



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education

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## Spanish

### *Teachers' Guide*

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# Background Information

## 1

## Introduction

This Teachers' Guide has been provided to assist teachers and lecturers in their preparation for the delivery of courses based on the AQA Advanced Subsidiary (AS) and Advanced Level (A Level) in Spanish. The guide should be read in conjunction with the specification that accompanies it. Past examination papers and associated mark schemes and Reports on the Examination are available in hard copy and also on the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk)).

One of the main principles underlying this specification has been to build on the GCSE linear and modular syllabuses currently offered by AQA, including a defined set of topics and a thematic approach. The specification recognises that the starting point for students is normally immediately after GCSE and follows a logical, structured path to the AS and on to the full A Level in a staged programme.

With very few exceptions, all AQA AS/A Level specifications have modular structures and this guide will assist in the planning of the courses, explaining, where appropriate, the implications of the availability of assessment units and the requirement for synoptic assessment.

The Dearing Review emphasised the need for Post-16 students in full-time education to follow a broader curriculum and also to develop, to a higher level, their ability in the Key Skills. This guide will show how the specification can be combined with other AS/A Level or GNVQ specifications to meet the first aim. Key Skills, and the potential for their delivery through this specification, can be found in Section 9 of this guide.

## 2

# Specification at a Glance

## Spanish

At Advanced Level

AS Examination 5696	
<b>Unit 1</b>	
1½ hours	35% of the total AS marks 17½% of the total A Level marks
Listening, Reading and Writing	
<b>Unit 2</b>	
1 hour	30% of the total AS marks 15% of the total A Level marks
Writing – Preliminary Material	
<b>Unit 3</b>	
35 minutes	35% of the total AS marks 17½% of the total A Level marks
Speaking	

+

A2 Examination 6696	
<b>Unit 4</b>	
2½ hours	17½% of the total A Level marks
Listening, Reading and Writing Some of the marks available will be for synoptic assessment	
<b>EITHER</b>	<b>OR</b>
<b>Unit 5W</b>	<b>Unit 5C</b>
2 hours	Coursework
15% of the total A Level marks	15% of the total A Level marks
Literature/Topics paper	Centre Assessed Project
<b>Unit 6</b>	
35 minutes (including 20 minutes preparation time)	17½% of the total A Level marks
Speaking Some of the marks will be for synoptic assessment	

Advanced Subsidiary Award 5696



Advanced Level Award 6696



## 3

## The Examination

## 3.1 Introduction

All Advanced Levels are composed of two parts. The first part is the **Advanced Subsidiary**, which must be combined with the second part, **A2**, to form the **Advanced Level** qualification.

## 3.2 Advanced Subsidiary

As well as forming the first half (50%) of the Advanced Level, the Advanced Subsidiary (AS) may be used as a stand alone qualification.

The Advanced Subsidiary has been designed to improve progression from GCSE to Advanced Level. The AS modules, and the units that assess them, contain and assess the skills, knowledge and understanding typically developed during the first year of a two-year Advanced Level course.

The AS qualification assesses writing skills as well as listening, reading and speaking skills. The standard at which all skills and knowledge are assessed is at a notional half-way stage between GCSE and A Level and the AS qualification is intended to be accessible to students who have achieved GCSE Spanish at Grade C or above. Features of this qualification include:

- a defined list of grammar and syntax which candidates are expected to demonstrate knowledge of and to apply accurately in speaking and writing;
- defined topics linked to specific modules and units of assessment so that teachers and students alike know which topic areas figure in which components of the course and of the examinations;
- aspects of assessment which reflect and support the accessibility of the qualification as a one-year course. The Preliminary Material for Module 2 and Unit 2, as well as the candidate-friendly aspects of the Unit 3 speaking test, have been included as features designed to support candidates.

Clearly there is a range of different assessment schedules for the AS qualification and teachers may be tempted to opt for maintaining the status quo and entering candidates for all assessment units at the end of two years. This, however, would prevent teachers from evaluating the success and effectiveness of their one-year Advanced Subsidiary course as a stand alone teaching and learning programme and would equally prevent students from having the benefits of a formal, external mid-way assessment of their progress and achievement.

## 3.3 A2

The A2 modules and assessment units will be more demanding than those in the Advanced Subsidiary. This progression is reflected in a number of ways in the AQA specifications and specimen materials.

The topic perspective in A2 modules is designed to move candidates from a more factually-based knowledge and understanding in AS to a greater awareness and understanding of the broader issues in A2.

In terms of learning outcomes, this more mature content perspective will lead to a more mature linguistic performance whereby candidates will have acquired the skills and language needed to express judgements and opinions, and to evaluate and assess the judgements and opinions of others, and where they will be challenged to justify and defend judgements and opinions much more.

Clearly, too, in terms of the A2 in-depth topic study (Module 5 and Unit 5), progression is reflected in texts and reference works to be read and researched, and in the more independent approach to this study that students are expected to take. A comparison between AS Module 2, Unit 2 and AS Module 5, Unit 5 illustrates the increased demands of A2 beyond the more supportive and prescribed shorter texts of the Preliminary Material. This is further reinforced through the difference in styles of assessment between these two modules.

Equally, in the assessment of spoken language competence, A2 introduces in the first part of the assessment, an element of transfer of meaning with the use of English stimulus material. Listening, reading and writing assessment is of the same style in terms of types of stimulus material, but the content and amount of material used are more demanding as are the assessment tasks themselves.

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### 3.4 Advantages of the structure

The modular AS/A Levels should be seen as the building blocks from which each student's curriculum may be developed. They will make it easier for students to follow programmes of study which include courses of different types and lengths.

There has been much discussion concerning the suggestion that students should follow the equivalent of five AS subjects in Year 12, as a means of broadening their curriculum and deferring specialisation. However, this appears unlikely to be widely implemented, with most centres offering the equivalent of three or four AS subjects in Year 12.

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### 3.5 Synoptic Assessment

This is an assessment that tests candidates' understanding of the connections between the different elements of the subject ensuring that they have an overall grasp of the subject and not merely six separate modules of knowledge. Advanced Level specifications must include a minimum of 20% synoptic assessment, all of which must be externally assessed.

In this specification the synoptic units are Units 4 and 6.

# Scheme of Assessment

## 4

## Assessment Issues

### 4.1 Introduction

This specification conforms to current QCA requirements and therefore includes a defined grammatical content (see section 9.4 in the subject specification). It is important to note that a number of points are marked (R) at AS level, indicating their being limited to receptive knowledge only. A small number of additional points are included as reserved for A2 only. Candidates will be required to produce only those points clearly identified as for active knowledge in AS in order to gain access to the full range of marks at AS level.

The defined grammatical content helps to distinguish the level of AS from that of A2 and can be seen to form a progression from GCSE. For instance, in GCSE certain points are included for receptive use only, many of which become required for active use at AS.

Consideration of the marking grids for Assessment Objective 3 (knowledge and application of grammar and structures) reveals a link between the top band at AS and the middle band at A2. This helps to give a further indication of the relative expectations at each level.

Almost everything written in the target language by candidates will be assessed under AO3, the exception being very brief comprehension answers comprising mainly one word/phrase. Everything spoken by candidates in the target language will be assessed under AO3.

A particular feature of AQA's specifications is the clear delineation of thematic areas for each assessment unit at each level. This will aid candidates in their revision and remove much of their uncertainty about examination content. The thematic areas for AS form a natural extension of the topics studied at GCSE, but are still intended to be handled in a more factual and concrete manner, culminating in ideas and opinions. In A2 candidates are moved on to broader issues, which will have factual material as their basis but which will be treated in a more detailed manner and will require candidates to analyse, hypothesise, evaluate, argue a case, develop arguments for and against, and present and justify viewpoints with some conviction.

The lists under each thematic title give some indication of the topics that might arise as the themes are developed. Since the themes are common to all languages the relative importance of issues may vary from one linguistic community to another. Some topics, such as the Spanish autonomous regions, are of particular relevance to one language and could well be included in several thematic areas. It should be noted, therefore, that the detailed lists for each thematic area **are for guidance only** and should not be considered prescriptive. Candidates **are not expected to study every issue**.

## 4.2 The assessment units in more detail

**Unit 1** This unit includes listening, reading and writing and is divided into four parts. Candidates will have to be guided by teachers so that they apportion appropriate amounts of time for each of the parts. To aid candidates, the following information is printed on the front cover of the examination paper:

Part A	Listening (short items)	15 marks
Part B	Listening (longer items)	25 marks
Part C	Reading	35 marks
Part D	Writing	30 marks

Thus, the listening tasks account for 40 out of 105 marks. The time allowed for this unit is 90 minutes and so candidates should spend around 35 minutes on listening. There is no requirement to complete the four parts in the order they appear.

**Part A** comprises three listening items and includes a variety of tasks. The following are examples of task types, not all of which will feature in each examination:

- an exercise requiring candidates to decide whether statements are true, false or the information is not given in the piece heard;
- selecting the correct word/phrase/sentence completion from usually three possibilities given. All such items offered for selection will be grammatically correct and will make sense in the sentence, thereby ensuring that marks are awarded for comprehension;
- selecting the correct statement from (usually) three possibilities given;
- answering briefly in the target language. Slight errors in spelling/ending would be ignored;
- answering in English to transfer meaning from the target language. This may be of the standard question and answer type or candidates may be asked to summarise the item in English. In this case, bullet points are given guiding the candidates to the points required for each mark.

**Part B** comprises one listening item which has questions in the target language with a total of 25 marks. All but the final question require the candidate to write (usually) a piece of connected language to demonstrate comprehension. There are 15 marks for comprehension allocated on the question paper and also 5 marks for language which form a global assessment of everything the candidate writes in these answers. The final question, for which there are 5 marks, is in the form of a passage or small number of discrete statements in the target language reworking part of the item on tape with 5 gaps. From a list supplied on the question paper, candidates must select the appropriate word for each gap **and** put each word into the **correct grammatical form**. Marks will only be awarded for totally correct forms.

**Part C** comprises three short reading passages and a variety of tasks, e.g.:

- a true/false/not given exercise;
- selecting correct statements from a list to demonstrate comprehension of the passage. There will usually be a larger number of statements to select from than the number of correct ones;
- matching facts, statements, opinions/viewpoints etc. There will always be a larger number to select from than items to comprehend. These may include a visual element;
- question and answer in the target language, with a total of 10 marks for demonstration of comprehension of the reading passage plus 10 marks for grammar, awarded globally;
- locating factual errors in statements based on a reading text and correcting them in line with the original text. Correction of the errors involves demonstration of comprehension and application of grammar, resulting in 10 marks for comprehension and 10 for grammar. As the changes to each factual error may involve a different number of words, the grammar marks are not awarded per factual correction but globally.

**Part D** is based on one longer reading text. Candidates are required to answer a number of questions in the target language. The number of questions and the marks for individual ones will vary but the working total will always be 20 for communication of factual content. There are also 10 marks available for grammar, again forwarded globally.

**Amplification of topic areas in the specification**

The list which follows is an **indication** of the sorts of points which teachers **may wish to cover** within the prescribed topic areas.

