



Bentley Wood

High School for Girls

Spanish

GCSE to A level

Bridging Work

Year 11 into 12 for 2024/25



Step Up to Spanish A Level

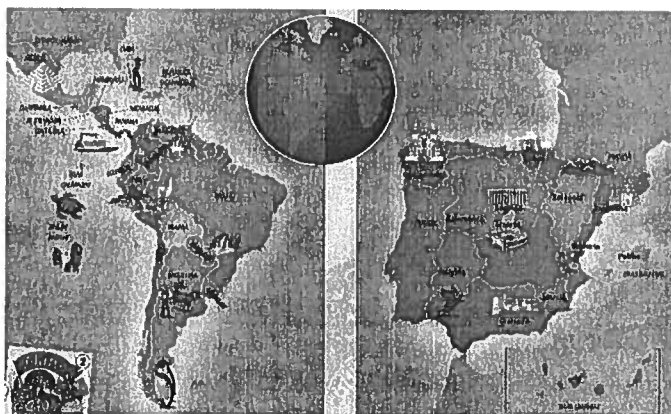
Why Spanish?

Congratulations on selecting Spanish A Level. You have opened the door of opportunity! Studying Spanish will enrich your life, giving you opportunities to travel abroad and to learn about different cultures and different ways of life. Studying a language will also enhance your life chances, as universities and employers tend to prefer candidates who can speak more than one language.

Did you know that linguists are better communicators and writers and have a better understanding of their own language too? Students who study languages do better in tests and learning a language will improve the functionality of your brain and improve your memory skills.

Spanish is currently the 4th most spoken language worldwide. Geographically, many countries have Spanish as a dominant language from Spain to Mexico and beyond. Knowing Spanish means you could communicate with a third of a billion speakers worldwide!

Studying A Level Spanish will enable you to learn the Spanish language and you will also gain an in-depth insight into the cultural, social, political, and artistic aspects of the Spanish speaking country/countries you will study.



A Level Spanish – Introduction to the course

At A Level, we follow the AQA syllabus.

What will I learn?

During this course you will develop your linguistic skills alongside your understanding of the culture and society of the countries where Spanish is spoken.

You will study:

- technological and social change, looking at the multicultural nature of Hispanic society.
- highlights of Hispanic artistic culture, Spanish regional identity and the cultural heritage of past civilisations.
- aspects of the diverse political landscape of the Hispanic world.
- the influence of the past on present-day Hispanic communities.

Throughout your studies, you learn the language in the context of Hispanic countries and issues and influences which have shaped them. You will study texts and film and will have the opportunity to carry out independent research on an area of your choice.

Course structure

The AQA AS and A level in Spanish comprises three exams/papers.

Paper 1: Listening, reading and writing 45% 1h 45 mins 90 marks

Paper 2: Writing (Essay on a film) and Translation (Eng. To Sp.) 25% 1h 30mins 50 marks

Paper 3: Speaking (Discussion of two subthemes) 30% 12-14 mins +15 mins prep. 60 marks

The topics you will cover are as follows:

Year 1	
Aspects of Hispanic society <ul style="list-style-type: none"> • Modern and traditional values • Cyberspace • Equal rights 	Artistic culture in the Hispanic world <ul style="list-style-type: none"> • Modern day idols • Spanish regional identity • Cultural heritage
Year 2	
Multiculturalism in Hispanic society <ul style="list-style-type: none"> • Immigration • Racism • Integration 	Aspects of political life in the Hispanic world <ul style="list-style-type: none"> • Today's youth, tomorrow's citizens • Monarchies and dictatorships • Popular movements








Activities

1. High Frequency Verbs

Learn high frequency verbs in a range of tenses.

ir	hacer	tener	ser	estar
voy – I go	hago – I do	tengo – I have	soy – I am	estoy – I am
fui – I went	hice – I did	tuve – I had	fui – I was	estuve – I was
iba – I used to go	hacía – I used to do	tenía – I used to have	era – I used to be	estaba – I used to be
iré – I will go	haré – I will do	tendré – I will have	seré – I will be	estaré – I will be
iría – I would go	haría – I would do	tendría – I would have	sería – I would be	estaría – I would be

-  Say and write these high frequency verbs from memory in Spanish and English. Can you name each tense?
-  Next, research and learn the full declension for each of these verbs, in each of the tenses above.
-  Write a step by step explanation about how each tense is formed.

