



YEAR 12 REALLY USEFUL SPANISH BOOKLET A LEVEL

Organising Your File

A well organised file 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 file dividers as follows:

- **Course information**
- **Theme 1: Social issues and trends: Evolving society in Spain**
 - Changing family structure
 - Cyberspace
 - Equality of the sexes
- **Theme 2: Artistic culture**
 - Modern day Idols
 - Spanish regional Identity
 - Cultural heritage
- **Theme 3: Multiculturalism in Hispanic society**
 - Immigration
 - Racism
 - Integration
- **Theme 4: Aspects of political life in the Hispanic world**
 - Today's youth, tomorrow's citizens
 - Monarchies and dictatorships
 - Popular movements
- **Grammar**
- **Assessments and Examination Preparation**
- **Independent Research Project**
- **Literary Text (Como agua para chocolate) & Film (Volver)**

- ✓ When you are given hand outs, please write the date and initials of the teacher who gave it to you, and 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.
 - ✓ All class notes should be written on A4 lined paper; they should contain a date, title and the initials of the relevant teacher. All notes should be filed in the appropriate section of your folder.
 - ✓ It is essential that you bring your folder to every lesson.
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- ✓ Use your private study time to develop your independent study skills (not just to complete homework!). Use online resources for explicit exam practice, or for more general information read Spanish newspapers or blogs.

In order to prepare for your year 12 studies in languages you are advised to purchase the following:

- A large Spanish dictionary- e.g. Collins (or failing that have a dictionary App installed)
- A Collins Gem Spanish Verb Table and Grammar book

PAPER 1

Listening, Reading & Translation - 2 hours, 80 marks

1. The sections:

a. Listening - 50 minutes (30 marks)

There are four questions in this section made up of multiple choice and open response, including questions testing summary skills; all questions are set in Spanish and must be answered in Spanish. You will have individual control of the recording and may stop, revisit and replay sections of the recording as you wish.

b. Reading - 50 minutes (30 marks)

This section is made up of five questions based on the texts provided. Questions comprise both multiple-choice questions and open-response questions; all questions are set in Spanish and must be answered in Spanish

c. Translation - 20 minutes (20 marks)

You will be given one unseen text in Spanish and must translate it into English.

You must try to keep to the approximate timings for each section or else you will find that you will run out of time!

PAPER 2

Written response to works and translation - 2 hours 40 minutes, 120 marks

The sections:

a. Translation into Spanish - 30 minutes (20 marks)

You will be given one unseen text in English and you must translate it into Spanish.

b/c. Written response to works - 2 hours and 10 minutes (100 marks)

You will write **two essays**, either two selected from Section B (literary texts) or one selected from Section B (literary texts) and one from Section C (films). There will be a choice of two questions for each literary text and film.

It is recommended that, in order to give a detailed analysis of the work, you write between 300-350 words for each essay, giving justified points of view, arguments and conclusions with evidence from the work. The whole essay will be marked regardless of length.

You will be expected to provide a critical and analytical response by selecting relevant material from the works, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding, and evaluating issues, themes and cultural and social contexts related to the works studied.

All questions will be set in Spanish and must be answered in Spanish.

PAPER 3

Speaking- 21-23 minutes which includes 5 minutes' preparation, 72 marks

Task 1 (discussion on a Theme) 6-7 minutes, 30 marks

Based on a sub-theme from one of the four overall themes.

You will be given a stimulus card ; you must read two statements and choose one to discuss with the examiner. The choices will be given to you on the day.

Task 2 (presentation and discussion on independent research project) 10-11 minutes, 42 marks

This task is in two parts :

Part One : Give a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes. The examiner will ask you follow up questions based on your preparation.

Part Two : You will then take part in a broader discussion based on your research as a whole.

This examination will take place in April and May.

WHAT CAN I DO TO REVISE?

