



The John Roan School Sixth Form

The best in everyone™

Part of United Learning

A-Level Spanish

Student Handbook

Exam board: AQA

Exam code: 7692

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At The John Roan Sixth Form,
students will be ***inspired*** by our
commitment to their destinations.

They will feel ***confident*** in their
abilities and prospects because of our
teaching and curriculum and they will
be ***ambitious*** because of the
opportunities we provide.

¡Bienvenido!

Curriculum Aims (KS5)

Congratulations on making the fantastic decision to study A-Level Spanish.

You are about to start a rich, varied and exciting course which will enable you to develop your linguistic skills alongside your understanding of the culture and societies of countries where Spanish is spoken.

You will study technological and societal change, looking at the multicultural nature of Hispanic society. You will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. You will learn about aspects of the diverse political landscape of the Hispanic world.

You will explore the influence of the past on present-day Hispanic communities. Throughout your studies, you will learn the language in the context of Hispanic countries and issues and influences which have shaped them.

You will also study Guillermo Del Toro's film *El Laberinto del Fauno* and **Ramón J Sender's** *Requiem por un campesino español*, and will have the opportunity to carry out an independent research project on a topic of your choice.

The jump from GCSE to A-Level Spanish is a large one, but do not be daunted! You will be well supported to make this jump throughout the next two years. This booklet has been prepared to help you familiarise yourself with the A-Level Spanish course and its requirements, so you can make the best possible start to your A-Level studies in September of Year 12.

Here we explore the John Roan curriculum principles in the context of the Spanish curriculum -

- **Entitlement:** All pupils will study a broad range of content from Spanish-speaking countries. They will be honing their listening, reading, writing, and speaking skills. There will also be significant study of Spanish grammar and translation. This will ensure that all students are confidently communicating in Spanish during and after the course.
- **Coherence:** Our curriculum builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture, and society.
- **Mastery:** We want our pupils to be able to build on grammar and vocabulary they learned at GCSE. They will link new knowledge to previously taught content and understand the different ways they connect in order to produce more sophisticated language. Students are therefore required to regularly retrieve knowledge and apply it within different contexts as they move through the curriculum.
- **Adaptability:** Teachers work within their specialisms to create strong and centralised resources which are delivered by the department, providing a high level of stretch and support to all students.
- **Representation:** All pupils will encounter a curriculum in which they can see themselves and their communities within. Spanish is a language that is spoken within our community, and through the course, students will be equipped with the knowledge to learn more about the cultures that the Spanish-speaking world encompasses.
- **Education with character:** Through the curriculum, pupils are given opportunities to study 3 areas of interest as well as broaden their knowledge of the Spanish-speaking world

