



# Getting Started Guide

AS and A Spanish

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Pearson Edexcel Level 3 Advanced GCE in Spanish (9SP0)

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Pearson Edexcel Level 3 Advanced Subsidiary GCE in Spanish (8SP0)

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# Getting Started: GCE Spanish 2016

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# 1. Introduction

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The AS and A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. An inspiring and culturally relevant course has been developed, based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of Spanish and Hispanic culture. There is an emphasis on promoting understanding of grammar in order to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, as well as some less well-known titles, both classical and contemporary.

There is clear progression from AS to A level. These are separate qualifications, but the specifications have been designed so that students for AS and A level can be taught together.

This Getting Started guide provides an overview of the new AS and A level specifications, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are providing a package of support to help you plan and implement the new specification.

- **Planning:** mapping documents to show how your old course matches the new A level; an editable course planner; a student guide; and schemes of work which you can adapt to suit your department
- **Understanding the standard:** specimen papers; example student work with examiner commentaries
- **Tracking learner progress:** specimen papers to support formative assessments and mock exams
- **Personal support:** Alistair Drewery, Subject Advisor
- **Teaching and learning:** a range of guides containing practical approaches to areas, such as analysing films and literature, conducting research and essay-writing; film and literature PowerPoints to support you with teaching; and ideas for the independent research project.

These support documents are available on the GCE 2016 Spanish pages on the [Edexcel website](#):

## 2. What's changed?

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### 2.1 How have AS and A level changed?

#### Changes to AS and A level qualifications

From September 2016, A level Spanish will be a fully linear qualification. This means that all examinations must be sat (and non-examination assessment submitted) at the end of the course. More information about the implications of the move to linear assessment is given on page 13.

From September 2016, AS level Spanish will be a stand-alone qualification. This means that it cannot be used to contribute towards an A level Spanish grade. More information about the relationship between AS and A level is given on page 8.

#### Changes to Assessment Objectives

The AS and A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge, understanding and critical response – and at A level analytical response – to cultural and social issues relating to target-language communities.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

The Assessment Objectives are the same for both AS and A level, except in AO4.

<b>AO1</b> 20%	Understand and respond: <ul style="list-style-type: none"><li>• in speech to spoken language including face-to-face interaction</li><li>• in writing to spoken language drawn from a variety of sources</li></ul>
<b>AO2</b> 30%	Understand and respond: <ul style="list-style-type: none"><li>• in speech to written language drawn from a variety of sources</li><li>• in writing to written language drawn from a variety of sources</li></ul>
<b>AO3</b> 30%	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structures
<b>AO4</b> <b>A level</b> 20%	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
<b>AO4</b> <b>AS level</b> 20%	Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken

## 2.2 Changes to Edexcel GCE Spanish

### Specification overview

#### AS

Paper 1	Listening, reading and translation	Themes 1 and 2	1 hour 45 minutes	40%
Paper 2	Written response to works and translation	Literary work or film	1 hour 40 minutes	30%
Paper 3	Speaking (internally conducted and externally assessed)	Themes 1 and 2	27–30 minutes, including 15 minutes' preparation time	30%

#### A level

Paper 1	Listening, reading and translation	Themes 1, 2, 3 and 4	2 hours	40%
Paper 2	Written response to works and translation	Literary works/film	2 hours 40 minutes	30%
Paper 3	Speaking (internally conducted and externally assessed)	Independent research, plus Themes 1, 2, 3 and 4	21–23 minutes, including 5 minutes' preparation time	30%

### Changes to specification content

Specification content is now based around social, political and cultural themes, relating to the Spanish language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study. The themes and assessment model are also designed to promote the development of transferable skills.

These changes are in line with reports published by the A-Level Content Advisory Board (ALCAB), informed by academics, and the Department for Education (DfE), which consulted a range of stakeholders. These reports were both strongly in favour of languages A levels which foster 'depth of knowledge, effective understanding and intercultural competence,' (DfE). The reports also identified a need for qualifications which develop transferable skills, especially research skills and 'the capacity for critical thinking on the basis of knowledge of the language, culture and society of the country or countries where the language is spoken' (ALCAB).

Students taking only the AS will study two themes:

Theme 1: La evolución de la sociedad española

Theme 2: La cultura política y artística en el mundo de habla española

Within these two broad themes there are a number of sub-themes, which can be found below. The content of these themes is assessed in Paper 1 (listening, reading and translation), and Paper 3 (speaking).

As part of the AS, students are also required to study either one text or one film, which will be assessed in Paper 2 (the writing paper).

Students taking the A level will study four themes, of which the first two are the same as for the AS:

Theme 1: La evolución de la sociedad española

Theme 2: La cultura política y artística en el mundo de habla española

Theme 3: La inmigración históricamente y contemporáneamente

Theme 4: La dictadura franquista y la transición a la democracia

Again there are a number of sub-themes, which can be found below. The content of these themes is assessed in Paper 1 (listening, reading and translation) and Paper 3 (speaking).

