



Course Induction Booklet 2026-2028



A Level Spanish

Name:

Tutor Group:

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EXAM BOARD

You will follow the **Edexcel** specification for Spanish. The course we are taking is 9SP0.

Spanish Learning Agreement

Requirements

All students will be expected to get to all lessons on time. In addition to this, you will be expected to complete other work in your own time. You will be required to hand in assignments no later than the end of day on the deadline date. You will also be expected to take full participation in practical group work and theory debate.

Class work

Lesson time will focus on covering the key aspects of each topic along with a couple of worked examples. There may be some class time dedicated to working through exercises, but it is likely that you will have to complete the exercises at home or in your own time. In the first few weeks of term, you need to spend a lot of time going over grammar and consolidate basic skills which you will develop during the course.

The work studied (book/ film) will require more student-led input with time dedicated to vocabulary building and text analysis. The Themes will focus on current events/news and research (both in English and in Spanish via the Internet, books, grammar books, dictionaries) should be undertaken to fully participate in the lessons.

Homework

You will be given assignments to complete in individual learning time, and revision tasks. These will be expected to be completed on time and assessed formally to enable effective revision and learning to take place.

Monitoring

You will be regularly assessed in the form of learning conversations, past papers, research assignments, critical debates, group and peer work, case studies, presentations, textual analyses etc. Students will be assessed in accordance with Edexcel's marking criteria and assessment objectives.

Your target

We want you to achieve the highest possible grade and we will provide you with the support needed so you can achieve. This target grade will be based on your GCSE grade and our experience. We will discuss this grade with you and therefore regular assessment in the form of learning conversations will take place to enable individual targets to be set and reviewed.

Introduction

The new Pearson Edexcel A Level in Spanish has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Spanish-speaking world.

We have designed a motivating course of study that will enable your students to develop an advanced level knowledge and understanding of the Spanish language, the culture of Spain and other Spanish-speaking countries, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and enhance their employability profile.

A LEVEL LEARNING CONTRACT
"Promoting Independent Learning"

Please take this copy home and have it signed by the person who has responsibility for you and return to your Spanish Teacher

Things, I, as your teacher, will do:

- Prepare my lessons
- Mark your work within 10 school days
- Be honest with you
- Meet when we agree
- Give you constructive feedback and targets for improvement with each assignment
- Deliver all the necessary parts of the syllabus
- Prepare for the exams with past papers, mark schemes and mocks
- Put on additional study support in out of school hours
- Treat you as an individual and the maturing young adult that you are
- Individual interviews with each students throughout the course of the year
- Give additional support and help with the course if needed and asked for
- Put additional resources and information on Google Drive

Things, I, as your teacher, will not do:

- Do all your work for you
- Talk all lesson
- Take responsibility for your shortcomings
- Nursemaid or spoon-feed you
- Chase you up all the time, you are responsible for your learning

Things you, as the student, will do:

- Attend all lessons; we expect a **95% +** attendance. If you cannot attend, you must bring a letter to your next lesson or phone in (Holy Family Reception – 0208 520 0482)
- Be punctual to all lessons; if you are more than 10 minutes late without good reason you will not be allowed in. If this is not possible due to an emergency, contact your teacher ASAP via a message.
- Do not move on from a specific grammatical, lexical, literary or filmographic point if you are not sure about it. Remember at all times that Spanish is heavily reliant on building up grammatical and lexical knowledge, so you will need to be there and approach the teacher if you have any problems.
- Make notes, summaries and be well organised when classifying your notes. Purchase a folder to keep all your work and notes in the right compartment.
- Meet your TMG in all assessments.
- Bring your handbook/folders/equipment to all lessons.
- Wear the correct uniform at all times to all lessons.
- Meet all homework deadlines and if this is not possible, make sure that you speak to your teacher **before** it is due.
- Read around the subject and take an active interest in it.
- Treat class members with respect, including teachers, at all times.
- Behave like a maturing young adult at all times.

If this agreement is broken consequences may include:

1. Individual interview with teacher and/or Head of Department.
2. Letter or phone call home.
3. Cause for Concern to the form tutor – this can lead to a meeting with a Sixth Form tutor and the Sixth form team.
4. A request for your parent(s) to meet with the Head of Department regarding your place on the course.
5. A recommendation to the Head of Sixth Form that you are removed from the course.

