

**Spanish
A-level**

General Introduction

Welcome to your A-level Spanish course. This Introduction should provide you with all the information you need to make a successful start to your studies.

The Specification (or Syllabus)

This course has been designed to give you a full and thorough preparation for the A-level Spanish specification, set by Pearson Edexcel. The specification at AS and A-level is assessed by examination only; there is no coursework. The AS qualification no longer counts towards the A-level. AS students can go on to take the A-level in Year 2, but the AS qualification will not count towards the A-level.

The **Subject Code** for entry to the A-level award is **9SP0**.

Private Candidates

The Edexcel Pearson specification is open to private candidates. Private candidates should contact Edexcel for a copy of '*Information for Private Candidates*' or access the information online at www.ool.co.uk/0001sa.



Oxford Open Learning

Arrangement of Lessons

General Introduction to A-level Spanish

Following the Course
 Grammar for A Level
 A-level System; A-level Spanish Examination; Aims, etc
 Resources; Tips and Techniques

Module One: La evolución de la sociedad española

| | Barefoot Unidad |
|-------------------------------------------------------------------------------------|--------------------|
| 1. El cambio en la estructura familiar | 1.1 |
| 2. La evolución de las actitudes hacia el matrimonio, las relaciones y las familias | 1.2-1.3 |
| 3. La vida laboral en España | 2.1 |
| Tutor-marked Assignment A (TMA A) | |
| 4. Las oportunidades de trabajo para los jóvenes | 2.2 |
| 5. La igualdad de género | 2.3 |
| 6. El impacto económico y ambiental del turismo en España | 3.1 |
| 7. Las oportunidades que ofrece el turismo en España | 3.2-3.3 |
| TMA B | |

Module Two: La cultura política y artística en el mundo de habla hispana

| | |
|-------------------------------------------------------|---------|
| 8. Cambios y tendencias musicales | 4.1 |
| 9. Impacto de la música contemporánea | 4.2-4.3 |
| 10. La televisión y las telenovelas | 5.1 |
| TMA C | |
| 11. Los medios de comunicación escritos y en Internet | 5.2-5.3 |
| 12. Los festivales, fiestas, costumbres y tradiciones | 6.1-6.4 |
| TMA D | |

Module Three: Literature choice: *Bodas de sangre* by Lorca

| |
|--------------------------------|
| 13. <i>Bodas de sangre</i> (1) |
| 14. <i>Bodas de sangre</i> (2) |
| TMA E |

Module Four: AS Listening, Reading and Translation

| |
|--------------------------------------------------------|
| 15. AS Listening, Reading and Translation Paper 1 |
| TMA F |
| 16. Written response to works and translation, Paper 2 |
| TMA G |
| 17. AS Part 3 – Speaking Test |
| TMA H |

2nd Year Course

Module Five: La inmigración y la sociedad multicultural española

| | |
|---------------------------------------------------------------------------------|--------------------|
| | Barefoot Unidad |
| 18. El impacto positivo de la inmigración en la economía y la cultura de España | 7.1-7.3 |
| 19. Los desafíos de la inmigración y la integración en España | 8.1, 8.2, 9.1 |
| 20. La reacción social y el enfoque político hacia la inmigración. | 9.2-9.3 |

TMA I

Module Six: La dictadura franquista y la transición a la democracia

| | |
|---------------------------------------------------------------------------|-----------|
| 21. La Guerra Civil y el ascenso de Franco | 10.1-10.2 |
| 22. Las consecuencias de la Guerra Civil | 10.2-10.3 |
| 23. La vida cotidiana durante la dictadura franquista | 11 |
| TMA J | |
| 24. La transición de la dictadura a la democracia | 12.1 |
| 25. El rey Juan Carlos; el Gobierno de Suárez; el golpe de Estado de 1981 | 12.2-12.4 |

TMA K

Module Seven: Research Project and Literature choice: *Crónica de una muerte anunciada* by Gabriel García Márquez

- 26. Proyecto de Investigación
- 27. *Crónica de una muerte anunciada* (1)
- 28. *Crónica de una muerte anunciada* (2)

TMA L

Module Eight: A-level Listening, Reading and Translation

- 29. A-level Listening, Reading and Translation Paper 1
TMA M
- 30. Written response to works and translation, Paper 2
TMA N
- 31. A-level Part 3 – Speaking Test
TMA O

Following the Course

Course Content

The A course has three topic modules which correspond to the Edexcel A-level specification. Each module is divided into sub-topics, making eleven sub-topics in all. Each of the first eight lessons looks at one of these sub-topics (see *Arrangement of Lessons* above). Two additional questions look at the literature choice, *Crónica de una muerte anunciada*, by García Márquez. A lesson in module seven also looks at the research project. The three additional lessons in the last module teach skills to help you prepare for the A-level examination. At the end of the course there is a *Spanish Grammar Glossary*, which gives definitions of all the grammar required at A-level.