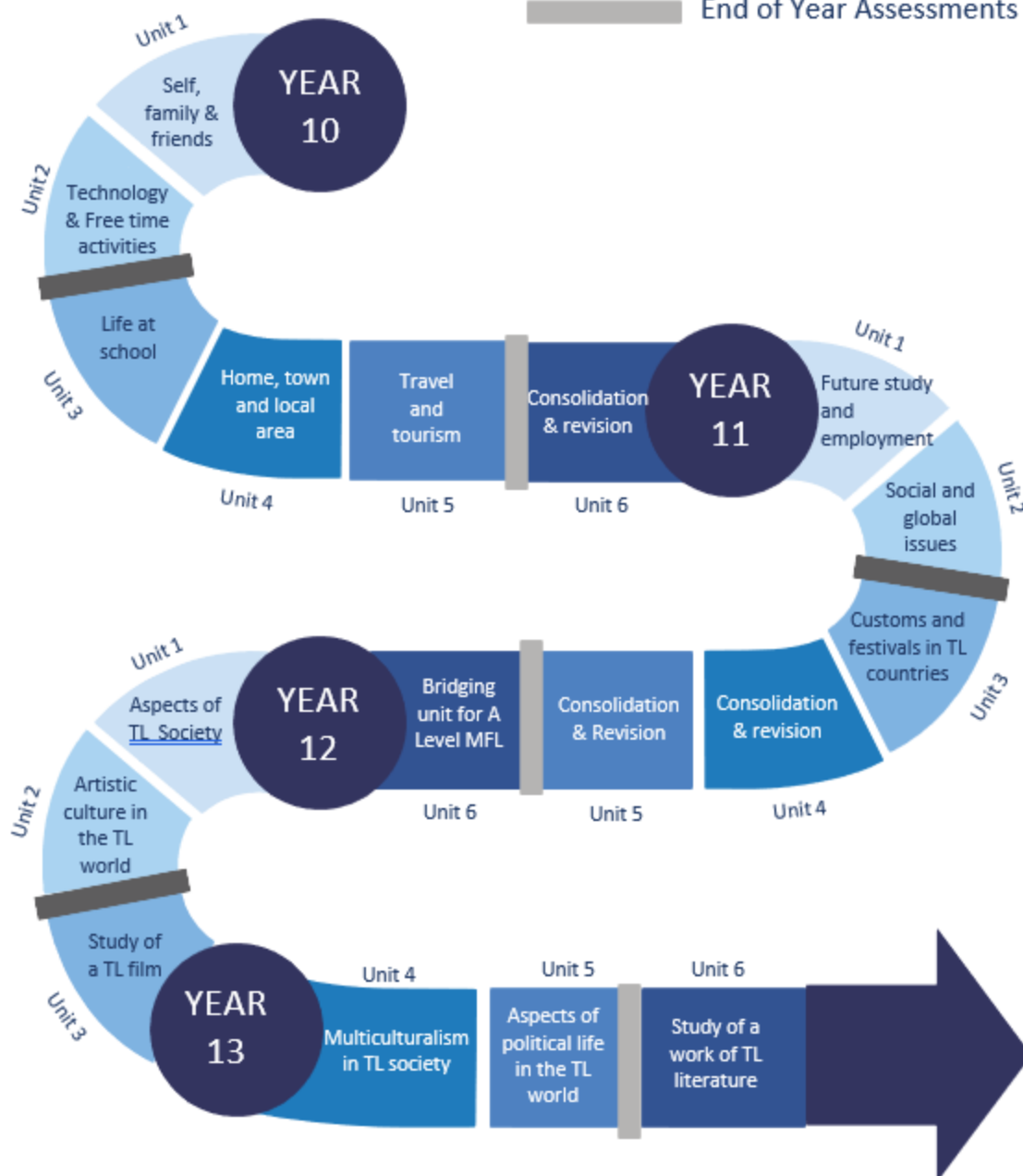
MFL

Key Stage 4 & 5

Key

 Mid-Year Assessments

 End of Year Assessments





How we organise our work in A-Level Spanish

- 1) At the start of the year you will receive a ring-binder folder. Once this is full you must buy as many other folders as you need.
- 2) At the start of the course, you will also receive file dividers – you should have one of these per unit as well as a dedicated place for grammar and translation.
- 3) Each lesson/ Chapter, you will receive a lesson booklet containing the core knowledge and activities for that particular lesson.
- 4) Once this is completed, you will then have to place this inside a plastic wallet and store this in each area of your folder.
- 5) At the end of each lesson, you must create a 'Quizlet' account where you will practise the new vocabulary you have seen in class.
- 6) Folders will be checked regularly, please use the following codes to classify your work.
 - C/W: Classwork
 - H/W: Homework
 - I/W: Independent work



