



**Version 2**  
**This version confirms that there will be  
no further January assessments.**

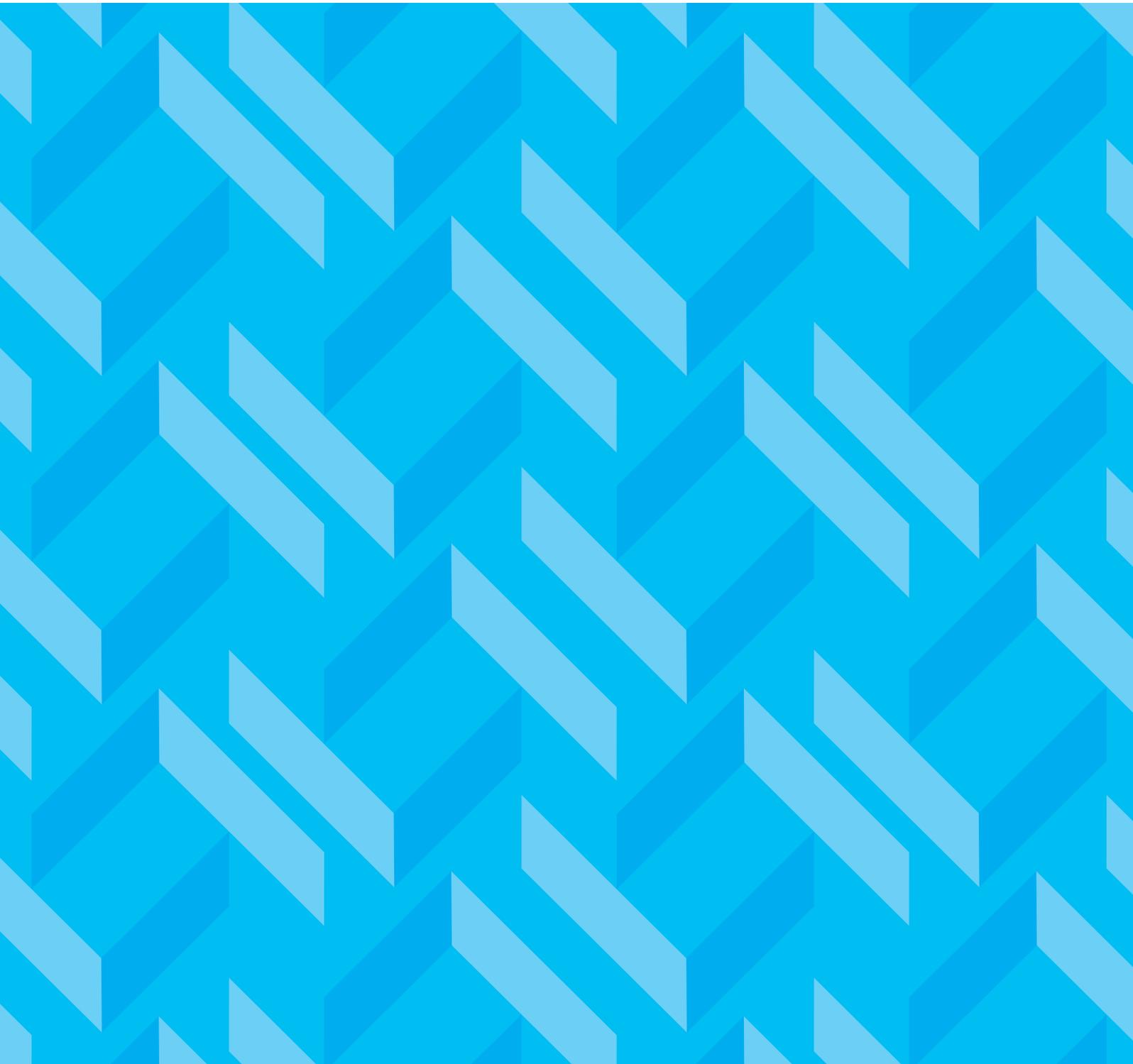
**GCE**

**Examinations from 2009**

First AS Award: Summer 2009

First A Level Award: Summer 2010

Spanish



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## WJEC AS GCE in Spanish WJEC A Level GCE in Spanish