The course aims to build on AS Spanish skills, and is progressive. It is better to work steadily through the course starting at Lesson One than to dip into it at random, as each successive lesson builds on skills acquired in previous lessons.

The Edexcel specification outlines the A-level topics and sub-topics, with bullet points suggesting some things to cover within each sub-topic. The texts in this course, together with those in the recommended text book (see below), cover most of these bullet points, but you will need to do some independent research as well, to extend your knowledge within each topic.

Lesson Activities

Each of Lessons 18-27 deals with three or four grammar points in addition to the sub-topics. There are always different activities, which practise the sub-topic and/or grammar covered. You will find answers at the end of each lesson. Depending on the activity, you will either be given definitive right answers or, in the case of more open-ended questions, a specimen, or suggested, answer. You do not send your answers to the exercises to your tutor.

Tutor-marked Assignments (TMAs)

There are seven tutor-marked assignments, at regular intervals in your Spanish A-level course. The questions are similar to Edexcel A-level questions and the mark schemes are based on Edexcel guidelines. When you undertake a TMA it is advisable to follow the timing if suggested for each one so as to give yourself examination practice. Each of the first four TMAs is linked to the given topic. The final three TMAs are practice tests of Parts 1, 2 and 3 of the exam. TMA O is a Speaking (Part 3) Test, which is conducted over the phone with your tutor.

You should send all TMAs except TMA O to your tutor, who will return your marked script together with a set of Suggested Answers. Make sure you **write your name clearly** on your TMA answers, and that all the sheets of your assignment are firmly attached together

Some TMAs ends with some speaking practice. This is conducted over the phone with your tutor. You will need to arrange a mutually convenient time to do this. The speaking practice will be marked by your tutor and this mark will be included in your TMA total. **You should aim to do the speaking practice as soon as possible after completing the rest of your TMA, as you will not receive your marked script and Suggested Answers until you have done so.**

Experience shows that students who submit assignments are much more successful than those who don't. It is your primary means of gaining personal help with your studies, sorting out problems and maintaining motivation.

Look very carefully at every comment your tutor makes and try to understand *why* your tutor has given you particular marks. If you encounter problems when studying a lesson, please contact your tutor.

Course Materials

Text book

The A-level Spanish course is supplemented by the following textbook:

Edexcel A-level Spanish (includes AS) (Edexcel A/AS Spanish) by Simon Barefoot, Mónica Morcillo Laiz, David Mee & Mike Thacker
Hodder Education, ISBN-13: 978-1471858314

You will need to acquire this textbook to support your studies. The textbook is exclusively endorsed by the Edexcel Pearson examination board to teach their A-level specification, and you will find that it supplements the reading, speaking and writing exercises in this course.

While the course provides extensive coverage of all aspects of the specification, it is important to back this up by working through the textbook as well. As you work through the lessons you should extend your reading, listening, speaking and writing by looking up the references to the textbook in the course. These are given at the beginning of each lesson, and include the following symbol:



The written exercises in the textbook are for self-assessment and should **not** be sent to your tutor.

Literary Texts

You will also need to acquire the literary texts which are selected for this course. These are:

Year 1 (AS): Federico García Lorca: *Bodas de sangre* (1932, play) (pub; Ediciones Colihue; ISBN-13: 978-9505811106)

Year 2: Gabriel García Márquez: *Crónica de una muerte anunciada* (1981, novella) (pub: Klett Ernst; ISBN-13: 978-3125356146) (to be confirmed)

Edexcel does not specify an edition – the ones named above are the ones we recommend. If these are not obtainable, another edition will be satisfactory (but not a translation!).

