**A-level Spanish**



**Bridging Course - Week 1**

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****St Mary’s Catholic School

A-level Spanish Bridging Course

**Entry Requirements for Studying A-level Spanish?**

* Students who are expected to achieve at least a grade 6 in GCSE Spanish with consistent performance in all 4 skills.
* Students who have enjoyed their GCSE Spanish course, and who take a keen interest in life and culture in other parts of the world.
* Students who enjoy the study of a variety of different topics rooted in the countries where Spanish is spoken.
* Students who enjoy the study of how language is formed, as there will be in-depth study of Spanish grammar.
* Students who love a discussion in lessons, and who are willing, and able, to share their ideas.
* Students who are motivated to engage in their own learning beyond the classroom, as there is an independent research project in year 2 of the A Level.
* Students who enjoy language and communication.

**What to expect from A-level Spanish.**

A-level Spanish is demanding and rewarding in equal measure. Topics that are studied are challenging and will require students to research, analyse and evaluate information about the Spanish-speaking world in order to draw conclusions on life, politics and culture in those countries. Students are expected to complete substantial amounts of reading, research and preparation for lessons, in order to engage fully with class discussion. Students should expect to prepare and complete responses to speaking questions and stimulus material regularly, and these responses will often present some form of discussion, asking students for their reaction to various situations. Therefore, engagement with class discussion is essential in order to be fully prepared for the demands of delivering high quality, fluent and analytical responses. Spanish is a highly valued subject, which will enable you to communicate confidently, clearly and effectively and will encourage you to develop critical insight into the society, culture and heritage of the Spanish-speaking world. Not only will A Level Spanish open up many possibilities for future studies it will also give you a high sense of achievement and enjoyment.

**This bridging course will provide you with a mixture of information about A-level Spanish, and what to expect from the course, as well as key work to complete. Students who are expecting to study Spanish at A-level, and are likely to meet the entry requirements, must complete the bridging course fully and thoroughly, to the best of their ability. You should complete all work on paper and keep it in a file, in an ordered way. You will submit it to your teacher in September. All of the work will be reviewed and selected work will be assessed, and you will be given feedback on it. This work will be signalled to you. If you do not have access to the internet, please contact the school and appropriate resources will be sent to you. If you are thinking about studying Spanish at A-level you should attempt this work to see whether or not you think studying a subject like this is right for you. If you later decide to study Spanish, you must ensure you complete this work in full. This work should be completed after you have read and completed the Study Skills work that all of Year 12 should complete.**

**Course outline**

|  |  |
| --- | --- |
| **Paper 1 – Listening, reading and writing - worth 50%** | **Paper 2 – Writing - worth 20%** |
| * An exam lasting 2 hours 30 minutes. * Section A – listen and respond in Spanish or non-verbally to a range of passages based on the themes and sub-themes. One question will require a summary in your own words of a spoken passage. * Section B – Read and respond in Spanish or non-verbally to a range of stimulus texts based on the themes and sub-themes including a literary text. One question will require a summary in your own words of a stimulus text. * Section C – Translate a passage, based on the themes and sub-themes, of 100 words from Spanish into English. Translate a second passage, based on the themes and sub-themes, of 100 words from English into Spanish, using a Spanish stimulus text as support. | * An exam lasting 2 hours. * Answer two essay questions in Spanish one based on the book and one based on the film. |
| **Paper 3 – Speaking – worth 30%** | **Themes to be studied** |
| * An exam lasting 21-23 minutes (including 5 minutes of preparation time) * Part 1 – prepare a stimulus card, chosen from a choice of two, and engage in a discussion of 5-6 minutes giving and explaining your reaction to the three printed questions on the card and additional questions asked by the teacher examiner. There is a requirement for the student to ask two questions * Part 2 – this will focus on the Independent Research Project (IRP) which students have completed. Deliver a presentation of up to 2 minutes based on the research you have conducted on your chosen topic and respond to questions from the teacher examiner for up to 5 minutes based on this presentation. | * A Level Year 1 themes: * Los valores modernos y tradicionales * El ciberespacio * La igualdad de los sexos * La influencia de los ídolos * La identidad regional en España * El patrimonio cultural * A Level Year 2 themes: * Monarquías y dictaduras * La inmigración * El racismo * La convivencia * Jóvenes de hoy, ciudadanos del mañana * Movimientos populares * The book El Coronel no tiene quien le escriba, by Gabriel García Márquez * The film El laberinto del fauno (Pan’s Labyrinth), directed by Guillermo del Toro * Independent Research Project – based on a topic chosen by students, which is rooted in the Spanish-speaking world. |

The following work requires a lot of self-assessment and independent research, and some of the concepts might be challenging to understand at first. Remember to take regular breaks, go back to any of the tasks after some time away, and try your best. Your Spanish teacher will go over the following with you in lessons, early in Year 12.