Signed: _____ (Student)

Signed: _____ (Parent)

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish consists of two externally-examined papers assessing listening, reading and writing and a non-examined speaking assessment. The speaking assessment is externally set and conducted by a teacher/examiner. All assessments are marked by Pearson. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Paper 1: Listening, reading and translation (*Paper code: 9SP0/01) ***Written examination: 1 hour and 45 minutes*** ***40% of the qualification - 80 marks***

Content overview

This paper draws on vocabulary and structures across both 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 (24 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 (28 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 (12 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: 1 hour and 40 minutes*** ***30% of the qualification - 120 marks***

Content overview

This paper requires students to translate a previously unseen passage from English into Spanish.

This paper also draws on the study of one discrete Spanish work: either one literary text or one film. The work must be taken from the list provided.

This paper includes a translation exercise and an extended response on one prescribed literary text **and** one prescribed film.

Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

Students complete Section A and **one** question from either Section B or C.

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 select one question from a choice of two for their chosen literary text. **and**

Section C: Written response to works (films) (50 marks)

Students select one question from a choice of two for their chosen film.

Paper 3: Speaking (*Paper code: 9SP0/03) ***Internally conducted and externally assessed***

Total assessment time: between 27 and 30 minutes, which includes a single period of 5 minutes' formal preparation time
30% of the qualification - 72 marks

Content overview

Task 1 draws on vocabulary and structures across all four themes (listed below). 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.

Assessment overview

Students complete two tasks. 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 themes.

The 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.

Theme 1 focuses on aspects of society 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. 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 socioambiental.

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.

Paper 1: Listening, reading and translation

Content

Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Spanish into English.

Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to Spain and Spanish-speaking countries and are drawn from the four themes.

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from Spanish into English.

Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more speakers. Sources will include material from online media.

Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

Translation into English

The content of the translation will be taken from one of the two themes.

Assessment information

The total assessment time is 2 hours. Recommended timings for each section are given below.

- The assessment is out of 80 marks.
- There are three sections in the paper, they cover the assessment of listening, reading and translation skills in Spanish.
- Students must answer all questions in each section (A, B and C).
- The use of dictionaries is not permitted.
- For Section A (listening), 50 minutes (recommended timing), 30 marks: o 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 o students will listen to a recording featuring Spanish-language speakers who will speak at a speed appropriate for the expected understanding at this level Pearson Edexcel Level 3 Advanced GCE in Spanish – students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.
- For Section B (reading), 50 minutes (recommended), 30 marks: o students respond to five questions based on the texts provided o questions comprise both multiple-choice questions and open-response questions; all questions are set in Spanish and must be answered in Spanish.
- For Section C (translation into English), 20 minutes (recommended), 20 marks: o students are given one unseen text in Spanish and must translate it into English. The recommended timings have been set to enable the student to complete each section in sufficient time.

Paper 2: Written response to works and translation

Content

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided (see Appendix 2: Prescribed literary texts and films)
- produce responses that show critical appreciation of features such as: o key concepts and issues; o characterisation; o form and technique of presentation, e.g. effect of narrative voice in prose text, effect of camera work in film; o social and cultural setting; as appropriate to the work studied
- present viewpoints, develop arguments, draw conclusions, analyse and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into Spanish. Students must study two discrete Spanish works: either two literary texts, or one literary text and one film. The works must be taken from the list in Appendix 2: Prescribed literary texts and films. The literary texts listed include a range of novels, plays and a series of short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes.

Assessment information

The total assessment time is 2 hours and 40 minutes. Recommended timings for each section are given below.

- The assessment is out of 120 marks.
- There are two parts to this paper, Section A (translation into Spanish) and Sections B and C (written response to works).
- For Section A (translation into Spanish), 30 minutes (recommended timing), 20 marks - students are given one unseen text in English and must translate it into Spanish.
- For Sections B and C (written response to works), 2 hours and 10 minutes, 100 marks o students must 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) o 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, students 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. o students are 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. Pearson Edexcel Level 3 Advanced GCE in Spanish – no credit will be given for essays on literary texts which are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments must be based on the original literary text.
- All questions will be set in Spanish and must be answered in Spanish.
- The use of dictionaries is not permitted.
- Students must not take any documentation relating to the works into the examination. The recommended timings have been given to enable the student to complete each section in sufficient time.

Critical response (A04)

0

No rewardable work.

1–4

- 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

- 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

- 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

- 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

- 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.

Accuracy and range of grammatical structures and vocabulary (A03)

0

No rewardable language.

1–4

- 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

- 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

- 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

- 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

- 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.

Additional guidance

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Terminology for literary and cinematic critical response: vocabulary for critical response according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative'.

Complex language: considered to include the following:

- Conceptually challenging tenses such as the pluperfect, future perfect.
- Passive voice.
- Subjunctive mood.
- Use of relative pronouns.