**The family and relationships**

- The extended family
- Generation gap – grandparents/parents/children
- Role of grandparents – old peoples' homes
- Family structure – step-parents
- Marriage – partnership – single parenthood
- Working parents – 'latch-key kids', dual burden on working mothers
- Divorce
- Religious harmony/conflict at home

**Rights and responsibilities**

- Growing up – teenage years – rights at 16 and 18
- Comparison between UK and Spanish-speaking countries
- Good citizenship/voluntary work
- Law and order/crime
- Employment
- Health care/Social Services
- Trade Unions
- Education
- Free speech
- National defence

**Leisure**

- Leisure trends – past v present v future
- Popular relaxation – food, computers, sport, literature, music, cinema, TV
- Social scene – youth culture, music, fashion
- The Arts – high culture
- Tourism in Spain/Latin America/Central America – mass tourism, club 18-30 mentality
- Travel – holidays
- Leisure industry – effect on lifestyles
- Customs
- Fiestas

**Healthy Living**

- Healthy eating – diet/vegetarianism/junk food – fast food
- Exercise
- Lifestyle – town life/rural life
- Drugs/alcohol/smoking
- Illness – health disorders
- Stress – at school, at home – effect on healthy living
- National dishes
- Health services

**Education**

- Equal opportunities
- Study abroad – exchanges, Erasmus
- University – systems and problems/issues – grants, funding
- Spanish school system/school types – roles of different school types - *Selectividad*
- Curriculum details – comparison between UK, Spain and other Spanish-speaking countries
- Assessment system
- *Formación Profesional* and job training

**Jobs and careers**

- Qualifications/qualities required by employers
- Training
- Job opportunities- temporary/permanent contracts
- Men/women in the work place – ‘Glass ceiling’
- Unemployment
- The working day and week
- State interventions and privatisations
- Retirement
- European dimension/value of languages
- Science and technology in the workplace

**Unit 2** This unit has as its basis the Preliminary Material booklet containing texts on five thematic areas. Teachers are referred to sections 6 and 7 of this guide for information on preparation for this unit.

**The intention is that candidates will have prepared the booklet in detail** and will therefore be completely familiar with the texts themselves in linguistic terms and also in cultural terms. The candidates will have read around these thematic areas and investigated additional material in order to enable them to answer the question set on the paper **more fully than simply by referring to the texts alone.**

The skills developed in preparing for this unit form a basis for the skills required for Module 5 and its assessment units 5W and 5C – texts/topics or coursework.

The Preliminary Material booklet comprises five sections. Each section contains two texts of approximately one A4 page in length. In the examination, two questions will be set on each topic and candidates must answer one question. There is no prescribed length. Candidates are recommended to spend 15 minutes planning/checking their work and 45 minutes writing their response.

The assessment comprises three areas:

	<b>% of AS</b>	<b>Marks</b>
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	15	27
<b>TOTAL</b>	<b>30</b>	<b>54</b>

Assessment Objective 2 relates to the way in which the candidate responds to the question in particular. There are six bands representing a gradual improvement in quality. A piece which is rather short, with a few descriptive sentences will be deemed to be rather weak and placed in a low mark band. Careful consideration of the descriptors in this grid reveals that the candidate's own reaction is of paramount importance, together with illustration of points and justification of reactions and opinions.

Assessment Objective 4 relates to the content of the pieces, i.e. demonstration of knowledge of society in terms of the topic treated and the particular question set. In order to gain access to higher marks, candidates must demonstrate a degree of independence from the Preliminary Material. The key issue here is that of wider topic knowledge. Candidates must acquire wider topic specific knowledge, beyond the texts themselves, by reading around the subject in their preparation and then show a degree of familiarity with this extended knowledge. It does not matter what other source material is used, whether text books, video, internet, DVD, information from visits to the country concerned or dialogues with native speakers.

The top band in this mark grid clearly defines the “ideal”. Candidates will have access to the top band marks if they, for instance, use a specific example of an appropriate part of a text in the Preliminary Material, make some comment on it **and** go beyond this to generalisation of the point with further substantiation from their extended knowledge of the topic. Thus, their work uses the Preliminary Material as a starting point or springboard for demonstration of extended topic knowledge and does not **depend** on material in the booklet. Equally some candidates may refer (almost) exclusively to other sources but in a way which does not focus on the question and therefore be given a mark for AO4 in a lower band.

### Amplification of topics in the specification

#### **N.B. The Preliminary Material booklet will be based on all five of these topic areas.**

The bullet points give an indication of the sorts of points which teachers may wish to cover within the prescribed topic areas.

#### **Mass media**

- The Spanish Press – including *la prensa de corazón*
- TV in Spain – trends and influences
- Radio in Spain
- Information and Communication Technology – use and influence in Spain
- Influence of media on Spanish society
- Mobile phone revolution in Spain

#### **Pollution, conservation and environment**

- Types of pollution – air, land, water, noise
- Environmental issues – acid rain, air/water pollution, litter, waste
- Attitudes towards and responsibility for environmental issues – ecology groups, examples of action
- Effects of pollution on nature and everyday life
- The nuclear question
- Finite resources – alternative sources, renewable energy, energy conservation
- Policies in Spanish-speaking countries to help the environment e.g. rubbish sorting – recycling – anti-car lobby

#### **Immigration and multiculturalism**

- Positives and negatives of multiculturalism
- Attitudes towards immigrants (including gypsies) – tolerance, xenophobia, integration
- Racism – regional differences
- Problems facing different ethnic minority groups (North Africans, Latin American and others)
- Generation problems amongst immigrants – family values
- Asylum seekers/legal and illegal immigrants
- Spain and South America – a common heritage

**Spain and Europe**

- Spain and the EU
- Attitudes towards EU in Spain
- Effects of EU membership
- The Spanish autonomies and languages (Castilian, Basque, Catalan, Galician)
- Gibraltar
- Spain as No. 1 holiday destination for Europe
- Job/educational opportunities on European scale
- Evolution of European cultural identity

**The Spanish-speaking world**

- Geography of Spain and Spanish-speaking countries
- Economic/social development in Spain and Spanish-speaking countries
- Cultural diversity

**Unit 3** This unit is a speaking test and is firmly based on the thematic areas covered in Module 1 and the chosen topic(s) in the Preliminary Material booklet for Unit 2. Candidates will, therefore, not find themselves asked to speak about unknown topics. 20 minutes preparation time will be given before the examination, but candidates will not be allowed to use dictionaries or bring any other material into the preparation room (except a cue card for part 2, the presentation).

The examination can be carried out by the teacher, following guidelines which AQA will issue. The examinations will be recorded on cassette and sent to the appointed AQA examiner for external assessment.

Alternatively, a visiting examiner can be requested for June examinations, who will conduct the examination, record it on cassette and assess it.

This unit consists of three parts and each separate part has its own distinct assessment, on top of which there is a global language assessment. The marks are allocated as in the following table:

		AO1	AO2	AO3	AO4
Part 1	Stimulus material		10		
Part 2	Presentation/Discussion				10
Part 3	Conversation	30			
overall	Knowledge of grammar			20	

**Part 1** (5 minutes) is a discussion of stimulus material based on the six topic areas from Module 1, which will be an A4 card with a small amount of information on it in the form of printed matter, diagrams, pictures, graphs etc., together with five introductory questions. The exact amount of text, visual element etc. will vary depending on the topic in question and on the natural variety of the authentic material itself. Candidates will be given **two** cards and must choose **one** for discussion. They will be permitted to make notes which they may bring into the examination room and may refer to at any time. The five questions will be asked in the sequence in which they appear. Examiners may ask further exploratory questions in response to candidates' answers.

The candidates' response to the stimulus material will be assessed in terms of the amount of information supplied, the development of ideas and the views expressed.

**Part 2** (5 minutes) is a presentation and discussion. Candidates will give a brief presentation (2 minutes maximum) on the topic which has interested them most from those studied during the AS course, which can include the topics from Module 2. However, the topic for the presentation must not be the Module 2 topic identified for conversation in Part 3. They may bring with them into the examination room a cue card containing five short headings, but not including complete sentences. The (teacher) examiner will then ask questions about the presentation in order to begin a discussion of it and of issues which arise from it (three minutes).

Candidates will then be assessed in terms of:

- the extent to which they are able to present information demonstrating their knowledge of the target language society;
- their contribution to discussion of the information and linked issues;
- expression of their own reaction and opinions.

Whilst preparing candidates during their course of study for the AS presentation, the teacher may help by suggesting suitable topics and sources and advising on the amount of AO4 (Knowledge of Society) required. The teacher may read any drafts and suggest improvements in terms of content, correct mistakes in grammar and pronunciation and ensure that the presentation does not exceed 2 minutes.

However, the presentation must remain the candidate's own work.

The teacher may assist the candidate in preparing for the subsequent 3 minute discussion by anticipating possible avenues for development but the discussion should not be 'scripted'.

Centres are advised that the practice of allowing candidates from a centre to offer presentations on the same topic using similar material is not in keeping with the aim of this part of the test, which is that the topic should reflect the interests of the individual candidate.

The topic of the presentation must not overlap with the Unit 2 topic offered for discussion in the Part 3 General Conversation.

**Part 3** (5 minutes) is a general conversation based on 2-3 of the topics studied during the AS course, i.e. the Module 1 topics together with only one of those studied by the candidate in Module 2 (5 minutes). The Module 2 topic in the general conversation must not be a Module 2 topic already covered in Part 2. Candidates will not be informed prior to the test of the Module 1 topics on which they will be questioned in the conversation.

Candidates will be assessed on their response to spoken language in terms of:

- their fluency;
- their interaction in the conversation;
- their pronunciation and intonation.

The final assessment is of use of language. Taking account of the candidates' performance in all parts the examiner will award a mark based on the range and complexity of structures used and relative accuracy/inaccuracy.

**Unit 4** This is the A2 unit which mirrors Unit 1 (AS). It builds on Unit 1, covering an extended range of topics with more emphasis on issues but also using a similar format in terms of listening, reading and writing tasks. The listening and reading items are slightly longer and linguistically more complex, and the tasks carried out by the candidates are more demanding.

As in Unit 1, there are four parts to Unit 4 and the same considerations of time allocation apply. Parts A and B (listening) have 60 marks available out of a total of 140, so it would be sensible to use around 60-65 minutes for listening. It is important that candidates are aware of the criteria for awarding AO3 marks as shown on pages 21 and 22 of the specification.

**Part A** comprises of a number of short listening items and comprehension will be tested by tasks of the types used in Unit 1 but set at an appropriate linguistic level. One of these items will be tested by question and answer in the target language, with marks awarded both for comprehension (AO1) and quality of language (AO3).

**Part B** will usually comprise one longer listening item with a number of tasks attached. These will include:

- tasks of the type used in Part A designed to test comprehension (10 marks);
- a summary in the target language of part of the item, based on bullet points printed on the question paper (12 marks for content, 10 marks for language) – as in Unit 1, there will be no marks for the technical task of summary;
- a brief passage or set of sentences (usually) reworking part of the listening item with gaps to be filled, marks being awarded only for grammatically correct forms (5 marks).

**Part C** comprises a number of short reading items and comprehension will be tested by tasks of the type used in Unit 1 but set at an appropriate linguistic level. Marks (25) will be awarded for successful communication of content.

**Part D** is usually based on one longer reading item. There will be a number of different tasks set requiring demonstration of comprehension, transfer of meaning into and from English.

- The first tasks will be comprehension exercises similar to those in Unit 1;
- The penultimate task will be translation of a section of the text into English (20 marks) – account will be taken of the quality of the English used;
- The last task will be a translation exercise based on the content of the reading items and consisting of approximately five short sentences to be put into the target language (20 marks).

**Amplification of topic areas in the specification**

The list which follows is **not prescriptive** but rather indicates the sorts of points which teachers may wish to cover within the prescribed topic areas.