Dictionary

In addition to the textbooks you also need a good dictionary. See the *Resources* section at the end of this *General Introduction* for suggestions.

The Listening CD

The Listening CD that comes with the course contains both practice and assessment listening materials. Each lesson has one listening practice activity. Use the CD to practise your listening skills as much as possible.

All the audio-tracks can also be accessed online at <http://www.ool.co.uk/spanish-audio>.

Additional Practice

Grammar

The first year at A-level study is notable for the introduction of almost all the grammar required, the second-year course is mainly grammar consolidation. Please see the *Resources* section at the end of this *General Introduction* for suggested grammar practice textbooks and the *Tips and Techniques* section for advice on keeping a verb book. Try and follow this and other advice as closely as possible. The *Spanish Grammar Glossary* will help you to understand the meanings of grammatical terms.

Vocabulary

The A-level exam assesses a wide range of vocabulary related to each of the sub-topics; however, there is no specific vocabulary list for A-level. Candidates are advised to build up their own vocabulary lists for each sub-topic from their own reading. See the *Resources* section at the end of this *General Introduction* for suggested vocabulary books and the *Tips and Techniques* section for advice on building up your vocabulary.

The four skills

The A-level exam assesses all four language skills: listening, speaking, reading and writing. The OOL course teaches the four skills across the lessons, with opportunities to develop each one from the outset. It is therefore very important to do all the activities in each lesson, in order to practise all four skills. See the *Tips and Techniques* section for ways to approach activities testing these skills.

Exam format

It is a good idea to have prior knowledge of the format of the A-level exams before you take them, and also to understand what the examiner is looking for. In addition to the guidance below, you are advised to read the detailed information about the format and mark schemes in Lessons 29 to 31, and to bookmark the A Level Spanish 'Key materials' page on the Edexcel website as this includes links to past papers and other useful exam information:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Further Guidance

Don't just read through your lessons. Make notes as well. Note-taking has two main purposes:

1. to clarify and cement an idea in your own mind;
2. to give you something concise to come back to when you embark on assignments or revision.

Most distance learners find that they forget what they read, but the very act of writing something down helps you to focus on the

underlying concept and to see how it relates to other aspects of the topic under consideration.

Don't underestimate the amount of time required for study if you are to achieve full understanding. Simply reading the lessons through once or twice is unlikely to be sufficient. You should go through them and follow up references to the textbook and syllabus. Learn also to use your dictionary and verb tables on a regular basis.

Do full justice to the self-assessment activities. It is all too easy to convince yourself that you have understood a particular point and go straight on to the next section without making a proper formal attempt at the activity.

Don't just work out the answers in your head. Put them down on a piece of paper or word process them on your computer. And if they are wrong, work out *why* they are wrong before going on to the next section. To do this, go back over the relevant parts of the lesson or textbook using your dictionary. If you still do not understand why you have got something wrong, it may be time to contact your tutor.

Edexcel syllabus: Grammar for A-level (2nd Year)

Nouns: gender, singular and plural forms

Articles: definite and indefinite

Adjectives: agreement, position, apocopation (*buen, mal*), comparative and superlative, demonstrative (*este, ese, aquel*), indefinite (*alguno, cualquiera, otro*), possessive (*mi, mío*), interrogative (*cuánto, qué*), relative (*cuyo*), exclamatory (*qué*)

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

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

Pronouns: subject, direct and indirect object, position and word order, reflexive, relative (*que, quien, el que, el cual*), disjunctive/emphatic, demonstrative (*este, ese, aquel, esto, eso, aquello*) indefinite (*algo, alguien*), possessive (*el mío, la mía*), interrogative (*cuál, qué, quién*)

Verbs: regular and irregular verbs, reflexive verbs, modes of address (*tú* and *usted*), radical-changing verbs, impersonal verbs, verbs + infinitive (with or without preposition), perfect infinitive, negative forms, interrogative forms, reflexive constructions (*se vende, se nos dice que*), uses of *ser* and *estar*

Verb tenses: present, perfect, imperfect, preterite, future, conditional, pluperfect, future perfect, conditional perfect, passive voice: all tenses, imperative, present continuous, 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

Prepositions: personal *a*, uses of *por* and *para*

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

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

Grammar covered by A-level course

While the order of the topics in this course follows the sequence of the Edexcel text book, the grammar points do not always coincide. At the start of each lesson, you will find textbook links for each grammar point. This means that you can revisit grammar, and that you get chances to practise the grammar in relation to different topics.

