

## Spanish Progression Guide - Moving from GCSE to GCE and beyond

### Introduction and content

This guide has been designed to help centres understand the progression opportunities between Edexcel's GCSE 09 Spanish and Edexcel's GCE 2008 qualifications. It is organised into the following sections:

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## 1. Bridging the Gap

To help students' progress from GCSE to GCE they should try to:

- revise carefully all the vocabulary and grammar requirements for GCSE Higher Level
- increase vocabulary, adding abstract words and phrases to the more concrete vocabulary already learned for GCSE
- practise applying previously learned structures and vocabulary to new situations
- avoid anglicisms by exploring in greater depth the idiom of the target language
- become immersed in the target language and its culture by subscribing to newspapers and magazines; watching television programmes, films and DVDs; listening to radio broadcasts; and exploring the Internet for appropriate materials in the target language
- use the language assistant for intensive practice
- learn to argue a case - if necessary, and at an early stage, developing ideas and arguments in general English conversation if this is alien. These skills can then be transferred into discussion in another language
- learn to structure a piece of written work appropriately, whether a letter, an e-mail, an argument, a report or a piece of research
- explore and develop further an understanding of the culture, society and heritage of one or more countries in which the language is used
- understand and apply the grammatical system and a range of structures as listed in the AS/A2 specifications
- ensure that any self-study time is closely directed at first, keeping a log of independent reading and listening.

## 2. Assessment Objectives

The assessment objectives for GCSE and GCE are listed below side-by-side to aid comparison. It should be noted that AO3 at GCE is subsumed into both AO2 and AO4 at GCSE. For GCE, the knowledge and understanding requirements are inextricably linked to the four language skills of listening, speaking, reading and writing.

	GCSE	GCE
AO1	Understand spoken language	Understand & respond, in speech & writing, to spoken language.
AO2	Communicate in speech	Understand & respond, in speech & writing, to written language.
AO3	Understand written language	Show knowledge of & apply accurately the grammar & syntax prescribed in the specification.
AO4	Communicate in writing	

### 3. Listening

The table below details progression from GCSE to GCE in different aspects of the Listening assessment.

	GCSE	GCE
i) Skills	Understand spoken Spanish in a variety of contexts & styles.	Develop understanding of Spanish in a variety of contexts & genres.
	Understand Spanish vocabulary & structures from across 4 specified common topic areas.	Listen & respond to a variety of spoken Spanish-language sources.
	Develop language learning & communication skills, which can be applied broadly.	Consider the study of Spanish in a broader context.
ii) Testing	Discrete skill	AS: Discrete skill A2: Integrated assessment (via speaking)
iii) Task types	Non-verbal: e.g. multiple choice, matching/comparison, complete grids, tick 4 correct sentences etc.	Non-verbal: multiple-choice, tick 4 correct statements, summary with gap fill.
	Written: short English language responses.	Written: verbal responses in Spanish.
iv) Register	Formal (e.g. telephone messages).	A variety of contexts and genres.
	Informal (e.g. social interaction).	
v) Content	4 common topic areas:	4 defined topic areas (AS) 7 defined topic areas (A2)
	Out and about: <ul style="list-style-type: none"> <li>• Visitor information</li> <li>• Basic weather</li> <li>• Local amenities</li> <li>• Accommodation</li> <li>• Public transport</li> <li>• Directions</li> </ul>	The world around us: travel and tourism, environmental issues: <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> <li>• Weather</li> <li>• Pollution</li> </ul> Customs, traditions, beliefs and religions (A2)  National & international events: past, present & future (A2)
	Customer services and transactions: <ul style="list-style-type: none"> <li>• Cafés and restaurants</li> <li>• Shops</li> <li>• Dealing with problems</li> </ul>	Youth culture and concerns: <ul style="list-style-type: none"> <li>• Music and fashion</li> </ul>

	<p>Personal information:</p> <ul style="list-style-type: none"> <li>• General interests</li> <li>• Leisure activities</li> <li>• Family and friends</li> <li>• Lifestyle (healthy eating &amp; exercise)</li> </ul>	<p>Youth culture and concerns:</p> <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones etc)</li> <li>• Relationships (family, friends &amp; peer pressure)</li> </ul> <p>Lifestyle: health &amp; fitness:</p> <ul style="list-style-type: none"> <li>• Sport &amp; exercise</li> <li>• Food and diet</li> <li>• Health issues</li> </ul> <p>Literature and the arts (A2)</p>
	<p>Future plans, education and work:</p> <ul style="list-style-type: none"> <li>• Basic language of the internet</li> <li>• Simple job advertisements</li> <li>• Simple job applications and CV</li> <li>• School and college</li> <li>• Work and work experience</li> </ul>	<p>Education and employment</p> <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• The world of work</li> </ul> <p>Youth culture and concerns</p> <ul style="list-style-type: none"> <li>• Technology</li> </ul>
<b>i) Skills</b>	Communicate effectively in Spanish for a variety of purposes.	Communicate effectively & confidently in Spanish for a range of purposes & situations.
	Understand and apply a range of Spanish vocabulary and structures.	Understand & apply the grammatical system & a range of structures of the Spanish language (as defined in the grammar list).
	Develop language learning & communication skills, which can be applied broadly.	Express facts & ideas, present explanations, opinions & information.
		A2 only: Present viewpoints, develop arguments, analyse and evaluate.
<b>ii) Testing</b>	Discrete skill assessment	AS: Discrete skill assessment A2: Integrated assessment (listening & reading are also assessed via speaking).
<b>iii) Requirement</b>	2 different oral tasks @ 4 - 6 mins each.	AS: 1 oral @ 8 - 10 mins A2: 1 oral @ 11 - 13 mins
<b>iv) Outcomes</b>	Untiered: differentiation by outcome	Differentiation by outcome
<b>v) Assessment availability</b>	Opportunities to submit candidate work in January and May, although teachers may assess their students at any relevant point on an ongoing basis.	AS: assessment opportunities in January and May.