- 🍷 Revise key vocabulary from the topics covered throughout the year but it is also a good idea to look over GCSE vocabulary too.
- 🍷 Look through previous Listening, Reading, Translation, Speaking and Writing practice, especially past papers.
- 🍷 Revise verbs, tenses and grammar points covered this year (see list below)
- 🍷 Use your grammar notes and vocabulary lists to help you
- 🍷 Use useful revision sites (look at the sites listed at the end of this booklet)

GRAMMAR

- | | |
|--|--|
| 🍷 Nouns | 🍷 Subjunctive mood |
| 🍷 Quantifiers/Intensifiers | 🍷 'Ser' and 'Estar' |
| 🍷 Adjectives | 🍷 'Por' and 'Para' |
| 🍷 Comparisons/Superlatives | 🍷 Verbs: regular, irregular, reflexives, radical changing (in all tenses), present, preterite, perfect, future, conditional, imperfect, pluperfect and future perfect |
| 🍷 Possessives | 🍷 Use languagesonline.org.uk ; studyspanish.com ; conjugemos.com ; quizlet.com ; language-gym.com ; the apps: duolingo ; memorise |
| 🍷 Adverbs | |
| 🍷 Pronouns | |
| 🍷 Prepositions
(personal a, por and para) | |
| 🍷 Conjunctions | |
| 🍷 Negatives | |
| 🍷 Continuous tenses and gerunds | |



WRITING TASK EXEMPLARS

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

Responde a DOS preguntas. Elige dos preguntas de la sección B O UNA pregunta de la sección B Y una pregunta de la sección C. Escribe entre 300 y 350 palabras para cada pregunta.

2 *Bodas de sangre* (Federico García Lorca)

EITHER

- (a) Explica el efecto que tiene el matrimonio tradicional sobre el destino de los personajes en la obra.

(50)

OR

- (b) Evalúa las técnicas utilizadas para enfatizar los elementos trágicos en la obra.

(50)

(Total for Question 2 = 50 marks)

3 *Como agua para chocolate* (Laura Esquivel)

EITHER

- (a) Evalúa si la decisión que tomó Pedro de casarse con Rosaura fue la más adecuada.

(50)

OR

- (b) Analiza el efecto del realismo mágico en el éxito de la obra.

(50)

(Total for Question 3 = 50 marks)

16 *El laberinto del fauno* (Guillermo del Toro)

EITHER

- (a) Analiza cómo la película presenta los diferentes papeles de la mujer en España.

(50)

OR

- (b) Examina la relación entre la realidad y la fantasía en la escena con el hombre pálido.

(50)

(Total for Question 16 = 50 marks)

ESSAY MARK SCHEME

Critical and Analytical Response

Marks	Description
0	No rewardable material.
1-4	<ul style="list-style-type: none"> Points of view relating to issues/themes/cultural or social contexts are presented, with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. Limited ability to form arguments or draw conclusions. Response relates to the work but limited focus on the question.
5-8	<ul style="list-style-type: none"> Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments. Response relates to the work but often loses focus on the question.
9-12	<ul style="list-style-type: none"> Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. Response is relevant to particular aspects of the question, occasional loss of focus.
13-16	<ul style="list-style-type: none"> Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together. Predominantly relevant response to the question.
17-20	<ul style="list-style-type: none"> Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. Detailed, logical arguments and conclusions are made that consistently link together. Relevant response to the question throughout.

Range of Grammatical Structures and Vocabulary

Marks	Description
0	No rewardable language.
1-4	<ul style="list-style-type: none"> Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted. Limited range of vocabulary resulting in repetitive expression. Limited use of terminology appropriate to literary and cinematic analysis.
5-8	<ul style="list-style-type: none"> Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted. Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. Occasional use of terminology appropriate for literary and cinematic analysis.
9-12	<ul style="list-style-type: none"> Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing. Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. Some use of terminology appropriate for literary and cinematic analysis.
13-16	<ul style="list-style-type: none"> Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay. Frequently varied use of vocabulary, resulting in regular variation of expression. Frequent use of terminology appropriate for literary and cinematic analysis.
17-20	<ul style="list-style-type: none"> Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing. Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways. Consistent use of terminology appropriate for literary and cinematic analysis.

Accuracy

Marks	Description
0	No rewardable language.
1-2	<ul style="list-style-type: none"> Limited sequences of accurate language resulting in lapses in coherence. Errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none"> Some accurate sequences of language resulting in some coherent writing. Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5-6	<ul style="list-style-type: none"> Frequent sequences of accurate language resulting in generally coherent writing. Errors occur that occasionally hinder clarity of communication
7-8	<ul style="list-style-type: none"> Accurate language throughout most of the essay, resulting in mostly coherent writing. Errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none"> Accurate language throughout, resulting in consistently coherent writing. Any errors do not hinder clarity of communication.

Additional guidance :

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers.

