



A Level SPANISH REVISION BOOKLET

CONTENT

- A. Number one...organise or create a folder!!!
- B. During the academic year...
- C. Exam description
(Listening, reading, speaking and writing)
What can I do to revise?
The grammar booklet
The challenging part: essay writing
How to write an essay
Checking the quality of the essay
Essay marking scheme
- D. Preparation for Speaking
Marking scheme
Samples of prompting questions
- E. Spanish websites for revision

AQA Spanish A Level

The **A Level** course is to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where Spanish is spoken.

Students study social and technological change alongside highlights of Spanish-speaking artistic culture, including Hispanic music, literature and cinema.

Students also explore the influence of the past on present-day Spanish-speaking communities.

Throughout their studies, they will learn the language in the context of Spanish-speaking countries and the issues and influences, which have shaped them. Students will study a text and a film.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Students will develop their understanding of themes relating to the society and culture of the countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish.

The approach is a focus on how Spanish-speaking society has been shaped, socially, historically and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

At A Level, Students must also study one film "*El laberinto del fauno*" directed by Guillermo del Toro and one play "*La casa de Bernarda Alba*" by Federico García Lorca.

They must know, understand and be able to respond critically in writing in Spanish to the work they have studied. Their knowledge and understanding must include a critical response to aspects such as the structure of the plot, characterisation, and the use of imagery or other stylistic features as appropriate to the work studied.

Students must also carry out an Individual Research Project by identifying a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment. Students may choose a subject linked to one of the themes or sub-themes or to one of the works.

A. NUMBER ONE...ORGANISE OR CREATE A FOLDER!!!

A well organised folder is the key to success at A Level. If you keep to these guidelines you will have no difficulty in keeping yourself prepared for lessons and keeping up with what is expected of you.

Please label your folder dividers as follows:

1. Información sobre el curso
2. Gramática

Year 1

3. Los valores tradicionales y modernos
4. El ciberespacio
5. La igualdad de los sexos
6. La influencia de los ídolos
7. La identidad regional en España
8. El patrimonio cultural
9. El examen oral

B. DURING THE ACADEMIC YEAR...

- ✓ When you are given handouts, please ensure that they are filed in the appropriate section of your folder. If you miss a lesson for any reason, it is your responsibility to get a copy of anything handed out.
- ✓ It is essential that you bring your folder to every lesson.
- ✓ It is your responsibility to take good care of the text books that you are given. They must be returned at the end of the course in the *same state* that they were given to you, so you may wish to cover them.

In general you will need the AS AQA book for every topic lesson, and the grammar and vocabulary books can be used at home or in class, to supplement your class work.

- ✓ You will see the Language Assistant once a week. This is a **compulsory** lesson and if you know that you are going to be away you must inform them, just as you would inform your class teacher. Come to see the Language Assistant with your books/notes.
- ✓ *There are five key areas for your revision: listening, reading, writing, speaking and grammar. You should work through this for each of the four topics.*
- ✓ Use your private study time to develop your independent study skills (not just to complete homework!). Use online resources (more of that later...) for explicit exam practice, or for more general information read Spanish newspapers or blogs.
- ✓ Don't forget Google classroom and KERBOODLE! They contain a wealth of information on your course, resources, videos, grammar exercises, etc. You can access them at school and at home. Print key information and add it to the corresponding section in your folder, ready for learning and revision

C. PREPARATION FOR EXAM

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
- 100 marks
- 50% of A level

Questions:

- Listening and responding to spoken passages from a range of contexts and sources. Material will include complex factual and abstract content and questions will target main points, gist and details. Students will individually control the recording. All questions in Spanish, to be answered with non-verbal responses or in Spanish (30 marks)
- Reading and responding to a variety of texts written for different purposes. All questions in Spanish, to be answered with non-verbal responses or in Spanish (50 marks)
- Translation into English, a passage of minimum 100 words (10 marks)
- Translation into Spanish, a passage of minimum 100 words (10 marks)

No access to a dictionary during assessment

Paper 2: Writing

What's assessed:

One text (*La casa de Bernarda Alba*) and one film (*El laberinto del fauno*)

How it's assessed:

- Written exam: 2 hours
- 80 marks
- 20% of A level

Questions:

- One question in Spanish on *La casa de Bernarda Alba* from a choice of two questions and one question in Spanish on *El laberinto del Fauno* from a choice of two questions.
- All questions will require a critical appreciation of the concepts and issues covered in the play and the film and an analytical response.