vi) Task types	Presentation and follow-on discussion.	
	Open interaction Edexcel provides stimulus (max 70 words) & tasks but these may be adapted or you may produce your own. Refreshed every 2 years	AS: Edexcel set questions on a stimulus (stimulus card is 70 - 90 words & refreshed every session), followed by discussion. A2: debate of a chosen issue followed by discussion of other issues.
vii) Register	Students use Spanish for different purposes and in different settings.	Students use Spanish for different purposes and settings.
viii) Content	Candidate may choose one or more than one theme from the following 5 options:	AS: Candidate chooses ONE topic from the four AS topic areas A2: Candidate has a free choice of chosen issue (i.e. not limited to the 7 topic areas). Follow on discussion issues will relate to any of the 7 topic areas.
	Media and culture E.g. <ul style="list-style-type: none"> <li>• Music/film/reading <i>Mafalda</i> <i>Manolito Gafotas</i> Juanes <i>Volver</i> (15)</li> <li>• Fashion/celebrities/religion e.g. Penélope Cruz, Dalí</li> <li>• Blogs/internet.</li> </ul>	Youth culture and concerns <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones, internet, games etc)</li> </ul> Literature & the arts (A2 only) e.g. Picasso, Almodóvar, Frida Kahlo Customs, traditions, beliefs and religions (A2 only)
	Sport and Leisure E.g. <ul style="list-style-type: none"> <li>• Hobbies/interests</li> <li>• Sporting events</li> <li>• Lifestyle choices</li> </ul>	Lifestyle: health and fitness <ul style="list-style-type: none"> <li>• Sport and exercise</li> <li>• Food and diet</li> <li>• Health issues (e.g. smoking)</li> </ul>
	Travel and Tourism E.g. <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Accommodation</li> <li>• Eating, food and drink</li> </ul>	The world around us: travel, tourism, environmental issues: <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> </ul> Lifestyle: health and fitness: <ul style="list-style-type: none"> <li>• Food and diet</li> </ul>

	<p>Business, work and employment E.g.</p> <ul style="list-style-type: none"> <li>• Work experience/part-time jobs</li> <li>• Product or service information</li> </ul>	<p>Education and employment:</p> <ul style="list-style-type: none"> <li>• The world of work (e.g. job opportunities)</li> </ul>
	<p>Centre-devised option (students choose a theme which corresponds to their interests) E.g.</p> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• <i>El botellón</i> and drugs issues</li> <li>• The environment and environmental issues</li> <li>• School</li> <li>• Las autonomías</li> <li>• La corrida de toros</li> <li>• <i>Mafalda</i></li> <li>• <i>Motorcycle Diaries</i> (15)</li> <li>• <i>Volver</i> (15)</li> </ul>	<p>Youth culture and concerns:</p> <ul style="list-style-type: none"> <li>• Relationships (family/ friendships &amp; peer pressure)</li> <li>• Drink, drugs, sex</li> </ul> <p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> <li>• Pollution &amp; recycling</li> </ul> <p>Education and employment:</p> <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• Education and student issues</li> </ul> <p>National &amp; international events: past, present &amp; future (A2 only)</p> <p>Literature and the arts (A2 only)</p>
<p><b>ix) Overlap</b></p>	<p>Formal assessment in speaking may be on the same theme as the formal assessment in writing. There should be no direct overlap of content and purpose.</p>	<p>There are no constraints concerning overlap across the units.</p>
<p><b>x) Approaches</b></p>	<p>All students in a teaching group attempt same task type on same thematic aspect e.g. an open interaction. Teachers make changes to stimulus to allow for differentiation in ability (e.g. more bullet points for lesser able &amp; fewer the more able) but generic task is the same.</p>	<p>All students study one topic area for AS speaking &amp; relate their discussion of an issue to this in A2 oral.</p>

	Students in different teaching groups undertake one speaking assessment on a common theme and one speaking assessment on a different theme.	All students study one topic area for AS speaking & relate their discussion of an issue in A2 oral to a different topic area.
	Task requires students to provide individual & distinctive content with a common brief e.g. a picture based discussion about a famous sportsperson would focus on different personalities & invite different information, opinions & questions.	Each student prepares an individually selected topic area for AS speaking & relates the discussion of an issue to this in the A2 speaking.
	Students in different teaching groups undertake both speaking tasks on different themes.	Each student prepares an individually selected topic area for AS speaking & relates the discussion of an issue in A2 oral to a different topic area.
<b>xi) Pathways for personalised learning</b>	Logical links between themes for speaking assessments & defined common topic areas for Listening & Reading Units e.g. <i>Sport &amp; Leisure</i> (speaking) & <i>Personal Information</i> (L & R).	There are four topic areas for Listening & Reading sections: students choose one of these four for speaking assessment.
	Vocational: Students taking Business Studies could undertake a picture-based discussion on their work placement within the theme of <i>Business, work and employment</i> .	e.g. Business-minded students might choose <i>Education and employment</i> for AS speaking & a business issue for A2 speaking.
	Vocational: Students following a course in Leisure and Tourism might carry out an Open Interaction in the context of a tourist office within the theme of <i>Travel and tourism</i> .	e.g. Students interested in a career working for international organisations or in the travel industry could choose <i>The world around us: travel, tourism etc</i> for AS speaking & a related issue for A2 speaking.
	Personalised to correspond to students' own interests & strengths: e.g. Students interested in Media Studies might choose a specific film within <i>Media and Culture</i> on which to base a presentation and discussion.	e.g. Students interested in a career in media might choose <i>Youth culture and concerns</i> for AS speaking and a media issue for A2 speaking.

