/History in fact, they go well with just about any subject.
- Start a completely new language for example Arabic, Mandarin, Japanese, Portuguese.....
- Teach English as a foreign language abroad.

¡Suerte y esperamos que disfrutéis!

Overview of the year: Year 12

Date	Topics covered
Half Term 1	<p>During this first half term we will be aiming to 'bridge the gap' between your knowledge of G.C.S.E. Spanish vocabulary and grammar and the requirements of the A.S/A2 course. Initially, we want to make sure that your understanding of the main G.C.S.E. grammar points is secure as this is essential for you to speak and write with confidence.</p> <p>Grammar: We will be revising the following key tenses: present, present continuous, future, conditional, preterit, perfect, pluperfect and imperfect. You should have revised these thoroughly over the summer as part of your bridging work. You will be given a global test on these before Parents' Evening towards the end of the half term. In the second half term we will start looking at the present subjunctive. We will also revise/reinforce object pronouns, adjectival endings and other pronouns.</p> <p>Vocabulary: You will be responsible for building your vocabulary (see notes on vocab). We will be learning lots of new expressions to plan essays and subject-specific vocabulary on the topics covered.</p> <p>Writing: We will be learning how to translate into Spanish and write longer passages in Spanish independently. Your style should become more sophisticated as you express your opinions.</p> <p>Oral Work: You have probably not spoken too much Spanish over the holidays, so we aim to really boost your confidence by speaking as much as possible in Spanish in the lessons. You will also have an oral lesson with the Spanish assistant.</p> <p>Reading: Make sure that you are doing extra reading either using your supplementary materials or the Internet. Note down interesting and useful new vocabulary and try to use it in your oral and written work. Start practicing how to translate effectively from Spanish into English.</p> <p>Topics covered Teacher 1: The changing nature of values in Spanish speaking countries (relationships between parents, grandparents etc., single parent families, blended families, marriage, homosexual couples, cohabitation etc.)</p> <p>Teacher 2 :The « virtual » society (use of and advantages and disadvantages of the Internet, modern technology and social networking)</p>
Half Term 2	Finish any of the above topics and : Teacher 1: The influence of contemporary culture in Spanish speaking countries (role models in the worlds of music, film, TV and fashion) . Teacher 2: Regional identity in Spain
Half Term 3/4	Teacher 1: Introduction to film and study of Volver (Almodóvar) Teacher 2: Cultural heritage in Spanish speaking countries, then Gender equality issues: (the role of women in the world of work, feminism and machismo and LGBTQ rights. Start getting ready for the February half term.
Half Term 5/6	Revision of all topics, skills and grammar and focus on oral work in preparation for oral and written external exams for AS students and internal exams for A level students. After the exams: Teacher 1: More detailed study of Volver Teacher 2: Introduction of A2 individual research project and cultural background Literature dossier.

Spanish AS/A2 Bridging Unit

To make a good, confident start in September it is very important that your understanding of the main GCSE tense and grammar points are secure. This may need a lot of work if you have not been taught grammar previously, but it is essential. There is a wealth of material on the internet to help you revise and practise. For example, Languages Online and Study Spanish have explanations as well as exercises. There are also resources to support you in school. Before you start the course please revise or learn the following:

Grammar:

We strongly advise you **to revise your basic Spanish grammar**, before embarking on your AS course. You should revise regular and irregular verbs in the present, perfect, imperfect, preterit, future and conditional tenses, adjectival endings and direct object pronouns, e.g. lo/la and los/las.

If we are concerned, we may ask you **to provide evidence** of grammar you have revised and exercises you have completed. Feel free to compile a list with any questions that may arise during your grammar revision or to email imonterogarcia@newsteadwood.co.uk, if you are having difficulties or don't understand what you need to do. You will be given a global test on these grammar points and others before Parents' Evening towards the end of the half term.

