

# 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 A level in Spanish comprises three units.

Paper 1: Listening, reading and writing

Paper 2: Writing (Essay on a novel + a film)

Paper 3: Speaking (involving discussion on a topic of your choice)

### General Topic Areas for A level Spanish

The topics you will cover are as follows:

#### Year 1

##### Aspects of Hispanic society

- Modern and traditional values
- Cyberspace
- Equal rights

##### Artistic culture in the Hispanic world

- Modern day idols
- Spanish regional identity
- Cultural heritage

#### Year 2

##### Multiculturalism in Hispanic society

- Immigration
- Racism
- Integration

##### Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens
- Monarchies and dictatorships
- Popular movements



## Transition Activities:

### How can you prepare for A Level Spanish?

You are to be set three tasks. These are linked to skills you will need at Spanish A Level. We will focus on:

1. Analysis of film
2. Individual Research Project
3. Grammar and comprehension

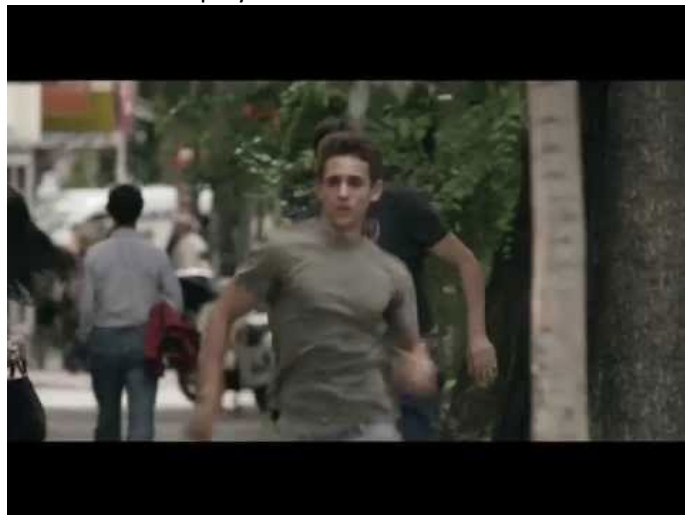
### Task 1

Write a film analysis. The film is “A Cambio de Nada” by Daniel Guzmán starring Miguel Herrán.

Work through the following to complete task 1:



Trailer: Click on play below



Or click on the following link:

[https://www.youtube.com/watch?time\\_continue=4&v=V3qXCDkSmrl&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=V3qXCDkSmrl&feature=emb_logo)

Watch:

**A CAMBIO DE NADA** (Title in English = Nothing in Return) – film by Daniel Guzmán (Age rating 13. This film is currently available on Netflix + you can add English subtitles)

## A Cambio de Nada – Un resumen

To write your summary use the following bullet points:

1. **Introduction (Introducción):** Title of the film, director and say who the main characters (*personajes*) are:

- Darío
- Luismi
- Caralimpia
- Antonia

Example:

*A Cambio de Nada, una película dirigida por Daniel Guzmán, trata de las experiencias de Darío, un chico de dieciséis años. Su mejor amigo se llama Luismi y son vecinos. Los padres de Darío están separados: una situación que no es fácil para Darío.*

2. **Characters (Personajes):** Find adjectives in Spanish to describe the following characters:

Example:

*Cada personaje es diferente. Darío es .....*

3. **Favourite character (Personaje preferido):** Describe your favourite character and explain why:

Example:

*El personaje que más me gusta es ..... porque .....*

*(Edad / Carácter / Problemas / Relación con su familia / sus amigos)*

4. **Themes (Temas):** What would you say the film is highlighting as social issues?

Example:

*El tema principal de esta película es .....*

→ *Las juventudes problemáticas (conflictos con la familia, el colegio, la justicia)*

→ *La familia y la responsabilidad de los padres*

→ *La amistad*

→ *La adolescencia*

→ *Las relaciones entre diferentes generaciones*

5. **Cultural references (Referencias culturales):** Films often make references to other aspects of culture e.g. older works of literature, music, customs, etc. It has been said that in this film Darío is Don Quijote and Luismi is Sancho Panza. Find out who these characters from classical Spanish literature are and say whether you agree.

Example:

*En la película, Daniel Guzmán hace varias referencias a la Literatura Clásica Española. El director hace una comparación entre las figuras Don Quijote y Sancho Panza. Estoy de acuerdo con esta observación porque .....*

6. **Conclusion (Conclusión):** Say what you thought overall of the film.