No access to text or film during the assessment. No access to dictionary. Students are advised to write approximately 300 words per essay.

Paper 3: Speaking

What's assessed:

- Individual Research Project
- One of four sub-themes covered during the course

How it's assessed:

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

Questions:

- Discussing of a sub-theme with the discussion based on a stimulus card (5- 6 min + 5 min preparation time) - 25 marks
- Presentation (2 min) and discussion (9-10 min) of individual research project- 35 marks

No access to dictionary

WHAT CAN I DO TO REVISE?

- Revise key vocabulary from the topics covered throughout the year (see below) but it is also a good idea to look over GCSE vocabulary too. If you don't have vocabulary lists, ask your teacher, buy a vocab book ("Palabra por Palabra" £6.39 on Amazon), print and learn the lists available on google classroom and/or make your own list.
- Look through previous Listening, Reading and Writing practice, especially past papers.
- Revise verbs, tenses and grammar points covered in class (see list below)
- Make use of revision sites. There is a list of best sites listed at the end of this booklet.

THE GRAMMAR COVERED

Nouns: gender; singular and plural forms

Articles: definite and indefinite (including *lo* plus adjective)

Adjectives: agreement position

apocopation (*buen, mal*)

comparative and superlative

demonstrative (*este. ese. aquel*)

indefinite (*alguno, cualquiera, otro*) possessive (short and long forms) (*mi, mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

exclamatory (*que*)

Adverbs: comparative and superlative interrogative (*cómo, cuándo. dónde*),

formation in *-mente*

Quantifiers/intensifiers (*muy, bastante, poco, mucho*)

Pronouns: subject object: direct and indirect

position and order reflexive

relative (*que. quien. el que, el cual*) disjunctive/emphatic

demonstrative (*éste. ése. aquél, esto, eso. aquello*) indefinite (*alga, alguien*)

possessive (*el mío. la mía*)

interrogative (*cuál, qué. quién*)

Verbs: regular and irregular forms of verbs, including reflexive verbs

modes of address (*ud, usted*)
radical-changing verbs
impersonal verbs
verbs followed by an infinitive (with or without a preposition)
perfect infinitive
negative forms
interrogative forms
reflexive constructions (*se vende. se nos dice que*)
differences in the uses of *ser* and *estar*
tenses: present
preterite
imperfect future
conditional
perfect

future perfect (R)
conditional perfect (R)
pluperfect
passive voice: present and preterite tenses
 other tenses (R)
continuous tenses
imperative
gerund
past participle

subjunctive mood: present
 perfect
 imperfect
 pluperfect

uses of subjunctive: polite commands
 negative commands
after verbs of wishing, command, request, emotion
to express purpose (*para que*)
to express possibility/impossibility
after conjunctions of time
 (*cuando lleguemos*)
in conditional sentences after *si*
all other common uses (R)
Prepositions: personal *a*
 uses of *par* and *para*

Conjunctions: common, including *y, pero, o, porque, como, cuando*

Number, quantity and time: constructions with *hace* and *desde hace*

Some useful sites for grammar notes and practice are:

- ❖ www.languagesonline.org.uk (look for the Spanish AS section)
- ❖ <http://www.studyspanish.com>
- ❖ <http://www.bbc.co.uk/languages/spanish/news/language/>
- ❖ http://www.todo-claro.com/e_index.php

HOW TO WRITE AN ESSAY

Your essay should consist of 3 main sections:

1. The introduction

- a) Put the question in context. E.g. why is this aspect important for the work you studied?
- b) Then say what you are going to do in your essay - stick to the essay title!