First AS Award - Summer 2009  
First A level Award - Summer 2010



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## GCE Spanish

<b>Subject/Option Entry Codes</b>		English medium	Welsh medium
<i>Advanced Subsidiary (AS) "Cash in" entry</i>	2361	01	W1
<i>A Level (A)"Cash in" entry</i>	3361	01	W1
SN1 : Oral in Spanish			
(a) (conducted by visiting examiner)	1361	01	W1
(b) (conducted by centre and sent to examiner)	1361	02	W2
SN2 : Listening, Reading and Writing in Spanish	1362	01	W1
SN3 : Oral in Spanish	1363	01	W1
SN4 : Listening, Reading and Writing in Spanish	1364	01	W1

<b>Availability of Assessment Units</b>			
Unit	January 2009	June 2009	June 2010 & each subsequent year
SN1		✓	✓
SN2		✓	✓
SN3			✓
SN4			✓

### Qualification Accreditation Numbers

**Advanced Subsidiary: 500/2779/7**

**Advanced: 500/2488/7**

## SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

### AS (2 units)

<b>SN1</b>	20%	12-15 minutes	60 raw marks; 80 UMS marks
<b>Oral</b> Examiner-led discussion of topics General conversation			
<b>SN2</b>	30%	2½ hours	98 raw marks; 120 UMS marks
<b>Listening, Reading and Writing</b> Listening and Responding Reading and Responding Grammar tasks Translation Target Language - English Essay			

### A Level (the above plus a further 2 units)

<b>SN3</b>	20%	15-20 minutes	60 raw marks; 80 UMS marks
<b>Oral</b> Structured Discussion Exposé			
<b>SN4</b>	30%	3 hours	98 raw marks; 120 UMS marks
<b>Listening Reading and Writing</b> Listening and Responding Reading and Responding Translation English – target language Guided Studies Essay			



# SPANISH

## 1 INTRODUCTION

### 1.1 Criteria for AS and A Level GCE

This specification has been designed to meet the general criteria for GCE Advanced Subsidiary (AS) and A level (A) and the subject criteria for AS/A Spanish as issued by the regulators [September 2006]. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

The AS qualification will be reported on a five-grade scale of A, B, C, D, E. The A level qualification will be reported on a six-grade scale of A\*, A, B, C, D, E. The award of A\* at A level will provide recognition of the additional demands presented by the A2 units in term of 'stretch and challenge' and 'synoptic' requirements. Candidates who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full A level course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the A level award. AS consists of two assessment units, referred to in this specification as SN1 and SN2. A2 also consists of two units and these are referred to as SN3 and FN4.

Assessment units may be retaken prior to certification for the AS or A level qualifications, in which case the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

The specification and assessment materials are available in English and Welsh.

### 1.2 Prior learning

There is no specific requirement for prior learning, although many candidates would have already gained a knowledge and understanding and have developed a range of language skills, through their study of Spanish at GCSE.

- This specification may be followed by all candidates, irrespective of their gender or ethnic, religious or cultural background.
- This specification is not age specific and can be followed by candidates of any age.
- This specification will give the student a firm basis for future life-long learning.

### **1.3 Progression**

The four part structure of this specification (2 units for AS, and an additional 2 for the full A level) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS to the full A level qualification.

This specification provides a suitable foundation for the study of Spanish or a related area through a range of higher education courses; progression to the next level of vocational qualifications; or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

### **1.4 Rationale**

One of the aims of the AS is to provide an opportunity for A Level students to broaden their studies by postponing a decision to specialise. It is intended to provide an opportunity for all candidates to maintain breadth and width within their studies, while also providing a sufficiently rigorous, self-contained baseline for candidates wishing to continue with the full A level course.

The AS examination has been devised to be an appropriate assessment of the knowledge, understanding and skills expected from students who have completed the first part of the full A level.

The full A level course includes AS as part one and A2 as part two. The A2 examination has been devised to be an appropriate assessment of the knowledge, understanding and skills which comprise A2.

Opportunities will also be provided for candidates to develop their Key Skills.

### **1.5 The Wider Curriculum**

The Spanish specification will naturally enhance the European awareness of candidates. Similarly opportunities will arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied and contribute to candidates' environmental education including sustainable development. Health and safety considerations will also be raised through the topic areas.

### **1.6 Prohibited combinations and overlap**

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5750.

This specification does not overlap significantly with any other. There are no prohibited combinations.