**The State and the individual**

- Dictatorship/freedom/Pre-Franco/Post-Franco/The Monarchy
- Government structure – bureaucracy, political organisation
- Regional Autonomies/the Basque problem/terrorism ETA
- Pressure groups – political parties, trade unions
- Military service
- The electoral system/democracy

**Distribution of wealth**

- Wealth and poverty – rich v poor
- Rural life v urban life – patterns of spending
- Third World v developed world – aid given, aid required, South America
- Regional differences in Spain – Catalonia, Andalusia, Extremadura, Galicia
- Poverty/homelessness in Spain
- Social aid/support in Spain

**Health Issues**

- Effects of present day lifestyles on health
- Mental health
- SIDA
- Health care – costs, advances, priorities
- Poverty and health issues – Third World, starvation, deprivation
- Addictions - alcohol, smoking, drugs
- Anorexia

**Transport Issues**

- Public v private transport
- Merits v de-merits of cars, aeroplanes, trains, bicycles, etc.
- Road congestion and accidents
- Influence of transport/travel on the environment and health
- Transport issues in economy and planning

**Science and technology**

- IT revolution – effects in work/school/home
- Communications technology
- Energy self-sufficiency
- Space exploration
- Genetically modified food
- Cloning and other medical advances

**Racism**

- Right wing organisations
- Organisations against racism
- Origins of racism
- Racism in every day life – at school, in the workplace etc.
- Comparison between Spain and other European countries
- Attitudes towards new immigrants, including asylum seekers

**Crime and punishment**

- Reasons for (youth) crime – lack of opportunity, drugs, poverty, peer pressure etc.
- Values of society
- Incidents, lawlessness and punishments: effective deterrents
- Role of parents, teachers, media
- The judicial system
- Prison life and rehabilitation
- Corruption in high places

**Future of Europe**

- European Union/European Parliament and European Commission
- Enlargement and future of European Union – constitution etc.
- Nationalism v internationalism
- Attitudes in member states
- Freedom of movement – people, goods and services
- Minority languages/regionalism

**Global Issues**

- Developed world/developing world – economic interdependency etc.
- Military intervention and the fight against terrorism
- War/conflict/arms trade/child soldiers
- Environmental issues, conservation
- Globalisation

**Unit 5W**

This unit is the externally examined version of Module 5. The examination requirement is two essays to be written within the time limit of two hours, each essay on a different option. There are 12 options:

- three set texts;
- three literary topics;
- six non-literary topics.

There is a completely free choice within these 12 options. It is expected that teachers will choose two options based on their own preferences, professional judgement, availability of materials, suitability for their students etc. There will always be a choice of two questions per option on the question paper.

There is no specified length for the essays. They will simply be as long as the candidates feel is appropriate and, perhaps more significantly, as long as the time of about 60 minutes per essay allows. It may, however, be reasonable to expect at least 350 words – although many candidates may easily write more.

The most important aspect for candidates to remember is that they should aim to produce a piece which deals precisely with the question set. **Consequently, candidates should spend time planning the content and organisation of their essays.** The following may be helpful:

- **introduction** 20-30 words, stating what needs to be done in order to deal with the thrust of the question;
- **conclusion** 20-30 words, **concisely** stating the candidate's considered judgement of the question;

leaving the rest for the main body of the essay:

- **essay type 1:** analysis of two or more sides of an argument. In order to acquire good AO2 marks there must be evidence of a personal reaction;
- **essay type 2:** analysis of situation/events/characters etc. In order to acquire good AO2 marks there must be evidence of a personal reaction.

**Candidates would be best advised to avoid the following approaches which will always result in low marks:**

- trying to write “everything you know” about a topic – this will inevitably lead to large amounts of irrelevance since the essay does not address the question directly enough;
- writing out a pre-learned essay or one which was produced previously for practice purposes – this also fails to address the specific question;
- starting to write immediately without considering the whole of the question – this will lead to imbalance in the essay, omission of significant material and even failure to complete the essay.

In terms of assessment, the main body of marks is for Assessment Objective 4, Knowledge of Society, the level of knowledge of the topic and its application to the task i.e. the title:

- the level of knowledge of the topic/text and its application to the task/question;
- the selection of a sufficient number and range of examples;
- the relevance of the material offered to the question;
- the depth and sophistication of treatment of the points included.

The mark grid in the specification sets out five bands of performance and examiners will decide which band is the most appropriate description of the work offered. They will then fine tune their assessment by considering to what extent the descriptors of higher and lower bands may be partially appropriate descriptors and then award a final mark.

Whilst the AO4 mark relates most clearly to what the candidates can do or show, the Assessment Objective 2 mark grid looks more at the way in which they carry it out – how do they respond? The key word here is **evaluation**, how the candidates treat the points, the judgements they make and whether they substantiate/justify their points and offer their own opinions.

**Further guidance on topic coverage**

Assessment Objective 3 looks not just at accuracy, but also at the range and complexity of the structures used and the range of vocabulary and expression which may be particularly suited to the type of essay being attempted.

The work undertaken by candidates in preparation for the literary and non-literary topics must be **equivalent to the study of a complete text**. For the topics this may be in the form of one literary text, one factual text or several extracts. A short story is considered as part of a text. A collection of short stories is considered as a complete text.

Whilst the literary texts and topics are self-explanatory, amplification of the non-literary topics will help those teachers who choose one or more of these to cover the envisaged breadth and depth of the topics. The following is an extended list of the aspects of the topics which **could** form the basis of future examination questions:

**a. Aspectos de la Guerra Civil Española**

- Las causas de la Guerra Civil  
La situación social y política en los años treinta  
El fascismo y su desarrollo;
- El progreso de la Guerra Civil  
Los mercenarios y el papel de la ayuda extranjera  
La importancia de la política de no intervención;
- Los efectos sociales de la Guerra Civil  
Las ideologías distintas de los miembros de una familia y los problemas que esto les acarrió.

**b. El cine español a partir de 1960**

- Las tendencias en el cine a partir de 1960
- Los distintos directores, su filosofía e ideas
- Películas particulares y su importancia
- El mensaje de una película o un director
- Los conflictos y las relaciones entre los personajes de una película
- La influencia del gobierno o de la censura sobre un director.

**c. 25 años de democracia en España (1975-2000)**

- Como surgió la democracia de la dictadura  
El socialismo contra el conservatismo y el bunker  
El papel del rey Juan Carlos 1  
La oposición militar – el Tejerazo etc.;
- Tendencias de los años ochenta y noventa;
- La aceptación internacional  
La OTAN, la entrada en la Unión Europea etc.

- d. **Un estudio socio-económico de una región de España o de un país hispanoparlante**
- Las características geográficas y económicas de la región/del país;
  - La agricultura y la industria;  
Problemas posibles de la transición de lo rural a lo industrial;
  - El turismo y otras posibilidades para la industria del ocio;
  - La comunicaciones y el transporte; su importancia para el desarrollo;
  - La autonomía; su importancia ¿y sus problemas?

**When choosing a region to study centres should bear in mind that the region should be big enough or populated enough to cover the points mentioned above.** It is appreciated that the relative importance of these points will depend on the region chosen. The autonomous regions are the most obvious choices for this section. A traditional/ historical region (e.g. Castilla La Vieja) or a geographical area (e.g. La Meseta) would also be appropriate. A smaller area such as a National Park (e.g. El Coto de Doñana) would not be considered sufficient to meet the requirements of the topic. For the same reason it may be necessary to study the whole of some Spanish-speaking countries.

- e. **Los gobiernos de Juan Perón**
- Su ascensión al poder  
La vida bajo su dictadura  
La influencia de Evita  
Las distintas actitudes de los peronistas en las varias etapas de su poder;
  - Su caída y su exilio;
  - Su regreso al poder en 1973;
  - Individuos importantes en el movimiento peronista.
- f. **La pintura española**
- El aspecto histórico del arte español;
  - Las tendencias modernas en el arte y la arquitectura españoles;
  - La importancia de ciertos pintores y arquitectos;
  - Los temas individuales de un pintor o un arquitecto español;
  - Los mensajes que nos da la pintura;
  - Los obstáculos políticos en el mundo del arte español.

**Unit 6** This unit is a speaking test and is firmly based on the thematic areas covered in Modules 4 and 5 (see Units 4 and 5 above). Candidates will, therefore, not find themselves asked to speak about unknown topics. 20 minutes preparation time will be given before the examination, but candidates will not be allowed to use dictionaries or bring any other material into the preparation room.

The examination can be carried out by the teacher, following guidelines which AQA will issue. The examinations will be recorded on cassette and sent to the appointed AQA examiner for external assessment. Alternatively, a visiting examiner can be requested for June examinations, who will conduct the examination, record it on cassette and assess it.

This unit consists of two parts and each separate part has its own distinct assessment, on top of which there is a global language assessment. The marks are allocated as in the following table:

		AO1	AO2	AO3	AO4
Part 1	Reporting/Discussion		10		10
Part 2	Conversation	30			
Overall	Knowledge of grammar			20	

**Part 1** (5 minutes) is a dual task of conveying information and discussion of what information together with issues which arise from it. This will be initiated by the factual content of a short text in English on a stimulus card. The text will relate to an aspect of the country in question but can only be based on one of the topic areas specified for Module 4. Candidates will be given two cards and must choose to prepare one during the 20 minutes preparation time. The candidate's card will include the five questions that are printed on the examiner's card. These questions will be asked in the sequence in which they appear. Examiners may ask supplementary questions in response to how candidates answer these questions. Candidates will be permitted to make notes, which they may bring into the examination room and may refer to at any time.

Assessment will be of the candidates' ability to convey the necessary information, the development of ideas and the views expressed. Familiarity with the cultural/social background will also form part of the assessment in that candidates who have acquired a good general knowledge of the issues in the A2 course, relating to the country, will be better able to convey information, to develop ideas further and more widely and to offer better informed opinions.

The assessment is a single one covering both AO2 and AO4 jointly, since for this task both areas of assessment are so closely intertwined.

**Part 2** (10 minutes) is a conversation based on 2-3 topics studied during the A2 course. Candidates will be expected to be familiar with topics within Module 4 (see Unit 4 above) and must be prepared to talk about any of them, since they will not be informed in advance which topics will be discussed. This part will become more personalised in terms of individual candidates since they have all studied specific topics for Module 5 and discussion of one of these will take place.

Assessment for part 2 does not include knowledge of cultural/social background. It follows exactly the pattern of assessment of part 3, the conversation, of Unit 3. Candidates will be assessed on their response to spoken language in terms of:

- their fluency;
- their interaction in the conversation;
- their pronunciation and intonation.

The final assessment is of use of language. Taking account of the candidates' performance in **all** parts the examiner will award a mark based on the range and complexity of structures used and relative accuracy/inaccuracy.

The requirements for this Unit (A2) are clearly greater than those for Unit 3 (AS oral). The mark grids for Fluency, Interaction and Pronunciation/Intonation all have the Unit 3 (AS) top band descriptors set at the level of the middle band in Unit 6 (A2), indicating the higher levels of performance required beyond AS. The mark grid for AO3, knowledge of structures and grammar also shows the same distinction.

At first sight, it may then appear strange that the mark grids for response to the material are almost identical in their band structure. This is, however, a logical situation since the demands of the task in AS are of a lower level of difficulty, are more straightforwardly factual and based on a smaller amount of simpler material. Thus it is the extent to which the tasks are fully and successfully completed which is being measured.