Students at A level are also required to study either two texts, or one text and one film, which will be assessed in Paper 2 (writing).

Moreover, at A level students will also be required to undertake an Independent Research Project, which will be assessed in the second part of the speaking exam. Further detail on this can be found in Section 5.4.

### Comparison of the new specification to the Edexcel A1 and A2 2008

New specification		Previous specification
Theme 1 (AS and A Level)	La evolución de la sociedad española El cambio en la estructura familiar El mundo laboral El impacto turístico en España	The world around us: [...] environmental issues and the Spanish-speaking world Education and employment Youth culture and concerns: relationships  Family & relationships  Travel and tourism
Theme 2 (AS and A Level)	La cultura política y artística en el mundo de habla española La música Los medios de comunicación Los festivales y las tradiciones	Youth Culture & concerns  Music  Technology  Customs, traditions, beliefs & religion.

Theme 3 (A Level only)	<p>La inmigración y la sociedad multicultural española</p> <p>El impacto positivo de la inmigración en la sociedad española</p> <p>Enfrentando los desafíos de la inmigración y la integración en España</p> <p>La reacción social y pública hacia la inmigración en España</p>	<p>National [...] events: past, present and future</p> <p>(Geographical area)</p> <p>(Aspects of modern society)</p>
Theme 4 (A Level only)	<p>La dictadura franquista y la transición a la democracia</p> <p>La guerra civil y el ascenso de Franco (1936-1939)</p> <p>La dictadura franquista</p> <p>La transición de la dictadura a la democracia</p>	<p>National [...] events: past, present and future</p> <p>(Historical period)</p> <p>(Aspects of modern society)</p>
Literary works	<p>Prescribed list of works</p> <p>issues</p> <p>themes</p> <p>social and cultural contexts</p>	<p>Free choice of work</p> <p>different characters</p> <p>key themes/issues</p> <p>social and cultural setting</p> <p>styles/techniques employed.</p>
Films	<p>Prescribed list of films</p> <p>issues</p> <p>themes</p> <p>social and cultural contexts</p>	<p>Free choice of film</p> <p>different characters</p> <p>key themes/issues</p> <p>social and cultural setting</p> <p>styles/techniques employed</p>
Independent research (A Level only)	<p>Must be linked to the social and cultural context of the language studied.</p>	<p>Completely free choice – no requirement for research to relate to target language culture or community.</p>



## 3. Planning

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### 3.1 Planning and delivering linear AS and A level courses

Naturally, the key difference of linear qualifications is that students need to retain all that they have learned for examination at the end of the course. In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

In terms of planning, teachers will need to consider the following:

- AS assessment is at the end of year 1, though can be done over two years if required; students taking A level do not need to take AS examinations.
  - A level assessment is at the end of year 2.
  - retakes are only possible for the entire qualification, not for individual modules.
- Course planning needs to cover:
- two themes at AS and four themes at A level
  - one literary work or film at AS level and either two texts, or a text and film, at A level
  - sufficient practice in listening, speaking, reading, writing and translation
  - a broad range of grammar and opportunities to use this to generate language independently
  - independent research at A level
  - development of critical and analytical thinking.

### 3.2 Suggested resources

The Edexcel AS and A level course is supported by a range of free and paid-for resources, however it is not necessary to purchase any resources to deliver the course:

#### Coursebooks

Edexcel A level Spanish (includes AS) by Mike Thacker, Simon Barefoot David Mee, Mónica Morcillo Laiz; Hodder Education

#### Other Paid for resources

ZigZag Education- a range of material supporting all 4 skills in French, German and Spanish

**Edexcel Free online support** for teachers includes:

Vocabulary for literature and film

'Guides to' analysing literature and film; carrying out research and essay writing

Film and literature teaching ppts

AS and A Level students are likely to range from A1 (in need of basic support early in the course to formalise their grammatical knowledge and expand vocabulary) to C1 (needing extension work towards the end of the course).

### 3. Planning

#### Useful resources include:

##### Grammar

Alcina Franch, Juan. *Gramática española* / Juan Alcina Franch, José Manuel Blecua. – 3<sup>a</sup>.ed. Barcelona: Ariel, 1982

Butt, John. *Spanish Grammar*, Oxford, 2000

Butt, John and Benjamín, Carmen. *A New Reference Grammar of Modern Spanish*. London: Edward Arnold, 1988

Matte Bon, Francisco. *Gramática comunicativa del español*. Madrid: Edelsa, 1992

Sol, Ramón. *Manual práctica de estilo*, Barcelona: Urano, 1992

##### Vocabulary

Melero Orta, Isabel. *Advanced Spanish Vocabulary*, 2nd ed. Oxford, 2001

Turk, Phil. *Palabra por palabra* / Phil Turk. - 2nd ed. London: Hodder & Stoughton, 1996. (Advanced vocabulary)

##### Games

[www.español-extra.co.uk](http://www.español-extra.co.uk)

##### Literature

There are student guides to most of the books on the AS and A Level specification. These can be a useful starting point for students.

