

Sixth Form A Level Spanish Transition Booklet



Name:

Welcome to A Level Spanish at St John Bosco College

This Transition work is designed to help you to bridge the gap between your GCSE studies and A Level.

Why do Transition work?

Preparation is crucial for studying A levels. A levels require you to be an independent learner. Although you have fewer subjects, A levels require different study skills and the volume of work is greater due to the increased demand of depth and detail. The exercises in this booklet will ensure that you are ready for the exciting challenges of becoming an A level student in September. It may be necessary to complete some of the tasks on separate sheets of paper. You have the choice of either typing or handwriting your responses. Each subject will be slightly different, but they will all require you to use the skills you will need for A level: independent enquiry; evidence of reading around the subject and enthusiasm and interest.

Is Transition work assessed?

Yes. In September, your subject teacher will ask you for your Transition work and it will be assessed. Teachers will be able to diagnose your strengths and weaknesses and begin to support and challenge you in a more targeted way.

You must bring all the work with you to your first Year 12

Spanish lesson in September.

Your A Level Spanish course is a two-year course. The A Level Spanish examination will be at the end of your second year of study, as follows :

Content and assessment overview

The Pearson Edexcel **GCE A Level (9SP0)** in Spanish consists of two externally-examined papers assessing listening, reading and writing and a speaking assessment. The speaking assessment is externally set and conducted by a teacher-examiner. All assessments are marked by Pearson.

Paper 1: Listening, reading and translation (*Paper code: 9SP0/01)
Written examination: 2 hours 40% of the qualification 80 marks
Assessment overview Students are not permitted access to a dictionary during the examination. The examination is made up of: Section A: Listening (30 marks) / Section B: Reading (30 marks) / Section C: Translation into English (20 marks)

Paper 2: Written response to works and translation (*Paper code: 9SP0/02)
Written examination: 2 hours and 40 minutes 30% of the qualification 120 marks
Assessment overview This paper includes a translation exercise and two essays on one literary text and one film. Students are not permitted access to a dictionary or any documentation relating to the works during the examination. Section A: Translation (20 marks) / Section B: Written response to works (literary text) (50marks) Section C: Written response to works (film) (50 marks)

Paper 3: Speaking (*Paper code: 9SP0/03)
<i>Internally conducted and externally assessed</i> Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time - 30% of the qualification - 72 marks
Content and assessment overview Task 1 : discussion on a theme (30 marks). It draws on vocabulary and structure across all four themes. Task 2 (42 marks) based on independent research selected and carried out by the student. The research may be based on one of the four themes or on the student's own subject of interest related to the society and culture of the language studied. Task 2 is divided into two parts : part 1 is the independent research presentation ; part 2 is a discussion on the independent research. Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the culture and society where the language is spoken.

Themes and sub-themes

Papers 1 and 3 will be based on content from the following themes.

The four themes address a range of social issues and trends, as well as aspects of the politic and artistic culture of Spain and Spanish-speaking countries. Each theme is broken into three sub-themes (underlined).

1st year of study :

Theme 1: La evolución de la sociedad española

- El cambio en la estructura familiar

La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.

- El mundo laboral

La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género.

- El impacto turístico en España

El impacto económico; las oportunidades que ofrece el turismo; el impacto socioambiental.

Theme 2: La cultura política y artística en el mundo hispanohablante

- La música

Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.

- Los medios de comunicación

La televisión y las telenovelas: los medios de comunicación escritos y en internet; el impacto en la sociedad y la política.

- Los festivales y las tradiciones

Los festivales, las fiestas, las costumbres y las tradiciones.

2nd year of study :

Theme 3 : La inmigración y la sociedad multicultural española

- El impacto positivo de la inmigración en la sociedad española

Las aportaciones de los inmigrantes en la economía y la cultura.

- Enfrentado los desafíos de la inmigración y la integración en España

Las medidas adoptadas por las comunidades locales ; la marginación y el aislamiento desde el punto de vista de los inmigrantes.

- La reacción social y pública hacia la inmigración en España

El enfoque político hacia la inmigración ; la opinión pública.

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

- 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 de Rey Juan Carlos en la transición ; el gobierno de Suárez ; el golpe de Estado de 1981.

A. 2. Translating texts:

1. Traduce este texto al español:

In the main station in Milan, two young men were drinking coffee in plastic cups.

“What time does your grandmother’s train arrive from Venice?” Claudio asked.

“In about half an hour,” replied Paolo.

“Are you going to stay here all that time?”

“Yes, of course!”

Claudio looked at his friend, who was sitting on a bench, his eyes closed. It was five o’clock in the morning and there were very few people near them on the platform. They were bored because, already, they had been waiting for the train for a long time.

“I hope you will be here when she arrives,” continued Paolo.

“You don’t need me. I’m tired.”

“On the contrary. You must meet her. She’s really wonderful.” “Alright!”

B) Speaking and listening tasks:

B. 1. Lee la descripción de « Paper 3 –Speaking assessment – Task 1» y después elige 2 de los siguientes temas para hacer 2 presentaciones orales en septiembre (cada presentación tiene que durar 5 minutos):

- La mujer en el mundo laboral en los países latinos.
- Tradiciones y música en Latinoamérica.
- Los matrimonios homosexuales en España.
- El papel del turismo en la España actual.
- Los programas de telerrealidad en los países hispanos.
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B. 2. Lee la descripción de « Paper 3 – Speaking assessment – Task 2 (Part 1)» y luego sugiere tu propio tema de investigación para hacer una presentación oral en septiembre (durante 2 minutos). Tendrás que mencionar una fuente de referencia escrita en español y explicar por qué te gustaría estudiar este tema.

Tema de investigación :

Fuente de referencia :

B.3. Elige una canción de un/una cantante hispano/a y resume, en inglés, el mensaje de la misma (50 palabras)

B.3. Mira este vídeo en YouTube e intenta resumir, en no más de 50 palabras, el tema principal de la conversación. <https://www.youtube.com/watch?v=ym7-2skp7Ek>