## 5

## Coursework Issues

**Note: there is a large amount of detail in the main specification document regarding coursework. This is to be found in sections 18-24. The following sections provide additional information and in so far as it is possible, try to consider the main issues surrounding coursework more from the practical viewpoint of the teacher in the centre.**

### 5.1 Introduction

Module 5 *The Cultural and Social Landscape in Focus* is a teaching and learning module covering study of chosen aspects of the country, giving the opportunity to combine language skills and cultural/social knowledge and building on those skills developed in AS Module 2. Unit 5C is the coursework equivalent of Unit 5W and it is expected that the same amount of study and work will take place for both units of assessment of this module.

The advantages of this version are:

- language-learning is reinforced through the texts/materials studied for coursework;
- candidates can investigate a particular topic in depth over a period of time;
- teachers and candidates have maximum freedom to pursue particular interests and adopt a personal approach;
- it promotes the adoption of an integrated-skills approach and teaching in the target language;
- a wide variety of materials can be used as a basis for coursework.

The requirements for Unit 5C are that candidates must submit **two** pieces of coursework in Spanish. Each piece of coursework must be on a clearly different topic and must be of approximately 700 words excluding direct quotation. The stipulated length of the pieces will help to give an idea of the required breadth and depth of treatment, especially when compared with the points made earlier about the content of examination essays in Unit 5W. One of the major differences between expectations for Unit 5W and coursework is the fact that an examination essay is written from memory under time constraints whereas the coursework pieces will be completed with access to texts, support material, dictionaries etc. and to a large extent with no pressure from time limits. As a result, the coursework pieces must be about twice the length of examination essays and are expected to give fuller explanation, evidence, treatment, evaluation etc. and to be more clearly and logically organised. A higher level of grammatical accuracy is also expected from candidates, especially those aiming at the highest possible band for AO3.

#### Topic Choice

**Within the constraints of having to produce work that relates directly to the target language country or community**, there is a completely free choice of topics and questions/titles/areas of investigation. However, it might be advantageous to consider seriously the use of the options set for 5W.

If both topics for coursework are chosen from the 12 options in the specification, centres and candidates will have a range of possibilities. This will allow some candidates to opt for Unit 5W and others to opt for Unit 5C. Centres are reminded that for either option the study of one book or one film is acceptable for each essay/assignment that is to be written. Alternatively, if all candidates are aiming at producing coursework, but, for whatever reason, a candidate is unable to complete coursework, the Unit 5W examination becomes an alternative to zero marks (albeit with late entry fees possibly incurred).

### **Depth and Breadth of Study**

When topics/texts other than those set for Unit 5W are chosen, it is vital that these are given the same depth and breadth of treatment. Coursework must present candidates with a serious intellectual challenge, encouraging them to make a coherent personal statement about their chosen aspect, drawing on ideas and language developed from the source material. A successful piece of coursework will go beyond a simple digest of source material and will draw on the candidate's own judgements and opinions.

The work undertaken by the candidates in preparing the coursework submission must be equivalent to the study of one text, whether this is in the form of one literary text, one factual text or several extracts amounting to approximately the same extent. A short story is considered as part of a text. A collection of short stories is considered as a complete text. Centres are reminded that texts chosen for coursework must have originally been written in the target language, regardless of the nationality of the author. The same is true for films which must have originally been screened in the target language regardless of the nationality of the director or actors. If candidates choose to study poetry then they should study a minimum of 6 poems in line with the requirements for SP5W.

It is also possible for candidates to base their coursework on information gained during a stay in the country. However, it is essential that work undertaken in such circumstances focuses upon an issue which can be explored and that the assignment does not become a diary of the candidate's visit to the target language country. Similarly, it is expected at this level that candidates' work should go beyond the tourist brochure type of assignment. If candidates do choose to use the opportunity of a visit or work experience to research their chosen coursework topic then the candidate must be able to provide clear evidence of preparatory and follow-up work.

This may take the form of:

- questionnaires and analysis of the results of these;
- notes of conversations with Spanish speakers and analysis of these;
- audio and/or video recordings of interviews and discussions with Spanish speakers and analysis of them.

It must be noted that the above questionnaires, notes and recordings will be treated as source material and thus, if used directly in the coursework piece, as quotation.

It is helpful in such circumstances if one copy of the questionnaire(s) etc. used is included in the appendices to the assignment.

There is no expectation that each individual candidate must at all times work on his or her own **during the preparatory phase**. For Unit 5W the teacher will actively teach the topic/text using whatever strategies are felt to be most productive. For coursework, the same approach is possible. Teachers are actively encouraged to:

- help candidates to choose topic areas, if all candidates are not studying the same area;
- help candidates to select an area for in-depth individual research based on a topic studied in class;
- make suggestions about resource material and may suggest resource material including websites to their candidates. Centres are reminded that the full addresses of all web pages used as source material must be included in the bibliography;
- discuss each assignment title with each candidate individually and ensure that the final agreed title is written in the correct Spanish;
- discuss the candidate's brief, outline essay plan which should be written in Spanish (no more than one side of A4) with each candidate individually for each assignment. The teacher should not write anything at this stage, although the candidate may make notes from the discussion for later use.

The work envisaged in the scenarios above mirrors the work done by candidates preparing for Unit 5W. Whereas for Unit 5W, candidates would write practice essays and carry out personal revision before mock and actual examinations, candidates for coursework will proceed to the final stage of producing the actual coursework submission. If a teacher has chosen to teach a topic to the whole class with a view to them then researching individual areas of the topic for their coursework, care must be taken that any work set as part of the course cannot be taken and used as a substantial part of the final piece. Once candidates are working on producing their actual assignments for submission they must work individually since the submitted pieces of work **must** be the work of the **individual** without assistance from teachers, friends, fellow students etc. Once submitted, the pieces will be marked by the teacher(s) in accordance with the published mark schemes. Some or all of the candidates' work will then be moderated and the original centre marks approved or adjusted.

## 5.2 The process in more detail

### 5.2.1 Scheduling Coursework

The new framework of AS and A2 modules assumes that the full A Level course will last two years, AS being covered in year 1 and A2 in year 2. There is no coursework whatsoever in the three AS modules and teachers are free to organise this section of the course as they see fit, given their particular situations. It may, however, be feasible to give an early indication of coursework possibilities that might arise from the topics specified for AS. For instance, leisure is part of Module 1 and Spanish cinema is a specified topic within Module 5W. The last few weeks of year one could take the form of a more in-depth look at these topic areas, possibly linked with a visit/exchange/questionnaire in a partner school etc. This would give students an insight into the nature of coursework and into a specific topic in particular and would help to form a bridge between the two years of the whole course, as well as being a tangible aid to the completion of coursework on time.

Candidates and teachers might also like to consider the possibility of developing the topic chosen for the AS oral presentation as the first piece of coursework. This has a number of benefits as it allows candidates to use some of their previous research and to continue an existing interest in a topic that is already focused upon the target language country or community. The last few weeks of year one could therefore be spent on negotiating a title and discussing an essay plan so that work may proceed over the summer holidays. If this approach is adopted it is important for candidates to realise that it is not simply a question of adding extra material to the end of their presentation, but that they must focus upon an issue within the topic and undertake further research in order to support arguments and that a deeper understanding of the issue will be needed. This option would then allow a second topic to be undertaken in the Autumn Term and would then allow candidates the opportunity to revise their own work in the Spring Term.

Candidates must cover two topic areas and teachers must organise the timing of the study/research/production of pieces within the overall framework of the school/college year and AQA's deadlines. **The deadline for submission of coursework marks is 15<sup>th</sup> May each year.** Teachers will have their basic year planner with all of the internal dates etc. entered (reports, parents' evenings, internal exams, GCSE orals, possibly AS & A2 orals etc.). It will then be best to plan **backwards** from the last date for coursework submission.

- Last date for submission
- Allow one week for posting etc.
- Decide how many weeks will be needed for marking – e.g. 2
- Set an internal deadline of **3** weeks before posting (giving some leeway for late work etc.)

This means that the internally set deadline for the second piece of coursework will probably be four weeks before AQA's final deadline. The variable timing of the Easter break must also be taken into account.

The second piece of coursework will probably be completed more quickly than the first, since candidates will be more familiar with the task and will (hopefully) have improved their language skills or at least their speed in using them.

Some teachers may wish to insert a two or three week gap into their schedule for the marking of the first piece of coursework, others may wish to go straight on to the second piece without a break. This will be a matter of personal choice/individual situation/sheer necessity etc. No schedule can be imposed by AQA and any suggested one may not suit individual centres. However, the division of topic one in term four and topic two in term five, plus or minus a few weeks, would seem to be a fairly natural one.

### 5.2.2 Choosing Topics and Titles

As stated above, the choice of topic is – from AQA's viewpoint – a very flexible one within the constraints posed by the need for the work to relate to the target language country or community, and, of course, the Specification. Within centres, teachers may wish to select two major topics and work through these with their students, others may wish to leave the choice of topic completely to the individual students. Both approaches are equally valid, although in the latter case AQA would expect the teachers to guide and advise their students in the light of the teachers' own knowledge and expertise, the availability of source material within the centre and the likelihood of availability of material for topics beyond the knowledge of the teacher.

It must be realised that the word *topic* at this stage means the general area within which a particular aspect or line of investigation will arise. The topic may be a specific work of literature and from reading the work, an area of individual interest will become clear to the student; it may be “*El papel de la mujer*”, using literary sources and from that different aspects of war may be compared; it may be “*Las oportunidades para los jóvenes en (region visited)*” and from processing information, questionnaires, interviews etc. particular issues gain a clear focus as appropriate to the region in question.

The students will discuss with the teacher the aspect/focus/area of particular interest within the topic and together they will agree on a title for the piece of coursework. The title should be in the form of a question or an instruction so that it makes clear the topic, the task and the scope of the assignment. In order to give access to the highest marks, **the title must set a clear task which requires investigation/analysis/consideration of viewpoints/discussion of issues** etc. since the piece of writing must demonstrate clearly the student's knowledge and also ability to analyse/evaluate/justify etc. Teachers must be aware that because of the need to meet the requirements of Assessment Objective 4, which relates to knowledge and understanding of the target language culture, civilisation and society, comparisons between the target language country and another country or community which does not share the same target language are inappropriate and inadvisable as they will lead candidates into consideration of material that cannot be credited with AO4 marks.

The coursework may be of a discursive nature in the form of an extended essay, organised along the lines proposed in section 4.2 for Unit 5W essays. However, the format chosen could be a diary, a letter, a newspaper article or a web page, or other similar format. Whatever format is chosen every assignment must still contain the same detailed, factual knowledge of the topic, text or film that has been studied. Due to the constraints imposed by the AO4 marking criteria, creativity must be confined to the format and cannot be a substitute for academic research. In formats other than standard discursive essays candidates may find it helpful to use footnotes to include details that may not be appropriate to the authenticity of the format chosen.

A title should not be excessively vague or general. For instance, the title “*Cataluña*” would give rise to work of relevance, but probably not to work of substance and quality. It would be most likely to induce an excessively superficial approach with no more than simple description. The title “*La política lingüística de Cataluña: ¿una ayuda o un obstáculo para el futuro de la región?*” would give a clear focus to the investigation, allowing the student to **comment** on the reasons why so many people *support* the extreme right and **also to evaluate** the underlying causes of political discontent and to **demonstrate an understanding** of some of the issues in modern day Spanish politics.

The following table sets out a list of possible topic areas, titles and source material. It is in no way prescriptive or exhaustive, simply demonstrative.

