

Spanish

Essential Study

There are 3 separate tasks for Spanish, each with a slightly different aim.

Task 1: Film Review task

Task 2: Article – Reading and Summary task

Task 3: Research and Speaking Prep task

See below for more information on each task.

Extended reading

In addition to the 3 main tasks, here are suggestions for extended reading which you can complete to get ahead for Y12. This reading is optional but will be a good foundation for Y12 study:

- **Article Unit 1:** “Los españoles dejan el hogar familiar diez años después que los suecos.” Álvaro Sánchez, 3/5/17, EL PAÍS.
(https://politica.elpais.com/politica/2017/05/03/actualidad/1493807061_134316.html)
- **Article Unit 2:** “El ciberespacio no debe ser la ley de la jungla” Javier Casqueiro, 11/03/18. EL PAÍS.
(https://politica.elpais.com/politica/2017/05/03/actualidad/1493807061_134316.html)
- **Book (short story): El Marqués de Lumbría** - Miguel de Unamuno. PDF and audiobook available for free online:
<https://albalearning.com/audiolibros/unamuno/marques1.html>
- **Poems: From ‘Sobre los ángeles’, Rafael Alberti** (google to find)
 - El ángel de los números
 - Los ángeles colegiales

Exceptional activity

Complete one of the following tasks with the extended reading:

Articles – Write an additional summary of one of the extended reading articles as in Task 2

Poems – Write your own version of one of the poems **or** write a short story based on one of the poems (Don't merely copy sentences, but use synonyms. The language can be more modern).

Book – Write a review of **El Marqués de Lumbría** in Spanish answering the following questions:

- 1) What are the main themes in this story?
- 2) Would you recommend it and why?

There are 3 separate tasks for Spanish, each with a slightly different aim.

Task 1: Film analysis

Task 2: Reading and summary writing

Task 3: Research task

Instructions

Watch 1 of the Spanish language films from the list below:

Task 1:

- *Ocho Apellidos Vascos*
- *Mar Adentro*
- *Diarios de Motocicleta*
- *Abre los Ojos*
- *El Laberinto del Fauno*
- *Volver*
- *Todo Sobre Mi Madre*
- *Hable Con Ella*
- *Requisitos Para Ser Una Persona Normal*
- *Abel*
- *Como Agua Para Chocolate*
- *No*
- *Machuca*

Answer the following question **in SPANISH**

¿Qué le quería decir al público el cineasta de esta película?

En tu opinión, ¿transmite con éxito este mensaje? Justifica tu respuesta

Consider the following:

- What happens in the film?
- What is the historical and social context of the film?
- What are the director's intentions (think about the context of the film)?
- What is unique / special about the film? e.g. cinematography, music etc.
- Would you recommend this film and why?

You should write approximately 300 words.

Please write your review by hand (and not on the computer).

Link to course

For the A-level course, you will be required to write 2 essays in your "Paper 2: Writing" exam.

One essay will be written about the set film studied.

One essay will be written about the set text studied.

The aims of this task, therefore, are:

- To identify existing knowledge of filmic techniques and language
- To identify existing knowledge of social and political context(s)
- To identify strengths and weaknesses with regards to grammar, range of vocabulary and essay composition

<p>Success criteria</p>	<ul style="list-style-type: none"> You will have written approximately 300 words in Spanish on A4 lined paper. You will have clear handwriting and have written your essay on every other line. <u>It will not have been written on the computer.</u> You will have used a range of vocabulary and tenses (minimum past, present, future and conditional) You will have included your own opinions with justifications using specific examples from the film. You will have referenced the social / political context of the film. You will have explained the director's intentions, supporting your opinion with relevant scenes or quotes from the film. 																												
<p>Marking structure</p>	<p>Your work will be marked for Quality of Language (A03) and Critical Analysis (A04) using the following mark scheme:</p> <table border="1" data-bbox="483 658 1281 1088"> <thead> <tr> <th colspan="2">A03</th> </tr> </thead> <tbody> <tr> <td>17-20</td> <td>Mainly accurate (occasional minor errors) with wide range of vocabulary The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.</td> </tr> <tr> <td>13-16</td> <td>Generally accurate (minor errors) with good range of vocabulary The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. 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<p>Instructions Task 2:</p>	<ol style="list-style-type: none"> 1) Read the text in Appendix 1. 2) Find the 10 synonyms in the text. 3) Write a summary of the text using the tips provided. 																												
<p>Link to course</p>	<p>For the A-level course, you will be required to complete "Paper 1: Listening, Reading & Writing" exam. The reading and listening tasks are broadly similar to GCSE questions, albeit of a more difficult level. The main difference, however, is the requirement for summary writing. In both the listening and reading sections of this exam, you will need to summarise a passage in 75-90 words.</p>																												