Y12 Course

Aspects of Spanish-speaking society: current trends

Los valores tradicionales y modernos

Los cambios en la familia

Actitudes hacia el matrimonio/el divorcio

La influencia de la Iglesia Católica

El ciberespacio

La influencia de internet

Las redes sociales: beneficios y peligros

Los móviles inteligentes en nuestra sociedad

La igualdad de los sexos

La mujer en el mercado laboral

El machismo y el feminismo

Los derechos de los gays y las personas transgénero

Artistic Culture in the Hispanic world

La influencia de los ídolos

Cantantes y músicos

Estrellas de televisión y cine

Modelos

La identidad regional en España

Tradiciones y costumbres

La gastronomía

Las lenguas

El patrimonio cultural

Sitios turísticos y civilizaciones prehispanicas: Machu Picchu, la Alhambra, etc

Arte y arquitectura

El patrimonio musical y su diversidad

Film Study – El Laberinto del Fauno

- Social, historical and cultural background of the film
- Cinematographic techniques
- Analysis of themes



Y13 Course

Aspect of Political Life in the Hispanic World

Jóvenes de hoy, ciudadanos del mañana

- *Los jóvenes y su actitud hacia la política : activismo o apatía*
- *El paro entre los jóvenes*
- *Su sociedad ideal*

Monarquías y dictaduras

- *La dictadura de Franco*
- *La evolución de la monarquía en España*
- *Dictadores latinoamericanos*

Movimientos populares

- *La efectividad de las manifestaciones y las huelgas*
- *El poder de los sindicatos*
- *Ejemplos de protestas sociales (eg. El 15-M, las Madres de la Plaza de Mayo, ...)*

Multiculturalism in Hispanic Society

La inmigración

- *Los beneficios y los aspectos negativos*
- *La inmigración en el mundo hispánico*
- *Los indocumentados - problemas*

El racismo

- *Las actitudes racistas y xenófobas*
- *Las medidas contra el racismo*
- *La legislación anti-racista*

La convivencia

- *La convivencia de culturas*
- *La educación*
- *Las religiones*

Literature Study – La Casa de Bernarda Alba

- Social, historical and cultural context of the play
- Literary / theatrical techniques
- Analysis of themes

Independent Research Project

- Research on topic of student's choice for presentation and discussion in speaking exam.



Grammar

Nouns

- Gender
- Singular and plural forms

Articles

- Definite, indefinite and partitive

Adjectives

- Agreement
- Position
- Comparative and superlative
- Use of adjectives as nouns
- Demonstrative
- Indefinite
- Possessive
- Interrogative and exclamatory

Numerals

- Cardinal (e.g., uno, dos)
- Ordinal (e.g., primero, Segundo)
- Expression of time and date

Adverbs

- Of manners (add –mente) (bie, mal...)
- Frequency (Hoy, ayer...)
- Place (Lejos, arriba...)

Quantifiers/intensifiers

- Including mucho, muy...

Pronouns

- Personal: subject, including on
- Object: direct and indirect
- Disjunctive/emphatic personal, as subject and object: moi/moi-même, etc
- Position and order
- Reflexive
- Relative
- Demonstrative (celui, celle, ceux, celles; and celui-ci/celui-là etc)
- Indefinite (including quelqu'un, quelque chose)
- Possessive
- Interrogative



Grammar

Verbs

- Conjugation of regular –ar, –er, –ir, verbs, modal verbs, principal irregular verbs, including reflexive verbs
- Agreement of verb and subject
- Difference between “ser” and “estar”
- Modes of address
- Impersonal verbs
- Constructions with verbs
- Verbs followed by an infinitive (with or without a preposition)
- Perfect infinitive
- Negative forms
- Interrogative forms
- Use of tenses:
 - present – including back to front verbs
 - preterit
 - imperfect
 - past perfect
 - pluperfect
 - conditional
 - future perfect
 - passive voice
 - present tense
 - other tenses (R).
 - Subjunctive mood: present



Grammar

Prepositions

- All prepositions

Conjunctions

- Coordinating conjunctions
- Subordinating conjunctions

Negation

- Use of negative particles
- Use of ne with negative subjects

Questions

Commands

Word order

Inversion after speech

Other constructions

- Time expressions with desde
- Comparative constructions
- Indirect speech

Discourse markers

- eg Pues bien...



Assessment

A level Spanish is a linear assessment, meaning that all components are assessed at the end of the course in Year 13. There are three papers in total.