Topic area	Specific title	Source material
La vida familiar	Una vida desdoblada: extractos del diario de una madre que trabaja.	Como ser mujer y no morir en el intento-Carmen Godoy
Problemas mundiales: La pobreza del tercer mundo	Un(a) voluntariado/a cuenta la historia de un niño de las cloacas.	Collection of articles on street children of South America, work of ONGs etc.
El cine español a partir de 1960	¿Cómo se refleja la sociedad española actual en la película X? (Un análisis en forma de entrevista con el director....) artículo escrito por un(a) crítico/a	Any appropriate film
25 años de democracia: la Monarquía	El rey Juan Carlos, salvador de la democracia; los acontecimientos de la noche del F23 según los entendió un(a) español(a) medio/a	Piloto del cambio-Powell and/or España; Una democracia joven – Bachoud and Mourier-Martinez and/or a selection of extracts from factual historical sources
La educación en España	Perspectivas sobre la Selectividad; como la ven las autoridades y los jóvenes	Information from the Ministerio de Educación and/or other official sources plus questionnaires/ interviews carried out in Spain
Aspectos de la Guerra Civil	La guerra y los niños – un estudio de unos ancianos españoles y como les afectaron sus experiencias durante la Guerra Civil	El otro árbol de Guernica – Castresana or Las bicicletas son para el verano – Fernán Gómez
Un estudio de un país hispanoparlante: Colombia	¿Qué se puede hacer para romper el poder de los narcotraficantes en Colombia?	Colombia I & II – Biblioteca Iberoamericana and/or Entre la legitimidad y la violencia: Columbia 1875-1994 and/or articles on the drug trade and Colombian politics
El estado y el individuo: el terrorismo y el problema de ETA	Crecer con miedo; un(a) joven vasco/a explica cómo se ve afectado/a por la situación en el País Vasco	Gálvez en Euskadi – Martínez Reverte J /Los vascos – Collins Los vascos – Spanish Connection video
Los gobiernos de Juan Perón: la influencia de Evita	Lo real y lo ficticio del legado del Evita	Evita – película (en versión española) Any Spanish history of Argentina Selection of articles on Eva Perón and modern day Argentina
La pintura/arquitectura española	Una interpretación personal de lo que intentaba hacer Gaudí	Gaudí – Biblioteca Básica de Arte Or any other work in Spanish on Gaudí

### 5.2.3 Support for Coursework

A system of AQA appointed Coursework Advisers has been set up. Centres are supplied with a list of Coursework Advisers' telephone numbers. Each centre has its own allocated coursework adviser. Teachers are asked to bear in mind that the advisers are **not** full time AQA employees and that the telephone numbers supplied are mostly home numbers. When contacting advisers teachers must state their centre number as advisers are required to make brief notes about the queries raised and the advice they give.

These advisers are practising moderators and can be approached on any issues related to the management of coursework. They will endeavour to respond to queries as quickly as possible, but centres should not expect immediate responses. Teachers are reminded that this service is available to them only and that coursework adviser contact details should not be given to candidates under any circumstances.

Coursework advisers will check titles and offer advice on improvement of titles, but they should not be expected to write titles from scratch. It is outside their remit to answer queries relating to source material. They may be able to give some general advice on the assessment of coursework but cannot be approached to give opinions about the quality of pieces of work.

### 5.2.4 Preparing and producing the pieces of work

Having chosen the general topic, then the specific area of interest by studying source material and **having negotiated the title with the teacher**, the student should:

- allocate an appropriate amount of time (in class, in private study and/or at home) to preparing and planning the piece of work;
- make notes independently on the source material (these notes must not be marked by the teacher);
- select from and organise the notes on the source material (these notes must not be marked by the teacher);
- draw up a clear plan, in discussion with the teacher;
- **from this point on produce the assignment totally independently** using the source material, notes and plan;
- ensure that each assignment is accompanied by Appendix A (the plan written in Spanish) and Appendix B (a comprehensive bibliography listing all source materials, **including full Internet addresses** of material taken from the World Wide Web);
- submit the assignment to the teacher.

The teacher will have:

- helped candidates to choose topic areas, if all candidates are not studying the same area;
- helped candidates to select an area for in-depth individual research based on a topic studied in class;

- made suggestions about resource material and suggested resource material including websites to their candidates;
- discussed each assignment title with each candidate individually and ensured that the final agreed title is written in correct Spanish;
- discussed the candidate's brief, outline essay plan which should be written in Spanish (no more than one side of A4) with each candidate individually for each assignment. The teacher should not have written anything at this stage, although the candidate may have made notes from the discussion for later use.

**Beyond that which is given in the five bullet points above, teachers must not write, mark or comment upon any work which might be included in the piece of work which the candidate decides to submit for marking as a piece of A2 coursework. There is no possibility at this level in this subject for candidates to produce a first draft which the teacher may comment upon.**

Candidates may, and indeed are encouraged to, work on drafting and re-drafting their own work, on their own, over time, particularly as their linguistic skills progress, **but the teacher must play no part in this process.**

During the process of writing the piece it is permissible for the candidate to ask the teacher about additional source material, and the teacher can point the candidate in the right direction saying for example "Book X in the library has a good chapter on this aspect". However, teachers must avoid being drawn by their natural instincts into giving direct help with the content of the piece by saying "Make sure you explain the point like this {explanation}". Any such assistance would be direct, individual help with writing the piece and would have to be declared on the Candidate Record Form and would also have to be taken into account when the piece was marked.

### 5.2.5 Authentication

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance. It is also necessary for the Head of Centre to sign the Centre Declaration Form and centres are requested to ensure that all documentation is properly signed before work is sent to the Moderator. Any forms which lack the necessary signatures will be returned to centres for completion and the moderating process can be delayed as a consequence.

It should be noted that any material copied directly from sources must be acknowledged and treated as quotation, otherwise it will be regarded as a deliberate attempt at deception. All instances of deception/cheating will be investigated by AQA and penalties will be severe.

### 5.2.6 Official AQA-Organised Meetings

Centres entering candidates for the first time **must** send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

### 5.2.7 Assessing the work

The assessment criteria are provided to help teachers in the supervision and assessment of coursework. The coursework assignments test Assessment Objectives 2, 3 and 4.

The coursework assignments should be marked according to the criteria given below. They are not confidential and candidates should also be issued with a copy of the criteria before embarking on their individual work. Discussion of what the criteria mean in relation to the level of research and independent work expected from candidates may also be helpful in allowing them to reach their full potential for coursework.

The assessment objectives will be allocated in the following way.

		%
AO2	Response to written language	5
AO3	Knowledge of grammar	5
AO4	Knowledge of society	20
	TOTAL	30

The major assessment of the piece is in terms of Assessment Objective 4. Candidates must demonstrate **knowledge and understanding of the task they have chosen**. They must address their title properly within their work and must carry out the task set by the title. If the title is a question, they must answer the question. Candidates who address the general topic area without close reference to their specific task will not score well in terms of this assessment objective. Consideration of the grid reproduced below highlights the need for as wide a range of examples as possible so that the evidence to support the candidates' arguments/answer is of a high quality, maintaining clear relevance throughout. For literary assignments, well-chosen and appropriately used quotations from the text will be classed as 'examples'.

	<b>Knowledge of Society (AO4)</b>
16-20	Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment.
11-15	Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth.
6-10	Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant.
1-5	Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

When deciding which mark to award for AO4 teachers should initially choose the appropriate band and place the candidate in the middle of that band. Marks are then fine tuned by deciding whether the level of work is moving towards a higher band or whether it actually shows more characteristics of the lower band. In many cases a 'best fit' principle will have to be applied as work may show the characteristics of several bands. Teachers must decide which criteria describe most accurately the overall characteristics of the whole assignment.

Assessment Objective 2 looks at the way in which candidates carry out their task.

- Is there explicit evidence of personal opinion/reaction?
- Do they offer evaluation of points?
- Is their treatment of the points sufficiently deep?
- Are their points well illustrated and clearly justified?
- Are conclusions drawn?
- Is the piece well structured, balanced and logically coherent?

The extent to which they succeed in these respects is measured against the grid reproduced below.

	<b>Reaction/Response (AO2)</b>
5	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression.
4	Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression.
3	Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported.
2	Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure.
0-1	Little or no reaction. No real illustration or justification.

The final assessment is the linguistic one. Candidates will be expected not only to write with grammatical accuracy, but also to employ a wide range of appropriate vocabulary, good use of idiom and complex structures. The extent to which they succeed in these respects will be measured against the grid reproduced below.

	<b>Knowledge of Grammar (AO3)</b>
5	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
4	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
3	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension.
2	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension.
0-1	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension.

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course. **When assessing the work, teachers should not write or put any marks or symbols on the candidates' pages.** It is quite permissible to use a centre produced pro-forma to make brief notes whilst marking. Such a pro-forma may also be sent to the moderator in place of notes on the Candidate Record Form, but teachers must ensure that the marks are entered on the Candidate Record Form and that the form is correctly signed.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided or on a separate sheet as indicated above. Supporting statements are very helpful to moderators to enable them to see how marks have been allocated. These statements must relate to the work produced and should not make reference to candidates' personal qualities or to the level of work that they might have been expected to produce. An exemplar booklet with specimen teacher comments is available from AQA. The Candidate Record Form must be attached to the candidate's work. Teachers should also ensure that marks are recorded on the Candidate Record Form in the same order as the assignments are presented. It is very confusing for moderators to look at a title and marks for assignment one, only to find that they relate to a piece of work that has been attached as assignment two.

### 5.2.8 Standardisation of marking within centres

The centre is required to standardise the assessments across **different teachers and teaching groups** to ensure that all candidates at the centre have been judged against the same standards. If **two or more teachers** are involved in marking a component, **one teacher must be designated as responsible for internal standardisation.**

Common pieces of work must be marked at an internally organised training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA, such as those produced as part of the Coursework Support material. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form. The Head of Centre is required to sign the form in all cases.

Many centres find that assessing common samples of coursework by individual teachers followed up with discussion is the most effective means of achieving internal standardisation. It could be useful if the teacher responsible selects a number of coursework pieces representing a range of standards for consideration by colleagues. Discussion can then centre on initially which band the mark should be placed in, then which exact mark within the band.

### 5.2.9 Presentation of coursework

Candidates should note the following:

- coursework pieces should be written, typed or printed **on one side only** of A4 paper;
- the work must be the original, not a photocopy;
- the sheets of each piece should be numbered and carry the appropriate candidate number;
- **all sheets should be secured using one treasury tag.**

Plastic pockets should not be used as they prove very cumbersome for moderators. Once removed from these pockets for reading, the unsecured sheets easily become separated and are difficult to replace in the pockets.

The ideal order for the work of each candidate is:

- Candidate Record Form;
- Appendix A (the essay plan) for assignment 1;
- Assignment 1;
- Appendix B (the bibliography) for assignment 1;
- Appendix A (the essay plan) for assignment 2;
- Assignment 2;
- Appendix B (the bibliography) for assignment 2.

### 5.2.10 Moderation of coursework

The Code of Practice requires that moderation takes place, and lays down a basic procedure. AQA will issue to centres clear instructions for selecting the official sample and sending this to the moderator.

Teachers need to be clear in their own minds about the precise nature of moderation. In more abstract terms, it is to ensure that the work of candidates is marked according to a nationally set standard. In more practical terms, it is a procedure to make sure that the marking of individuals' coursework is as fair as humanly possible to the individual candidate and also to the candidature as a whole.

It is very clear that, for instance, recently qualified teachers, teachers doing coursework for the first time ever or with a different awarding body, or teachers new to A Level etc. may not find it easy to adjust to AQA's agreed standard. There is no implication that these teachers have in any way failed or done anything wrong if their marks are not at the AQA agreed level.