In the introduction section you should use some of the following introductory remarks:

Primeramente En primer lugar En segundo lugar Voy a hablar de/Me gustaría hablar /analizar/ Vamos a estudiar... La pregunta que me gustaría abordar es Lo que encuentro más interesante es.... Me gustaría examinar el tema de... Es necesario que nos preguntemos.... Vamos a considerar dos aspectos de.... Para clarificar este aspecto vamos a observar.... Debemos considerar las ventajas y desventajas.... De todos es sabido....	First of all First(ly) Secondly I am going/ we are going to talk about/ We are going to examine/ study The question I want to ask/ address is... What I find most interesting is... I would like to look into the topic of... It is necessary to ask ourselves whether... We have to consider two aspects of In order to clarify this aspect, we are going to observe... We have to weigh the pros and cons It is well known...
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2. The main body of the essay

You must support your ideas with at least 3 different ideas using the PEE technique. Remember, only one idea per paragraph and for each paragraph supporting with examples from the work studied and including your opinion.

1. What is my point?
2. Where is my evidence?
3. How does this answer the question?

In the main body you should make use of the following terminology:

IMPERSONAL EXPRESSIONS

Es necesario precisar que	<i>It is necessary to specify that...</i>
Es importante tener en cuenta que	<i>It is important to take into account</i>
Es evidente que	<i>It is obvious that...</i>
Es incuestionable que	<i>It is unquestionable that...</i>
Es posible distinguir	<i>It is possible to distinguish</i>
Se debe resaltar que	<i>One must point out that...</i>
Sería más correcto decir que	<i>It would be more accurate to say that...</i>
Nos hace pensar que	<i>There is ground for thinking that...</i>
Parece claro/evidente que	<i>It seems clear that...</i>
Basta decir que	<i>Suffice (it) to say that...</i>
Hoy en día hay una tendencia a decir que	<i>Today there is a tendency to say that...</i>

CAUSE AND EFFECT RELATIONSHIPS

Por consiguiente	<i>Consequently</i>
Así que	<i>Therefore</i>
Por lo tanto	<i>Thus</i>
Por esta razón	<i>For this reason</i>
Es decir	<i>That is to say / namely</i>
Además	<i>Besides</i>
Entonces	<i>Then</i>
Esta es la razón por la que	<i>That's why</i>
Se deduce que	<i>It can be deduced that...</i>
Se piensa que	<i>It can be thought that...</i>
Se puede entender que	<i>It can be understood that...</i>
Podemos interpretar que	<i>We can interpret this as...</i>
Este estudio revela que	<i>This study reveals that...</i>
Este ejemplo prueba que	<i>This example proves that...</i>
Este párrafo nos muestra que	<i>This passage shows that...</i>
No hace falta decir que	<i>It goes without saying that...</i>

CONTRADICTION

Pero	<i>But</i>
Sin embargo	<i>However</i>
Por el contrario	<i>On the contrary</i>
En realidad	<i>Actually</i>
Por un lado .../ por una parte	<i>On one hand...</i>
Por otro lado / por otra parte	<i>On the other hand</i>
Más que	<i>Rather</i>
Aunque	<i>Although</i>
Incluso si	<i>Even if/ even though</i>
A pesar del hecho de que / a pesar de	<i>Despite the fact that</i>
En realidad	<i>To tell the truth</i>
De hecho	<i>In fact</i>

PERSONAL COMMENTS (these can also go in the conclusion part)

En mi opinión	<i>In my opinion</i>
En lo que a mí me concierne	<i>As far as I am concerned</i>
Por mi parte	<i>For my part</i>
En mi caso	<i>As for me</i>
Desde mi punto de vista	<i>From my point of view</i>
Pienso que	<i>I think that</i>
Creo que	<i>I believe that</i>
Encuentro que	<i>I find (that)</i>
Me parece que	<i>It seems to me that</i>
Estoy segura que	<i>I am sure that</i>
Estoy convencido/a que	<i>I am convinced that</i>
Yo diría que	<i>I would say that</i>
Me inclino a creer que	<i>I am inclined to believe that</i>

3. The conclusion

Sum up the main points you have made throughout the essay - DON'T introduce new ideas. Give your opinion if possible. Finish with something which could be important to your topic in the future.