1. You are now going to begin some grammar work relevant for all aspects of A-level Spanish. As part of your GCSE course, you have studied lots of Spanish grammar previously. At A Level, we will review all of this grammar study and investigate it in more detail so you gain confidence in your use of grammar for spontaneous speaking and writing.
2. **Complete the self-assessment grammar audit below**. Be very honest with yourself and if you feel that you are not confident about certain aspects of the grammar listed that is fine as there will be an opportunity to review and practise this grammar. Also, please note that we follow a comprehensive programme of grammar study at A Level so you will have the opportunity to revisit all of this grammar with your teacher in September.

**SELF – ASSESSMENT GRAMMAR AUDIT**

Tick the box depending on how confident you feel with each grammar point (these represent the main grammar points you will have studied at GCSE). For the grammar points that you are only quite confident or not confident on please see the suggested websites below for advice on how you can review and practise this grammar. Following this, you will complete a grammar work booklet that will be submitted to your A Level Spanish teacher in September (this can be emailed)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| GRAMMAR POINT | Fully confident | Quite confident | Not confident | Notes/comments |
| **Nouns** – gender, singular/plural forms |  |  |  |  |
| **Articles** – definite (el, la, los/las), indefinite (un,una) |  |  |  |  |
| **Prepositions** |  |  |  |  |
| **Adjectives** – agreement |  |  |  |  |
| **Adjectives** – position/word order |  |  |  |  |
| **Comparisons and superlatives** |  |  |  |  |
| **Possessive adjectives** – mi/mis, tu/tus etc |  |  |  |  |
| **Demonstrative adjectives** – este, ese, aquel etc |  |  |  |  |
| **Question words** |  |  |  |  |
| **Pronouns** – subject (yo, tú etc) |  |  |  |  |
| **Verbs** – present tense (regular) |  |  |  |  |
| **Verbs** – present tense (irregular) |  |  |  |  |
| **Verbs** – present tense (reflexive) |  |  |  |  |
| **Verbs** – preterite tense |  |  |  |  |
| **Verbs** – perfect tense |  |  |  |  |
| **Verbs** – imperfect tense |  |  |  |  |
| **Verbs** – near future (using ir + a + inf) |  |  |  |  |
| **Verbs** – simple future (using endings) |  |  |  |  |
| **Verbs** – conditional |  |  |  |  |
| **Negatives** - formation |  |  |  |  |

1. Now, to develop your understanding of any areas of grammar, which require improvement, access the relevant website below to **make detailed notes** on any grammar point you assessed yourself as being quite confident or not confident on.

|  |  |  |  |
| --- | --- | --- | --- |
| GRAMMAR POINT | Study website | GRAMMAR POINT | Study website |
| **Nouns** – gender, singular/plural forms | <https://www.spanishdict.com/guide/masculine-and-feminine-nouns> | **Verbs** – present tense (regular) | <https://www.spanishdict.com/guide/spanish-present-tense-forms> |
| **Articles** – definite (el, la, los/las), indefinite (un,una) | <https://studyspanish.com/grammar/lessons/defart1> | **Verbs** – present tense (irregular) | <https://www.spanishdict.com/guide/spanish-irregular-present-tense> |
| **Prepositions** | <https://www.spanishdict.com/guide/basic-spanish-prepositions> | **Verbs** – present tense (reflexive) | <https://www.spanishdict.com/guide/reflexive-verbs-and-reflexive-pronouns> |
| **Adjectives** – agreement | <https://studyspanish.com/grammar/lessons/adj1> | **Verbs** – preterite tense | <https://www.spanishdict.com/guide/spanish-preterite-tense-forms> |
| **Adjectives** – position/word order | <https://www.spanishdict.com/guide/adjective-placement> | **Verbs** – perfect tense | <https://www.spanishdict.com/guide/spanish-present-perfect-indicative> |
| **Comparisons and superlatives** | <https://studyspanish.com/grammar/lessons/inequal>  <https://studyspanish.com/grammar/lessons/super> | **Verbs** – imperfect tense | <https://www.spanishdict.com/guide/spanish-imperfect-tense-forms> |
| **Possessive adjectives** – mi/mis, tu/tus etc | <https://www.spanishdict.com/guide/possessive-adjectives-in-spanish> | **Verbs** – near future (using ir + a + inf) | <https://www.spanishdict.com/guide/informal-future-in-spanish> |
| **Demonstrative adjectives** – este, ese, aquel etc | <https://www.spanishdict.com/guide/demonstrative-adjectives-in-spanish> | **Verbs** – simple future (using endings) | <https://www.spanishdict.com/guide/simple-future-regular-forms-and-tenses> |
| **Question words** | <https://www.spanishdict.com/guide/asking-questions-in-spanish> | **Verbs** – conditional | <https://www.spanishdict.com/guide/conditional-tense> |
| **Pronouns** – subject (yo, tú etc) | <https://studyspanish.com/grammar/lessons/subpro> | **Negatives** - formation | <https://www.bbc.co.uk/bitesize/guides/z66qnrd/revision/1> |