It simply means that they have positioned the marks differently on the scale. Such teachers will have conscientiously marked the coursework and placed their own candidates in a clear rank order within the centre. If a moderator finds that the positioning of the marks is too low, the original marks will be repositioned by AQA so that the candidates are fitted into the higher place nationally.

Conversely, the original marks may have been placed too high and AQA will adjust these downwards. The original rank order of the candidates will thus be maintained with the appropriate gaps between individuals' marks.

In a very small number of instances it may happen that the original rank order is changed. This would occur when the work of an individual candidate has been inadvertently marked to a different standard compared to the remainder of the candidates at the centre.

Teachers will send to the moderator the official AQA specified sample. Usually, this will be sufficient for moderation purposes. However, teachers must keep the remainder of the coursework in secure storage until moderation is completed. Under some circumstances, AQA may find it necessary to request further samples or the entire coursework from a centre. The most likely reason for this to happen would be if the marks for individual candidates showed variation in standards applied.

On publication of the results, AQA will issue details of the final marks for coursework. A report will also be sent giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made by the centre and the reasons for adjustment (if any) to centre marks.

## 6

## Delivery of the Course

### 6.0 Introduction

The specification is organised into six teaching and learning modules each of which is assessed by a unit of assessment. The modules are linked thematically and the units of assessment cover all skills and have a built in progression from the AS units to the equivalent units of A2. The AS units of assessment will be made available on two occasions a year, in the January and the June sessions. **The A2 units will be offered in the June session only with effect from the 2006 examination series.** It is possible to deliver the course in a staged, modular way or to take all units in one sitting. This means that there is a great deal of flexibility for teachers to decide how to deliver the course.

Within both AS and A2 courses, it is possible to teach the modules in any order, although given the structure of the specification it is likely that teachers will wish to adopt a more integrated approach, particularly to the language skills. The topics in the modules are intended to lead post-GCSE students from those with which they are familiar in Module 1 – **Young People Today**, to begin to look at issues in Module 2 – **Aspects of Society** and then to combine and consolidate these themes in Module 3 – **People and Society**. In the A2 modules candidates should progress to broader issues in Module 4 – **Contemporary Issues** and then to look in depth at two particular topics in Module 5 – **The Cultural and Social Landscape in Focus**. Module 6 – **Yesterday, Today and Tomorrow** is again a consolidation of the themes of Modules 4 and 5.

Woven into this structure is the development of the linguistic skills and grammatical and cultural knowledge which make up the four assessment objectives tested in the six units of assessment. Unit 1 is a Listening, Reading and Writing test set at the standard of the new AS which is then mirrored by Unit 4, a similar Listening, Reading and Writing test set at full A Level standard. AS Unit 2, involving reading round the texts in the Preliminary Material and then answering questions on those themes, can be seen as preparation for the skills required in the A2 Unit 5, on set texts/topics or coursework. Similarly those skills tested in the AS Unit 3 speaking test are then tested again at A Level standard in Unit 6.

Teachers are free, therefore, to deliver this course in whichever way suits their own teaching style, particular students and available resources. Approaches to the formulation of schemes of work for this new specification are explored in Section 7.

## 7

## Scheme of Work

## 7.1 Introduction

The purpose of this scheme of work is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. It outlines issues specific to a modern foreign language course which determine and influence the overall design of a scheme of work.

The introduction into AS and A Level specifications of prescribed grammar and syntax means that teachers have to address the need for demonstrable linguistic progression in structuring their teaching and learning programme. This, more than topics or themes, is arguably the key content focus of the scheme of work and the defined topic framework becomes a vehicle for delivering this linguistic progression.

The suggested scheme of work therefore is based upon a somewhat different interpretation of the role of topics in defining modules of learning and constitutes a departure from conventional approaches. This, it should be emphasised, is not change for its sake but rather an innovative way of approaching the structure of a programme to address more appropriately the needs of learners.

This scheme of work can be followed whether centres enter candidates for the AS at the end of year 1 or whether both the AS and A2 units are taken together at the end of year 2. Whichever assessment pattern is adopted it is essential to integrate the subject content as the course progresses.

It is assumed that there are five hours per week contact teaching in twelve week terms, giving approximately 60 lessons a term. As a rough guide, 155 hours are allocated for the AS material (running up to June of Year 12) and 180 hours for the A2 material. Where centres have less than five hours per week contact teaching, the scheme of work can still be used with the exception of some of the extension exercises, or possibly an increased use of handouts where finance permits.

## 7.2 The rationale for flexibility

For the teacher who is planning a logical progression of teaching and learning through the grammar and syntax programme, the scheme of work has to offer the flexibility for grammar and syntax to be contextualised within appropriate topics and themes so that certain points of language can be mapped across certain topic-based contexts. The more flexible the topic-structure of the programme, the more scope there will be for teachers to establish links between the language-content and the topic-vehicle.

Equally for the learner, the scheme of work should have the flexibility to reinforce sound and effective approaches to learning. A key feature of this is to build into the scheme of work opportunities for reviewing and revisiting topics and language. Units of assessment, at whatever stage they figure, will draw from a range of defined topics and themes. This perhaps calls into question the wisdom of conventional practices whereby a topic featuring in the first weeks of the course is not revisited at a later stage.

## 7.3 Achieving flexibility

The above considerations raise questions about the appropriateness of the conventional topic-structure in schemes of work. In order to achieve maximum flexibility, it would seem to be necessary to plan the sequence of topics differently. This principle has been illustrated below:

Table 1

The family and relationships	Rights and responsibilities	Leisure	Healthy Living	Education	Jobs and Careers
The extended family	Teenage years to adulthood	Leisure trends	Lifestyle	Compulsory schooling	Men/women in the workplace
Generation gap	Good citizenship	Travel and tourism	Drug addiction Health services	Further education	European dimension
Family structure		National customs		Equal opportunities	Unemployment

In Table 1, the defined topic framework for Module 1 has been set out in vertical groupings to represent the conventional topic-structure whereby each topic is sequentially covered in a series of lessons. In terms of mapping language points to the topic-framework, this model clearly imposes constraints and restrictions. Furthermore, for assessment purposes, some topics are more “recent” than others and the model does not support effective preparation for “multi-topic” assessment.

The same range of topics and sub-topics can be represented by means of horizontal rather than vertical divisions:

Table 2

The family and relationships	Rights and responsibilities	Leisure	Healthy Living	Education	Jobs and Careers
The extended family	Teenage years to adulthood	Leisure trends	Lifestyle	Compulsory schooling	Men/women in the workplace
Generation gap	Good citizenship	Travel and tourism	Drug addiction	Further education	European dimension
Family structure		National customs	Health services	Equal opportunities	Unemployment

The model outlined in Table 2 shows how flexibility can be achieved for the benefit of both teacher and learner. By moving through the topic-framework in horizontal phases, all topics remain “in focus” and practice-assessments can be built into the conclusion of each phase. In addition, this model allows scope for more appropriate mapping of language points to topic-contexts. For linguistic progression purposes, for example, *Further Education* might be considered an appropriate vehicle for contextualising revision of the future tense and could be moved into the first phase education “topic-slot”. This model thus allows the flexibility for teachers to plan linguistic progression more coherently.

#### 7.4 Applying this model across the Advanced Subsidiary Modules

The defined topic framework for Units 1 and 2 together constitute the topic framework for Unit 3. The scheme of work for Module 2 will incorporate work on at least one of the topics listed in the specification. This defined topic framework linked to specific modules and units will allow teachers in their scheme of work to target specific topics and language skills.

The extended writing in Unit 2 will address the topics covered in the Preliminary Material and therefore an appropriate “weighting” can be given in the scheme of work to what might be termed “priority topics” for extended writing. All topics in Module 1 and the topic studied by the candidate in Module 2 can be taken as the basis for speaking tasks in the Unit 3 assessment, and therefore the scheme of work has to incorporate oral skills across all topics.

Module 1 and Unit 1 assessment in listening, reading and writing has its own prescribed range of topics which can be identified as priority listening and reading topics. This is not to suggest that teachers will wish to devise a very rigid scheme of work whereby listening, for example, will be included in some and excluded from other topic-areas, but rather to illustrate that there is scope for carefully managed “prioritising” in terms of topics, skills, tasks, activities and support-materials.

The Module 2 Preliminary Material is intended as a resource which will support and encourage the sort of research skills and approaches that candidates continuing through A Level will be required to apply in their coursework or in-depth topic study. It would seem logical within the scheme of work to allocate one discrete weekly session, say in the third half-term, to assignments based upon the Preliminary material, and this gives this component a particular focus.

A proposed “horizontal-phasing” model as described in Section 7.3 is set out in Table 3 for the Advanced Subsidiary modules and topics: this guidance should allay any anxiety teachers may have about the depth of topic knowledge that candidates will be expected to acquire. Topics remain what they have always been in post-GCSE modern foreign languages courses – a means to an end rather than an end in themselves. They are a vehicle for language development and acquisition, and in this sense, breadth is more important than depth in these general language topic areas.

Table 3

Module 1: Young People Today						Module 2: Aspects of Society				
Module 3: People and Society										
The family & relationships	Rights and Responsibilities	Leisure	Healthy Living	Education	Jobs & Careers	Mass media	Pollution, conservation environment	Immigration & multi-culturalism	Spain & Europe	The Spanish speaking world
The extended family	From teenage years to adulthood	Leisure trends	Lifestyle	Compulsory schooling	Men & women in the workplace	Press, Radio & Television	Types of pollution and their effects on every day life	Integration	Spain and the EU	Economic & social developments in Spain and Spanish speaking countries
Generation gap		Travel & Tourism	Drug addiction	Further education	European dimension	New developments in the media	Awareness raising and actions	Problems facing ethnic minority groups		
Family structures	Good citizenship	National customs	Health services	Equal opportunities	Unemployment	Influence of media on society	Energy: finite versus renewable	Immigrants and asylum seekers	Spain's relations with other European countries	Cultural diversity

### 7.5 Developing the model for A2 modules

The same rationale for flexibility applies to the general principles of design for the scheme of work for A2 modules where the development and acquisition of language, knowledge and skills are the learning outcomes. Table 4 outlines the same horizontal phasing approach for A2 topic areas. Module 5 in-depth topics for coursework or for the written examination could run in tandem with these general language topics on the basis of a discrete weekly allocation of contact time. As with the Preliminary Material in Module 2 of the Advanced Subsidiary programme, this in-depth topic study would be the main vehicle for developing skills in extended writing either through coursework assignments or essay-writing for the written examination.

Table 4

A2 Module 4: Contemporary Issues and A2 Module 6: Yesterday, Today and Tomorrow								
The State and the Individual	Distribution of Wealth	Health Issues	Transport Issues	Science & technology	Racism	Crime & Punishment	Future of Europe	Global Issues
Government structure	Wealth and poverty, Rich v poor	Effects of present day lifestyles on health	Public versus private transport	IT revolution technological world of home work and school	Origins of racism	Judicial system	European Union	Economic inter-dependency
Pressure Groups	Third World versus developed world	Poverty and health issues	Road congestion and accidents	Controversy surrounding technological advances	Racist violence	Reasons for crime including youth crime	European parliament	War and conflict
The electoral system		The Social Security System	Influence of transport/travel on the environment		Youth Cultures		Freedom of movement	Environmental issues, Conservation

**8**

# Overlap with other Qualifications

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## 8.1 Introduction

There are no overlaps with other qualifications at Level 3 of the qualifications framework.

# Key Skills and Other Issues

## 9

## Key Skills

### 9.1 Common Questions and Answers

#### What are Key Skills?

Given below are common questions asked about Key Skills and the answers to them.