In the conclusion, you should make use of the following terminology:

En conclusión	<i>In conclusion</i>
Para resumir / para concluir	<i>To sum up</i>
Finalmente / para terminar /	<i>Finally</i>
En pocas palabras / en una palabra	<i>In a few words / In a word</i>
Brevemente	<i>In short</i>
Habiendo considerado todos los aspectos	<i>All things considered</i>
En conjunto	<i>All in all</i>
Como hemos explicado	<i>As was explained</i>
Como hemos dicho	<i>As was stated</i>
Como hemos resaltado / subrayado antes	<i>As was pointed out earlier</i>
Esto muestra que	<i>This shows that</i>
Esto demuestra que	<i>This demonstrates that</i>
Podemos concluir que	<i>We can conclude that</i>
Hemos llegado a la conclusión de que	<i>We have reached the following conclusion that</i>

WRITING TO IMPRESS

▪ Use connectors or linking words to make your sentences flow better: **y (e)** (and); **por lo que** (and because of this); **pero** (but); **también** (also); **de hecho** (in fact); **y lo que es más** (furthermore), **puesto que/ porque/ ya que** (because); **a causa de** (because of); **si bien** (although); **de todos modos /todas maneras** (in any case); **no obstante / sin embargo** (however), etc

▪ Use adverbs : **Desgraciadamente, naturalmente, evidentemente, frecuentemente, finalmente, nunca**

- Avoid phrases like *pienso que.../creo que....*. If you want to make clear you are expressing a personal opinion use: *en mi opinión, desde mi punto de vista* or *a mi modo de ver*; or a more sophisticated expression like: *estimo que...* or *considero que...* or even *tengo que admitir que...* or *quisiera añadir que...*
- Avoid phrases like *mucha gente piensa que*. If you want to express a commonly held view, say: *como se sabe, teniendo en cuenta(consideración) que, como es bien conocido por todos, considerando que*
- Do not overuse the word *problema*. Try *el tema (en cuestión)* (issue) or *el tópico* (topic) or *la polémica* (debate) or *el asunto* (matter)
- Use good sentence starters: *se puede notar que, no se puede negar que..., es obvio que..., lo primero que hace falta decir es que, no cabe duda de que....*
- Use linking phrases to start new paragraphs: *siendo eso así ..., dicho eso..., no se debe olvidar que ..., lo que demuestra que...*
- Try to include subjunctives
- Use rhetorical devices:

Rule of three - *la televisión es informativa, omnipresente , pero adictiva*

Contrast - *por un lado..., por otro lado.../por una parte...por otra parte...*

Interjections - *¡Qué horror! ¡Qué desastre!*

Rhetorical questions - *¿Quién puede dudar eso?*

Proverbs or sayings - *poner algo patas arriba, la mejor defensa es un ataque, más vale prevenir que luego lamentar, más vale tarde que nunca...*

Emotional appeal - *imagina si estuvieras desempleada, ponte en el lugar de...*

Imagery or metaphors -

- Don't use *decir* - try *afirmar/declarar/pretender/comprobar*
- Don't use *ser/estar* - try *representar/constituir/encontrarse*
- Don't use *tener* - try *disponer de/poseer/ofrecer/ejercer*
- Don't use *causar* - try *provocar/acarrear/producir/llevar a*
- Do not overuse the phrase *hay*. Try *existe/se encuentra*
- Don't use *mucho/a(s)* - try *un buen número de/una cantidad importante de*
- Avoid weak and vague adjectives like *bueno/malo/fuerte/interesante/importante*. Try *favorable/dañino/persuasivo/fascinante/indispensable/prejudicial/beneficioso*