Paper 1

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 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 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 (30 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 (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 the assessment.



Assessment

Paper 2 and Paper 3

Paper 2: Writing	+	Paper 3: Speaking
What's assessed - One text and one film or two texts from the list set in the specification - Grammar		What's assessed - Individual research project - One of four 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 - Written exam: 2 hours 80 marks in total 20 % of A-level		How it's assessed - Oral exam: 21–23 minutes (including 5 minutes preparation time) 60 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.		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). Students may take the assessment only once before certification. Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.



Assessment Criteria

There are four assessment objectives (AOs) against which you will be marked in your A Level Spanish examinations:

- 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.

- 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.

- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

- 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.

Paper 1 Summary Questions: AO3

Mark	Description
5	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 where required by the task.
4	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 where required by the task.
3	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 where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	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 where required by the task.
0	The student produces nothing worthy of credit.



Assessment Criteria: Objectives

Paper 2 Writing: AO3 (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 Criteria: Objectives

Paper 2 Writing: AO4 (20 marks)

Mark	Descriptors
17–20	Excellent critical and analytical response to the question set. 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.
13–16	Good critical and analytical response to the question set. 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.
9–12	Reasonable critical and analytical response to the question set. 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.
5–8	Limited critical and analytical response to the question set. 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.
1–4	Very limited critical and analytical response to the question set. 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 .
0	The student produces nothing worthy of credit in response to the question.



Assessment Criteria: Objectives

Paper 3 Speaking: 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.

Paper 3 Speaking: AO2 (5 marks)

AO2 (5 marks)

Mark	Description
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.

Notes

The material on the card is defined as the text containing the target-language headings, any statement of opinion, any factual/statistical information and the printed questions.



Paper 3 Speaking: 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.

Paper 3 Speaking: AO4 (10 marks)

AO4 (10 marks)

Mark	Description
9–10	Very good critical response. Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
7–8	Good critical response. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
5–6	Reasonable critical response. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
3–4	Limited critical response. Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
1–2	Very limited critical response. Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
0	Nothing in the performance is worthy of a mark.

Assessment Criteria: Objectives

Paper 3 Speaking: Research-based topic presentation A04 (5 marks)



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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.

A01 (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 Criteria: Objectives



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Paper 3 Speaking: Research-based topic presentation

A03 (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.

A04 (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.



Home Learning & Independent Work

Objectives of a Sixth Form Homework Policy

Objectives of a John Roan Sixth Form Homework policy are as follows:

To enable our students to achieve the best grades that they are capable of at Post-16 through:

The consolidation and revision of learned material

- The application of learned material
- Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners.
- To equip our students with the study skills required for University and other destinations

Expectation of subject homework

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of homework per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Deadlines

Failure to meet deadlines for homework will result in a one hour detention after school the following day, while repeated failures to meet homework deadline will escalate to an academic support plan or school based exclusion. Students who are placed into detention will still be expected to complete missed homework. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

Home learning setting

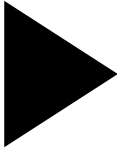
All homework will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, homework will be set on software including Microsoft Teams. However, instructions for any homework set on these platforms will be repeated on Show My Homework to ensure consistency.



Home Learning & Independent Work

Homework is set weekly in Spanish and should be supplemented by additional reading, listening, and translation exercises. We also expect students to be completing homework in their own study time.