Zigzag Education also publish a series of resource packs to support the teaching of set books and films.

Other useful publications are:

Cuddon, J. *A Dictionary of literary terms and literary theory*, Penguin, 1991

Moon, Harold. *Spanish Literature: A critical approach*. 1972

##### Films

D'Lugo, Marvin & Vernon, Kathleen. *A Companion to Pedro Almodóvar*, Willey & Blackwell, 2013

Faulkner, S. *A history of Spanish film*, Bloomsbury Academic, 2013

Jackson, Kevin. *The Language of Cinema*, Manchester, Carcanet, 1998

Hill, John & Gibbons, Pamela Church (eds.), *The Oxford Guide to Film Studies*, OUP, 1998

Monaco, J. *How to read a film*, Oxford, 1977

##### Historical background

Carr, Raymond, and Juan Pablo Fusi. *Spain: Dictatorship to Democracy*, London: Allen and Unwin, 1981

Grugel, Jean, and Tim Rees. *Franco's Spain*, London: Arnold, 1997.

Payne, Stanley G. *The Spanish Civil War*, Cambridge: CUP, 2012, chaps. 10 and 11

Preston, Paul. *The Spanish Civil War: Reaction, Revolution and Revenge*, London: Harper, 2006, chap 5

Preston, Paul and Ann L. Mackenzie (eds.). *The Republic Besieged: Civil War in*

*Spain 1936-39*, Edinburgh: Edinburgh Univ. Press, 1996

Tusell, Javier. *Spain: From Dictatorship to Democracy: 1939 to the present*, Oxford: John Wiley, 2011, esp. pp187-202

### Useful Websites

The following websites are not endorsed or recommended by Pearson, but are suggestions for possible research, or for authentic reading or listening materials.

[www.donquijote.org/cultura](http://www.donquijote.org/cultura)

[www.newsinslowspanish.com](http://www.newsinslowspanish.com) (subscription)

[www.elpais.es](http://www.elpais.es)

[www.elmundo.es](http://www.elmundo.es)

[www.lavanguardia.es](http://www.lavanguardia.es)

[www.abc.es](http://www.abc.es)

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

[www.google.es](http://www.google.es)

[www.yahoo.es](http://www.yahoo.es)

[www.yabla.com](http://www.yabla.com)

[www.lomastv.com](http://www.lomastv.com)

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

[www.rtve.es/podcast](http://www.rtve.es/podcast)

[www.cadenaser.com](http://www.cadenaser.com)

[www.ondacero.es](http://www.ondacero.es)

[www.cvc.cervantes.es/portada.htm](http://www.cvc.cervantes.es/portada.htm)

You will also find several English sites with resources to support the films at [filmeducation.org](http://filmeducation.org).

### 3.3 Co-teaching AS and A level

AS and A level have the same basic structure and overlapping content to facilitate co-teaching. It will be possible to teach Themes 1 and 2 and one literary work or film to both AS and A level students.

A level students will, however, need to achieve a higher level, in terms of both linguistic and cognitive development. This means that:

- A level students should receive extension work during the first year, encouraging them to develop beyond the requirements of AS
- work from Themes 1 and 2 and the first literary work/film may need to be revisited in year 2 to ensure that students fully apply their more developed linguistic and cognitive skills to the content.

### 3. Planning

#### 3.4 Delivery models

Possible models for course planning include:

##### Model 1

Year 1 AS & A level	Theme 1	Literary work/ film	Grammar revision	Transferable listening, speaking, reading, writing, translation, thinking	A level students carry out independent research
	Theme 2		Grammar development		
	Revision (AS students)				
Year 2 A level only	Theme 3	Literary work/ film	Grammar revision		
	Theme 4		Grammar development		
	Revision				

##### Model 2

Year 1 AS & A level	Theme 1	Grammar  Revision/development	Skills  Transferable listening, speaking, reading, translation, thinking
	Theme 2		
	Literary work/film		
	Revision (AS students)		
Year 2 A level only	Theme 3		
	Theme 4		
	Independent research		
	Literary work/film		
	Revision		

Model 1 offers a more integrated learning experience, developing all skills together, whereas Model 2 presents a clearer order. Model 1 is potentially more complex to manage, but Model 2 could result in teachers and students running out of time on the second literary work/film and independent research.

More detailed Schemes of work and other useful planning documents are available as free resources on the Edexcel [website](#).

## 4. Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Assessment will take place within the themes and sub-themes. Students will need to demonstrate knowledge, understanding and critical – and at A level, analytical – response relating to the target language community and culture.