- Finally, you'll leave your teacher or/and examiner impressed if you add a final touch using some of the following Spanish idioms (more at: <http://www.modismosinterpretados.d6ok.com/>)
- **Al hierro caliente batir de repente** *Beat the hot iron at once. Strike while the iron is hot*
- **Antes que te cases mira lo que haces** *Before you marry look what you do Look before you leap*
- **Beben agua en el mismo jarrito** *They drink water from the same little jug They are as thick as thieves*
- **Cada perico a su estaca, cada changa a su mecate** *Each parrot on its perch, each monkey on its rope. To each his own*
- **Caras vemos, corazones no sabemos** *Faces we see, hearts we don't know Can't judge a book by its cover*
- **De la subida más alta es la caída más lastimosa.** *Of the highest rise, the shortest fall. The bigger they are the harder they fall*
- **En menos que canta un gallo.** *In less time than the rooster crows In a shake of a lamb's tail*
- **Estar como perro en barrio ajeno.** *To be like a dog in a neighbour's yard To feel like a fish out of water*
- **Más loco que una cabra** *Crazier than a goat Mad as a hatter*
- **Más vale pájaro en mano que ciento volando.** *A bird in the hand is worth more than a hundred flying A bird in the hand is worth two in the bush*
- **Meter la cuchara** *To put the spoon in put your oar in*
- **Mientras que en mi casa estoy, rey soy** *While in my house, I am king. A man's home is his castle*
- **Ser más listo que un coyote** *To be more ready (alert) than a coyote Sharp as a tack*
- **Tener más lana que un Borrego** *To have more wool than a lamb To have money to burn*
- **Vivito y coleando** *Alive and wagging tail Alive and kicking*
- **Al que madruga, Dios lo ayuda** *The early Bird catches the worm*
- **No hay nada tan atrevido como le ignorancia** *Fools rush in where angels fear to tread*
- **El campo fértil no descansado, tórnase estéril** *All work and no play makes Jack a dull boy*

Any more you can add?

CHECKING THE QUALITY OF YOUR ESSAY

There are two things you should look at :

1. Does your language read above GCSE level? Can you bring more interest and complexity to your language?
2. Are there any errors Do a **systematic error check** using the checklist below.

Complete with the date and note down what topic your essay was on, and run through the checklist each time you do one.

WRITTEN WORK CHECK GRID

FECHA:						
TEMA:						
1. Planned an outline (intro, main body of 2-4 points for pros and for cons, opinions, conclusions, solutions).						
2. Tenses (pret/ imp/ plup/ perf/ past cont/ pres cont/ pres/ fut perf/ cond perf/ fut/ fut cont/ cond / etc)						
3. Use of connectors and adverbs						
4. Correct person of verb (yo/ tú..)						
5. la mayoría/ la gente/ la ciudad= singular						
6. Personal A (But not when it is doing action: el hombre hacía... Vi al hombre)						
7. Prepositions after verbs (a/ con/ de/ sobre...)						
8. Adjectival agreements (la chica <u>g</u> uapa)						
9. Correct gender for nouns (<u>e</u> l hombre/ <u>l</u> a participación/ <u>e</u> l problema/ <u>e</u> l sistema)						
10. Por/ para (para + inf, por + time..)						
11. Passive (ser + past participle agreeing: fue matado por...- he was killed by...)						
12. Avoidance of passive (<u>se</u> bebe el vino- Wine is drunk*)						
13. Accents (la declaración/ las declaraciones)						
14. Spellings (use dictionary to help you)						
15. Appropriate register of language used (high/ technical/ complicated for essays)						

16. Essay expressions (se debe mencionar que/ es imprescindible que se mencione...)						
17. Subjunctives (checked endings: regular/ irregular)						
18. Subjunctives (used correctly with phrase in correct tense)						
19. Checked work thoroughly before handing in?						
20. How long did I take to do it?						