#### 4. Speaking

The table below details progression from GCSE to GCE in different aspects of the Speaking assessment.

	GCSE	GCE
<b>i) Skills</b>	Communicate effectively in Spanish for a variety of purposes	Communicate effectively & confidently in Spanish for a range of purposes & situations
	Understand and apply a range of Spanish vocabulary and structures	Understand & apply the grammatical system & a range of structures of the Spanish language (as defined in the grammar list)
	Develop language learning & communication skills which can be applied broadly	Express facts & ideas, present explanations, opinions & information
		A2 only: Present viewpoints, develop arguments, analyse and evaluate
<b>ii) Testing</b>	Discrete skill assessment	AS: Discrete skill assessment A2: Integrated assessment (listening & reading are also assessed via speaking)
<b>iii) Requirement</b>	2 different oral tasks @ 4 - 6 mins each	AS: 1 oral @ 8 - 10 mins A2: 1 oral @ 11 - 13 mins
<b>iv) Outcomes</b>	Untiered: differentiation by outcome	Differentiation by outcome
<b>v) Assessment availability</b>	Opportunities to submit candidate work in January and May, although teachers may assess their students at any relevant point on an ongoing basis.	AS: assessment opportunities in January and May
<b>vi) Task types</b>	Presentation and follow-on discussion	
	Picture-based free-flowing discussion	
	Open interaction Edexcel provides stimulus (max 70 words) & tasks but these may be adapted or you may produce your own Refreshed every 2 years	AS: Edexcel set questions on a stimulus (stimulus card is 70 - 90 words & refreshed every session), followed by Discussion  A2: debate of a chosen issue followed by discussion of other issues
<b>vii) Register</b>	Students use Spanish for different purposes and in different settings	Students use Spanish for different purposes and settings
<b>viii) Content</b>	Candidate may choose one or more than one theme from the following 5 options:	AS: Candidate chooses ONE topic from the four AS topic areas A2: Candidate has a free choice of chosen issue (i.e. not limited to the 7 topic areas). Follow on discussion issues will relate to any of the 7 topic areas

	<p>Media and culture</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Music/film/reading <i>Mafalda</i> <i>Manolito Gafotas</i> Juanes <i>Volver</i> (15)</li> <li>• Fashion/celebrities/religion e.g. Penélope Cruz, Dalí</li> <li>• Blogs/internet</li> </ul>	<p>Youth culture and concerns</p> <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones, internet, games etc)</li> </ul> <p>Literature &amp; the arts (A2 only) e.g. Picasso, Almodóvar, Frida Kahlo</p> <p>Customs, traditions, beliefs and religions (A2 only)</p>
	<p>Sport and Leisure</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hobbies/interests</li> <li>• Sporting events</li> <li>• Lifestyle choices</li> </ul>	<p>Lifestyle: health and fitness</p> <ul style="list-style-type: none"> <li>• Sport and exercise</li> <li>• Food and diet</li> <li>• Health issues (e.g. smoking)</li> </ul>
	<p>Travel and Tourism</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Accommodation</li> <li>• Eating, food and drink</li> </ul>	<p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> </ul> <p>Lifestyle: health and fitness:</p> <ul style="list-style-type: none"> <li>• Food and diet</li> </ul>
	<p>Business, work and employment</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Work experience/part-time jobs</li> <li>• Product or service information</li> </ul>	<p>Education and employment:</p> <ul style="list-style-type: none"> <li>• The world of work (e.g. job opportunities)</li> </ul>

	<p>Centre-devised option (students choose a theme which corresponds to their interests) e.g.</p> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• <i>El botellón</i> and drugs issues</li>   <li>• The environment and environmental issues</li>   <li>• School</li>   <li>• Las autonomías</li> <li>• La corrida de toros</li> <li>• <i>Mafalda</i></li> <li>• <i>Motorcycle Diaries</i> (15)</li> <li>• <i>Volver</i> (15)</li> </ul>	<p>Youth culture and concerns:</p> <ul style="list-style-type: none"> <li>• Relationships (family/ friendships &amp; peer pressure)</li> <li>• Drink, drugs, sex</li> </ul> <p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> <li>• Pollution &amp; recycling</li> </ul> <p>Education and employment:</p> <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• Education and student issues</li> </ul> <p>National &amp; international events: past, present &amp; future (A2 only)</p> <p>Literature and the arts (A2 only)</p>
<p><b>ix) Overlap</b></p>	<p>Formal assessment in speaking may be on the same theme as the formal assessment in writing. There should be no direct overlap of content and purpose.</p>	<p>There are no constraints concerning overlap across the units</p>
<p><b>x) Approaches</b></p>	<p>All students in a teaching group attempt same task type on same thematic aspect e.g. an open interaction. Teachers make changes to stimulus to allow for differentiation in ability (e.g. more bullet points for lesser able &amp; fewer the more able) but generic task same.</p> <p>Students in different teaching groups undertake one speaking assessment on a common theme and one speaking assessment on a different theme.</p> <p>Task requires students to provide individual &amp; distinctive content with a common brief e.g. a picture based discussion about a famous sportsperson would focus on different personalities &amp; invite different information, opinions &amp; questions.</p>	<p>All students study one topic area for AS speaking &amp; relate their discussion of an issue to this in A2 oral</p> <p>All students study one topic area for AS speaking &amp; relate their discussion of an issue in A2 oral to a different topic area</p> <p>Each student prepares an individually selected topic area for AS speaking &amp; relates the discussion of an issue to this in the A2 speaking</p>