### 4.1 Themes and sub-themes

Theme 1 (AS and A Level)	La evolución de la sociedad española	El cambio en la estructura familiar	El matrimonio; Las relaciones; La familia.
		El mundo laboral	La vida laboral en España; Las oportunidades para los jóvenes; La igualdad de género.
		El impacto turístico en España	El impacto económico; Los beneficios; El impacto socio-ambiental.
Theme 2 (AS and A Level)	La cultura política y artística en el mundo de habla española	La música	Los cambios y las tendencias; Su impacto 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 en la política
		Los festivales y las tradiciones	Las fiestas Las tradiciones
Theme 3 (A Level only)	La inmigración y la sociedad multicultural española	El impacto positivo de la inmigración en la sociedad	Las aportaciones de los inmigrantes en la economía y la cultura.
		Enfrentando los desafíos de la inmigración y la integración en España  La reacción social y pública hacia la inmigración en España	Las medidas adoptadas por las comunidades locales; la marginación y el aislamiento de los inmigrantes. El enfoque político hacia la inmigración; la opinión pública.

Theme 4 (A Level only)	La dictadura franquista y la transición a la democracia	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
Literary works	<p><b>AS Literary texts</b></p> <ul style="list-style-type: none"> <li>• Bodas de sangre, Federico García Lorca, 1932 (play)</li> <li>• Como agua para chocolate, Laura Esquivel, 1989 (novel)</li> <li>• El coronel no tiene quien le escriba, Gabriel García Márquez, 1961 (novel)</li> <li>• La casa de Bernarda Alba, Federico García Lorca, 1936 (play)</li> <li>• Nada, Carmen Laforet, 1943 (novel)</li> <li>• Primera memoria, Ana María Matute 1959 (novel)</li> <li>• Réquiem por un campesino español, Ramón J. Sender, 1953 (novella)</li> </ul> <p><b>A level (in addition to the AS titles)</b></p> <ul style="list-style-type: none"> <li>• Crónica de una muerte anunciada, Gabriel García Márquez, 1981 (novella)</li> <li>• Eva Luna, Isabel Allende, 1987 (novel)</li> <li>• El túnel, Ernesto Sabato, 1948 (novel)</li> <li>• Ficciones, Jorge Luis Borges, 1944 (short stories)</li> <li>• La casa de los espíritus, Isabel Allende, 1982 (novel)</li> <li>• Modelos de mujer, Almudena Grandes, 1996 (short stories)</li> </ul>		
Films	<p><b>AS Films</b></p> <ul style="list-style-type: none"> <li>• Diarios de motocicleta, dir. Walter Salles (2004)</li> <li>• El laberinto del fauno, dir. Guillermo del Toro (2006)</li> <li>• La lengua de las mariposas, dir. José Luis Cuerda (1999)</li> <li>• La misma luna, dir. Patricia Riggen (2007)</li> <li>• Mar adentro, dir. Alejandro Amenábar (2004)</li> <li>• También la lluvia, dir. Icíar Bollaín (2010)</li> <li>• Volver, dir. Pedro Almodóvar (2006)</li> </ul> <p><b>A level (plus AS titles) Films</b></p> <ul style="list-style-type: none"> <li>• La historia oficial, dir. Luis Puenzo (1985)</li> <li>• Las 13 rosas, dir. Emilio Martínez-Lázaro (2007)</li> </ul>		

	<ul style="list-style-type: none"><li>• Machuca, dir. Andrés Wood (2004)</li><li>• También la lluvia, dir. Icíar Bollaín (2010)</li><li>• Todo sobre mi madre, dir. Pedro Almodóvar (1999)</li><li>• Voces inocentes, dir. Luis Mandoki (2004)</li></ul>
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Themes 1, 3 and 4 relate to Spain only. Theme 2 relates to the wider Spanish-speaking world. This means that in the listening, reading and translation papers, the content may be related to a country other than Spain, though only standard Spanish will be used. In the speaking test, students will not be asked to demonstrate specific knowledge about one particular country, but they must be able to justify their viewpoints in relation to a Spanish-speaking country they have studied.

Teachers should refer to the guides and other resources available on the Edexcel website for support on how to approach the themes.

Ideas on how to approach the themes and suggested activities can be found in the document *Teaching and learning content ideas*. Note that these are suggestions only and are not prescriptive.

## 5. Assessment guidance

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### 5.1 Implications of linear assessment

- AS assessment is at the end of year 1; students taking A level need not take AS examinations.
- A level assessment is at the end of year 2.
- Retakes are only possible for the entire qualification, not for individual modules.
- Some centres may wish to use AS as an end-of-year assessment, but this is not compulsory.

### 5.2 Breakdown of Assessment Objectives

The structure of the AS and A level is identical. The breakdown of Assessment Objectives by paper will be as follows:

Paper	AO1	AO2	AO3	AO4	Total
<b>1</b> Listening, reading and translation	15	25		–	40%
<b>2</b> Written response to works and translation	–	–	20	10	30%
<b>3</b> Speaking	5	5	10	10	30%
<b>Total</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100%</b>

### 5.3 Assessment overview

#### AS

##### **Paper 1: Listening, reading and translation**

*Written examination: 1 hour and 45 minutes*

*40% of the qualification*

*64 marks*

The paper is split into three sections:

**Section A** is a listening assessment based on a recording, featuring male and female Spanish speakers, covering Themes 1 and 2. Students will respond to comprehension questions in the target language, based on a variety of contexts and sources.