Errors that do not hinder clarity: errors that do not affect meaning, for example gender, adjectival agreements ; infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity: errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective ; frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed: errors that mean the reader cannot understand the message ; errors that convey the wrong message ; errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb • mother-tongue interference

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

ESSAY WRITING TIPS

Your essay should consist of 3 main sections:

1. The introduction

- a) Put the question in context. E.g. why are people talking about this issue? Why is it important? Has a recent event made it topical? How about starting with an interesting fact or statistic?
- b) Then say what you are going to do in your essay - stick to the essay title!

2. The main body of the essay

Depending on the essay question, you may need to divide this section into an "arguments pro" part and "arguments cons" part. Remember, 2 or 3 arguments for each part is generally enough.

For each argument, remember, one idea per paragraph and for each paragraph:

1. What is my point?
2. Where is my evidence?
3. How does this answer the question?
4. How can I link this to the next point?

Keep your reader with you. You are taking them for a walk - don't let them go!

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, if you can, with something which could be important to your topic in the future.

Finally

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

Really useful writing tips

- 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 -

- 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***

ESSAY TERMINOLOGY



★ INTRODUCTORY REMARKS

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

★ PERSONAL COMMENTS

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>

★ 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>

★ **CONCLUSION**

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>	

WRITTEN WORK CHECK GRID

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

	FECHA:					
	TEMA:					
1. Planned an outline (essays: 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..)						
3. Person of verb (yo/ tú..)						
4. la mayoría/ la gente/ la ciudad= singular						
5. Personal A (But not when it is doing action: el hombre hacía... Vi al hombre)						
6. Prepositions after verbs (a/ con/ de/ sobre...)						
7. Adjectival agreements (la chica <u>guapa</u>						
8. Correct gender for nouns (<u>e</u> l hombre/ <u>l</u> a participación/ <u>e</u> l problema/ <u>e</u> l sistema)						
9. Por/ para (para + inf, por + time..)						
10. Passive (ser + past participle agreeing: fue matado por...- he was killed by...)						
11. Avoidance of passive (<u>se</u> bebe el vino- Wine is drunk*)						
12. Accents (la declaración/ las declaraciones)						
13. Spellings (use dictionary to help you)						
14. Appropriate register of language used (high/ technical/ complicated for essays)						
15. Essay expressions (se debe mencionar que/ es imprescindible que se mencione...)						
16. Subjunctives (checked endings: regular/ irregular)						
17. Subjunctives (used correctly with phrase in correct tense)						
18. Checked work thoroughly before handing in?						
19. How long did I take to do it?						

TYPICAL SPANISH IDIOMS

Modismos típicos españoles

<http://www.geocities.com/athens/thebes/6177/idioms.htm>

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*

Darle un beso a la botella. *To give the bottle a kiss To have a swig*

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 neighbor'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*

Al canto del petiguere *At the cock's crow/At Day break*

SPEAKING MARK SCHEME

TASK 1: Stimulus Card

Knowledge and Understanding

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4-6	<ul style="list-style-type: none"> • Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7-9	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Accuracy and Range of Language

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none"> Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none"> Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none"> Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. Pronunciation and intonation are accurate, intelligible and authentic sounding.

Interaction

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none"> Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none"> Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

TASK 2: PART 1: Independent Research Project presentation

Responding to Written Language in Speech

Marks	Description
0	No rewardable material
1-3	<ul style="list-style-type: none"> Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4-6	<ul style="list-style-type: none"> Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7-9	<ul style="list-style-type: none"> Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. Gives a relevant personal response to the written sources supported with some justification.
10-12	<ul style="list-style-type: none"> Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. Gives a convincing personal response to the written sources supported with clear justification.

TASK 2: PART 2: Discussion on independent research

Knowledge and Understanding of Society and Culture

Marks	Description
0	No rewardable material
1-3	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4-6	<ul style="list-style-type: none"> Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context, Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7-9	<ul style="list-style-type: none"> Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	<ul style="list-style-type: none"> Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Accuracy and Range of Language

Marks	Description
0	No rewardable language
1-3	<ul style="list-style-type: none"> Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none"> Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none"> Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none"> Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Interaction

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none"> Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none"> Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.



REALLY USEFUL SPANISH WEBSITES and how to use them best!



TO WORK ON YOUR LISTENING



You should select a short audio or video clip from the Internet. Play the clip 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/

es.news.yahoo.com/

Follow the link to **Video Noticias** for three-minute news clips.

es.noticias.yahoo.com/

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/

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

For celebrity gossip....

es.celebrities.yahoo.com/

Click on "Perfiles de Famosos"

Spanish Radio on-line

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

TO WORK ON YOUR READING



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