## 1.7 Equality and Fair Assessment

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

GCE *Spanish* requires assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking – some candidates with a speech impairment
- Listening – some candidates with a hearing impairment and who cannot lip read
- Reading – some candidates with a visual impairment who cannot read Braille

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

## 2

### AIMS

- 2.1 This specification for AS and A level Spanish is designed to encourage students to:
- develop an interest in, and enthusiasm for, language learning
  - develop understanding of the language in a variety of contexts and genres
  - communicate confidently, clearly and effectively in the language for a range of purposes
  - develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
  - consider their study of the language in a broader context.
- 2.2 This specification is designed to encourage students to:
- derive enjoyment and benefit from language learning
  - acquire knowledge, skills and understanding for practical use, further study and/or employment
  - communicate with speakers of the language
  - take their place in a multilingual global society.
- 2.3 This specification is also designed to:
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.
- 2.4 In addition, the A level specification is designed to:
- provide a sufficient basis for the further study of languages at degree level or equivalent.

# 3

## ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

- AO1 understand and respond, in speech and writing, to spoken language;
- AO2 understand and respond, in speech and writing, to written language;
- AO3 show knowledge of and apply accurately the grammar and syntax prescribed in this specification;

### Weightings

Assessment objective weightings are shown below as % of the full A level, with AS weightings in brackets.

Unit Weighting	%	AO1%	AO2%	AO3%
SN1	20	16.7 (33.3)		3.3 (6.6)
SN2	30	2.4 (4.9)	18.4 (36.7)	9.2 (18.4)
SN3	20	10	6.7	3.3
SN4	30	4.9	15.9	9.2
<b>Total</b>	<b>100</b>	<b>34</b>	<b>41</b>	<b>25</b>

## 4 SPECIFICATION CONTENT

AS candidates will be required to :

- listen and respond to a variety of spoken sources, including authentic sources
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their spoken and written language appropriately for different situations and purposes
- use the language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing
- understand and apply the grammatical system and a range of structures as detailed in the AS specification (See Appendix 1)
- transfer meaning from foreign language into English/Welsh.

In addition, A Level candidates will be required to:

- use the language to present viewpoints, develop arguments, analyse and evaluate, in speech and writing
- understand and apply the grammatical system and a range of structures as detailed in the A level specification (See Appendix 1)
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied
- transfer meaning from English/Welsh into the foreign language.

### 4.1 Topics

The following topics will be studied with reference to target language countries as well as in a wider, global context as appropriate.

#### AS

- (a) **Leisure and Lifestyles**, including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living – health and nutrition, diet and exercise; unhealthy living - drugs, aids, smoking, alcohol, etc
- (b) **The Individual and Society**, including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future careers.

#### A Level

- (c) **Environmental Issues**, including technology, pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation, recycling, sustainability.
- (d) **Social and Political Issues**, including the role of the media, racism, immigration social exclusion and integration, terrorism, world of work (employment, commerce, globalization, etc.),

**NB: Candidates must be aware that no dictionaries will be allowed in any part of the AS/A examinations**

**Detailed specifications of the examinations are as follows:**

## AS

### UNIT SN1 – Oral 15 minutes 60 marks

#### (1) Topic-based conversation

Candidates will be given 2 cards A and B, one from each of the AS topic areas. The cards will contain a verbal or visual stimulus or a mixture of both and some starter questions.

Candidates will be allowed 15 minutes preparation time during which they will be able to make brief notes to be handed to the examiner at the end of the examination.

The conversation will be led by the examiner. Candidates should be able to organise facts and ideas, and present explanations and information, focusing appropriately on the topics being discussed. (8 minutes)

In addition to the marks awarded for communication, candidates will be awarded marks, in both parts of the examination, for accuracy, range and idiom and pronunciation and intonation.

The aim is to provide candidates with a realistic opportunity to demonstrate their competence in oral communication outside the familiar classroom setting. Candidates will be encouraged to present their own point of view which may contradict that of the examiner. The SN1 test will **either** be conducted by the teacher, recorded and marked by WJEC **or** a visiting examiner will conduct and assess the test.

Visiting examiners will make every effort to meet all candidates in a group, before the individual tests, in order to put them at their ease. They will introduce themselves, speak a little in Spanish to familiarise candidates with their voices, talk to them informally and answer any preliminary questions that might arise.

Detailed mark schemes are provided in the 'Guidelines for Teachers' booklet.