Examples of homework set at KS5 in A-Level Spanish will typically include:

Revision	Application	Flipped-Learning
		
Revision homework tasks will enable you to consolidate your learning and eliminate gaps in subject knowledge, helping you to prepare for your exams.	Application homework tasks test for understanding of recently-acquired subject knowledge and develop your technique for exams.	Flipped learning homework tasks ensure that you are able to access challenging subject material and allow you to progress quickly through your course.
✓ Consolidating notes / developing Cornell notes ✓ Creating mind maps and flashcards ✓ Creating / revising from knowledge organisers ✓ Creation of 'Quizlet' revision sets	✓ An essay or question plan ✓ An essay question ✓ Preparing a presentation for a lesson ✓ Completing grammar worksheets ✓ Completing translation exercises ✓ Independent research on a topic coursework	✓ Pre-reading for the next lesson ✓ Preparation of notes in advance of a next lesson ✓ Answering comprehension questions ahead of a new topic ✓ Preparing a presentation for a lesson ✓ Independent or guided research ahead of a lesson



Home Learning & Independent Work

Homework is set weekly in Spanish and should be supplemented by additional reading, listening, and translation exercises. We also expect students to be completing homework in their own study time.

Our homework policy

	Activity	Platform
1 hour	Vocabulary consolidation on weekly topic	Seneca
1 hour	Comprehensions / Translations / Grammar on weekly topic	Seneca
1 hour	Grammar homework set in line with the grammar topic	Activities printed by teacher to be filed in student folder
1 hour	Independent research on current topic to broaden knowledge for the photo card in the speaking exam	Exercise book
1 hour	Reading and listening exam questions	ExamPro
1 hour	1 summary question and 1 translation question	Paper to be filed in homework section of folder



How to get an A* at Spanish A-Level

1. Attendance and punctuality

The best way to succeed in Spanish is to be present in lesson with your teacher and accessing the materials and teaching.

If there is a reason for your absence, you must do your best to catch up with the work as soon as possible by using the links on SharePoint.

2. Homework

The homework that will be set each week is directly related to the content that you need to study but also the skills you need to master to access the exam. It is very important therefore that you complete this to a high level.

3. High quality revision and retrieval

Learning requires a change in long-term memory. This means you must regularly review the content that you have studied in class at regular intervals.

One way of doing this is to create a revision resource for each unit that you study. This could include flash-cards that you can self-quiz with, mind-maps or talking to yourself or others in French.

You should then build in time during your study periods to review this content.

4. Application to exam questions and exam practice

In addition to reviewing the content you will also have to apply this to practice exam questions.

This does not always mean completing timed essays, but could also mean planning essays and practising constructing historical arguments through drafting introductions and conclusions.

5. Little and often

You should be engaging with Spanish authentic resources at least for 30 mins every day on top of your directed study. Exposure to the Spanish language is the only way that you can prepare for your final listening and reading exams. Spanish A-Level is a marathon not a sprint!



Resources

Reading

The Spanish Press

- ☐ El tiempo – great for seeing how the Spanish press approach global topics.
- ☐ Le mundo – <https://www.elmundo.es>
- ☐ BBC.com – <https://www.bbc.com/mundo>
- ☐ El país – <https://elpais.com/>
- ☐ National Geographic en Español – <https://www.ngenespanol.com/>
- ☐ Mexican Buzzfeed <https://www.buzzfeed.com/mx>



Resources

Listening

Audio-visual resources

Television

- ☐ Netflix – <https://languagelearningwithnetflix.com/>
- ☐ RTVE - <https://www.rtve.es/>
- ☐ BBC <https://www.bbc.co.uk/languages/spanish/tv/onlineprogs.shtml>

Radio

- ☐ The Spanish national broadcaster RTVE <https://www.rtve.es/radio/nomadas/>
- ☐ South America radio stations <https://onlineradiobox.com/South-America/>

Apps

Many of the newspapers and radio programmes have apps you can download for free as well as learning apps such as: Duolingo and FluentU.



Everyday Spanish



Podcasts





University Courses & Career Paths



Transferrable skills

Critical thinking
Analysis
Debate

Public speaking
Cultural awareness
Presentation skills

**THE ABILITY TO
SPEAK A SECOND
LANGUAGE!**



University Courses

The types of degree courses, which need or accept Spanish A Level include:

Spanish and Business, Spanish and English, Spanish with Politics, Translation & Interpretation, Law with Spanish, French and Spanish, International relations + It sets your application apart!



Career Paths