ESSAY MARKING SCHEME

You will have to respond to two questions from a choice of four. You must write about both the play and the film. You are advised to spend approximately 1 hour on each and must write a **minimum** of 300 words. You may take notes.

Assessment Objective 3: Language - 20 marks

Paper 2: Writing

Essays on texts and films will be assessed according to the following assessment criteria.

A03 (20 marks)

Mark	Description
17–20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13–16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9–12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5–8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Assessment Objective 4: Knowledge and Understanding - 20 marks

NOT (20 MARKS)

Mark	Descriptors
17–20	<p>Excellent critical and analytical response to the question set.</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
13–16	<p>Good critical and analytical response to the question set.</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9–12	<p>Reasonable critical and analytical response to the question set.</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5–8	<p>Limited critical and analytical response to the question set.</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1–4	<p>Very limited critical and analytical response to the question set.</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied .</p>
0	The student produces nothing worthy of credit in response to the question.

D. PREPARATION FOR UNIT TWO

You will have an opportunity to practice with the Language Assistant and with the teacher in class. Remember, in the exam, you need to respond to the stimulus card and then talk about your research project

MARKING SCHEME

Part 1: discussion of the stimulus card

Assessment Objective 1: Understand and Response - 5 marks

Paper 3: Speaking

The following assessment criteria will be used.

Discussion of sub-theme

AO1 (5 marks)

Mark	Descriptors
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.
0	Nothing in the performance is worthy of a mark.

Assessment Objective 2: Understand and response - 5 marks**AO2 (5 marks)**

Mark	Descriptors
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Assessment Objective 3: Language - 10 marks**AO3 (10 marks)**

Mark	Descriptors
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Assessment Objective 4: Knowledge and Understanding - 5 marks

AO4 (5 marks)

Mark	Descriptors
5	Very good critical and analytical response. Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.
4	Good critical and analytical response. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	Reasonable critical and analytical response. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.
2	Limited critical and analytical response. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.
1	Very limited critical and analytical response. A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.
0	Nothing in the performance is worthy of a mark.

Part 2: Presentation of Individual Research Project**Assessment Objective 4: Knowledge and Understanding - 5 marks****Research-based topic presentation**

The maximum mark available for the presentation is 5.

AO4 (5 marks)

Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

Assessment Objective 1: Understand and response - 10 marks

AO1 (10 marks)

Mark	Descriptors
9–10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.
7–8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.
5–6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3–4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1–2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.

Assessment Objective 3: Language - 10 marks**AO3 (10 marks)**

Mark	Descriptors
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Assessment Objective 4: Knowledge and understanding - 10 marks**AO4 (10 marks)**

Mark	Descriptors
9-10	Excellent critical and analytical response. From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.
7-8	Good critical and analytical response. From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.
5-6	Reasonable critical and analytical response. From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.
3-4	Limited critical and analytical response. From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.
1-2	Very limited critical and analytical response. From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.
0	The student fails completely to engage with the discussion.



E. SPANISH WEBSITES FOR REVISION



TO WORK ON YOUR LISTENING



You should select a short audio or video clip from the Internet. Play the clips at least three times and write a brief summary in Spanish (it needn't be any longer than 50 words) with a vocabulary list of at least 10 words. These could be key words or they could be words that are new to you and had to be looked up.

It is easier to start with short news bulletins. Video clips are ideal as they are easier to understand. Start with shorter clips and then when you feel ready, you could choose a radio programme from the Radio station websites listed below.