The grammar explanations in the course are thorough and you may not be able to take in everything. Don't worry; try and learn the basics and keep practicing, you will be able to hone your skills and build on what you have learnt at AS.

You will sometimes see more than four grammar points listed below for a lesson. This is because some are included within coverage of others. The *Spanish Grammar Glossary* at the back of the course pack gives definitions and lesson references.

Lesson Eighteen

- *Ser, estar* and *haber*
- *No solo ... sino (que) también*
- Time-related phrases

Lesson Nineteen

- Pronouns and word order
- *Lo* + adjective
- Quantity-related phrases

Lesson Twenty

- 'If' clauses

- Intentions and plans
- Introductory phrases

Lesson 21

- Uses of the preterite and imperfect
- *Lo que* and *que*
- '-ing' verbs

Lesson 22

- Verbs of 'becoming'
- *De* and *de que* after nouns
- False friends

Lesson 23

- Numbers and dates
- Relative pronouns with prepositions
- Misspellings

Lesson 24

- Accents
- Prepositions
- Gender

Lesson 25

- Collective nouns
- Verbs linked with a preposition
- Similar words

Lesson 26

- Abbreviations and capitalisation
- Conversation fillers
- Synonyms
- Perfect tenses

The AS level and A-level System

A-levels allow for plenty of flexibility in the taking of exams. The two most popular options are:

- AS is completed at the end of one year and A at the end of the second year;
- AS and A are completed at the end of the same year.

Both of these options are open to students following the OOL Spanish A-level course.

Grading and Shelf-Life

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A-level qualification will be graded on a six-point scale: A*, A, B, C, D and E.

For both qualifications, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

The A-level Spanish Examination

This information is correct at the time of publication but may be subject to change. Prior to the examination, students should contact the exam board for the latest information.

This course is designed to match the requirements of the Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish (8SP0) specification. The exam consists of three papers (parts).

A-level Examination

Available in May/June only.

A-level specification (Edexcel 9SP0): structure of exams

The full A-level consists of three papers/units:

Paper 1: Listening, reading and translation (*Paper code: 9SP0/01)

Written examination: 2 hours

40% of the qualification 80 marks

This paper draws on vocabulary and structures across all four themes. Themes are based on the society and culture of the language

being studied. 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 2: Written response to works and translation (*Paper code: 9SP0/02)

Written examination: 2 hours and 40 minutes

30% of the qualification 120 marks

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 the Edexcel specification's 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.

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.

This course assumes that candidates will take Section B, not Section C, and two literary texts have been selected for detailed study.

Paper 3: Speaking (*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

Task 1 draws on vocabulary and structures across all four themes.

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.

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 socio-ambiental.

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 1981.

Edexcel Assessment Objectives

- AO1:** Understand and respond:
 in speech to spoken language including face-to-face interaction
 in writing to spoken language drawn from a variety of sources. **20% of total A-level marks**
- AO2:** Understand and respond:
 • in speech to written language drawn from a variety of sources
 in writing to written language drawn from a variety of sources **30%**
- AO3:** Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure. **30%**
- AO4:** Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. **20%**

Weighting of assessment objectives for A-level Spanish

| Edexcel Units | Assessment Objectives (%) | | | | Overall weighting |
|----------------------------------------------------|---------------------------|-----|-----|-----|-------------------|
| | AO1 | AO2 | AO3 | AO4 | |
| Paper 1: Listening, reading and translation | 15 | 25 | – | – | 40 |
| Paper 2: Written response to works and translation | – | – | 20 | 10 | 30 |
| Paper 3: Speaking | 5 | 5 | 10 | 10 | 30 |
| Overall weighting | 20 | 30 | 30 | 20 | 100 |

Studying the Specification

You should be sure to acquire your own copy of the specification, either via the Edexcel Publications Dept or from the website at www.ool.co.uk/0014sa.

Resources Section

ISBN – every book has its own unique number, and if you order a book you need to tell the bookshop the ISBN number.

