SPANISH

Exam Board: AQA
Entry Requirements: Students must achieve grade 6 or above in Spanish / excellent grammatical knowledge required

COURSE SUMMARY

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. The approach is a focus on how Spanish -speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish- speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

Students will also student two set works in depth, exploring the literary and cinematic techniques that are present in each work. For 2022-2024 our set works for Spanish will be the film Volver [director: Pedro Almodóvar] and the novel Como agua para chocolate, by the Mexican novelist Laura Esquivel.

COURSE STRUCTURE

Paper 1: Listening, reading and writing (2hr30, 50%)
Listening, reading and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Students will also complete a 100-word translation into English and into Spanish.

Paper 2: Writing (2hr, 20%)
Students write an essay on a set text and set film from a choice of two questions. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

Paper 3: Speaking (approx. 30mins, 30%)
Students engage in a discussion of a sub-theme studied based on a stimulus card. Students then present an individual research project and engage in extended discussion of the points raised in their presentation. Assessments are conducted by the classroom teachers.

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CAREER CHOICES

Doing a language does not limit you to a job in languages; it widens the choice and allows you to enter whatever market you wish to. A language A-level fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. We know that advanced language skills are increasingly valued by employers across all sectors, including industry and business. The choice of career goes beyond the common few that language students sometimes go into: teaching, translation or interpreting. Employers recognise that a modern languages degree shows wide cultural experience as well as other personal transferable skills which they gain through their education. A-level linguists have gone into a variety of different jobs such as business, marketing, publishing, journalism, business sales and many others.

• Listen to how languages have helped these people in their diverse careers: https://youtu.be/DdqZ7cfZtY4

• Read these postcards about the roles languages have played in each person's career: https://bit.ly/3qjFudN