



SPANISH A LEVEL

The Eduqas specification for A Level changed in September 2016. The course is now designed to encourage students to develop their understanding of the language in a variety of contexts and genres, to communicate confidently and effectively in the language and to develop an awareness and understanding of the contemporary society, cultural background and heritage of the countries in which Spanish is spoken.

The course is split into areas of interest, themes and sub-themes, which are outlined below:

| Social issues and trends | Political, intellectual and artistic culture |
|---|---|
| <p data-bbox="180 674 722 748"><i>Being a young person in Spanish-speaking society</i></p> <ul data-bbox="180 790 766 1249" style="list-style-type: none"> <li data-bbox="180 790 766 929">• Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i> <li data-bbox="180 936 766 1104">• Youth trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure</i> <li data-bbox="180 1111 766 1249">• Education and employment opportunities <i>The education system and student issues; work and travel opportunities and the changing work scene</i> | <p data-bbox="807 674 1406 748"><i>Understanding the Spanish-speaking world</i></p> <ul data-bbox="842 790 1398 1104" style="list-style-type: none"> <li data-bbox="842 790 1398 969">• Regional culture and heritage in Spain, Spanish-speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i> <li data-bbox="842 976 1398 1104">• Media, art, film and music in the Spanish-speaking world <i>Trends in media and art, film and music in the lives of young people</i> |
| <p data-bbox="256 1290 647 1323"><i>Diversity and Difference</i></p> <ul data-bbox="180 1368 766 1787" style="list-style-type: none"> <li data-bbox="180 1368 766 1473">• Migration and integration <i>Reasons for migration; factors which make migration/integration easy/difficult</i> <li data-bbox="180 1480 766 1585">• Cultural identity and marginalisation <i>Reasons for marginalisation; ways to eliminate marginalisation</i> <li data-bbox="180 1592 766 1697">• Cultural enrichment and celebrating difference <i>The positive aspects of a diverse society</i> <li data-bbox="180 1704 766 1787">• Discrimination and diversity <i>Life for those who are discriminated against</i> | <p data-bbox="858 1290 1358 1323"><i>The two Spains: 1936 onwards</i></p> <ul data-bbox="842 1368 1406 1787" style="list-style-type: none"> <li data-bbox="842 1368 1406 1473">• El franquismo <i>origins, development and consequences</i> <li data-bbox="842 1480 1406 1619">• Post-Civil war Spain – historical and political repercussions <i>Control, repression and daily life in Franco's Spain</i> <li data-bbox="842 1626 1406 1787">• Spain – coming to terms with the past? <i>"Recuperación de la memoria histórica" attempts to deal with the past; 'los desaparecidos'; removing the symbols of Franco's Spain</i> |

In addition, at A Level students study a play and a film from a prescribed list. At A Level Spanish students will be tested on the literature and film in component 3 of the overall examination. The play currently studied is 'La Casa de Bernarda Alba' and the film is 'María Eres Llena de Gracia'.

P.T.O.

The examinations at the end of Year 13 are as follows:

Component 1: Speaking

21-23 minutes (including 5 minutes preparation): 30% of qualification; 60 marks

The speaking assessment comprises two tasks.

Task 1

- (a) Presentation of independent research project (2 minutes)
- (b) Discussion on independent research project (9-10 minutes)

Task 2

Theme-based discussion – 5 minutes preparation followed by 5-6 minutes discussion based on a stimulus card comprising an image, a short text and a point for consideration.

Independent Research project

This provides learners with the opportunity to choose an area of personal interest for independent study through which they will be encouraged to broaden their knowledge and appreciation of the countries or communities where Spanish is spoken.

Component 2: Listening, Reading and Translation

2 hours 30 minutes 50% of qualification 100 marks

Stimulus material will be in Spanish, based on the four themes

- Section A: Listening Questions which may include true/false statements, multiple choice, questions and answers, a summary / assimilation-style question and comprehension questions in Spanish.
- Section B: Reading Questions based on texts provided in a supplementary reading folder which may include true/false statements, gap-fill answers, a summary / assimilation-style question and comprehension questions in Spanish.
- Section C: Translation An unseen passage or passages from Spanish into English plus an unseen passage or passages from English into Spanish (each a minimum of 100 words). Learners are not permitted to use dictionaries in any part of the assessment

Component 3: Critical and analytical response in writing

2 hours 20% of qualification 40 marks

- Candidates write an essay of approximately 300 words on each of the two works they have studied.
- One essay will be based on a literary work and the second on an additional literary work or film from the prescribed list.

**Are you interested in the world around you?
Are you keen on communicating in a foreign language?
Are you eager to extend your knowledge of how language works?**

IF SO – CONSIDER TAKING AT LEAST ONE MODERN FOREIGN LANGUAGE IN THE SIXTH FORM