English/Spanish, Spanish/English dictionaries

The dictionary below is the most popular size and is best-suited for A-level:

Collins Concise Spanish Dictionary (HarperCollins; ISBN 978-0007261079)

If you intend to study Spanish at university, you may wish to buy a more comprehensive dictionary now:

Collins Spanish Dictionary: Complete and Unabridged (HarperCollins; ISBN 978-0007289783)

Spanish grammar books

Emily Spinelli, *English Grammar for Students of Spanish*, 5th edn (Hodder Headline, ISBN 978-0934034333). This is particularly helpful for those who have missed out on English grammar teaching, and it explains complicated-sounding terms such as ‘intransitive verb’ and ‘preposition’ in a clear and concise way.

Carolyn Burch, *Ánimo: Grammar Workbook and CD*, 2nd edn (OUP, ISBN: 978-0199153237). Highly recommended grammar practice textbook working up from GCSE level to AS and A2. You can do the exercises on the computer using the CD Rom.

Niobe O'Connor, *Help Yourself to Essential Spanish Grammar* (Longman, ISBN 978-0582287471). GCSE grammar revision and practice.

Mark Cholij, *Practice in Spanish Grammar: For students starting post-16 courses*, 2nd edn (Nelson Thornes; ISBN 978-0748723768). Easy to use, with lots of short exercises and GCSE grammar revision.

Abigail Lee Six, *Upgrade your Spanish* (Hodder Arnold, ISBN 978-0340761861). Explains the main mistakes in grammar made at A-level, and how to correct them, with a 30-day revision programme.

Verb tables

The recommended dictionaries above include verb tables. See also:

501 Spanish Verbs, 7th edn (Barron's Educational Series; ISBN 978-0764197970). Comprehensive; one verb per page.

Collins Gem Spanish Verb Tables and Grammar, 3rd edn (Collins; ISBN 978-0007102020).

Reference

The following book is a source of fairly up-to-date information (more recent edition 2006) about all aspects of Spanish society.

John Hooper, *The New Spaniards*, 2nd edn (Penguin; ISBN 978-0141016092)

Recommended suppliers

As you know, you may acquire textbooks through the Oxford Open Learning website (www.ool.co.uk). If you have any trouble finding any of these books, we can also recommend the following suppliers:

Blackwell's Extra
International Mail Order Book Service
48-51 Broad St.
Oxford OX1 3BQ
Tel: 01865 792792
www.bookshop.blackwell.co.uk

Grant and Cutler Ltd.
Modern Language Booksellers
113-119 Charing Cross Road
London WC2H 0EB
Tel: 020 7440 3248
www.grantandcutler.com

Also www.amazon.co.uk online bookshop

Using the Internet

All students will have access to **Dynamic Learning**. You will find there interactive resources, audios, self-marking tests and assessments, grammar quizzes, etc. on all the topics in your course. As well as the Edexcel Pearson website (www.qualifications.pearson.com), you should get into the habit of checking the Oxford Open Learning site (www.ool.co.uk) where you may find news, additional resources and interactive features as time goes by. Put it on your favourites list now!

Recommended Websites

www.languageskills.co.uk

GCSE revision as well as A-level.

www.sunderlandschools.org/mfl-sunderland/spanish%20links.htm

Free resources updated on a regular basis. GCSE revision as well as A-level.

www.spanishpod101.com

Excellent audio lessons. Free lessons available, or you can pay for a more comprehensive service.

<http://www.onlinenewspapers.com/spain.htm>

A directory of online Spanish news. Good for advanced reading comprehension.

www.lovefilm.com

Good collection of Spanish DVDs and English versions for rental. Subscribe for a small amount monthly.

es.yahoo.com

Search engine in Spanish, for researching topics of interest, and getting up to date with Spanish current affairs. Advanced.

TV websites: See Lesson 10, *Television*, (AS) for details.

Tips and Techniques

Listening comprehensions

When tackling a listening exercise, read the question first. Look out for key words and phrases to help your understanding. Are there any clues in the questions as to what is happening, and who is talking, i.e. what is the context of the question?

Next, listen to the passage/dialogue all the way through. Perhaps the first time you won't understand a great deal of what is being said. Look out for extra clues – perhaps the speakers are asking questions, in which case their voices will rise (rising intonation). Perhaps their voices betray some emotion; happiness, relief, seriousness, anger or amusement.

The next stage is to play the passage/dialogue over in short sections, working on the questions as you go along. Don't just listen for the answers you are expecting; there may be 'twists' in what is said.