- Using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns.
- Using synonyms and a variety of expressions to say things in different ways.

Straightforward language: considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

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. The mark grid describes the frequency of errors and the impact that errors have on coherence.

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.

Paper 3: Speaking

Content

Students should be able to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating language accurately
- the ability to respond to written language in speech. These aspects are assessed via two distinct tasks conducted entirely in the target language, which are carried out in consecutive order in one session.

Task 1 (discussion on a theme) Content for this task will be based on any one of the twelve sub-themes from one of the four overall themes. Students will be able to choose one out of two sub-themes to discuss and this choice will be given to them

on the day. Stimulus cards will be given as a springboard to the discussion, which the teacher-examiner will then broaden onto other sub-themes of the wider Theme.

Task 2 (presentation and discussion on student's independent research project) This task is in two parts. Content for this task will be based on the subject of interest that students have chosen for their independent research project. This may be based on any of the four themes of study listed in the specification or on a subject of interest of the student's choosing. However, it must relate to the cultural and social context of the language studied.

Assessment information

General information

Timing for the speaking assessment:

- o Task 1: 6 to 7 minutes (recommended)
- o Task 2: 10 to 11 minutes (recommended)
- o Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

- The assessment is out of 72 marks.
- Students complete two tasks – Task 1 is worth 30 marks and Task 2 is worth 42 marks.
- Assessments will be conducted by teacher-examiners in centres in one session within a prescribed five-week assessment period. This will take place in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which changes each year.

Roles of the teacher/examiner and invigilator

- As well as supervising students during their 5 minutes' preparation time, the invigilator is responsible for giving students the choice of two sub-themes for the assessment, based on the sequencing grid provided by Pearson (see example sequencing grid in General instructions to the teacher-examiner included in the Pearson Edexcel Level 3 Advanced GCE in Spanish Sample Assessment Materials (SAMs) document).
- The teacher-examiner is responsible for conducting the assessment. They are not responsible for providing the stimulus cards.

Allocation of stimulus cards

- The invigilator uses the sequencing grid provided by Pearson to allocate the choice of sub-themes to the student. The stimulus cards based on the sub-themes are issued in the order prescribed by Pearson. Neither the invigilator nor the teacher-examiner chooses the order of the cards.
- The invigilator gives the student a choice in English of two sub-themes, using the wording for the sub-themes given on the sequencing grid, for example: 'You may choose 'media' or 'world of work`'. The student does not see the content of the stimulus card at this stage.
- The sub-themes will come from two of the four overall themes listed. There is a stimulus card for each sub-theme. There are 12 stimulus cards in total (three per theme).
- Once the student has chosen their sub-theme, the invigilator gives the student the corresponding stimulus card. This happens immediately before the preparation time begins.

Preparation time and notes

- The preparation time of 5 minutes begins immediately after the student receives the card. Students have 5 minutes to prepare to speak about their card.
- The preparation time must be supervised and must take place immediately before the assessment takes place. It must take place outside of the examination room with an invigilator.
- Each stimulus card contains two statements (A and B) offering different views on the sub-theme. Students select one statement from the two given on the stimulus card during their 5-minute preparation time. Students give their views on the statement during the discussion.
- Students are permitted to make notes (up to a maximum of one side of A4) during the 5-minute preparation time. Students may refer to these notes during the assessment. The notes should be used for reference only, and students should not read out whole, prepared sentences. Students are not permitted to write on the stimulus cards.

Task 1 (discussion on a theme)

- Task 1 follows immediately after the 5 minutes' preparation time so that students can recall their prepared thoughts easily.
- The student must tell the teacher-examiner which statement they have chosen immediately before the discussion begins.
- Students have approximately 6 to 7 minutes' discussion time for this task.
- There are two parts to the discussion.
 - o Part 1: the teacher-examiner asks the two compulsory questions in the order that they appear on the card. The compulsory questions may be repeated but rephrasing is not allowed. The teacher-examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.
 - o Part 2: the teacher-examiner then broadens the discussion to cover other aspects of the overall theme. Optional generic questions are provided by Pearson as a guide to the questions the teacher-examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the research topic by developing and justifying arguments and forming conclusions.