Example:

*Concluyendo, diría que esta película .....*





## Task 2 - Individual research project (Speaking)

As part of the speaking exam at A level, 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:

- Street Art in Madrid by the artist Muelle
- 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.

Task 2 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.

*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.**

## Task 3 – Grammar and comprehension

When covering all of the General Topic Areas for A level Spanish we will also look in depth at grammar and how the Spanish language is held together by patterns and rules.

As an example of this work, we will look at recent events across the world and how Spain has reacted as a country.

Task 3 is to work through texts on the Coronavirus and certain aspects of grammar.

Click on the video below (if you are connected to the internet it will play directly) or click on the link -

[https://www.youtube.com/watch?time\\_continue=9&v=gqujGvAfsfM&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=9&v=gqujGvAfsfM&feature=emb_logo)



Puedes saludar con la mirada o de palabra.

**#ESTE  
VIRUS  
LO  
PARAMOS  
UNIDOS**

**DETENER EL  
CORONAVIRUS  
ES RESPONSABILIDAD  
DE TODOS Y TODAS.  
SI TE PROTEGES TÚ,  
PROTEGES A LOS DEMÁS.**

### Section A

When watching the video, find the Spanish for the following:

1. Keep / Maintain =
2. Don't touch =
3. Wash =
4. Avoid =
5. Don't greet =
6. Don't give =
7. Meet =
8. Make sure =
9. Clean =
10. Do it =
11. Open =



### Section B

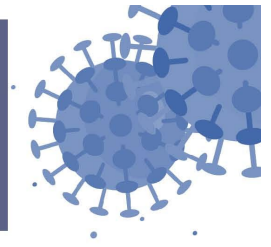
Now watch the video again. Write down a minimum of 5 recommendations from the Spanish government and translate them into English:

*Example: Mantén una distancia de 1 ó 2 metros con otras personas. = Keep a distance of 1 or 2 metres from other people.*

## Section B

Now read the text below and answer the questions below.

# ¿Qué puedo hacer para protegerme del nuevo coronavirus y otros virus respiratorios?



**Lávate las manos** frecuentemente y meticulosamente



**Evita tocarte los ojos, la nariz y la boca,** ya que las manos facilitan su transmisión



Al toser o estornudar, **cúbrete la boca y la nariz con el codo flexionado**



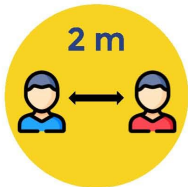
**Utiliza mascarilla higiénica** cuando no sea posible mantener la distancia de seguridad o en el transporte público



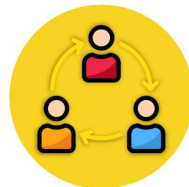
**Limpia con regularidad** las superficies que más se tocan



**Usa pañuelos desechables** para eliminar secreciones respiratorias y tíralos tras su uso



Mantén **2 metros de distancia** entre personas



**Si presentas síntomas, aíslate en tu habitación** y consulta cómo actuar en la web del Ministerio de Sanidad

1. How should you wash your hands?
2. What should you do if you need to cough or sneeze?
3. What sort of surfaces should you regularly clean?
4. Why should you avoid touching your eyes, nose and mouth?
5. When should you wear a mask?
6. What should you do if you have symptoms?

### Section C

In the video and the text, the “imperative” is used. The imperative is the grammatical term used for verbs when they give instructions. For example, in English when a teacher says “Listen” or “Stop what you are doing”, these are imperatives.

Watch the following video which explains how to form an imperative in Spanish.

<https://www.youtube.com/watch?v=ROd05uPWT4Y>

Or click on the video below and it will play directly if you are connected to the internet.



  
  
MANTÉN  
LA CALMA  
Y  
¡HABLA  
ESPAÑOL!

**Write the following imperatives in Spanish:**

1. Turn on the stove. (prender = to run on)
2. Add one teaspoon of garlic. (agregar = to add)
3. Wait! (esperar = to wait)
4. Cover the pot and lower the heat. (tapar = to cover / bajar = to lower)
5. Eat and enjoy! (comer = to eat / disfrutar = to enjoy)

**Try these new commands:**

6. Listen and write the date.
7. Clean the board.
8. Open the window.

**Try these phrases which include irregular verbs. Check the video for the irregular verbs (minute 2:57):**

9. Say the truth. (decir = to say, tell)
10. Be nice! (ser = to be)
11. Do more! (hacer = to do)