If you come across a phrase you don't understand, play the phrase over again. Sometimes a second or third hearing helps the brain to 'unscramble' the words.

Once you have done your best, play the whole passage/dialogue over once again. You will notice now that there is an improvement in your comprehension compared with the first time.

Finally, check your answers in the back of the lesson.

Reading Comprehensions

When tackling a reading comprehension passage, start by reading the title and questions for clues as to the context. They may tell you key information about the setting, the characters and the ideas in a passage.

Next, read the whole passage to get the gist, or main message. If you need to look up words in a dictionary (and nearly everyone does), choose a core of words, no more than 10% of the passage, that are the most important. These are the key words that are either repeated or seem vital to an understanding of the passage. If after doing this, you still don't know what the passage is about, it is probably too difficult for you, and you should return to it at a later date when you have acquired a wider vocabulary and more grammar skills. Sometimes a verb can be difficult to recognize, in which case you should check a verb table or your verb book.

Finally, work through the passage again, answering the questions.

You do need to practice writing grammatically, in order to convey your answer clearly and unambiguously.

Essay Writing

Typical essay questions for each of the cultural topics are given in the Module Eight lessons.

You will not be required to write an essay on any of the compulsory topics in the exam, but you are asked to do this in the TMAs, as practice in vocabulary and grammar structures.

Before you start your essay, make sure you understand the question. Read the tenses carefully and make sure you know if there are two questions to answer.

When answering the essay questions in the TMA, you should spend about an hour researching the topic. First, think about the sub-questions you would like to answer.

Next, do your research and note down in Spanish anything that is relevant to the questions you have asked yourself. Use your own words as far as possible. Do not lift chunks of text, this is plagiarism. Use the internet, the course book, newspaper and magazine articles and books.

It is best to do the research in a separate session from the writing, to give your mind time to inwardly digest the facts that you have noted. Try to limit the time for research; we would suggest an hour. Any more and you end up with too much material for the average A-level essay (roughly 300-350 words). On the other hand don't skimp on preparation time, as this can result in a 'waffly' essay which lacks substance.

Look out for questions and phrases in the title asking you for an evaluation and/or a personal opinion. Essays which contain a lot of relevant description but not much real assessment of the question will not score highly.

Now you are ready to start writing.

First, plan your essay. This will help you to stay on course. A good idea is to use a planning grid. The grid should have three columns:

- main idea
- justification of the idea
- example(s) to back up your point

Check that you have answered everything asked.

You need 3 to 6 ideas for an A-level essay. If the question asks you for similarities and differences, or pros and cons, you should start by giving two or three points for one side and then move on to the other, giving the same number of points if you can. This makes the essay clearer to follow.

It is best to jot down your ideas in Spanish. If you write down English ideas, translating them might prove too difficult. You can either conjugate the verbs (add the endings) at this stage, or use infinitives and work out the endings later.

Many students find that in the planning stage giving sub-headings for each paragraph helps them to think logically and to see where, if at all, their essay is going off the point. To do this, give each paragraph a heading which sums up what it is about. Ask yourself if the paragraph contributes to answering the question asked, and also if there are too many ideas in the paragraph. If either of these is the case, you need to redraft your

paragraph. Don't worry about having to redraft, most good writing needs to be redrafted two or even three times to get its message across succinctly. When you are satisfied with the final draft of your essay remember to take the sub-headings out – a finished essay should not have sub-headings, it is not a report. You need to demonstrate that you can use some vocabulary which is specific to the topic.

The complexity of language mark is a reflection of your fluency in manipulating language, and also of your overall writing ability. A good student will demonstrate an ability to write long sentences in which clauses are joined with conjunctions and relative pronouns. An ability to write without repeating language will also gain high marks.

In more sophisticated writing, ideas are linked seamlessly to make the essay read easily and provide a progression of thought. You could use a rhetorical question, for example.

Next, write an introduction. When you have written the body of the essay write a general sentence or two to introduce the topic.

Finally, write a conclusion. Before writing the conclusion, read the essay through again. A conclusion should not contain new material, but should sum up the points you have made, and give an overall personal observation on the title. A conclusion can end with the emergence of one new idea or question based on the previous material, 'to be discussed further some other time'.