#### (2) General conversation

A general conversation where candidates will be expected to discuss their personal interests, their studies and any plans and/or aspirations for the future. When talking about themselves, candidates should be able to organise facts and ideas, and present explanations and information. (7 minutes)

### UNIT SN2 – Listening, Reading and Writing 2½ hours 98 marks

Candidates will be issued with individual cassettes/CDs which they will listen to on personal cassette/CD players. Within the overall time limit for this paper, they are at liberty to stop, rewind and listen to the recording as often as they like.

The recordings will be based on authentic material. The items will be of varying length, reflecting a range of everyday situations and including formal and informal registers such as brief conversations, interviews and reports. As is the case in any authentic situation, it will not be assumed that the texts need to be understood in every detail for this part of the examination to be completed successfully.

The tasks set will require both verbal and non-verbal responses aimed at establishing the candidates' level of comprehension of spoken everyday Spanish, and their level of competence in responding in Spanish.

The Reading part of the examination will be based on items of varying length, taken from newspapers, magazines and advertisements.

A range of tasks based on these extracts will require verbal and non-verbal responses aimed at establishing the candidates' level of comprehension of everyday Spanish texts and their level of competence in responding to these texts in written Spanish.

The examination will also include a task involving transfer of meaning from Spanish into English/Welsh.

The Writing task will be one essay from a choice of 4 based on the topic areas (2 per topic)

- Q.1 Listening and responding - 1 or 2 items with comprehension tasks (8 marks)
- Q.2 Discrete grammar task based on the listening items (5 marks)
- Q.3 Reading and responding – 2 or 3 passages with comprehension tasks (24 marks)
- Q.4 Discrete grammar task based on the reading passages (10 marks)
- Q.5 Transfer of meaning task from target language into English/Welsh (16 marks)
- Q.6 One essay in Spanish (200-250 words). Two essays will be set on each of the 2 topic areas (a) and (b) (35 marks)

## **A Level**

### **UNIT SN3 – Oral (20 minutes) 60 marks**

#### **(1) Structured Discussion**

Structured discussion based on a short written stimulus (150-200 words), linked to one of the topics.

Candidates will be allowed a preparation period (15-20 minutes) during which time they can make brief notes on paper (no dictionaries are allowed). They will not be allowed to read from an extensive script. All notes must be handed to the examiner at the end of the examination.

Candidates will be asked a few questions on the subject matter and then proceed to state their own views and exchange views with the examiner during the ensuing discussion. (6 minutes)

**(2) Oral Exposé**

Candidates will give an oral exposé on **one** of the areas in the Guided Studies option (see page 14) i.e. **one** film from the “World of Cinema” option **or one** book from the “World of Literature” option **or one** area from the “Regions of Spain” option. Candidates may choose to base their **oral exposé** on the prescribed list of books, films and regions (see Appendices) **or** on a book, film or region of their choice (i.e. any Spanish or Spanish-American film or any Spanish or Spanish-American work of literature or any region in a country where Spanish is spoken).

Candidates are allowed to refer to brief notes consisting of 5 to 10 headings or sub-headings during the exposé, but they should not expect to read from a complete script. The notes should be handed to the examiner at the conclusion of the test.

The exposé will last a maximum of 4 minutes. This will be followed by a discussion (maximum 10 minutes) with the examiner on the topic of the exposé and related issues.

The tests will be conducted by a visiting examiner.

Visiting examiners will make every effort to meet all candidates in a group, before the individual tests, in order to put them at their ease. They will introduce themselves, speak a little in Spanish to familiarise candidates with their voices, talk to them informally and answer any preliminary questions that might arise.

In centres where candidates take both SN1 and SN3, normally all the SN1 tests should be taken first and candidates should then return later for the SN3 tests.

Detailed mark schemes are provided in the Guidelines for Teachers booklet.

**UNIT SN4 –Listening, Reading and Writing (3 hours) 98 marks**

Candidates will be issued with individual cassettes/CDs to which they will listen on personal cassette/CD players. Within the overall time limit for this paper (3 hours), they are at liberty to stop, rewind and listen to the recording as often as they like.

The recordings will be based on authentic material. The items may include informal dialogue, news items and interviews, talks or discussions of a more formal nature.

Assessment will be based on comprehension tasks in English/Welsh to be answered in English/Welsh.

The reading and responding part of the examination will be based on authentic texts which may be in the form of a narrative, interview, informative or argumentative articles.

Questions may be specific or call for gist understanding and /or summarising. The exercises will aim at establishing the candidates' level of comprehension of written Spanish.

There will be a translation exercise of approximately 100 words from English/Welsh into Spanish.

There will be an essay of 400 words based on one area of the Guided Studies option.