**Question formats** require multiple-choice and open responses. Responses in the target language are required, but students will not be marked on their quality of language. They will also be required to produce a short summary in English. Questions do not require students to respond in full sentences. They can respond using single words or phrases.

This section is worth 24 marks.

Students will have control of the listening player and we recommend they spend no more than 45 minutes on this section.

**Section B** is a reading assessment based on a variety of text-types and genres, including historical and literary texts.



## Historical texts

Our interpretation of historical is that the text was written at least 10 years ago. We do not interpret a historical text as one which was written in the last 10 years about events which took place more than 10 years ago. The text will relate to this specification's themes.

## Literary text

An extract from a literary text will be used and will relate to one of the themes of this specification as much as possible. Literary texts are defined as texts written in Spanish, for the Spanish-speaking audience, for purposes of fiction or non-fiction. This includes texts written by authors who may have Spanish as their second language. It naturally excludes materials such as readers written for English learners of Spanish in UK classrooms.

**Question formats** require both multiple-choice and open responses. Questions are set in Spanish and responses must be in Spanish, though students will not be marked on their quality of language unless it impedes communication.

The reading comprehension will require students to:

- understand the main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material, including factual and abstract content; in this context, abstract means ideas beyond the norm: e.g. moral, ethical, political values and opinions
- assimilate and use information from spoken and written sources, including material from online media.

This section is worth 28 marks.

For questions in which students respond in the target language, they may use words from the stimulus passage or extract, but they must not transcribe or copy down whole passages. For example:

Text:

Como principalmente frutas y verduras para estar sano.

Question: Según el texto, ¿en qué consiste una dieta sana?

Rewardable answer: Comer principalmente frutas y verduras.

Non-rewardable answer: Como principalmente frutas y verduras para estar sano.

Candidates who copy the whole sentence, as exemplified above as the Non-rewardable answer, would not be awarded marks without manipulating the verb in the sentence, 'comer.' This is because it does not render an accurate answer to the question. However as the exemplified Rewardable answer shows, candidates may still use words from the listening passage or reading extract.

We recommend students spend no more than 45 minutes on this section.

**Section C** is a Translation into English and is worth 12 marks. The content of the translation will come from Themes 1 or 2.

We recommend students spend no more than 15 minutes on this section.

Note: students are not permitted access to a dictionary during the examination.

## **Paper 2: Written response to works and translation**

*Written examination: 1 hour and 40 minutes*

*30% of the qualification*

*60 marks*

This paper includes a translation exercise from English into the target language. The content of this passage will relate to either of the two prescribed themes. This forms section A of the paper and is worth 20 marks. We recommend students spend no more than 25 minutes on this section.

The main part of this paper requires an extended response **on either one literary text or one film** listed in *Appendix 2 of the specification: Prescribed literary texts and films*. The questions on the literary texts are in Section B and those for the films are in Section C. The essay is worth 40 marks.

The recommended word count for the extended response is 275–300 words. However, this is guidance only and everything students write will be marked.

For each work there is a choice of two questions and students must respond only to one. There are bullet points to help them structure their answer. It is not compulsory to use the bullet points in a response. However, as can be seen in the indicative content, the bullet points do generally refer to the most obvious responses. If students are able to **respond to the question** fully, without using the bullet points, then they will, of course, be rewarded for doing so. They will not be penalised if they do not use the bullet points but have provided a full and relevant response.

Note: students are not permitted access to a dictionary during the examination.

## **Paper 3: Speaking**

*Internally conducted and externally assessed*

*Total assessment time: between 27 and 30 minutes, which includes a single period of 15 minutes' formal preparation time*

*30% of the qualification*

*72 marks*

Task 1 is related to Theme 1 and requires students to read and respond to two short texts, followed by a wider discussion on the sub-theme.

Task 2 is related to Theme 2 and requires students to undertake a discussion on one sub-theme.

Full details of the speaking assessment can be found in Section 5.4.

Note: students are not permitted access to a dictionary during the examination.

## **A level**

### **Paper 1: Listening, reading and translation**

*Written examination: 2 hours*

*40% of the qualification*

*80 marks*

**Section A** is a Listening assessment based on a recording, featuring male and female Spanish speakers, covering Themes 1, 2, 3 and 4. Students will respond to comprehension questions in the target language, based on a variety of contexts and sources.

**Question formats** require multiple-choice and open responses.

Responses in the target language are required, but students will not be marked on their quality of language. They will also be required to produce a short summary in Spanish. Questions do not require students to respond in full sentences. They can respond using single words or phrases.

This section is worth 30 marks.

Students will have control of the listening player and we recommend they spend no more than 50 minutes on this section.

**Section B** is a reading assessment based on a variety of text-types and genres, including historical and literary texts. (See above for a definition of historical and literary texts.)