When you have finished your essay, check that it answers the question. In particular, the conclusion should refer back to the title, usually in the form of a personal response to the question(s) asked. Check, too, for accuracy.

To help with this, try asking yourself the following questions when you have written your final draft.

- Do the verb endings agree with the subject?
- Are the tenses of the verbs correct?
- Do the adjectives agree in number and gender with the subject?
- Do the adjectives precede or follow the noun?
- Is the gender of nouns correct?
- When personal pronouns are used, do they agree with the noun or proper noun they refer to?
- Is the spelling correct?

It is not necessary to have a perfect piece of writing to obtain the top mark for accuracy.

At A-level, you need to make sure that you write at least 300 words.

You will find past candidates' essays on the EDEXCEL website, along with comments and marks from the examiners. Looking through these is invaluable in terms of getting a sense of what is required.

Speaking naturally

The most important thing about speaking a foreign language naturally is pronunciation and intonation. Listening to Spanish will help with this. Put Spanish radio on in the background and just let it play without paying too much attention to it.

Read through the section on pronunciation and stress in Lesson One (AS) until you feel comfortable with it and keep practising the sounds of Spanish.

Learn some words, e.g. *pues* and *bueno* to use as gap-fillers.

Don't rush into answers. Take your time and think things through before starting to answer. Say *¡Qué buena pregunta!* to give yourself more time. Don't be afraid to ask someone to repeat something if you don't understand the question.

And finally, don't just say all verbs in the infinitive and all adjectives in the masculine singular. Practice conjugating verbs and agreeing adjectives little and often until you feel confident. Remember that you are expected to include a wide range of tenses and structures in your speaking.

Translating naturally

When translating into Spanish, remember to check for:

- word order (adjectives, pronouns, etc.)
- gender and number agreement (of articles, nouns, adjectives, quantifiers, etc.)
- verb tenses and endings (e.g. *tú/usted*)
- false friends
- time constructions with *desde* and *hace*
- prepositions (e.g. *por* and *para*)

If you don't know how to translate something exactly, use an alternative expression/word.

When translating into English you need to maintain the balance between conveying the meaning of the original Spanish and making sense in English. Word for word translation rarely works! Try to match the style of the original piece and make sure it flows well.

- Focus on phrases, not words
- Pay attention to the value of little words
- Respect verb tenses
- Take care with word order and meaning
- Take care with false friends
- Rework sentences until they make sense
- Stick as closely as possible to the original meaning, even if not the original words
- Make use of cognates where appropriate
- Watch out for concepts or technical terms that need explaining/wording differently
- Don't ignore nuances in words, e.g. the suffix '-ísimo' to make something bigger/add emphasis
- Don't translate too literally.

Learning Verbs

A good tip when starting out on a language course is to keep a verb book. This is a large exercise book in which you write down the main verbs you come across. The course will point out lesson by lesson the main verbs you need to master for AS level, but you can add your own as you come across them. You can also buy a verb tables book (see *General Introduction, Resources*). The content of your own verb book is best arranged as follows:

| Page | |
|------|-------------------------------------|
| 1-2 | Table of contents |
| 3 | regular <i>-ar</i> verb |
| 4 | regular <i>-er</i> verb |
| 5 | regular <i>-ir</i> verb <i>etc.</i> |

Divide each page into six squares; one for each main tense, i.e. present, perfect, imperfect, preterite and future/conditional, and one for the present subjunctive mood. Leave a space at the top for the infinitive and a space at the bottom for notes on more advanced tenses/forms, such as the present participle, imperative, imperfect subjunctive, pluperfect, future perfect and conditional perfect.

Here is a completed page with an example of a regular *-ar* verb, *hablar* – to speak/talk:

| Regular -ar verb: <i>hablar</i> to speak/talk | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Present (yo) hablo (tú) hablas (él/ella) habla (nosotros) hablamos (vosotros) habláis (ellos) hablan | Perfect he hablado has hablado ha hablado hemos hablado habéis hablado han hablado |
| Imperfect hablaba hablabas hablaba hablábamos hablabais hablaban | Preterite hablé hablaste habló hablamos hablasteis hablaron |
| Future/Conditional Hablaré/ía Hablarás/ías Hablará/ía Hablaremos/íamos Hablaréis/íais Hablarán/ían | Present subjunctive hable hables hable hablemos habléis hablen |
| Notes on other tenses Present participle – hablando Imperative – habla (tú), hablad (vosotros) Imperfect subjunctive - hablara Pluperfect – había hablado Future (cond.) perfect – habré/ía hablado | |

Learning Vocabulary

One of the main differences between GCSE and A-level Spanish is that at A-level there is no defined list of vocabulary. A-level students are expected to read as widely as possible within the subject areas, noting down vocabulary and learning it as they go along. There is no 'right' way to learn vocabulary. What works for you is the right way, so the following are suggestions only.