	Students in different teaching groups undertake both speaking tasks on different themes.	Each student prepares an individually selected topic area for AS speaking & relates the discussion of an issue in A2 oral to a different topic area.
<b>xi) Pathways for personalised learning</b>	Logical links between themes for speaking assessments & defined common topic areas for Listening & Reading Units e.g. <i>Sport &amp; Leisure</i> (speaking) & <i>Personal Information</i> (L & R).	There are four topic areas for Listening & Reading sections: students choose one of these four for speaking assessment.
	Vocational: Students taking Business Studies could undertake a picture-based discussion on their work placement within the theme of <i>Business, work and employment</i> .	e.g. Business-minded students might choose <i>Education and employment</i> for AS speaking & a business issue for A2 speaking.
	Vocational: Students following a course in Leisure and Tourism might carry out an Open Interaction in the context of a tourist office within the theme of <i>Travel and tourism</i> .	e.g. Students interested in a career working for international organisations or in the travel industry could choose <i>The world around us: travel, tourism etc</i> for AS speaking & a related issue for A2 speaking.
	Personalised to correspond to students' own interests & strengths: e.g. Students interested in Media Studies might choose a specific film within <i>Media and Culture</i> on which to base a presentation and discussion.	e.g. Students interested in a career in media might choose <i>Youth culture and concerns</i> for AS speaking and a media issue for A2 speaking.

## 5. Reading

The table below details progression from GCSE to GCE in different aspects of the Reading assessment.

	GCSE	GCE
<b>i) Skills</b>	Read and respond to different types of written Spanish.	Read and respond to a variety of Spanish-language written texts, covering different contexts, registers, styles and genres.
	Understand a range of Spanish vocabulary and structures.	Transfer meaning from Spanish into English (& vice versa at A2).
	Develop language learning & communication skills, which can be applied broadly.	Consider the study of Spanish in a broader context.
<b>ii) Testing</b>	Discrete skill	AS: Discrete skill A2: Integrated assessment (via speaking & writing)
<b>iii) Task types</b>	Non-verbal: e.g. matching (e.g. identifying the writer by crossing a box), Spanish cues (multiple choice, identify 4 correct sentences).	Non-verbal: matching (e.g. identifying the writer by crossing a box).

	Written: short English language responses (transfer of meaning).	Written: English language responses (transfer of meaning) Spanish languages responses.
iv) Content	4 common topic areas	4 defined topic areas (AS) 7 defined topic areas (A2)
	Out and about: <ul style="list-style-type: none"> <li>• Visitor information</li> <li>• Basic weather</li> <li>• Local amenities</li> <li>• Accommodation</li> <li>• Public transport</li> <li>• Directions</li> </ul>	The world around us: travel and tourism, environmental issues: <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> <li>• Weather</li> <li>• Pollution</li> </ul> <p>Customs, traditions, beliefs and religions (A2)</p> <p>National &amp; international events: past, present &amp; future (A2)</p>
	Customer services and transactions: <ul style="list-style-type: none"> <li>• Cafés and restaurants</li> <li>• Shops</li> <li>• Dealing with problems</li> </ul>	Youth culture and concerns <ul style="list-style-type: none"> <li>• Music and fashion</li> </ul>
	Personal information: <ul style="list-style-type: none"> <li>• General interests</li> <li>• Leisure activities</li> <li>• Family and friends</li> <li>• Lifestyle (healthy eating &amp; exercise)</li> </ul>	Youth culture and concerns: <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones etc)</li> <li>• Relationships (family, friends &amp; peer pressure)</li> </ul> <p>Lifestyle: health &amp; fitness</p> <ul style="list-style-type: none"> <li>• Sport &amp; exercise</li> <li>• Food and diet</li> <li>• Health issues</li> </ul> <p>Literature and the arts (A2)</p>
	Future plans, education and work: <ul style="list-style-type: none"> <li>• Basic language of the internet</li> <li>• Simple job advertisements</li> <li>• Simple job applications and CV</li> <li>• School and college</li> <li>• Work and work experience</li> </ul>	Education and employment <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• The world of work</li> </ul> <p>Youth culture and concerns</p> <ul style="list-style-type: none"> <li>• Technology</li> </ul>

## 6. Writing

The table below details progression from GCSE to GCE in different aspects of the Writing assessment.