1. You are now going to **complete the following online, self-correcting grammar exercises** on the grammar points listed above. If this practice reveals any further areas for development, then return to the study websites above and make further notes.

|  |  |  |  |
| --- | --- | --- | --- |
| GRAMMAR POINT | Practise exercises | GRAMMAR POINT | Practise exercises |
| **Nouns** – gender, singular/plural forms | <https://www.spanishdict.com/quizzes/1/masculine-and-feminine-nouns> | **Verbs** – present tense (regular) | <https://www.languagesonline.org.uk/Spanish/Presente/index.htm> |
| **Articles** – definite (el, la, los/las), indefinite (un,una) | <https://studyspanish.com/grammar/test/defart1-t> | **Verbs** – present tense (irregular) | <https://www.languagesonline.org.uk/Spanish/Present2/index.htm> |
| **Prepositions** | <https://www.spanishdict.com/quizzes/9/basic-spanish-prepositions> | **Verbs** – present tense (reflexive) | <https://www.spanishdict.com/quizzes/85/reflexive-verbs-and-reflexive-pronouns> |
| **Adjectives** – agreement | <https://studyspanish.com/grammar/test/adj1-t> | **Verbs** – preterite tense | <https://www.languagesonline.org.uk/Spanish/preterite/index.htm>  <https://www.languagesonline.org.uk/Spanish/Preteritograve/index.htm> |
| **Adjectives** – position/word order | <https://www.spanishdict.com/quizzes/20/adjective-placement> | **Verbs** – perfect tense | <https://www.languagesonline.org.uk/Spanish/Perfecttense/index.htm> |
| **Comparisons and superlatives** | <https://studyspanish.com/grammar/test/inequal-t>  <https://studyspanish.com/grammar/test/super-t> | **Verbs** – imperfect tense | <https://www.languagesonline.org.uk/Spanish/Imperfect/index.htm> |
| **Possessive adjectives** – mi/mis, tu/tus etc | <https://www.spanishdict.com/quizzes/23/possessive-adjectives-in-spanish> | **Verbs** – near future (using ir + a + inf) | <https://www.spanishdict.com/quizzes/47/informal-future-in-spanish> |
| **Demonstrative adjectives** – este, ese, aquel etc | <https://www.spanishdict.com/quizzes/90/demonstrative-adjectives-in-spanish> | **Verbs** – simple future (using endings) | <https://www.languagesonline.org.uk/Spanish/Future/index.htm> |
| **Question words** | <https://www.spanishdict.com/quizzes/48/asking-questions-in-spanish> | **Verbs** – conditional | <https://www.languagesonline.org.uk/Spanish/Conditional/index.htm> |
| **Pronouns** – subject (yo, tú etc) | <https://studyspanish.com/grammar/test/subpro-t> | **Negatives** - formation | <https://studyspanish.com/grammar/test/neg-t> |