Task 2 (presentation and discussion on student's independent research project)

- Students have approximately 10 to 11 minutes for this task.
- There are two parts to this task.
 - o Part 1: The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must not exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.
 - o Part 2: The discussion must be broadened out to a wider exploration of the content of the student's presentation and of their research as a whole. The teacher-examiner should use the key findings and list of sources on Form RP3 in Appendix 1: Independent research form (RP3) to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions the teacher-examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions. In both tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that

their own points of view have been understood (see guidance provided on Elicit points of view/check for understanding beneath the mark grids for Interaction (AO1) in the specification and the Pearson Edexcel Level 3 Advanced GCE in Spanish Sample Assessment Materials (SAMs) document. Students are also expected to take the lead in the discussions.

Guidance on the independent research project

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers. The independent research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied. The independent research project must not be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or film-maker of those works studied. For example, if studying a novel by a particular author for Paper 2, the independent research must not focus on that novel as it would be a duplication of content. However, it could focus on the life of the author or the aspects that motivated the author in the broader sense.

The independent research project must:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities
- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet
- enable the student independently to contextualise, analyse and summarise findings
- enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation.

Marking guidance for Paper 3: Speaking

Task 1 (responding to written language and discussion based on Theme 1)

Three mark grids are applied to Task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Knowledge and understanding of society and culture (AO4)

This grid assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts. When deciding how to reward an answer, examiners will consult both this mark grid as well as the AL speaking Task 1: indicative content associated with each question. This is included in the document Pearson Edexcel Level 3 Advanced GCE in Spanish Sample Assessment Materials (SAMs). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without

mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

0

No rewardable language.

1–3

- 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

- 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

- 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

- 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.

Additional guidance

Perceptive demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions are deemed to be those that give the standard, predictable response.

Task 1 (discussion on a Theme) (continued)

Accuracy and range of language (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expressions. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

0

No rewardable material.

1–3

- 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

- 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

- 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

- 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.

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of articulate below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language

skills they may not be able to express themselves for all purposes, for example to develop arguments.

Task 1 (discussion on a Theme) (continued)

Interaction (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

0

No rewardable language.

1–2

- 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

- 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

- 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.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the speaking assessment at appropriate points during the conversation. This constitutes questions such as:

- '¿Comprendes/sabes lo que digo?'
- '¿no te parece?'
- '¿estás de acuerdo?'
- '¿entiendes mi punto de vista?'

The timing of the assessment means that the teacher-examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 2, Part 1 (independent research presentation)

One mark grid is applied to this part of the task:

- responding to written language in speech (AO2).

Responding to written language in speech (AO2)

This grid is used to assess the student's two-minute presentation only, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

0

No rewardable material

1–3

- 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. Responses that refer to just one single written source can be awarded a maximum of 3 marks only.

4–6

- 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

- 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

- 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)

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Knowledge and understanding of society and culture (AO4)

This grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture

and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

0

No rewardable material

1–3

- 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

- 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

- 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

- 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.

Additional guidance

Perceptive demonstrates an in depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 (discussion on independent research) (continued)

Accuracy and range of language (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expressions. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

0

No rewardable language

1–3

- 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

- 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

- 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

- 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

Task 2, Part 2 (discussion on independent research) (continued)

Interaction (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

0

No rewardable material.

1–2

- 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

- 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

- 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.

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	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%
Total for GCE A Level	20	30	30	20	100%

Students must:		% in GCE A Level
AO1	Understand and respond: <ul style="list-style-type: none"> • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources 	20
AO2	Understand and respond: <ul style="list-style-type: none"> • 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
Total		100%

Prescribed literary texts and films

Literary texts

- ❖ *La casa de Bernarda Alba*, Federico García Lorca, 1936 (play)

Films

- ❖ *El laberinto del fauno*, dir. Guillermo del Toro (2006)
- ❖ *Volver*, dir. Pedro Almodóvar (2006)

A level skills – themes

- Response to spoken text in writing, showing understanding of the main points, gist and detail.
- Response to written text in writing and speaking, showing understanding of the main points, gist and detail.
- Summary of a written text in speaking (Theme 1).
- Summary of a spoken text in writing.
- Translation into and from Spanish.
- Discussion on a theme showing knowledge and understanding of the target-language context and culture.
- Expressing viewpoints and justifying opinions.
- Developing an argument and reaching a logical conclusion.

In addition, students need to be able to analyse aspects of culture and present their independent research project in the speaking examination.

A level skills – literature / film

In the study of the literary text / film, students will also need to develop the skills of:

- **Critically** analysing the work.
- Evaluating the form or techniques used in the work.
- Presenting and justifying viewpoints.
- Developing logical arguments to persuade.
- Relating the work to key concepts, issues and the social context.
- Writing a critical response.

Teachers will need to consider these key skills in the light of the work studied.