	GCSE	GCE
<b>i) Skills</b>	Communicate in writing for a variety of purposes.	Communicate effectively & confidently in Spanish for a range of purposes and situations.
	Understand & apply a range of Spanish vocabulary and structures.	Understand and apply the grammatical system and a range of structures of the Spanish language (as defined in the grammar list).
	Develop language learning & communication skills, which can be applied broadly.	Express facts and ideas, present explanations, opinions and information.
<b>ii) Testing</b>	Discrete skill assessment	AS: Discrete skill assessment A2: Integrated assessment (reading is also assessed via writing).
<b>iii) Requirement</b>	2 tasks @ min 200 words each	AS: 1 task @ 200-220 words  A2: 1 translation @ 80 words 1 language essay: 240-270 word 1 research-based essay @ 240-270 words.
<b>iv) Outcomes</b>	Untiered: differentiation by outcome	Differentiation by outcome
<b>v) Assessment availability</b>	Opportunities to submit candidate work in January and May.	AS: assessment opportunities in January and May A2: assessment in May
<b>vi) Content</b>	Candidate may choose one or more than one theme from the following 5 options:	4 themes (AS) 7 themes (A2: translation & language essay) 4 themes (A2: research-based essay)

	<p>Media and culture                  E.g.</p> <ul style="list-style-type: none"> <li>• Music/film/reading  <i>Mafalda</i>  <i>Manolito Gafotas</i>  <i>Volver (15)</i></li> <li>• Fashion/celebrities/religion                      e.g. Penélope Cruz, Dalí</li> <li>• Blogs/internet</li> </ul>	<p>Youth culture and concerns</p> <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones, internet, games etc)</li> </ul> <p>Customs, traditions, beliefs and religions (A2 only)</p> <p>Literature &amp; the arts (A2 only)                  e.g. Picasso, Almodóvar, <i>Como Agua Para Chocolate</i></p> <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Spanish-speaking society (A2: RBE only)</p>
	<p>Sport and Leisure                  E.g.</p> <ul style="list-style-type: none"> <li>• Hobbies/interests</li> <li>• Sporting events</li> <li>• Lifestyle choices</li> </ul>	<p>Lifestyle: health and fitness</p> <ul style="list-style-type: none"> <li>• Sport and exercise</li> <li>• Food and diet</li> <li>• Health issues (e.g. smoking)</li> </ul>
	<p>Travel and Tourism                  E.g.</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Accommodation</li> <li>• Eating, food and drink</li> </ul>	<p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> </ul> <p>Lifestyle: health and fitness:</p> <ul style="list-style-type: none"> <li>• Food and diet</li> </ul> <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Spanish-speaking society (A2: RBE only)</p>
	<p>Business, work and employment                  E.g.</p> <ul style="list-style-type: none"> <li>• Work experience/part-time jobs</li> <li>• Product or service information</li> </ul>	<p>Education and employment:</p> <ul style="list-style-type: none"> <li>• The world of work (e.g. job opportunities)</li> </ul> <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Spanish-speaking society (A2: RBE only)</p>
	<p>Centre-devised option (students choose a theme which corresponds</p>	<p>Youth culture and concerns:</p>

	<p>to their interests)                  E.g.</p> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• <i>El botellón</i> and drugs issues</li>   <li>• The environment and environmental issues</li>   <li>• School</li>   <li>• Las autonomías</li> <li>• La corrida de toros</li>   <li>• <i>Volver</i> (15)</li> <li>• <i>Manolito Gafotas</i></li> <li>• Picasso</li>   <li>• A Latin American country</li>   <li>• <i>El tejerazo</i></li>   <li>• El racismo</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships (family/ friendships &amp; peer pressure)</li> <li>• Drink, drugs, sex</li> </ul> <p>The world around us: travel, tourism, environmental issues</p> <ul style="list-style-type: none"> <li>• Pollution &amp; recycling</li> </ul> <p>Education and employment:</p> <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• Education and student issues</li> </ul> <p>National &amp; international events: past, present &amp; future (A2 only)</p> <p>Literature and the arts (A2 only and A2: RBE)</p> <p>Geographical area (A2: RBE only)                  Historical study (A2: RBE only)</p> <p>Aspects of modern Spanish-speaking society (A2: RBE only)</p>
<p>vii) Overlap</p>	<p>Formal assessment in writing may be on the same theme as the formal assessment in speaking. There should be no direct overlap of content and purpose.</p>	<p>There are no constraints concerning overlap across the units.</p>
<p>viii) Approaches</p>	<p>All students in a teaching group attempt same written task on the same thematic aspect e.g. a Spanish film or a past holiday. Teachers adapt the stimulus to allow for differentiation in ability but the generic task is the same.</p> <p>Task requires students to provide individual &amp; distinctive content with a common brief e.g. a review of a book in Spanish. Students would be free to choose which book to review, which would invite different information, opinions &amp; questions.</p>	<p>All students study same literary text or film for RBE                  Read text/watch film in class, follow with discussion &amp; written work and additional research &amp;/or higher- level reading in Spanish.</p> <p>Personalised learning: Each candidate chooses own topic to allow use of skills &amp; knowledge from other subjects e.g. History, Economics &amp; Geography                  Additional research and/or higher-level reading in Spanish.</p>

	Students across different teaching groups undertake one writing assessment on a common theme and one writing assessment on a different theme.	
ix) Pathways for personalised learning	E.g. Students taking Business Studies could write an evaluation of a business created at school as part of the Young Enterprise Scheme under the theme <i>Business, work and employment</i> .	
	E.g. Students following a course in Leisure and Tourism might complete an evaluation of the tourist attractions of a town of their choice within the theme of <i>Travel and tourism</i> .	E.g. Students interested in a career working for international organisations or in the travel industry might choose to write a discursive essay (A2) with an international dimension.
	E.g. Students interested in Media Studies might choose to write a review of a particular film under the theme of <i>Media and Culture</i> .	Students interested in a career in media might write a journalistic piece as a creative essay in A2 writing. They might also choose a Spanish-medium film ( <i>Literature and the arts</i> ) for the RBE in A2.