2. Modal Verbs




Learn some modal verbs in Spanish in present tense.

poder	querer	deber	saber
puedo - I can	quiero - I want	debo - I must	sé - I know
puedes - you can	quieres - you want	debes - you must	sabes - you know
puede - he/she/it can	quiere - he/she/it wants	debe - he/she/it must	sabe - he/she/it knows
podemos - we can	queremos - we want	debemos - we must	sabemos - we know
podéis - you can	queréis - you want	debéis - you must	sabéis - you know
pueden - they can	quieren - they want	deben - they must	saben - they know






It is important to know that if you need to be particularly polite to someone, such as a teacher or someone you don't know well, you use the third person singular form of the verb if you are addressing one person. If you are addressing more than one person, use the third person plural form of the verb.

Do some research on *usted* and *ustedes* in Spanish. These are the polite pronouns for you.


-  Write and say these verbs from memory.
-  Learn how to say and write them in the preterite tense, imperfect tense, simple future tense and conditional tense. Devise a test to ensure you know them.
-  Write twenty sentences using the modal verbs with familiar topics from GCSE.

3. Identifying Modal Verbs

-  Translate these sentences into English:
 - No quiero casarme, prefiero quedarme soltera porque quiero seguir siendo libre.
 - Tengo que ser claro, odio la separación y el divorcio. El matrimonio debería durar toda la vida.
 - No puedo imaginarme mi vida sin tecnología, incluso sabiendo que es tan fácil volverse adicto a su smartphone.
 - El uso de teléfonos móviles puede conducir a enfermedades peligrosas como ciertos cánceres cerebrales.
 - Pudieron ser voluntarios durante las vacaciones.
 - Ella quiere trabajar con enfermos mientras que él quiere distribuir comida caliente a la gente que vive en las calles.
 - No se puede negar que los inmigrantes contribuyen a la economía y a la cultura de España.
-  Cover the Spanish and use your English translations to translate the sentences back into Spanish.
-  Change an element of each sentence or add to it.

4. Key Expressions

Learn some key expressions to enhance your spoken and written Spanish.

-  Translate these expressions into English:
 - Estoy convencido de que...
 - Lo que no puedo soportar es...
 - Lo que es impactante es...



- Gracias a...
- A causa de...
- Aunque pueda entender que...
- No hace falta decir que...
- En mi opinión...
- Estoy de acuerdo...
- No estoy de acuerdo...
- Lo bueno es que podemos...
- La ventaja es que hay...

 Create some Spanish sentences containing each of these expressions.

 Find ten more expressions like these ones.

5. Negatives

Learn these Spanish negatives:

jamás = never ever

nada = nothing

nadie = no one

ningún/a = not any

ningún sitio = nowhere

no = no, not


nunca = never

tampoco = neither


ni . . . ni = (neither . . . nor)

ya no = no longer

 Learn the negatives off by heart.

 Translate the negative sentences:




- Mi madre jamás lee los periódicos porque no le gusta la política.
- No veo nada positivo en la historia de mi país.
- Nadie ha venido a la protesta.
- Ninguna de sus ideas son adecuadas.
- No vamos a ningún sitio durante las vacaciones.
- No estoy de acuerdo con la inmigración masiva.
- La música nunca me relaja.
- ¿No te gusta estudiar la literatura española? A mí tampoco.
- Ni la diversidad de la lengua castellana ni el cine mexicano me interesan.
- Ya no voy a fumar.