- Q.1 Listening and responding - 1 or 2 items with comprehension tasks answered in English/Welsh (6 marks)
- Q.2 Reading and responding – 1 or 2 passages in Spanish related to one or more of the topic areas with comprehension tasks some of which will be answered in English/Welsh (22 marks)
- Q.3 A short translation (approx. 100 words) from English/Welsh into Spanish based on one of the topic areas (25 marks)
- Q.4 One essay from the Guided Studies option (max. of 400 words) which will be on a **different** book, film or region from that presented in the oral exposé. (45 marks)

### The Guided Studies Options

Part of the A2 course of study will involve choosing **one or two** of the following options:

- Either: A** The World of Cinema  
**Or: B** The World of Literature  
**Or: C** The Regions of Spain

Candidates must undertake 2 studies:

- Either:** both from the same option (e.g. 2 books; 2 films; 2 regions)  
**Or:** one from each of 2 options (e.g. 1 book plus 1 film or 1 film plus 1 region or 1 book plus 1 region)

The **essay** will be based on the prescribed list of books, films and regions (see Appendices).

Candidates may choose to base their **oral exposé** (Unit 3) on the prescribed list of books, films and regions (see Appendices) **or** on a book, film or region of their choice (i.e. any Spanish or Spanish-American film or any Spanish or Spanish-American work of literature or any region in a country where Spanish is spoken).

During their preparation time for the Guided Studies, candidates will be expected to study and respond to spoken and written sources, regardless of option choice, e.g. studying written materials about the films; listening to news items about the regions or viewing filmed versions of the books.

#### **A The World of Cinema**

Candidates will study 1 or 2 films depending on their choice of option(s). They will be required to deal with questions related to development and plot, relationships, the personalities of main characters, individual viewpoints and beliefs, motivation for personal actions etc., and to cinematographic devices in as far as they relate to any of those aspects (colour, flashback, slow motion etc.). They will **not** be expected to have detailed knowledge of cinematographic technologies, production methods, etc.

**B The World of Literature**

Candidates will study 1 or 2 books depending on their choice of option(s). They will be required to deal with questions related to events, relationships, the personalities of main characters, individual viewpoints and beliefs, motivation for personal actions, etc. they will **not** be expected to answer questions on literary theory or the wider philosophical background.

**C The Regions of Spain**

Candidates will study 1 or 2 regions depending on their choice of option(s). They will be required to deal with questions related to the geography, economy, recent history, society, culture, traditions and lifestyle characteristic of the region. They will also be expected to have a broad view of the region's place within Spain as a whole.

## 5 SCHEME OF ASSESSMENT

Dictionaries are not allowed in any assessment.

AS and A level qualifications are available to candidates following this specification.

### AS

The AS is the first half of an A level course. It will contribute 50% of the total A level marks. Candidates must complete the following **two units** in order to gain an AS qualification.

		Weighting Within AS	Weighting Within A level
SN1	Oral	40%	20%
SN2	Listening, Reading and Writing	60%	30%

#### SN1: Oral 15 minutes 60 marks

	AO1	AO2	AO3
SN1	50		10

#### SN2: Listening, Reading and Writing 3 hours 98 marks

	AO1	AO2	AO3
SN2	8	60	30

### A Level

The A level specification consists of two parts: Part 1 (AS) and Part 2 (A2).

Part 1 (AS) may be taken separately and added to A2 at a further examination sitting to achieve an A level qualification, or alternatively, both the AS and A2 may be taken at the same sitting.

Candidates must complete the AS units outlined above plus a further two units to complete A level Spanish. The A2 units will contribute 50% of the total A level marks.

		Weighting within A2	Weighting within A level
SN3*	Oral	40%	20%
SN4*	Listening, reading and writing	60%	30%

\*Includes synoptic assessment

**SN3: Oral 15-20 minutes 60 marks**

	AO1	AO2	AO3
<b>SN3</b>	30	20	10

**SN4: Listening, Reading and Writing 3 hours 98 marks**

	AO1	AO2	AO3
<b>SN4</b>	16	52	30

**Distribution of AOs per paper****SN1 Oral**

	AO1	AO2	AO3	
	50		10	60

**SN2 Listening, Reading and Writing**

	AO1	AO2	AO3	
Listening and Responding	8		5	13
Reading and Responding		24	10	34
Translation		16		16
Essay		20	15	35

**SN3 Oral**

	AO1	AO2	AO3	
	30	20	10	60

**SN4 Listening, Reading and Writing****Option A: The World of Cinema**

	AO1	AO2	AO3	
Listening and Responding	6			6
Reading and Responding		22		22
Translation		15	10	25
Guided Studies Essay	10	15	20	45

### Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A level specifications.