## 7. Grammar structures

GCSE and GCE students will be expected to have acquired knowledge and understanding of Spanish grammar during the course of their studies. In Speaking and Writing assessments, they will be required to apply accurately a range of grammatical structures appropriate to the task set, drawn from the following lists.

	GCSE	GCE
	<b>The case system</b>	
<b>Nouns</b>	<ul style="list-style-type: none"> <li>Gender</li> <li>Singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>Gender</li> <li>Singular and plural forms</li> </ul>
<b>Articles</b>	<ul style="list-style-type: none"> <li>Definite and indefinite</li> <li>'lo' plus adjective (R for Foundation)</li> </ul>	<ul style="list-style-type: none"> <li>Definite and indefinite, including <i>lo</i> plus adjective</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>Agreement</li> <li>Position</li> <li>Comparative and superlative, including <i>mayor, menor, mejor, peor</i></li> <li>Demonstrative (<i>este, ese, aquel</i>)</li> <li>Possessive, short form (<i>mí</i>)</li> <li>Possessive long form (<i>mío</i>) (R for</li> </ul>	<ul style="list-style-type: none"> <li>Agreement</li> <li>Position</li> <li>Apocoptation (<i>buen, mal</i>)</li> <li>Comparative and superlative</li> <li>Demonstrative (<i>este, ese, aquel</i>)</li> <li>Indefinite (<i>alguno, cualquiera, otro</i>)</li> </ul>

	<p>Foundation)</p> <ul style="list-style-type: none"> <li>• Interrogative (<i>cuánto, qué</i>)</li> <li>• Relative (<i>cuyo</i>) (<i>Higher only</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive (short and long forms) (<i>mi, mío</i>)</li> <li>• Interrogative (<i>cuánto, qué</i>)</li> <li>• Relative (<i>cuyo</i>)</li> <li>• Exclamatory (<i>qué</i>)</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Formation</li> <li>• Comparative and superlative</li> <li>• Regular</li> <li>• Interrogative (<i>cómo, cuándo, dónde</i>)</li> <li>• Adverbs of time and place (<i>aquí, allí, ahora, ya</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative and superlative</li> <li>• interrogative (<i>cómo, cuándo, dónde</i>)</li> </ul>
<b>Quantifiers</b>	<ul style="list-style-type: none"> <li>• Common adverbial phrases</li> </ul>	
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• (<i>muy, bastante, poco, mucho</i>)</li> <li>• Subject</li> <li>• Object (R for Foundation)</li> <li>• Position and order of object pronouns (R for Foundation)</li> <li>• Reflexive</li> <li>• Relative (<i>que</i> for Foundation)</li> <li>• Relative (<i>que, quien, lo que, el que, cual</i> for Higher)</li> <li>• Disjunctive (<i>conmigo, para mí</i>)</li> <li>• Demonstrative (<i>éste, ése, aquél, esto, eso, aquello</i>)</li> <li>• Indefinite (<i>algo, alguien</i>)</li> <li>• Interrogative (<i>cuál, qué, quién</i>)</li> <li>• Possessive (<i>el mío, la mía</i> for Higher)</li> </ul>	<ul style="list-style-type: none"> <li>• (<i>muy, bastante, poco, mucho</i>)</li> <li>• Subject</li> <li>• Object: direct and indirect</li> <li>• Reflexive</li> <li>• Relative (<i>que, quien, el que, el cual</i>)</li> <li>• Disjunctive/ emphatic</li> <li>• Demonstrative (<i>éste, ése, aquél, esto, eso, aquello</i>)</li> <li>• Indefinite (<i>algo, alguien</i>)</li> <li>• Possessive (<i>el mío, la mía</i>)</li> <li>• Interrogative (<i>cuál, qué, quién</i>)</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Regular and irregular verbs</li> <li>• Reflexive verbs</li> <li>• Modes of address (<i>tú, usted</i>)</li> <li>• Radical-changing verbs</li> <li>• Negative forms</li> <li>• Interrogative forms</li> <li>• Reflexive constructions (<i>se vende, se nos dice que</i>)</li> <li>• Uses of <i>ser</i> and <i>estar</i></li> </ul>	<ul style="list-style-type: none"> <li>• Regular &amp; irregular forms of verbs</li> <li>• Reflexive verbs</li> <li>• Modes of address (<i>tú, usted</i>)</li> <li>• Radical-changing verbs</li> <li>• Impersonal verbs</li> <li>• Verbs followed by an infinitive (with or without a preposition)</li> <li>• Perfect infinitive</li> <li>• Negative forms</li> <li>• Interrogative forms</li> <li>• Reflexive constructions (<i>se vende, se nos dice que</i>)</li> </ul>