**Question formats** require both multiple-choice and open response. Questions are set in Spanish and responses in Spanish are required, though students will not be marked on their quality of language. (See above for advice on using vocabulary from the text.)

Section B is worth 30 marks.

We recommend students spend no more than 50 minutes on this section.

**Section C** is a translation into English. This will be an unseen passage and is worth 20 marks.

We recommend students spend no more than 20 minutes on this section

Note: students are not permitted access to a dictionary during the examination

## **Paper 2: Written response to works and translation**

*Written examination: 2 hours and 40 minutes*

*30% of the qualification*

*120 marks*

**Section A** is a translation into Spanish and is worth 20 marks. The content of the passage is related to any of the four themes. We recommend students spend no more than 30 minutes on this section.

**Sections B and C** comprise a written response to works.

At A level, students are required to respond to two questions on two different works. For each question the maximum mark is 50, totalling 100 for this section.

The works may comprise one book and one film, or two books. The works are listed in *Appendix 2 of the specification: 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.

There are two questions for each work and students choose one for each of their chosen works.

Note: students are not permitted access to a dictionary during the examination.

## Frequently-asked questions on the writing paper

*Why are the AS and A level lists of works different?*

To facilitate co-teaching at least half the works are available at both AS and A level. However, some of the works are suitable only for A level study, so for this reason are not on the A level list.

*How much knowledge are students required to have beyond the novel?*

We would expect that students acquire some background information in the teaching and learning of the works, including, but not limited to, the following:

- author
- historical and/or political context
- any particular movement to which the work may belong.

There are also works for which this background is essential to the understanding of the plot. For example:

*Diarios de motocicleta*

Explica cómo **la película** nos ayuda a **comprender** la situación social de los indígenas en Latinoamérica.

In this example, it is clear that having some understanding of Latin American society in this period would help students in their understanding of the plot of the film. However, the question still relates to what they see in the film. It is essential that students use evidence from the works in order to answer the questions, and do not write a generic response that is based on their knowledge of the Latin America.

*Can students study more than two works? Do they declare all the works on the RP3 form?*

If there is time, students can certainly study as many of the set works as they wish, and this would then, of course, afford them a greater choice in the assessment. However, it is important that students have in-depth knowledge of the works studied, including the ability to use quotations. On the RP3 form they should list all the works from the set list that they have studied, and on which, therefore, they can possibly answer in the written examination, especially as the oral assessment will take place before the written assessment. Students should therefore be encouraged to conduct their independent research away from the set lists of works in order to ensure they can meet the criteria of both assessments.

*How many quotations do students need to use?*

There is no requirement for a specific number of quotations, although quotations are needed to provide a critical analysis with convincing interpretations. This is made clear in the mark scheme *Critical and analytical response (AO4)*:

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.**



**Task 1:** This is to last between 7 and 9 minutes.

- This relates to **Theme 1 only**: Social issues and trends. There is no choice of card and the student must be given the card in accordance with the sequencing grid supplied in the assessment pack.
- The student card features two texts without prompts.
- The examiner card has the four questions which must be asked of the student in the order given. Questions must not be rephrased but can be repeated (no more than twice).

Question 1 asks students to outline the main ideas of the **first text**.

Question 2 asks students about a specific detail in the **first text**.

Question 3 asks students to say whether they agree or disagree with the material highlighted in the **second task** or compare information between the two.

Question 4 is an open question about the subject matter of the cards and requires the students to give their opinion. For example: En tu opinión, ¿qué pueden hacer las autoridades para controlar el turismo en España?

- After these four initial questions, the teacher/examiner must then ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task. Some optional generic questions are provided in the Sample Assessment Materials, but the questions need to enable the student to demonstrate understanding of the Spanish cultural and social context by expressing relevant ideas and opinions, and providing relevant exemplification/information. For example, ¿Me puedes dar un ejemplo de...?

**Task 2:** This is to last between 5 and 6 minutes.

- The card relates to **Theme 2 only**: Political and artistic culture in Spanish speaking countries.
- The student will have been given a choice of two cards on two different sub-themes, following the sequence outlined by Edexcel, just before the start of the 15 minutes' preparation time – i.e. the invigilator will ask the student whether he or she wants a card on Media, or Music; or Festivals and traditions or Media; or music or Festivals and traditions. N.B. **The student must not be shown details of the card in advance of making a choice.**
- Each card has a statement on it, as well as two prompts for the student to consider. For example:

*Sub-theme:* La música

*Statement:* La música tradicional es menos popular hoy en día en los países hispanohablantes.

*Prompts:*

- La popularidad de la música tradicional.
- La popularidad del idioma de inglés.