Using a Vocabulary Book

- Keep a vocabulary book. Add to it on a regular basis, perhaps weekly, perhaps every time you study.
- Set out your vocabulary book in two columns; Spanish one side, English the other. Cover up the English or the Spanish and try to translate the words in the other column.
- Use a good dictionary to check meaning. Be sure that you get the correct meaning, e.g. 'fan' can be 'ventilador' (the machine)

or 'aficionado' (the person). If the translations of individual words don't make sense, it may be an expression. A good dictionary will include common expressions under the key word(s), e.g. 'dar los buenos días' doesn't mean 'give the good days', but rather 'say "good day/morning"'.

- Write down verbs in the infinitive, and give the English infinitive as the meaning, e.g. *dar* – to give.
- Write down nouns with their gender (*m* or *f*).
- Consider keeping separate sections for verbs, adjectives, adverbs, etc. or dividing your book alphabetically.
- If there are any irregularities, note them down, e.g. irregular verbs, noun plurals, adjectival endings.
- Try to pick out the key words in a passage. If you spend time looking up everything it becomes tedious.

Retaining vocabulary

- Set aside time to learn vocabulary. If you can make it part of your daily routine it is easier, for instance on the bus/train to work or school, or in your lunch hour.
- Learn a certain number of words per day, or per week. Write down a target, e.g. "I am going to learn 5/10 words a day".
- Try using the new vocabulary you have learnt in sentences, either in your head or written down.
- Record the vocabulary on sound files. Play them back to yourself in the car, on your daily commute or at home.
- Write lists of vocabulary and pin them up round the house.
- Link new vocabulary to familiar words or sounds or give it an action or a tune. Try fitting words and phrases to a song you know well and singing it.
- Narrate your life as you live it (in your head!). Talk to yourself about your opinions on what is happening around you.
- Look out for newspapers, magazines and online information that interest you. Remember that you will be reading at least a book during the two year A-level course.
- Tune in to the sound of new words. Use the listening CD and material from Dynamic Learning as well. If you have friends who are native Spanish speakers, ask them to say new words for you.
- These are useful vocabulary books:
Melero Orta, Isabel. *Advanced Spanish Vocabulary*, 2nd ed. Oxford, 2001
Turk, Phil. *Palabra por palabra / Phil Turk*. - 2nd ed. London: Hodder & Stoughton, 1996. (Advanced vocabulary)

Using Accents

In Lesson One (AS) you will find a section on pronunciation, accents and stress. For those of you who wish to type your TMAs, here is a quick guide to including accents:

Method 1 – using the Alt key

Hold down the Alt key while typing in the following numbers on your number keyboard (ensure that ‘num lock’ is on):

| | | |
|----------|----------|----------|
| á = 0225 | Á = 0193 | ñ = 164 |
| é = 0233 | É = 0201 | Ñ = 165 |
| í = 0237 | Í = 0205 | ¡ = 0161 |
| ó = 0243 | Ó = 0211 | ¿ = 0191 |
| ú = 0250 | Ú = 0218 | |

Method 2 – using online accent keys

Go to www.spanish.typeit.org. Write your text in the box provided, then copy and paste it into a Word document.

Method 3 – using ‘insert symbol’ in your document

If you are using word processing software such as Microsoft Word, go to ‘Insert’ and from the drop-down menu choose ‘symbol’. In the ‘normal’ range you will find accents, the *cedilla*, and the inverted question/exclamation marks.

And finally...

Spanish is an enjoyable, challenging and rewarding subject. It is not just a useful educational qualification and it may well contribute to your professional life.

¡Buena suerte! We hope you enjoy the course.

PIEDAD GALINDO MCBRIDE
Copyright © Oxford Open Learning, 2017