		<ul style="list-style-type: none"> <li>• Uses of <i>ser</i> and <i>estar</i></li> </ul>
	<p><b>Tenses:</b></p> <ul style="list-style-type: none"> <li>• Present</li> <li>• Present continuous</li> <li>• preterite</li> <li>• Imperfect: in weather expressions with <i>estar, hacer</i> (Foundation)</li> <li>• Imperfect (Higher)</li> <li>• Imperfect continuous (Higher)</li> <li>• Immediate future</li> <li>• Future (R for Foundation)</li> <li>• Conditional: <i>gustar</i> only in set phrases (Foundation)</li> <li>• Conditional (Higher)</li> <li>• Perfect: most common verbs only (Foundation)</li> <li>• Perfect (Higher)</li> <li>• Pluperfect (R for Foundation)</li> <li>• Passive voice (R for Higher)</li> <li>• Imperative: common forms including negative</li> <li>• Gerund (R for Foundation)</li> </ul>	<p><b>Tenses:</b></p> <ul style="list-style-type: none"> <li>• Present</li> <li>• Continuous tenses</li> <li>• Preterite</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Perfect</li> <li>• Future perfect (AS: R only)</li> <li>• Conditional perfect (AS: R only)</li> <li>• Pluperfect</li> <li>• Passive voice: present and preterite (AS): all tenses (A2)</li> <li>• Imperative</li> <li>• Gerund</li> <li>• Past participle</li> </ul>
Prepositions	<ul style="list-style-type: none"> <li>• Subjunctive, present: (R for Foundation) in certain exclamatory phrases (¡Viva! ¡Dígame!)</li> <li>• Subjunctive, present: imperative, affirmation and negation; future after conjunctions of time (<i>cuando</i>); after verbs of wishing, command, request, emotion; to express purpose (<i>para que</i>)</li> <li>• Subjunctive, imperfect: <i>quisiera</i> (Foundation)</li> <li>• Subjunctive, imperfect (R for Higher)</li> <li>• Impersonal verbs: most common only</li> <li>• Common, including personal <i>a</i></li> <li>• <i>por</i> and <i>para</i></li> </ul>	<ul style="list-style-type: none"> <li>• Subjunctive mood: present, perfect, imperfect, pluperfect (AS)</li> <li>• Uses of subjunctive: polite commands</li> <li>• Negative commands</li> <li>• After verbs of influence or emotion</li> <li>• To express purpose (<i>para que</i>)</li> <li>• To express possibility/impossibility</li> <li>• After conjunctions of time (<i>cuando llegue</i>)</li> <li>• In conditional sentences after <i>si</i></li> <li>• All other common uses (R)</li> <li>• All common uses (A2)</li> <li>• Personal <i>a</i></li> <li>• Uses of <i>por</i> and <i>para</i></li> <li>• common, including <i>y, pero, o, porque, como, cuando</i></li> <li>• Constructions with <i>hace</i> and <i>desde hace</i></li> </ul>
Conjunctions	<ul style="list-style-type: none"> <li>• common, including <i>y, pero, o, porque, como, cuando</i></li> <li>• Time: use of <i>desde hace</i> with present tense (R)</li> </ul>	
Number, quantity, dates and time		

## 8. Research skills

At GCSE students are encouraged via the speaking and writing assessments to engage in independent learning, to take greater responsibility for their own achievements and the outcomes of their assessments. In short, they are being encouraged at this stage to develop research skills, which will stand them in good stead at GCE. For the GCSE speaking and writing assessments, students could engage in independent research on the pop star of their choice, a sea-side resort, a Spanish film etc so that they are better informed and can sustain a more developed discussion or produce a more detailed piece of writing, expressing reasoned opinions.

At GCE AS U1 speaking promotes independent research as students choose their topic area for discussion and then investigate the linked subtopics in some detail in preparation for their oral.

Research skills play an important part in GCE A2: students will be expected to research in some depth their chosen issue for debate in the U3 oral. Clearly, success in the research-based essay relies in no short measure on the amount of research students have done in preparation. Teachers should refer to the research-based essay guide (listed in the Resources section below), which contains invaluable hints and tips for both students and teachers.

## 9. A\*/stretch and challenge

At GCSE, students are required to develop an awareness and understanding of countries and communities where Spanish is spoken. More able learners could therefore undertake the study of a piece of literature in Spanish and a couple of suggestions for suitable texts have been made above. Students would then be able to use the literary text as the basis for a speaking or writing assessment. Similarly, an aspect of historical or geographical significance might provide more stretch for students and again, suggestions have been made above (e.g. The Tejerazo, a country of Latin America). In addition, for speaking and writing, centres have the freedom to select themes appropriate to the capabilities and abilities of their students. More able learners might find a theme such as environmental issues a more suitable challenge. In the Higher Tier Reading paper, the final question (A\*) is in Spanish and this represents a level of stretch and challenge as it prepares students for the reading section of the GCE AS U2 paper.

At GCE A2, there are several opportunities for stretch and challenge: In U4, the translation from English into Spanish enables students to demonstrate their ability to manipulate complex language, drawing on appropriate vocabulary and structures to produce a translation which is accurate and natural. In the U4 section B creative/discursive essay, students are able to demonstrate their ability to produce fluent and relevant language using a range of vocabulary and structures, and to convey opinions and express themselves accurately. In GCE U3, being able to present and defend an issue successfully requires students to use higher-level Spanish language skills: they must persuade and convince as well as engage with the examiner and accurately deploy a wide range of vocabulary and structures.

As with GCSE, at GCE students are expected to develop awareness & understanding of the contemporary society, cultural background & heritage of Spanish-speaking countries & communities and the Research-based essay affords ample opportunities for this.