Knowledge, understanding and skills in MFL are closely linked. Synoptic assessment covers both knowledge of the language and skills in using it that have been developed in different parts of the A level course. Candidates will demonstrate understanding and the ability to use A level language skills in one or more tasks. Synoptic assessment in MFL will draw on all A level assessment objectives.

### Awarding, Reporting and Re-sitting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale from A to E. The overall grades for the GCE A level qualification will be recorded on a grade scale from A\* to E. Results not attaining the minimum standard for the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on results slips, but not on certificates:

	Max. UMS	A	B	C	D	E
Units 1 and 3 (weighting 20%)	80	64	56	48	40	32
Units 2 and 4 (weighting 30 %)	120	96	84	72	60	48
AS Qualification	200	160	140	120	100	80
A Qualification	400	320	280	240	200	160

At A level, Grade A\* will be awarded to candidates who have achieved a Grade A in the overall A level qualification and 90% of the total uniform marks for the A2 units.

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

# 6

## KEY SKILLS

Key Skills are integral to the study of AS/A level Spanish and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

- Communication
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Spanish' available on the WJEC website.

## **7** PERFORMANCE DESCRIPTIONS

### **Introduction**

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing, to spoken language. <sup>1</sup>	Understand and respond, in speech and writing, to written language. <sup>2</sup>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	<sup>1</sup> Understand and respond in <b>speech to spoken</b> language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	<sup>2</sup> Understand and respond in <b>speech to written</b> language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of spoken language</li> <li>b) understand the main points and details, including points of view</li> <li>c) are able to infer meaning with only a few omissions</li> <li>d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>e) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>f) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>g) are able to deal with unpredictable elements (<i>speaking</i>)</li> <li>h) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>i) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view.</li> <li>c) are able to infer meaning with only a few omissions</li> <li>d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>e) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>f) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>g) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>h) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a range of vocabulary and structures appropriate to the task.</li> <li>b) The deployment of grammar, syntax and morphology is generally accurate.</li> <li>c) are able to manipulate language appropriately when required.</li> </ul>

<p>E/U boundary performance descriptions</p>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language</li> <li>b) understand some of the main points and details, including basic points of view</li> <li>c) have a limited ability to infer meaning where appropriate to the task</li> <li>d) are able to convey some basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>)</li> <li>g) show some ability to structure and organise their response where appropriate.</li> </ul>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language</li> <li>b) understand some of the main points and details, including limited points of view</li> <li>c) have a limited ability to infer meaning where appropriate to the task</li> <li>d) are able to convey some basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance maybe influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>)</li> <li>g) show some ability to structure and organise their response where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) use a restricted range of vocabulary and structures</li> <li>b) have language characterised by frequent errors in grammar, syntax and morphology</li> <li>c) may be influenced by the first language.</li> <li>d) demonstrate a very limited ability to manipulate language where required.</li> </ul>
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## A2 performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	understand and respond, in speech and writing, to spoken language. <sup>1</sup>	Understand and respond, in speech and writing to written language. <sup>2</sup>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	<sup>1</sup> Understand and respond in <b>speech to spoken</b> language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	<sup>2</sup> Understand and respond in <b>speech to written</b> language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of spoken language</li> <li>b) understand the main points and details, including points of view</li> <li>c) demonstrate an ability to infer meaning</li> <li>d) are able to transfer meaning with only minor omissions</li> <li>e) are able to develop their ideas, and express and justify points of view effectively</li> <li>f) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>g) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>h) are able to deal appropriately with unpredictable elements (<i>speaking</i>)</li> <li>i) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>j) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view, and are able to infer meaning</li> <li>c) demonstrate an ability to infer meaning</li> <li>d) are able to transfer meaning with only minor omissions</li> <li>e) are able to develop their ideas, and express and justify points of view effectively</li> <li>f) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>g) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>h) are able to deal appropriately with unpredictable elements (<i>speaking</i>)</li> <li>i) show the ability to organise and structure their response coherently (<i>writing</i>).</li> </ul>	<p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate.</li> <li>b) predominantly use grammar, syntax and morphology in an accurate way</li> <li>c) are able to manipulate language accurately and appropriately where required.</li> </ul>