 Change the negatives in each of these sentences to a different one. Make sure it makes sense.





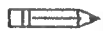
6. Family

Do some research on the changing role of the family in Spain or in a Spanish speaking country/community.

-  Draw up a list of key words in Spanish around this topic.
-  Write down five changes that Spanish speaking society has seen over the past ten years.
-  Note down your opinion on these changes in Spanish.




7. Immigration

Do some research on immigration in relation to Spain or a Spanish speaking country/community.

-  Draw up a list of key words in Spanish around this topic.
-  Write down the advantages and disadvantages of immigration in Spanish.
-  Write down five opinions you have about immigration in Spanish.




8. Music

Do some research on the importance of music in Spain or a Spanish speaking country/community.

-  Draw up a list of key words in Spanish around this topic.
-  How does music influence or impact the culture of Spain or the Spanish speaking country you are researching?
-  Give five opinions about the importance of music in society in Spanish.

9. Culture and Heritage

Choose one aspect of culture or heritage in Spain or a Spanish speaking country/community. Do some research on it.

-  Draw up a list of key words in Spanish around this topic.
-  Why is this aspect of culture so interesting? Where does it originate from? What impact does it have on society?
-  Write down five opinions about the importance of culture and heritage in Spanish.

Extension Task - Individual research project (Speaking)

As part of the speaking exam at A level (Year 2), you talk about a topic of your choice. This has to be based on an area of interest linked to the Spanish-speaking world. It is best to do this on an area of interest to you. In previous years students have chosen the following:

- The Mexican artist Frida Kahlo
- Barcelona Football Club and Catalan Identity
- Political change in Cuba
- Feminism in Spain
- Muslim identity in modern Spain
- Student protests in Chile



These were all chosen by students based on their own areas of interest. The idea is that you should be an expert on your chosen topic.

This task is to prepare a presentation on an area of interest to you that is linked to the Spanish-speaking world. This would be a spoken presentation, however for this task it will be written.

1. Think of something that interests you e.g. sport, music, identity politics, etc. (see ideas from activities 6 to 9)

Example: Music

2. Narrow this down to an example of this in a Spanish-speaking country. You will need to research this online.

Example: Reguetón

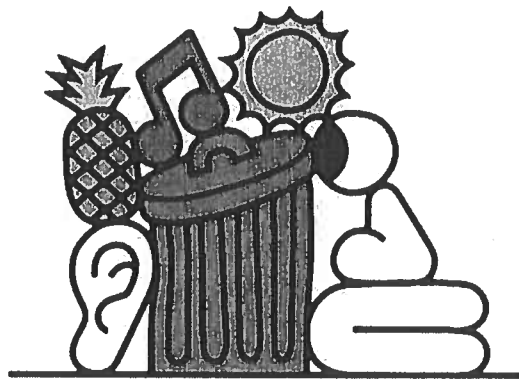
3. Find out about the origins of your topic and compare with today.

Example: The origins of this music; how it has grown in popularity; the growth of the Latino community, etc.

4. Prepare bullet points in Spanish. You can use phrases from your research. Make sure you understand what they all mean.

Example:

- *El reguetón es un género musical bailable que se deriva del reggae y del dancehall, así como elementos principalmente del hip hop, y la música hispana.*
- *Es un género musical muy popular hasta hoy día, que tuvo su apogeo máximo en los años 2000 y 2010.*
- *Se influenció del reggae en español de Panamá y se desarrolló en Puerto Rico en 1990; surgió a raíz de la popularidad del reggae jamaicano, junto con el hip hop estadounidense durante los inicios de esa época.*
- *El reguetón entró en los Estados Unidos en los años 1990 y 2000 y se ha convertido en un modo de expresión para muchos jóvenes hispanos.*



A lot of the A level course is about expressing opinions, defending your opinions, and justifying your point of view. Start to think about your opinions on your topic area. You may change your opinions as you start learning about the issue.