	<p>The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To identify strengths and weaknesses in reading skills • To identify strengths and weaknesses in summary writing • To identify strengths and weaknesses with regards to grammar & vocabulary 														
<p>Success criteria</p>	<ul style="list-style-type: none"> • You will have written 75-90 words in Spanish. • You will have written in full sentences, not in bullet points. • You will have used, where possible, your own words. • You will have included all necessary information to address the bullet points. • You will have demonstrated a consistently secure grasp of Spanish grammar. 														
<p>Marking structure</p>	<p>Your work will be marked for Content (7 marks) and Quality of Language (5 marks). Quality of Language will be assessed using the following mark scheme:</p> <table border="1" data-bbox="325 815 1423 1379"> <thead> <tr> <th data-bbox="325 815 427 860">Mark</th> <th data-bbox="427 815 1423 860">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="325 860 427 954">5</td> <td data-bbox="427 860 1423 954">The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td data-bbox="325 954 427 1048">4</td> <td data-bbox="427 954 1423 1048">The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td data-bbox="325 1048 427 1142">3</td> <td data-bbox="427 1048 1423 1142">The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td data-bbox="325 1142 427 1236">2</td> <td data-bbox="427 1142 1423 1236">The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td data-bbox="325 1236 427 1330">1</td> <td data-bbox="427 1236 1423 1330">The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td data-bbox="325 1330 427 1379">0</td> <td data-bbox="427 1330 1423 1379">The student produces nothing worthy of credit.</td> </tr> </tbody> </table>	Mark	Description	5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.	4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.	3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.	2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.	1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.	0	The student produces nothing worthy of credit.
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<p>Instructions Task 3:</p>	<ol style="list-style-type: none"> 1. Read through the statistics, photo card and sentence starters in Appendix 2. 2. Prepare answers to all 3 questions on the photo card. 3. Use the sentence starters and statistics to support your answers. 														
<p>Link to course</p>	<p>For the A-level course, you will be required to complete “Paper 3: Speaking” exam. For this exam, you will need to discuss a photo card (as in Appendix 2) and also discuss your individual research project (which will have been completed over the two year period).</p> <p>In order to score the top grades in this exam, pupils are expected to demonstrate in depth knowledge of the issues studied. In order to do this pupils are expected to use statistics and data found in articles and surveys in order to answer questions in the speaking exam. Although your teacher and the textbook will provide you with useful statistics during the course of study, you will also be expected to carry out your own research and use it to support your arguments.</p>														

	<p>The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To identify strengths and weaknesses in using statistics to support arguments. • To identify strengths and weaknesses with regards to interpreting statistics. • To identify strengths and weaknesses with regards to interpreting photos.
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Success criteria	<ul style="list-style-type: none"> • You will have written 50 words in Spanish for each answer. • You will have written in full sentences, not in bullet points. • You will have included at least 2 questions for the teacher. (These can be rhetorical questions for this task) • You will have used a range of tenses and vocabulary. • You will have demonstrated a consistently secure grasp of Spanish grammar. • You will have included some of the key statistics in your answers. • You will have included some of the sentence starters in your answers. • You will be prepared to answer these questions in a speaking exercise in class.
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Marking structure	A02 – Understanding of the material on the card		
	5	Very good understanding	
	4	Good understanding	
	3	Some understanding	
	2	Limited understanding	
	1	Very limited understanding	
	<i>1 question = max. 4 marks; 0 questions = max. 3 marks</i>		
	A03 - CONTENT		
	Marks	Vocab/Structures	Grammar
	9-10	A wide range of vocabulary and complex language; good knowledge of appropriate idiom.	Highly accurate with occasional minor errors
7-8	A good range of vocabulary and complex language; some knowledge of appropriate idiom.	Mostly accurate with some minor errors	
5-6	Some variety of vocabulary and structures	Accurate application of grammar is uneven.	
3-4	Little variety of vocabulary and structures	Accurate application of grammar is limited.	
1-2	Very little variety of vocabulary and structures	Accurate application of grammar is very limited.	

A04	Knowledge/Understanding
5	Very good knowledge and understanding of sub-theme. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.
4	Good knowledge and understanding of sub-theme. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	Reasonable knowledge and understanding of sub-theme. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.
2	Some knowledge and understanding of sub-theme. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.
1	A little knowledge and understanding of sub-theme. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme

Writing a summary

When you are asked to write a summary in the examination, you will always be given some guidance in the form of bullet points listing the things that you must include. Make sure that you **do** include them! Try to ensure that you adhere to the specified word limit; your summary must not be too short and certainly not too long – or else it won't be a SUMMARY! Remember that you must **use your own words where possible and try not copy from the text**. In order to ease you in gently to summary writing in the exercise below, you will first match up some words from the text with synonyms. You may find these synonyms will help you to avoid repeating vocabulary from the text.