<p>E/U boundary performance descriptions</p>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of spoken usually concrete language, but may experience difficulty with more complex and abstract language</li> <li>b) understand some of the main points and details, including basic points of view</li> <li>c) demonstrate a limited ability to infer meaning, where appropriate, to the task</li> <li>d) are able to convey the basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately (<i>writing</i>)</li> <li>g) show some ability of structure and organise their response, where appropriate.</li> </ul>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language</li> <li>b) understand some of the main points and details, including basic points of view</li> <li>c) demonstrate a limited ability to infer meaning, where appropriate, to the task</li> <li>d) are able to convey the basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately</li> <li>g) show some ability of structure and organise their response, where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language.</li> <li>b) demonstrate a very limited ability to manipulate language correctly when required.</li> </ul>
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## APPENDIX 1 GRAMMAR AND SYNTAX

AS and A level candidates will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A level. The examples in italics are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

### Spanish: AS level

**Nouns:** gender

singular and plural forms

**Articles:** definite and indefinite (including *lo* plus adjective)

**Adjectives:** agreement

position

apocopation (*buen, mal*)

comparative and superlative

demonstrative (*este, ese, aquel*)

indefinite (*alguno, cualquiera, otro*)

possessive (short and long forms) (*mi, mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

exclamatory (*qué*)

**Adverbs:** comparative and superlative

interrogative (*cómo, cuándo, dónde*)

**Quantifiers/**

**intensifiers** (*muy, bastante, poco, mucho*)

**Pronouns:** subject

object: direct and indirect

position and order

reflexive

relative (*que, quien, el que, el cual*)

disjunctive/emphatic

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

possessive (*el mío, la mía*)

interrogative (*cuál, qué, quién*)

**Verbs:** regular and irregular forms of verbs, including reflexive verbs

modes of address (*tú, usted*)

radical-changing verbs

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

perfect infinitive

negative forms

interrogative forms

reflexive constructions (*se vende, se nos dice que*)

uses of *ser* and *estar*

tenses: present

preterite

imperfect

future

conditional

perfect

future perfect (R)

conditional perfect (R)

pluperfect

passive voice: present and preterite tenses

other tenses (R)

continuous tenses

imperative

gerund

past participle

subjunctive mood: present

perfect

imperfect

pluperfect

uses of subjunctive: polite commands

negative commands

after verbs of wishing, command, request, emotion

to express purpose (*para que*)

to express possibility/impossibility

after conjunctions of time (*cuando lleguemos*)

in conditional sentences after *si*

all other common uses (R)

**Prepositions:** personal *a*

uses of *por* and *para*

**Conjunctions:** common, including *y, pero, o, porque, como, cuando*

**Number, quantity and time:** constructions with *hace* and *desde hace*

### Spanish: A level

All grammar and structures listed for AS level, plus:

**Verbs:** future perfect tense

conditional perfect tense

passive voice: all tenses

subjunctive mood: all common uses

## APPENDIX 2

### A. The World of Literature

Federico García Lorca: *La casa de Bernarda Alba*  
Mariano Azuela: *Los de abajo*  
Luis de Castresana: *El otro árbol de Guernica*  
Fernando Fernán Gómez: *Las bicicletas son para el verano*  
Ramón Sender: *Réquiem por un campesino español*  
Ernesto Sábato: *El túnel*  
Gabriel García Márquez: *El coronel no tiene quien le escriba*  
Laura Esquivel: *Como agua para chocolate.*

### B. The World of Cinema

Pedro Almodóvar, *Mujeres al borde de un ataque de nervios*  
Carlos Saura, *¡Ay, Carmela!*  
Manuel Gutiérrez Aragón, *La mitad del cielo*  
Antonio Mercero, *Planta 4ª*  
Helena Taberna, *Yoyes*  
Montxo Armendáriz, *Secretos del corazón*  
Guillermo del Toro, *El Laberinto del fauno*  
Joshua Marston, *María llena eres de gracia*  
Fernando Trueba, *La Belle Époque*  
Emilio Martínez - Lázaro, *Las trece rosas*  
Acheró Mañas, *El Bola*

### C. Regions of Spain

Andalucía  
Asturias y Cantabria  
Castilla-La Mancha  
Cataluña  
La Comunidad de Madrid  
La Comunidad Valenciana  
Galicia  
El País Vasco y Navarra