Key Skills have been identified as helping candidates to focus on what and how they are learning and, consequently, to improve their performance. They also enable candidates to be flexible in whatever kind of work they do and, as such, are important to employers when recruiting and promoting staff.

#### How are Key Skills classified?

They are classified under the following titles.

#### **The 'main' Key Skills**

Communication

Application of Number

Information and Communication Technology (ICT)

#### **The 'wider' Key Skills**

Working with Others

Improving Own Learning and Performance

Problem Solving

Following a regulatory review during 2003 of the six key skills a revised set of Standards (formerly specifications) will be available for teaching from 1<sup>st</sup> September 2004. This can be viewed at [www.qca.org.uk](http://www.qca.org.uk).

#### At what level are they available?

Key Skills specifications are available at five levels of attainment, ranging from levels 1-5. These levels correspond to the levels used for other qualifications within the national qualifications framework. For example, Key Skills level 2 can be broadly related, in terms of level of demand, to GCSE grades A\*-C. The higher levels, levels 4 and 5, describe those skills relevant to technical and professional situations and higher level study.

#### What do the units look like?

The units for the Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving comprise two parts.

Part A What you need to know.

Part B What you must do.

Part A of the unit tells candidates what they need to learn and practise to feel confident about applying the Key Skills in their studies, work or other aspects of their life.

Part B of the unit describes the skills candidates must show. All of the candidate's work for this section will be internally assessed. Candidates must have evidence that they can do all the tasks listed in the bullet points.

**What qualifications are available in Key Skills?**

Candidates who complete the assessment requirements (internal and external assessment) for a Key Skills unit at level 1, 2, 3 or 4 will be awarded a unit certificate.

The wider Key Skills are to be piloted as qualifications from 1<sup>st</sup> September 2004 based upon the revised standards recently published by the regulatory authorities.

**What must candidates do to achieve these qualifications?**

**The 'main' Key Skills**

The scheme of assessment for each Key Skill at each level is made up of two components, the internally assessed portfolio of evidence and the externally assessed test. Candidates must pass both assessment components at the same level to be successful in a Key Skill at the relevant level. However, if a candidate achieves different levels of success in the internal and external components for a Key skill they can be awarded a certificate at the lower of the two levels. Candidates may enter for the separate components at different assessment occasions.

**The 'wider' Key Skills**

The scheme of assessment for each wider key skill will consist of two parts

- An internally assessed portfolio of evidence.
- Responses to a selection of internally assessed questions drawn from a nationally agreed question bank.

Both components will be externally moderated by AQA.

Will the Key Skills qualification attract UCAS points?

The main Key Skills units each attract UCAS points. A level 2 unit = 20 points, a level 3 units = 30 points.

UCAS Tariff					
Key Skills†	<i>GCE VCE Qualifications</i>				
	GCE AS /AS VCE	GCE A Level/ AVCE	AVCE Double Award	Free standing Maths*	Points
			AA		240
			AB		220
			BB		200
			BC		180
			CC		160
			CD		140
		A	DD		120
		B	DE		100
		C	EE		80
	A	D			60
	B				50
	C	E			40
Level 4	D				30
Level 3	E			A	20
				B	17
				C	13
Level 2				D	10
				E	7

†	Covers the three main Key Skills subjects – Application of Number, Communication and Information Technology
*	Covers free-standing Mathematics qualifications – Using and Applying Statistics, Working with Algebraic and Graphical Techniques, Modelling with Calculus.

How can this Spanish specification help candidates to gain Key Skills?

Candidates following a course of study based on AQA AS/A Level Spanish can be offered opportunities to develop and generate evidence of achievement in the Key Skills of Communication, Information and Communication Technology, Working with Others and Improving own Learning and Performance. The work produced can form part, or even all of, the portfolio for each Key Skill. The level to which each Key Skill can be developed and demonstrated will depend upon the opportunities made available in the course at each centre, together with the ability of the candidate. Centres may choose to deliver Key Skills totally separately from candidates' main programmes of study. Alternatively, they may wish to integrate Key Skills into all main programmes of study for all candidates, or a mixture of the two. Whatever delivery style a centre adopts it is hoped that candidates will appreciate for themselves the applicability of Key Skills to much of their subject specific work and the transferability of the skills from one context to another.

	<p>Detailed signposting opportunities for the delivery and generation of evidence of achievement are given in Section 9.2 of this Teachers' Guide. They are provided to assist teachers in considering how Key Skills could best fit into their teaching strategy. In each case, unless otherwise stated, the signposting will be for Key Skills at Level 3. As explained above, this does not mean that work focused at other levels, or candidates' responses demonstrating achievement at other level, cannot be set or rewarded. Likewise, teachers may choose not to make use of each and every opportunity identified.</p>
<p><b>Must Key Skills be delivered through this specification?</b></p>	<p>No. It is appreciated that the opportunities for Key Skills delivery that can be made available in any course of study at a centre will depend upon a number of centre-specific factors, including teaching strategies and level of resources. It is acknowledged that some specifications will offer more opportunities for Key Skills delivery than others. However, as stated earlier, it is hoped that candidates will appreciate for themselves the wide applicability of Key Skills to all their courses of study and the fact that the acquisition of Key Skills will assist them in their work for all relevant subjects and specifications.</p>
<p><b>How do I know if the work produced meets the Key Skills requirements?</b></p>	<p>Teachers who have not been involved in Key Skills will be concerned that the work produced by their candidates is of the right standard for success. It is hoped that each centre will have one or more Key Skills assessors together with a Co-ordinator who will ensure internal standardisation of assessment of Key Skills across the centre. In addition AQA hold Annual Portfolio Standardising Meetings for Key Skills Co-ordinators or other centre representatives in the Autumn Term. Each centre is allocated a Portfolio Adviser.</p>
<p><b>Key Skills Exemptions</b></p>	<p>The regulatory authorities (AQA, ACCAC and CCEA) have been asked to ensure that candidates who have taken or who are taking English, Gaelic, Welsh, Mathematics and ICT GCSE, GCE, VCE and GNVQ qualifications should not be involved in unnecessary double assessment work in seeking their Key Skills Units.</p> <p>A number of qualifications that have been agreed to assess the same knowledge and skills as aspects of the Key Skills have been approved as proxy qualifications. Candidates can claim exemption from part of the Key Skills when they are able to provide proof of achievement of the proxy qualification. A list of agreed proxy qualifications is maintained by QCA and can be viewed at <a href="http://www.qca.org.uk">www.qca.org.uk</a>.</p> <p>The exemptions listed by QCA have been confirmed for those specifications accredited by the regulatory authorities. Revision to accredited specifications would result in the exemption offered by the subject being reviewed and, if necessary, revised or removed.</p> <p>The currency of exemptions provided by proxy qualifications may be no longer than three years from the date of award to the date of claim.</p> <p>If you want more general information about Key Skills please contact the Key Skills team by Tel: 0161 953 7469/0161 953 7588, by e-mail: <a href="mailto:keyskills@aqa.org.uk">keyskills@aqa.org.uk</a> or by writing to the Key Skills Section, AQA, Devas Street, Manchester, M15 6EX.</p>

## 9.2 Signposting of Key Skills in Spanish

Work produced by candidates as part of their Spanish course may be used as portfolio evidence for the Key Skills. The following examples, based on the revised Key Skills Standards for teaching from 1<sup>st</sup> September 2004, give an indication of the sorts of activities which might provide opportunities for evidence of the acquisition of the six Key Skills.

Because of the flexible structure of the Spanish specification, the Key Skills opportunities have not always been tied to specific modules or units. Obviously there will be more opportunity to develop aspects of Information and Communication Technology in the production of coursework assignments for Unit 5C. However, a course in Spanish offers opportunities throughout the modules for the acquisition, development and production of evidence for the various Key Skills.

### Communication

Although candidates will be constantly practising the Key Skill of Communication in Spanish lessons, QCA have indicated that any evidence for the portfolio would have to be presented in English, Welsh or Irish. If a centre's scheme of work allows for discussion/presentation etc. in English, Welsh or Irish, there will be ample opportunities for generating evidence of this Key Skill. If not, then candidates may have to generate evidence for their Communication portfolio from other programmes of study.

### Information and Communication Technology

The contemporary topics studied and discussed in the preparation of the course will be covered to a greater or lesser extent by much of the press. Candidates may develop and use their ICT skills to access this information, and to re-present it, particularly in coursework, but also in preparation for class work, and in homework assignments.

#### **IT3.1 Search for information, using different sources, and multiple search criteria in at least one case.**

Candidates could:

- use CD ROM to find data for assignments, presentations etc.;
- use CD ROM/Internet to research topics (e.g. use electronic newspapers to search for articles);
- use international internet search engines.

#### **IT3.2 Enter and develop the information and derive new information.**

Candidates could:

- use spreadsheets to calculate trends (e.g. immigration – Module 2);
- use e-mail to exchange information (from e.g. partner schools abroad).

**IT3.3 Present combined information such as text with image, text with number, image with number.**

Candidates could:

- use charts/graphs etc. in homework/classwork/coursework assignments;
- produce documents/reports containing numerical, visual and written information.

**Working with Others****WO3.1 Plan work with others.****WO3.2 Seek to develop cooperation and check progress towards your agreed objectives.****WO3.3 Review work with others and agree ways of improving collaborative work in the future**

The Spanish course can provide opportunities for the above in all modules; candidates involved in group work in preparation for a debate, presentation or complex report/review should be able to produce evidence of Working with Others.

**Improving Own Learning and Performance****LP3.1 Set targets using information from appropriate people and plan how these will be met.****LP3.2 Take responsibility for your learning, using your plan, to help meet targets and improve your performance.**

Improve your performance by:

- studying a complex subject;
- learning through a practical activity;
- further study or practical activity that involves independent learning.

**LP3.3 Review progress and establish evidence of your achievements.**

This Key Skill may be met through a tutor/mentor system, but it could apply to tasks/assignments carried out for Spanish.

**Example**

The group/class is dealing with the topic of The Future of Europe. An initial briefing takes place.

Students are given some material (newspaper articles, EU handouts, textbook chapter etc.) and asked to take it away, read it, select important information, make notes, come back to class prepared to discuss issues. If two of the documents are **extended** (e.g. book chapter) and one includes images, students could be generating evidence of **C3.2**.

In class there is a discussion about the subject, a fairly complex one with lots of pros and cons. Here students can be generating evidence of **C3.1a**.

As a follow up lesson, two students, or two small groups of students might be asked to take opposing views and to put together a presentation, using visual aids, giving their view. Here students can be generating evidence of **C3.1b**.

If they use slides or handouts which are produced electronically (e.g. PowerPoint) students may also be generating evidence of **IT3.3**.

Preparing for the presentation students may have used the Internet or CD ROM – and may be generating evidence of **IT3.1**.

This can be contracted/expanded to cover various topics/Key Skills, e.g. some aspects of Working with Others. A log needs to be kept indicating clearly where the evidence has been developed. Some of the evidence will be in the form of witness statements from teachers/tutors.

**N.B.** If evidence for **C3.1a**, **C3.1b** and **C3.2** is to be used for the portfolio, it has to be in English, Welsh or Irish.

**9.3 Key Skills and Coursework**

For the centres/candidates who choose to do coursework as an option, there can be many opportunities to develop and produce evidence for a wide range of Key Skills, as long as candidates are aware of what is required, and plan the assignment accordingly.

**Communication**

Since evidence for Communication has to be presented in English, Welsh or Irish, the coursework for Spanish will probably not be suitable for inclusion in the candidates' Key Skills portfolios.