Spanish news

- www.euronews.net : Select language 'español' and then choose from a wide variety of news videos.
- www.20minutos.es/ light hearted newspaper which covers global stories as well as gossip
- <http://www.20minutos.tv/>
- es.news.yahoo.com/ : Follow the link to **Video Noticias** for three-minute news clips.
- es.noticias.yahoo.com/
- <http://www.elmundo.es/>

Spanish TV channel websites:

- www.antena3tv.com: Choose from the menu for the topic area you are interested in and then browse for video clips: www.antena3videos.com/
- www.broadcast-live.com/television/spanish.html
- www.rtve.es
- <http://www.rtve.es/infantil/>

For news, browse for videos at:

- www.informativos.telecinco.es/
- www.canalsur.es: Click on the link to TV "en directo" (live) and you will be able to watch the channel on streaming video.
- www.informativos.telecinco.es/reproductor_video.htm
- <http://primerasnoticias.com/> Excellent news website for young people

For celebrity gossip, culinary delights

- es.celebrities.yahoo.com/: Click on "Perfiles de Famosos"
- <http://www.rtve.es/television/masterchef/>
- <http://www.hola.com/> to catch up on gossip

Spanish radio on-line

- me.es: Radio Nacional de España
- *Radio 1* es la radio generalista de RNE. Sus programas llegan a todos los públicos. Noticias, entretenimiento, cultura, deportes ...
- *Radio 3* es la radio más joven, la preocupada por los temas de la juventud. Música, cine, teatro, libros, debates ...
- *Radio 5* es la radio dedicada al mundo de la actualidad, con noticias durante las 24 horas del día, todos los días del año.
- *Radio Exterior de España (REE)* es la voz de RNE en el exterior, la que difunde la cultura y la que acerca a los pueblos.
- www.mediatico.com
- www.rtve.es/rne/envivo.htm: Select a radio station from the list.
- www.topradio.es/: Easy listening music radio station for Spanish and English / American pop music
- www.lyngsat.com/freeradio/Spain.html: Selection of the most important radio channels

Newspapers

- a List of newspapers: www.libraries.mit.edu/guides/types/flnews/spanish
- www.Mediatico.com
- www.bbc.co.uk/mundo
- www.elmundo.es
- www.20minutos.es
- www.elpais.es
- www.diariosur.es
- www.primerasnoticiastv.com

Podcasts and blogs

- <http://ssl4you.blogspot.com/>
- <http://andale-profe.blogspot.com/>

Music

- <http://www.morkol.com/index.php/artistas/spanish/>: Listen to the song and read the lyrics
- <http://www.musica.com/>

TO WORK ON YOUR READING



An excellent resource for revision is the electronic magazine "Tecla"

<http://www.mecd.gob.es/reinounido/publicaciones-materiales/publicaciones.html>

It contains a wealth of exercises with their answers in a variety of topics. You can also listen to some recordings. *You are strongly advised to do some work using this outstanding resource.*

Otherwise, browse the net (see addresses below) and select an article which interests you. Read it carefully and select at least 10 new pieces of vocabulary to look up. The choice of topic area is limitless. The temptation may be to pick an article on fashion, but you should avoid doing this every week as they are not so easy to understand. It is a good idea to vary the topic area and to choose articles related to the syllabus topics so that you encounter a variety of vocabulary.

- www.bbc.co.uk/languages/spanish/news
- The best place to start is the BBC's languages web-pages. Choose the "**Reportajes**" link to find articles from the former "**Semanario Internet**" with a variety of reading exercises. The articles are archived into topic areas that relate to the AS and A level syllabus.
- Some of them include audio clips so you can base your listening task on the same topic.
- www.elmundo.es: Spanish daily newspaper. The website gives you access to all of the day's news articles.
- www.elpais.es: Spanish daily newspaper. The website gives you access to the day's news articles although you may require a subscription to view the majority of the articles in full.
- es.news.yahoo.com/
- www.abc.es/: On-line Spanish daily news.
- www.terra.es: On-line Spanish daily news.
- www.donbalon.es/front/: Spanish football website with related articles.
- www.hola.com: Spanish celebrity gossip magazine. Subscription required to view some of the articles.
- www.terra.es (archive news)
- www.marca.es (sport)
- www.estrelladigital.es