Teachers may find the following information useful:

To be awarded A\* at GCE A Level, a candidate must

1. Achieve grade A overall for the A Level (this can also be described as having to achieve 80% of total UMS).

AND

2. Achieve 90% of combined UMS for A2 units

Therefore, for a 4 unit A Level, a candidate must achieve (a) at least 320 of 400 uniform marks and (b) 180 of 200 uniform marks for A2 units.

## 10. Resources

Below is a list of resources available to support both GCSE and GCE.

GCSE	GCE
<p><i>Edexcel GCSE Spanish</i> (Pearson Education Ltd 2009):</p> <p>Students Book Workbook Teacher's Guide &amp; CD -Rom Assessment pack Audio CD pack Active Teach CD-Rom</p>	<p><i>Edexcel Spanish for A Level</i> (Hodder Education 2008):</p> <p>Student's Book  Teacher's Resource Book  Audio CD Set Dynamic Learning Student Edition Dynamic learning Network Edition</p>
<p><i>¡Mola!</i> (Philip Allan, part of Hodder Education, 2009)</p> <p>Student Book Teacher Guide</p>	<p>Research-based essay guide <a href="http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/Spanish.doc">http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/Spanish.doc</a></p>
<p>Edexcel GCSE 09 Spanish Vocabulary Book  <a href="http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/Spanish-Vocab-Book.doc">http://www.edexcel.com/migrationdocuments/GCSE New GCSE/Spanish-Vocab-Book.doc</a>  (Available in word &amp; pdf version for free download)</p>	<p><i>Palabra por Palabra: New Advanced Spanish Vocabulary</i> (Hodder Education, 4<sup>th</sup> edn, 2006)</p>
<p><i>Upgrade: Spanish Grammar</i> (Mary Glasgow Publications)</p>	<p><i>Edexcel Spanish Grammar for A Level</i> (Hodder Education 2008)</p>
<p><a href="http://www.bbc.co.uk/languages/Spanish/">http://www.bbc.co.uk/languages/Spanish/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/Spanish/">http://www.bbc.co.uk/schools/gcsebitesize/Spanish/</a> <a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a> <a href="http://www.quia.com/index.html">www.quia.com/index.html</a>  <a href="http://www.sunderlandschools.org/mfl%2Dsunderland/">www.sunderlandschools.org/mfl%2Dsunderland/</a> <a href="http://www.yahoo.de">www.yahoo.de</a> <a href="http://www.langexpress.com/Learn-Spanish-Game.htm">http://www.langexpress.com/Learn-Spanish-Game.htm</a> <a href="http://www.digitaldialects.com/Spanish.htm">http://www.digitaldialects.com/Spanish.htm</a> <a href="http://www.educacion.es/exterior/uk/es/tecla/tecla.shtml">http://www.educacion.es/exterior/uk/es/tecla/tecla.shtml</a> <a href="http://www.espanol-extra.co.uk">www.espanol-extra.co.uk</a> <a href="http://www.spanishrevision.co.uk">www.spanishrevision.co.uk</a></p>	<p><a href="http://www.ssl4you.com">www.ssl4you.com</a> <a href="http://www.newsinslowspanish.com">www.newsinslowspanish.com</a> (subscription) <a href="http://www.elpais.es">www.elpais.es</a> <a href="http://www.elmundo.es">www.elmundo.es</a> <a href="http://www.lavanguardia.es">www.lavanguardia.es</a> <a href="http://www.abc.es">www.abc.es</a> <a href="http://www.que.es/bilbao/">http://www.que.es/bilbao/</a> <a href="http://www.google.es">www.google.es</a> <a href="http://www.yahoo.es">www.yahoo.es</a> <a href="http://www.muyjunior.es">www.muyjunior.es</a> <a href="http://www.yabla.com">www.yabla.com</a> <a href="http://www.lomastv.com">www.lomastv.com</a> <a href="http://www.broadcast-live.com/television/espanoles.html">http://www.broadcast-live.com/television/espanoles.html</a> <a href="http://www.rtve.es/podcast">www.rtve.es/podcast</a> <a href="http://www.cadenaser.com">www.cadenaser.com</a></p>

	<p><a href="http://www.ondacero.es">www.ondacero.es</a>  <a href="http://www.ozu.es">www.ozu.es</a>  <a href="http://www.red2000.com/spain/1index">www.red2000.com/spain/1index</a>  <a href="http://www.SiSpain.org/spanish/index.html">www.SiSpain.org/spanish/index.html</a>  <a href="http://www.colby.edu/~bknelson/SLC/index.php">http://www.colby.edu/~bknelson/SLC/index.php</a>  <a href="http://www.cvc.cervantes.es/portada.htm">www.cvc.cervantes.es/portada.htm</a>  <a href="http://www.mec.es/sqci/uk">www.mec.es/sqci/uk</a>  <a href="http://www.educacion.es/exterior/uk/es/tecla/tecla.shtml">www.educacion.es/exterior/uk/es/tecla/tecla.shtml</a>  <a href="http://www.asisehace.net">www.asisehace.net</a></p>
<p><b>Controlled Assessment Teacher Support Book (Speaking)</b></p>	<p><b>Oral Training Guide -</b>  <a href="http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/GCE-2008-Spanish-OTG.pdf">http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/GCE-2008-Spanish-OTG.pdf</a></p>