This scheme of work proposes that teacher 2 commences the study of the second work at the end of Year 12, which will allow students to undertake some independent work during the summer break.

Independent Research Project

This scheme of work proposes that teacher 1 introduces the research project prior to the summer break to students. This will enable students to review material available around their areas of interest during the summer break. The project is then revisited during weeks 7 and 15 in Year 13 to enable the teacher to review the work in progress. Further time is allocated to the project in the revision period at the end of Year 13. Details regarding permissible teacher input are to be found in the specification.

The BIG Picture....

AS Course Outline

Students will study 2 Themes in each year, with 10 lessons per fortnight. In Year 12, you will study 2 Themes and sit exams as well as studying a film or literary work of your choice and starting to do your own individual research on a topic that interests you.

Autumn	1 st Half Term
7 Weeks Theme 1 La evolución social de la familia española	<ul style="list-style-type: none"> ● Introduction to Spanish and revision GCSE grammar ● Different family models ● Attitudes to marriage and cohabitation ● Attitudes to same sex relationships ● Role of grandparents and extended family ● Marriage, separation and divorce
	2 nd Half Term
7 Weeks Theme 1 La evolución social de la familia española	<ul style="list-style-type: none"> ● The current situation of work for young people ● Job opportunities in different sectors ● Gender inequality ● Changes in the impact of tourism in the last 50 years ● Impact of tourism on the environment ● Economic impact of tourism ● Introduction to film and literary texts
Spring	1st Half Term
6 Weeks Theme 2 La cultura en el mundo de habla española	<ul style="list-style-type: none"> ● Influence of music and musicians ● Change of music styles ● Different types of Spanish guitar ● Familiarisation with book or film ● AS practice paper <ul style="list-style-type: none"> ● Character portrayal, relationships between characters, comparison and contrast of characters ● Historical background, realism ● Themes, symbols, ideas, metaphors ● Style, techniques, structure, narration ● Essay planning and writing ● Essay structure ● How to refer to texts
	2nd Half Term
7 Weeks Theme 2 La cultura en el mundo de habla española	<ul style="list-style-type: none"> ● Study of the impact of television, especially soap operas and reality TV ● The importance of the press in the digital era ● Importance of social networks and how they have changed the way people relate ● Customs relating to food in Spain ● Customs relating to food in Latin America ● Different festivals including religious and non-religious
Summer	1 st Half Term
5 Weeks	<ul style="list-style-type: none"> ● Topic 1 & 2 revision ● Preparation for Speaking exam

Themes 1 & 2	<ul style="list-style-type: none"> • Essay writing practice • Exam skills • Development of Research skills
2 nd Half Term	
7 Weeks Research Project And Film or Literature text	<ul style="list-style-type: none"> • Revision of AS grammar • Work on Literature/Film to meet A-level standard • Intro to second Work/Literature

Here is an outline of your course:

Year 1	Year 2
Theme 1 <i>La evolución de la sociedad española</i>	Theme 3 <i>La inmigración y la sociedad multicultural española</i>
Theme 2 <i>La cultura política y artística en el mundo de habla española</i>	Theme 4 <i>La dictadura franquista y la transición a la democracia</i>
Film or literary text	Independent research
Introduction to independent research	Film or literary text

Useful People and points of contact:

Miss Prada: aprada@hfcsw.uk
 Ms Orblin: aorblin@hfcsw.uk

Contact your tutor directly via email and they will be able to help you directly with Spanish concerns or questions!

Spanish AS and A level

List of websites

The following websites are suggestions for possible research, or for authentic reading or listening materials.

<http://www.donquijote.org/cultura>

www.elpais.es (*Newspaper*)

www.elmundo.es (*Newspaper*)

www.lavanguardia.es (*Newspaper*)

www.abc.es (*Newspaper*)

<http://www.que.es/bilbao/>

www.google.es

www.yahoo.es

www.yabla.com (*Videos in Spanish*)

www.lomastv.com (*Videos in Spanish*)

<http://www.broadcast-live.com/television/espanoles.html>

www.rtve.es/podcast (*TV station*)

www.cadenaser.com (*Radio station*)

www.ondacero.es (*Radio station*)

www.cvc.cervantes.es/portada.htm

www.mec.es/sgci/uk

www.educacion.es/exterior/uk/es/tecla/tecla.shtml (*Reading comprehension with answers. Materials from the Spanish Embassy*)

<http://www.spain.info/es/>

<http://en.ver-taal.com/> (*Grammar and vocabulary exercises. Links to Spanish news with listening activities*)