Oral Work:

We would also like you to prepare three **oral presentations** on the following topics:

1) Your family and home (150 words)

- a description of your family and how you get on with them
- where you/your parents are from, including a paragraph about your grandparents, where they used to live, what they used to do when they were younger (in the imperfect tense) – you may invent details.
- the type of family life you would like in the future – where you would live, with whom etc

2) A Spanish speaking celebrity – please research “un ídolo hispanohablante” and write about why you like them and why they are popular amongst young people. You must include something about what they do apart from their music/sport/film work eg raising money or doing voluntary work for charity eg Me impresiona Shakira porque no solamente escribe y canta canciones sino también hace mucho trabajo solidario. (150 words)

3) You should research a Spanish speaking Latin American country of your choice and write about its most famous tourist attractions (monuments, fiestas etc), food and traditions. It is more important to use your own words to demonstrate what you have learnt than to use complicated language – don't just copy and paste from Wikipedia! (150 words)

Please make sure you use a variety of vocabulary and verb tenses, especially in the family/home task. We expect you to submit the written version of these presentations by the end of the first week of term – you should also keep a copy for yourself, as you will go through them in your first conversation lesson with the Spanish assistant.

Grammar revision : los tiempos verbales

Presente	I do	hago
Presente continuo	I am doing	Estoy haciendo
Futuro simple	I will do	Haré
Futuro inmediato	I am going to do	Voy a hacer
Pretérito	I did	Hice
Imperfecto	I was doing/ I used to do	hacía
Pretérito perfecto	I have done	He hecho
Condicional	I would do	Haré

Infinitivo	To do	Hacer
Gerundio	Doing	Haciendo
Participio	Finished Lived	Terminado Vivido

Ser :

I am the youngest in the family

.....

The party will be in Pedro's house

.....

John was the youngest boy in the class

.....

When Jo was little, she was late (llegar tarde) every day

.....

ESTAR

I am tired but not bored.

.....

We were ill yesterday.

.....

My ideal house would be in Mallorca

.....

TENER:

We have some yellow roses in our garden.

.....

Marta will have a baby next month.

.....

I had many problems at school.

.....

When I was young, we had a cat

.....

If my family had more money, I would have a Ferrari.

.....

IR:

My parents are going to Spain to see their friends.

.....

The girls will go to the shopping centre.

.....

We went to Peru to spend some time with our family.

.....

The children used to go to church every Sunday.

.....

HACER:

I am making a birthday cake for you.

.....

You will make some pancakes for your grandmother.

.....

The children made a sand castle on the beach.

.....

We used to do our homework every day after school.

.....

TERMINAR :

I am finishing my breakfast very quickly.

.....

She will finish school in two months.

.....

We finished our homework and went to the tennis club.

.....

The boys were finishing their test when the teacher came in.

.....

In an ideal world, you would finish your work and your mum would be happy.

.....

PODER :

I can come to your house in half an hour.

.....

María will not be able to continue her studies.

.....

You were able to go on holiday in March.

.....

We used to be able to play with our friends every day.

.....

In an ideal world, she would be able to read many books.

.....

VER :

John sees his children every month.

.....

I will see my friends next year.

.....

Last weekend we saw a Spanish film.

.....

We used to see our grandparents at the weekend.

.....

Verbos reflexivos

Levantarse

Me levanto

Te levantas

Se levanta

Nos levantamos

Os levantáis

Se levantan

Llamarse

Me llamo

Te llamas

Se llama

Nos llamamos

Os llamáis

Se llaman

The children get up at seven o'clock.

.....

My sister is relaxing at home.

.....

The boys stay in a hotel on holiday.

.....

I wash my hair three times a week.

.....

We can't remember where he lives. (acordarse)

.....

Por y Para – Feel free to revise on the links below before completing the exercises

<https://www.youtube.com/watch?v=RfMRC-y9LxQ>

<https://www.spanishdict.com/quizzes/10/por-vs-para>

Traduce en Español

The train leaves for Madrid in fifteen minutes

I made this necklace for Marta because it is her birthday

Pedro paid sixty euros for your engagement ring

They go the gym three times a week to keep fit

I am not going out now as it is about to rain

Completa los huecos con la forma de saber y conocer adecuada

<https://studyspanish.com/grammar/lessons/sabcon>

¿(tú) la dirección de la embajada?

¿..... (vosotros) a mi amigo José?

No(yo) la solución a este problema.

..... (nosotros) cocinar muy bien. Nuestra madre nos enseñó desde pequeños

¿(ellos) el camino más corto para ir a la playa?

¿ (usted) bien Barcelona?

¿ (vosotros) si vuestro padre ha llegado?

¿ (ustedes) hablar español?

-Mi hermana no te..... Te la voy a presentar.