1. Lee el texto a continuación.

Las peticiones de divorcio han aumentado un 12,5% en un año

Miles de parejas deciden romper su relación después de las vacaciones de verano y sus demandas abarrotan los juzgados a partir de octubre. Hasta aquí, lo habitual. Pero esta vez ha ido un poco más lejos. Entre el 1 de julio y el 30 de septiembre de 2014, en España se han registrado 27.266 peticiones de divorcio, un 12,5% más que en el mismo periodo de 2013. Tres de cada cinco (16.456) se han presentado de mutuo acuerdo. El resto (10.810) han sido no consensuadas.

El psicólogo cordobés José Manuel Aguilar, que ha recibido en su consulta a más de 1.800 parejas con problemas, incide en que septiembre es, sin duda, el mes en el que más rupturas se producen. “Durante el año se suelen aplazar los problemas, ya sea porque la pareja apenas coincide o porque, cuando lo hace, está demasiado cansada para discutir. Pero en verano pasa muchas horas junta, y ahí es cuando ambos se dan cuenta de que la relación está rota, que chocan por nimiedades y que les falta comunicación”, explica este profesional con casi dos décadas de experiencia.

2. Busca un sinónimo en el texto para cada palabra y frase de abajo.

separarse	
sus peticiones	
consensual	
separaciones	
ocurren	
aguantan sus desacuerdos	
entienden que	
trivialidades	

¿Lo sabías?

- La edad promedio en la que las mujeres españolas se independizan de su familia es a los 28,2 años, mientras que entre los varones se retrasa hasta los 30.
- España es, junto a Italia y Grecia, el país de la Unión Europea con la tasa de natalidad más baja (1,32 hijos por mujer). La mujer española presenta la edad media de maternidad más elevada de Europa (casi 31 años cuando concibe a su primer hijo).
- Según un estudio sobre la juventud en España 15% de jóvenes entrevistados de entre 15 y 30 años, respondieron que estar con su familia les hacía feliz en comparación con 12% que respondieron que estar con amigos era la clave de su felicidad.
- El 88% de los españoles cree que la familia es lo más importante de su vida, seguida por la casa (59%), el trabajo (54%), los amigos (43%) y el tiempo libre (42%).
- Las tareas del hogar es uno de los principales motivos de discusión familiar entre los españoles. Las mujeres realizan la mayor parte de las tareas. Las hijas hacen más tareas que los hijos.

¿Quién cuida de los niños cuando los padres trabajan?



Una guardería



Los abuelos



Una niñera

En el mundo hispánico, el número de familias en las que los dos padres trabajan fuera de casa sigue aumentando.

Preguntas

- ¿Cómo se explica el creciente número de familias hispánicas en las que los dos padres trabajan?
- ¿Qué otros cambios se han visto en las familias tradicionales hispánicas en los últimos años?
- ¿Cuáles son las ventajas e inconvenientes de dejar el cuidado de los niños a otras personas?

Support:

The sentence starters below should help you discuss statistics in your answers to these questions:

Español	English
La estadística muestra /demuestra/ indica/ señala/ pone de manifiesto que...	The statistic shows that...
La estadística citada ...	The statistic quoted...
La estadística es sobre...	The statistic is about...
El asunto/el tema de la estadística es...	The topic of the statistic is...

Según las estadísticas...	According to the statistics...
De los datos estadísticos se desprende que...	From the statistical data it emerges that...
Parece que... (+ subjuntivo / indicativo)	It seems that...
Es importante destacar que...(+ subjuntivo)	It's important to note/point out that...
(No) Es sorprendente que...(+ subjuntivo)	It's (not) surprising that...
La principal tendencia es...	The main tendency is that...

La mayoría/Gran parte de/La minoría...	The majority/A large portion/The minority...
La mitad (50%)/ Un tercio (33%)/Un cuarto (25%)/ Un quinto (20%) de ...	Half (50%)/ A third (33%)/ A quarter (25%) / A fifth (20%) of...
Aproximadamente/ alrededor de / cerca de la mitad/ un tercio / un cuarto...	Around half/a third/ a quarter...
Casi la mitad / un tercio / un cuarto /la totalidad....	Almost half / a third / a quarter/ all...
El número de... ha aumentado/ ha disminuido... un...% entre... y....	The number of... has increased / decreased by % between... and... .
En comparación con los datos de... el número de ... es un ...% más alto/a – bajo/a	Compared to ... the number of ... is ...% higher / lower.
El número de... se ha duplicado / se ha triplicado...	The number of...had doubled/trebled

En resumen, se puede decir que el número de... tiende a aumentar / disminuir.	To sum up, one can say that the number of....tends to increase/decrease.
Los datos estadísticos muestran claramente la continua disminución/reducción (el continuo declive) / el continuo incremento (aumento)...	The statistic clearly shows the continuous decline / increase...
Desafortunadamente no puede concluirse claramente que... ..(+ subjuntivo)	Unfortunately, you cannot say clearly that...
En lo que se refiere a mi país, se observa una tendencia similar/diferente.	With regard to my home country, similar / different tendencies can be seen.
También en mi país esta estadística / estos datos/ esta información/esta tabla sería muy similar.	In my home country, too, the statistics / data/ information/ table would look similar.