A LEVEL Spanish

list of websites for students independent study

<http://rtve.es> Search for '4 minutos' within the site and then listen and try to pick out the main stories

<http://www.audiria.com/> Listening practice with transcripts

<http://www.laits.utexas.edu/spe/> Video listening practice with transcripts

http://web.mac.com/sanferminuk/Advanced_Level_Listening/Spanish/Spanish.html Listening exercises with exercises in pdf format

<http://zachary-jones.com/spanish/> Superb blog with articles and exercises to accompany them, as well as songs and videos

<http://www.elpais.com/audios/> Excellent short audio bites on up-to-the-minute topics, literally on the day they happen

<http://www.rtve.es/mediateca/videos/> Videos and audio on up-to-the minute topics

http://www.spanishnewsbites.com/spanish_newsbytes/advanced_level/ Excellent listening activities with blankfill exercise, transcript and translator tool

<http://feeds.feedburner.com/SlowSpainPodcast> Excellent listening activities (with transcript available)

<http://www.asisehace.net/?cat=4> Listening activities and vodcasts

<http://www.espanol-extra.co.uk/>

http://www.spanishrevision.co.uk/a_level/reading/reading_index.htm Great reading exercises

http://www.spanishrevision.co.uk/a_level/listening/listening_index.htm Lots of different types of listening exercises on good A level topics

http://www.spanishrevision.co.uk/a_level/graphics/index.htm Illustrative graphics on a variety of A level topics

http://www.spanishrevision.co.uk/a_level/index.htm

<http://www.elmundo.es> Spanish newspaper online

http://www.freeetv.com/modules.php?name=Video_Stream&page=watch&id=2211&d=2 Euronews in Spanish

<http://www.spanish-only.com/> Word of the day can be helpful, particularly as it gives examples

<http://oye.languageskills.co.uk/index.html> Different activities for different levels

<http://www.colby.edu/personal/b/bknelson/SLC/> Grammar exercises

[Trinity grammar pages](#) Grammar exercises

<http://www.jimmyp.me.uk/page3.html> Excellent grammar notes

<http://www.languagesresources.co.uk/> Great resources for different levels, including reading comprehension practice, and literature notes and worksheets

<http://servicios.ideal.es/videos/#> Brilliant videos on a huge range of topics. Try summarising what they say, for practice

<http://www.20minutos.es/> Accessible reading and video clips

<http://sacodeyl.inf.um.es/sacodeyl-search2/> Select Spanish Corpus for series of videos of Spaniards talking about different topics

<http://www.aulainterultural.org/> Intercultural education, useful for A2 topics

[Punto y coma](#) Listening and reading online

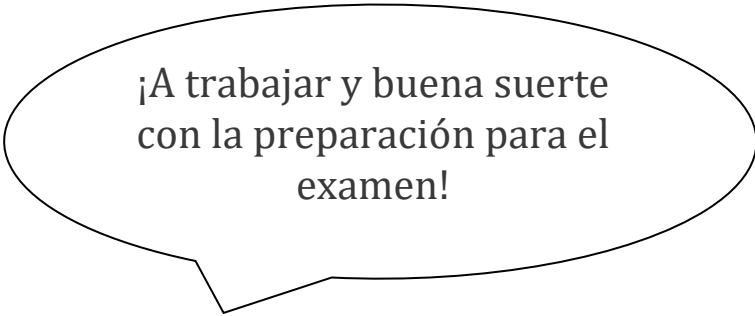
<http://zachary-jones.com/spanish/> Lots of really interesting activities and posts - check out the selections in the side bar

<http://zachary-jones.com/spanish/unidades-didacticas/comparativos> Comparative exercises

<http://www.verbuga.eu/Esmi/Esmi.html> Choose your verb(s) and your tense(s) then practise, practise, practise

<http://formespa.rediris.es/canciones/> Songs and exercises

<http://www.spanish.cl/Grammar/Games.htm>



¡A trabajar y buena suerte con la preparación para el examen!