**Information and  
Communication  
Technology****IT3.1 Search for information, using different sources, and multiple search criteria in at least one case.**

Again, coursework offers opportunities to cover this requirement, but candidates must clearly indicate why e.g. a website was used as a resource, rather than any other type of source. To provide sufficient evidence there would need to be a clear indication that various technological sources had been considered – the internet, CD ROM, scanning, databases – and appropriate choices made, with justifications.

**IT3.2 Enter and develop the information and derive new information.**

Again, evidence of how information was explored, exchanged and developed, and why particular sources were chosen would need to be clearly indicated. It might be necessary to have a witness statement on the use of IT as well as appropriate printouts.

**IT3.3 Present combined information such as text with image, text with number, image with number.**

If the coursework assignment is word processed and printed out with at least one image and one example of number then some of this requirement is met.

**Working with Others**

It may be possible to meet some of WO3.1, with groups of candidates meeting to discuss the planning and preparation of the assignments. Evidence in the form of a written log, minutes of meetings, or witness statements would need to be included.

**Improving own Learning and Performance**

Candidates could meet much of the requirement of this Key Skill. Candidates would have to include a log of the learning process, with an indication of the planning, target setting, the support used and revisions, with justifications for choices made. A review of how the process improved their own learning, and how future work might be improved should also be included.

## 10

## Resources

## 10.1 Introduction

A list of suggested reference material is provided. Texts are grouped next to the modules for which they may provide useful material. Texts, of course, will be appropriate for a number of different modules. The details of these resources and publishers are correct at the time of going to press. This list is updated annually and is available from AQA. It is also recommended that candidates keep informed through a selection of relevant newspapers, journals and other sources.

## 10.2 Grammar Books

Author	Title	Publisher	ISBN
Phil Turk & Mike Zollo	Acción Gramática	Hodder & Stoughton	0340573279
Mark Cholij	Practice in Spanish Grammar	Stanley Thornes	0748723765
Eileen Hutchinson	A Level Spanish Grammar (photocopiable)	Language Centre Publications	1898583544
J Butt & C Benjamin	Grammar of Modern Spanish	E Arnold	0713166126
Juan Kattán-Ibarra & CJ Pountain	Modern Spanish Grammar & Workbook	Routledge	014509467 0415120993
Ana Ortega et al	¡Exacto! A Practical Guide to Spanish Grammar	Hodder Arnold	0340763094
Phil Turk & Mike Zollo	Viva la gramática	Hodder & Stoughton	0340697059

## 10.3 General Textbooks

Author	Title	Publisher	ISBN
P Turk & M Zollo	Ahora Mismo, nueva edición	Hodder and Stoughton	0340065518
D Mee & M Thacker	¡Al Tanto!, nueva edición	Nelson	0174490526
D Mort et al	¡Sigue!	John Murray	0719571030
Tim Connell & Juan Kattán-Ibarra	España Nuevo Siglo	Stanley Thornes	0784714677
Juan Kattán-Ibarra	Panorama de la Prensa	Oxford University Press	0199122059
Mike Thacker	Campo libre 1: La Vida Social	Aris & Phillips Ltd	0856686875

Pilar Muñoz	Campo libre 2: La Vida Intima	Aris & Phillips Ltd	0856686883
David Mee	Campo libre 3: El mundo de la Comunicación (pub. Late 2000)	Aris & Phillips Ltd	0856687251
Mike Thacker et al	Ponte al día	Hodder Arnold	0340846690

#### 10.4 Vocabulary

Author	Title	Publisher	ISBN
P A Turk	Palabra por palabra	Hodder & Stoughton	0340547855
Isabel Melero Orta	Advanced Spanish Vocabulary	Stanley Thornes	0748714910
Mike Zollo	Teach Yourself Spanish Vocabulary	Hodder & Stoughton	0340697059

#### 10.5 Other

Author	Title	Publisher	ISBN
J Hooper	Los nuevos españoles de hoy	Vergara	8474171571
	Ecolección Tierra Viva An environmental series on different issues		
	La capa de ozono Los residuos tóxicos La contaminación del aire Los residuos domésticos Reciclar Ecología urbana La destrucción de los hábitats naturales La lluvia ácida La polución de los mares Los residuos radioactivos		
	Polémica		
	A series on social issues El abuso de las drogas El desarme La discriminación de la mujer La discriminación racial La energía nuclear Mundo rico y mundo pobre		
	Authentik newspaper 27 Westland Square, Dublin 2, Ireland		

Spanish Embassy, Consejería de Educación y Ciencia, 20 Peel Street, London W8 7PD

Particularly useful are the series of Documentos Hispánicos and the quarterly magazine Donaire

Instituto Cervantes, 102 Eaton Square, London SW1 0AN

Instituto Cervantes, 322/330 Deansgate, Manchester M3 4FN

Instituto Cervantes, 169 Woodhouse Lane, Leeds LS2 3AR

Hispanic and Luso-Brazilian Council, Canning House, 2 Belgrave Square, London SW1X 8PJ

## Module 1

### Young People Today

Textbooks	Unit
Panorama de la prensa	Educación, Salud, Deportes y Ocio
España Nuevo Siglo	Section 3 Ocio y deportes Section 5 Educación y trabajo Section 7 Salud
¡Al tanto!	Unidad 1 Unas páginas deportivas Unidad 5 Enseñanza de primera y segunda clase Unidad 7 ¡Salud y suerte a todos!
¡Sigue!	Unidad 1 Amistades y amores Unidad 2 Aprende a vivir Unidad 3 Guía del ocio Unidad 6 ¿Cómo ganarse la vida?
¡Ahora mismo!	Unidad 2 ..nuestra generación Unidad 3 ¡...y los demás! Unidad 4 ¿Los mejores años? Unidad 5 El mundo del trabajo Unidad 6 Turistas y deportistas Unidad 10 Salud
Campo libre 1	La vida social
Campo libre	La vida íntima

## Module 2

### Aspects of Society

Panorama de la prensa	Sociedad, Medio Ambiente
España Nuevo Siglo	Section 1 Sociedad Section 7 Medio ambiente
¡Al Tanto!	Unidad 8 Hacia el siglo veintiuno

	¡Sigue!	Unidad 9 El mundo en peligro
	¡Ahora mismo!	Unidad 7 ¿De Madrid al cielo? Unidad 11 El medio ambiente Unidad 12 España en el mundo Unidad 13 Los marginados Unidad 16 Guerra y paz
<b>Module 4</b>		
<b>Contemporary Issues</b>		
	<b>Textbooks</b>	<b>Unit</b>
	Panorama de la prensa	Ciencia y tecnología, Dinero y Consumo
	España Nuevo Siglo	Section 6 Actualidad económica
	¡Al tanto!	Unidad 3 De viaje Unidad 9 El mundo tecnológico Unidad 10 Los marginados
	¡Sigue!	Unidad 5 ¡Buen viaje! Unidad 7 ¿Somos todos iguales? Unidad 8 ¿Malos hábitos o adicciones peligrosas?
	¡Ahora mismo!	Unidad 8 Unidad 9
	Campo libre 1	La vida Social
	Campo libre 3	El mundo de la comunicación

## 10.6 Videos

Author	Title
E Broady & M Shade	Tele con textos

## 10.7 Useful Internet Addresses

- [www.sgci.mec.es/uk](http://www.sgci.mec.es/uk)> Consejería de Educación y Ciencia en Londres
- [www.cervantes.es](http://www.cervantes.es)> Instituto Cervantes
- [www.mec.es](http://www.mec.es)> Ministerio de Educación y Ciencia
- [www.casareal.es](http://www.casareal.es)> Casa de Su Majestad el Rey
- [www.bton.ac.uk/slweb/recursos/recursos.html](http://www.bton.ac.uk/slweb/recursos/recursos.html)> Spanish resources from the University of Brighton
- [www.linguanet.org.uk/websites/spanwww.html](http://www.linguanet.org.uk/websites/spanwww.html)> Spanish resources
- [www.rediris.es/doc/buscadores.es.html](http://www.rediris.es/doc/buscadores.es.html)
- [www.rediris.es/doc/buscadores.es.html](http://www.rediris.es/doc/buscadores.es.html)> List of Spanish sites and search engines
- [www.ole.es](http://www.ole.es)> Spanish search engine
- [www.bbc/languages/spanish/index.shtml](http://www.bbc/languages/spanish/index.shtml)
- <http://news.bbc.co.uk/hi/spanish/news>

[www.ozu.es](http://www.ozu.es)> Spanish search engine

[www.yahoo.es](http://www.yahoo.es)> Spanish search engine

[www.mundolatino.org](http://www.mundolatino.org)> Latin America site

[spanishculture.miningco.com](http://spanishculture.miningco.com)> range of Spanish topics, good links

[www.sgci.mec.es/uk/Pub/tecla.html](http://www.sgci.mec.es/uk/Pub/tecla.html)> Tecla Home Page; jointly produced by the Consejería de Educación

[www.red2000.com/spain/1index.html](http://www.red2000.com/spain/1index.html)> Todo sobre España

[www.elpais.es](http://www.elpais.es)> El País, the biggest national daily

[www.el-mundo.es](http://www.el-mundo.es)> El Mundo, daily newspaper

[www.abc.es](http://www.abc.es)> ABC, daily newspaper

[www.vanguardia.es](http://www.vanguardia.es)> La Vanguardia, Barcelona based daily

## Glossary of Terms

<b>Advanced Subsidiary</b>	This is a new qualification and is the first half of the Advanced Level course.
<b>A2</b>	This is the second half of the Advanced Level course.
<b>Aims</b>	The broad educational or vocational purposes of a qualification.
<b>Assessment Objectives</b>	The criteria used to evaluate candidates' attainments.
<b>Assessment Unit</b>	The smallest part of a qualification that can be separately certificated.
<b>Coursework</b>	Tasks set and undertaken during the course which are integral to the course of study.
<b>Entry Codes</b>	The codes to be used when entering candidates for each unit and each qualification.
<b>External Assessment</b>	A form of independent assessment in which an awarding body sets or defines assignments, tests or examinations, specifies the conditions under which they are to be taken (including details of supervision and duration), and assesses candidates' responses.
<b>Internal Assessment</b>	A form of assessment that does not meet the definition of external assessment for a general or vocational qualification.
<b>Internal Standardisation</b>	The requirement for centres to standardise assessment across different teachers and teaching groups to ensure that all candidates at each centre have been judged against the same standards.
<b>Key Skills</b>	Key Skills are those generic skills that can enable people to perform well in education, training and life in general. They can help people to become members of a flexible workforce and equip them with the means to benefit from life-long learning.
<b>Moderation</b>	The process through which internal assessment is monitored by an awarding body to ensure that internal assessment is valid, reliable, fair and consistent with required standards.
<b>Module</b>	Specified teaching and learning requirements associated with an identifiable part of a qualification.
<b>Shelf-life of units</b>	The length of time a unit can be stored and put towards a subsequent qualification. For this specification, the shelf-life of units is restricted only by the life of the specification.
<b>Specification</b>	The complete description of the content, assessment arrangements and performance requirements for a qualification. This replaces the term 'syllabus'.
<b>Staged Assessment</b>	Assessment arrangements in which assessment units are taken throughout a period of learning.
<b>Synoptic Assessment</b>	A form of assessment which tests candidates' understanding of the connections between the different elements of a subject.  The synoptic assessment in this specification is represented by the AO1 and AO2 marks for Unit 4 and the AO3 and AO4 marks for Unit 6.