1. Now you will **complete the booklet of Spanish grammar exercises**. These can be printed and completed or done digitally. They will be submitted in September to your Spanish teacher who will give you some feedback on them.
2. You are now going to begin some vocabulary work relevant to one of the first themes you will study in A Level Spanish (La influencia de los ídolos). Not only will this give you a head start with key topic vocabulary required in September but it will also be useful for the reading and listening work, which will be completed on this topic in the coming weeks.
3. **Log onto the following website**: <https://www.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/> **create a Memrise account** for yourself if you do not already have one, it’s free and will enable you to map your progress.
4. **Begin to learn the vocabulary** from the units listed (4.1 Los jóvenes bajo la influencia de los ídolos, 4.2 ¿Héroes deportivos? and 4.3 La nueva cultural de fama) You will see that this website gives you suggestions for how to memorise the vocabulary.
5. After you have spent time learning the vocabulary with the support of the website, **test yourself** so you can assess your progress. You will continue to revisit and review this vocabulary over the coming weeks so you can see how much progress you are making.
6. Finally for this week, you are going to develop your interest in Spanish culture by researching, watching and reviewing a Spanish film. Not only is watching a Spanish film in its original form (i.e. not dubbed into English) an excellent way of practising and developing listening skills it will also give you a greater insight into the Spanish-speaking world. We are fortunate that via the internet, we have a wealth of Spanish-speaking resources available to us and the expectation at A Level is that you will take an active interest in all aspects of Spanish culture and what is popular in Spain at the moment. This activity will be an excellent opportunity for you to start to get a feel for what genre of Spanish film you like or which directors or actors might interest you, so that you can continue to engage with them throughout your future study of Spanish.
7. **Conduct some research on the following films** and decide which one you would be most interested in watching. (I have tried to list a selection of films, which are easily accessible through common websites/apps).

* Les Choristes (certificate 12) - entire film available on Youtube here : <https://www.youtube.com/watch?v=p-Cr-qtBcvc>
* Roma (certificate 15) - available on Netflix
* Spanish Affair 2 (Ocho apellidos catalanes) (certificate 15) – available on Netfllix
* Lo más sencillo es complicarlo todo (certificate 15) – available on Netflix
* Mirage (certificate 15) – available on Netfllix
* Everybody knows (certificate 15) – available on Sky Cinema
* The heiresses (certificate 15) – available on Sky Cinema

Other films of interest which you may be able to rent online are:

* Bajo la misma luna ((certificate 15)
* Valentín (certificate 12)
* Voces inocentes (certificate 12)
* Ocho apellidos vascos (Spanish Affair 1)
* El laberinto del fauno (which is the film we study at A Level (certificate 15)
* El orfanato (certificate 15)
* María llena eres de gracia (certificate 15)
* Abel (certificate 15)
* Las 13 rosas (certificate 15)
* The Motorcycle Diaries (certificate 15)
* Any of the films of Pedro Almodóvar, Spain’s most famous director – check the certificate ratings

1. **Watch the film you have chosen**. Ensure you have English subtitles on so you can follow what is happening but also aim to pay attention to the spoken Spanish so you can pick out any familiar or new vocabulary.
2. Use the vocabulary support below to **write a review on this film**. This review will be submitted to your Spanish teacher in September and you will receive feedback on it.

**TALKING ABOUT A MOVIE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | | 4 | |
| Hoy  Ayer  Anteayer  Hace unos días  La semana pasada  El mes pasado  El año pasado | Vi  Fui a ver  Me han hablado de  (they told  me about)  La pellicula que vi era  (the movie  I saw was) | | Una película  Policiaca  Del oeste  romántica  histórica  cómica  de guerra  de horror  de aventura  de ciencia  ficción  de dibujo animado    Un thriller  Una comedía  Un musical  Una obra de teatro,  etc. | | En la película  la obra |
|
| La película  La obra |

|  |  |  |  |
| --- | --- | --- | --- |
| 5 | 6 | 7 | 8 |
| El tema principal, es…  (the main theme is) | la violencia  el racismo  la guerra  la importancia de la amistad  el amor  el conflicto entre las generaciones  la condición de la mujer  la amistad  el sentido de la vida  la pobreza  las drogas y la drogadicción  el poder  el dinero | Lo que más me gustó era | Los efectos especiales  La banda sonora  La interpretación  La dirección  Los chistes  La historia  El diálogo  El suspense  Las escenas de combate  El fin  Había demasiado sexo/violencia/vulgaridad, etc. (there was too much sex, violence, etc…) |
| Trata de  (it is about) | una historia de amor  una historia de fantasía  una historia de espías  la lucha entre el bien y el mal  un superhéroe  un evento histórico  un detective que intenta encontrar un asesino  la amistad entre un hombre y un animal  un hombre que se enamora de una mujer  la vida de una persona famosa  un científico que intenta encontrar el tratamiento de un virus  un asesino  la relación entre un chico/una chica y su familia  las aventuras de un extraterrestre/un criminal/ un animal  el acoso en una escuela | Lo que no me gustó nada era |