- i) The examiner must first ask the two compulsory questions in the order in which they appear on the teacher card. Questions may be repeated, but rephrasing is **not** allowed.
- ii) The examiner then develops the discussion by asking appropriate follow-up questions relating to the subject matter of the stimulus. In the example above, the examiner could ask:

- ¿De qué forma puede el Internet contribuir a la popularidad de la música tradicional?
  - ¿En qué se diferencia la música hispánica tradicional de la música contemporánea?
- iii) After this, the examiner must broaden the discussion by moving on to any other aspect(s) of the same sub-theme. In the example above, this means the examiner can then ask questions on *el impacto de la música en la cultura contemporánea*.
- Questions asked should allow students to demonstrate understanding of the cultural and social context by expressing and justifying relevant ideas and opinions, providing relevant exemplification/information, and developing arguments and drawing conclusions.
  - In both Tasks 1 and 2, students should ask questions which elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. For example: ¿Estás de acuerdo?
  - The examiner must ensure that he or she keeps to times and that students spend the appropriate time on each section. However, students will not be penalised for small variations in timings.

#### **After the assessment:**

- Students must sign a declaration form.
- Forms and recordings are then submitted to Edexcel for marking.

#### **Frequently-asked questions on AS speaking**

*How much time do you spend on the compulsory questions?*

Examiners must ensure they adhere to the timings as closely as possible for each task. Within the tasks, the examiner should allow as much time as necessary for students to access the full mark range. However, if students are obviously struggling on a question, then the examiner should move on.

*Can you repeat questions, even if students do not ask request this?*

It is not necessary to repeat questions. However, if the student has not answered the question correctly, you may wish to ask the question again (note, however, that this could also prove confusing for the student).

*Questioning by students: can Edexcel provide a list of typical questions which students are expected to ask?*

There are examples of questions which students could ask on page 93 of the Sample Assessment Materials.

**Further support is available on the [Edexcel website](#) and through training – see the [Training for Pearson website](#).**

## A level

The total assessment time will be between 21 and 23 minutes, including five minutes' preparation time.

### Task 1

#### Before the assessment

The centre will inform Edexcel of the date(s) on which it intends to conduct the speaking assessment. Three days before the centre's assessment window, the teacher/examiner will be able to download the secure material in order to ensure smooth running of the examination. The teacher/examiner must not share information about the material with students in advance of the assessment. Edexcel will provide the centre with a grid detailing which student has which card (an example can be found on page 122 of the Sample Assessment Materials). The teacher can use this grid to plan for the assessment, but must not share details with students.

#### On the day

**Task 1 (discussion on a Theme):** Students have approximately 6 to 7 minutes' discussion time for this task.

- Content for this task will be based on any of the **12 sub-themes** from one of the four overall themes listed on *pages 8–9* of the specification. For example, *El mundo laboral*, *La dictadura franquista o los medios de comunicación*, etc.
- The invigilator offers the student a choice of two cards just before the preparation time begins. The invigilator will ask the student, for example, whether he or she wants the card on *the Franco dictatorship card* or the card on *Changes in family structure*. N.B. the student must **not** see the card until the choice has been made.
- On each card are two statements. The student chooses one of these to prepare.
- The student is then given five minutes to prepare.
- After the five minutes' preparation time, the assessment begins:
  - The examiner will start by asking which statement the student has chosen.
  - The examiner will then ask the two compulsory questions relating to the statement.
  - The examiner will then ask follow-up questions relating to the subject matter on the card.

For example, student 1 is given the choice of *the Franco dictatorship* or *Changes in family structure*. The student chooses *Franco dictatorship*. There are two statements on the card with prompts:

**A La dictadura de Franco dependía de la censura.**

Debes considerar:

- La censura durante el gobierno de Franco.
- La censura de la gente creativa e intelectual.

**B La vida de las mujeres españolas empeoró bajo Franco.**

Debes considerar:

- La actitud de Franco hacia las mujeres.
- Los aspectos de la vida de la mujer que fueron afectados durante la dictadura de Franco.



Student 1 decides to speak about the life of women under the Franco dictatorship, as in statement B.

The examiner will confirm the choice with the student in the assessment and then ask the two questions on the card:

**B La vida de las mujeres españolas empeoró bajo Franco.**

Compulsory teacher/examiner questions:

1. ¿Cuál era la actitud de Franco hacia las mujeres?
2. ¿Qué aspectos de la vida de la mujer fueron afectados durante la dictadura de Franco?

The examiner will then follow up with additional questions relating to the subject matter on the stimulus card. For example: *¿Cómo contribuyó la iglesia católica a la degradación de la situación de la mujer durante la época de Franco? ¿Cómo se vio afectada la educación de la mujer durante esta época y qué efectos tuvo en su desarrollo?*

**Part 2**

- The examiner must then broaden the discussion to cover aspects of the overall theme. In the example above, this would mean the examiner could ask questions on education, family structures or other aspects of work.

The questions must enable the student to meet 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. The examiner may use some of the generic questions as provided in the Sample Assessment Materials. For example: *¿Por qué es importante/relevante?*

**Frequently-asked questions**

*In part 1 do students need to adopt a 'for/against' position on the statement?*

No, this is not necessary, as the statement might not necessarily allow them to do this. However, they must be able to justify their opinions

For example, the statement on the card above asks students to talk about the attitude of Franco towards women. Students might answer that Franco had a traditional chauvinistic attitude towards women, especially married women, and wanted them to stay at home and not work. They do not then have to say whether they agree or disagree with this.

*How much factual knowledge do students need to have?*

Teachers should consult the *Knowledge and understanding mark grid* in the specification or the Sample Assessment Materials, as this provides detail on how students are rewarded. There is no requirement for students to be able to list facts. However, they do need to provide examples and justify these examples.

To the question above (¿Qué aspectos de la vida de la mujer fueron afectados durante la dictadura de Franco?), a student could respond:

Durante la dictadura de Franco, los aspectos de la vida de la mujer que fueron afectados fueron sus derechos y libertades. Las mujeres fueron consideradas como las encargadas de mantener los valores familiares y por lo tanto su principal responsabilidad estaba en el hogar. Se prohibió el matrimonio civil, la contracepción y el divorcio. Las mujeres debían abandonar su trabajo al casarse o solicitar un permiso de su esposo para continuar trabajando. Sin embargo recibían un salario mucho menor que los hombres. También perdieron el derecho a la educación mixta.

Note also that Task 1 is marked as a whole, so it might be possible for students to provide fuller detail in the follow-up questions.

*In the speaking assessment, can the examiner change the formal question to the informal form, or is that considered to be rephrasing?*

Questions should be asked as they are written on the card.

*If a student says "Do you mean ...?" after the examiner asks the question, can you answer "Yes" or "No"?*

We would encourage the examiner to repeat the question as phrased on the card. However, if the student is struggling, then we would expect there to be some additional support, though this may affect the mark the student is ultimately awarded.

*Can you ask the invigilator which cards students have chosen, or do you have to wait until the students tell you?*

It is fine for the invigilator to tell you which card students have chosen.

## **A level task 2: independent research project (IRP)**

Students have approximately 10 to 11 minutes for this task.

### **Prior to the exam**

#### **Choosing the project**

The independent research project (IRP) allows students to conduct in-depth research into an aspect of Spanish or Hispanic culture or life in which they are particularly interested. Students should be encouraged to think carefully about what they want to research, as the subject must allow them not only to showcase what they have learned about the subject, but also to analyse the subject in some depth.

The IRP 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 Spanish/Hispanic cultural and social context. Should students choose a subject relating to one of the specification themes, it is possible that the same theme could come up in Task 1. Students should therefore go beyond the specification sub-themes and should ensure they have conducted wider reading on their chosen subject.

The IRP must **not** be based on one of the literary works or films studied for Paper 2. Students will receive a mark of zero for Task 2 if their IRP focuses on a work studied for Paper 2. However, an IRP could 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 IRP must not focus on that novel, as this would be a duplication of content.





- explain what independence means (see definition in *Guidance on the independent research project* in the specification)
- comment on the suitability of the area of research (availability of resources, time constraints)
- give guidance and advice on completing *Form RP3*
- advise on and direct students to the Assessment Objectives
- provide a selection of resources for student access.

Teachers **must**:

- confirm that the question or statement has the potential to meet the requirements of the assessment criteria, and offer general guidance on any necessary amendments
- ensure that the question or statement does **not** correspond with one of the literary works or films which the student has studied for Paper 2: teachers will be able to identify this from the information given on *Form RP3*; students will receive a mark of zero for Task 2 if their IRP focuses on a work studied for Paper 2
- review each student's *Form RP3*; teachers should ensure that the research can suitably fulfil the specification requirements and should give general guidance on the methodology and analytical tools which the student could use
- promote good practice, such as referencing and using a bibliography system
- sign the student's *Form RP3* before the examination to declare that the IRP is wholly the student's work
- monitor the different research projects being undertaken in a centre to ensure that independence is being maintained; if more than one student chooses to research the same topic, the teacher must ensure that each student has a different question or statement and, therefore, an independent focus.

Teachers **must not**:

- give students a choice of questions or statements from which they then choose, including a group question or statement for whole-class research
- give detailed feedback or guidance to individual students about how to improve their work to meet the requirements of the assessment criteria; the guidance provided should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made; this could include:
  - suggesting additional sources to consult
  - broadening or narrowing their topic of research
- rehearse or provisionally assess the student's presentation
- provide access to, or rehearse, questions which will be used in the assessment of the student's independent research.

### Examining technique checklist

The following guidelines will be helpful for teacher-examiners in preparing to administer the speaking assessments.

- The examiner's opening should put the student at ease.
- The examiner should remain friendly and encouraging throughout.
- The examiner should keep input to a minimum.
- There should be a predominance of open questions and encouragement.
- The examiner should refrain from proffering anecdotes, opinions, advice or information.

- The conversation/discussion should flow naturally.
- The examiner should take the student beyond learned or prepared material.
- The examiner should interrupt any pre-rehearsed sections.
- The examiner's interventions should be sufficiently demanding.
- The examiner should take the student to his/her linguistic ceiling.
- The closing should be upbeat, but not effusive.
- The examiner should keep to time for all elements of the assessments.