



**DIXONS
SIXTH FORM
ACADEMY**

**SUMMER
WORK
2022**

A Level Spanish

STUDENT NAME:



Contents

About the Summer Work.....	2
Welcome to Spanish	3
Subject outline	3
Careers & Higher Education.....	5
Links to key information:	5
Summer work tasks.....	6
Reading list.....	15



About the Summer Work

This booklet contains a number of tasks that students are expected to complete to a good standard in order to be able to be enrolled in this subject.

Please complete these tasks on A4 paper and bring them with you to the data drop day after GCSE Results Day.

The work handed in should be:

- written in black or blue ink on A4 lined paper unless indicated
- written in full sentences with no copying and pasting from external sources
- have all compulsory tasks completed
- have students full names on each sheet
- multiple sheet should be connected together

This booklet also contains significant additional information and a range of optional tasks. We would encourage you to complete all the tasks including the optional ones to fully prepare for Sixth Form study.

Instructions for presentation of summer work:

Task 1 – complete on the separate Top 80 verbs document; you may use different coloured pens, highlighters to present your work (see task instructions)

Tasks 2-5 – complete in booklet



Welcome to Spanish

Subject outline

In 15 years time, there will be 600 million Spanish speakers worldwide. Spanish is the second most spoken language in the world, but the A level course is more than just a language. It embraces an appreciation of Hispanic culture and society, including the critical study of literature and film, and multiculturalism and political life. It is an extremely flexible qualification which goes with any number of permutations, and will give you a unique selling point as part of your academic portfolio. Spanish A level will allow you to acquire the knowledge, skills and understanding for practical use, further study and employment. It will allow you to gain an appreciation of a different culture as well as challenging you to think from a different perspective. It will also improve your English.

As the 8th Century emperor Charlemagne put it, to speak another language is to possess another soul.

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research and creativity.

In the first year, aspects of the social context are studied, together with the artistic life of Spanish speaking countries. In the second year, further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. We also study the political landscape including the future of political life in the Spanish speaking world by focusing on young people and their political engagement. We will study one film and literary text in the foreign language. Authentic materials such as magazine and newspaper articles and interactive websites are used to supplement course texts.

An excellent student of A-Level Spanish has many of the following attributes:

- a thirst for acquiring new vocabulary and structures
- a strong attention to detail to master tenses and grammatical structures
- a genuine interest in aspects of the Spanish-speaking world or common global issues
- high levels of grit and resilience when faced with challenging texts
- someone who sets their own boundaries, beyond those set by the teachers
- a desire to read and listen to authentic Spanish material on a regular basis, going beyond the independent study set
- finds time to practice speaking Spanish regularly to develop spontaneity
- reads and watches good-quality non-fiction to understand common global issues and trends



SUMMER WORK 2022

How the course is assessed

Paper 1 Listening, Reading and Writing (2 hours 30 minutes) 50%

Paper 2 Literature and Film writing (2 hours) 20%

Paper 3 Speaking (21-23 minutes including 5 minutes preparation time) 30% (this paper includes an Individual Research Project on an aspect of Spanish culture or society that is of interest to you)

Subject Content for Papers 1 and 3: Year 1 Term 1: Aspects of Hispanic society

- Modern and traditional values (los cambios en la familia, actitudes hacia el matrimonio / el divorcio, la influencia de la Iglesia Católica)
- Cyberspace (la influencia de Internet, las redes sociales, los móviles inteligentes)
- Equal rights (la mujer en el mercado laboral, el machismo y el feminismo, los derechos de los gays y las personas transgénero)

Year 1 Term 2 & 3: Artistic Culture in the Hispanic world

- Modern day idols (Cantantes y músicos, estrellas de television y cine, modelos)
- Spanish regional identity (tradiciones y costumbres, la gastronomía, las lenguas)
- Cultural heritage (sitios turísticos y civilizaciones prehispanicas: Macchu Picchu, la Alhambra etc, arte y arquitectura, el patrimonio musical y su diversidad)

Year 1 Term 3 and Year 2 Term 1: Multiculturalism in Hispanic society

- Immigration (los beneficios y los aspectos negativos, la inmigración en el mundo hispánico, los indocumentados)
- Racism (las actitudes racistas y xenófobas, las medidas contra el racismo, la legislación anti-racista)
- Integration (la convivencia de culturas, la educación, las religiones)

Year 1 Term 3 and Year 2 Term 1: Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (los jóvenes y su actitud hacia la política, el paro entre los jóvenes, su sociedad ideal)
- Monarchies and dictatorships (la dictadura de Franco, la evolución de la monarquía en España, dictadores latinoamericanos)
- Popular movements (la efectividad de las manifestaciones y las huelgas, el poder de los sindicatos, ejemplos de las protestas sociales p.ej. 15-M)

Subject Content for Paper 2 Film and Literature

Film: *Ocho apellidos vascos* (2014), Dir. Emilio Martínez-Lázaro

Literature: *Las bicicletas son para el verano*, Fernando Fernán-Gómez



Careers & Higher Education

A Level Spanish is the logical way to study Spanish at undergraduate level, opening an extremely wide variety of career options which are not exclusive to:

- Translating and interpreting
- Teaching
- Tourism and hospitality
- Publishing and business services
- Law
- Broadcasting and journalism
- Business and economics
- Government and politics
- Sales and marketing
- Transport and logistics

Studying A Level Spanish also links well with the following current areas of strength in the local labour market:

- Wholesale and retail trade
- Manufacturing
- Education
- Social work
- IT and the digital sector
- Professional services

Links to key information:

Course Information Guide:

<https://www.dixons6a.com/uploads/files/Spanish.pdf>

AQA Specification:

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/changes-for-2022>



Summer work tasks

1. Know your Top 80 verbs and demonstrate you can conjugate them in the Present and Preterite tenses (3 hours approx.)

Task: Conjugate the Top 80 verbs in the attached document in all six parts for both the Present and Preterite tenses, following the example. Write / type any irregular conjugations in a different colour. Highlight what patterns you can spot across the 80 verbs- which verbs behave the same?

For this task, you are **strongly advised** to use Verbix to check your work thoroughly:

<https://www.verbix.com/languages/spanish.html>

Purpose: The Present and Preterite tenses are the most difficult to conjugate and have the most irregulars, however they are the most used tenses in everyday Spanish. You must be able to conjugate the Present and Preterite tenses accurately in order to be able to form the Subjunctive correctly. You have probably used the odd subjunctive at GCSE, but the Subjunctive will be used extensively at A Level.

2. Know and explain Grade 8/9 language features at GCSE (30 minutes approx.)

Task: Read the Grade 9 text below and answer the questions below to show your understanding of higher language at GCSE.

Purpose: It is essential that you are aware of and can apply many of the Grade 8/9 features at GCSE in order to be successful at A Level.

Grade 9 text

2 (a) Recientemente usted ha participado en una obra de teatro en su instituto.

Escriba usted un artículo para una revista escolar española para interesar a otros estudiantes en esta experiencia.

¡Participar en una obra es una experiencia inolvidable!

Me gusta el teatro desde hace diez años. Cuando era pequeña, bailaba y cantaba mucho. Por eso, tomar parte en la obra de mi insti fue una idea muy emocionante para mí.

La obra fue increíble dado que los profesores de teatro en mi insti son tan simpáticos. A mi modo de ver, lo mejor de participar en una obra es que se puede conocer a mucha nueva gente, que me gusta ya que me encanta hacer nuevos amigos.

Aunque nunca he hecho una obra en mi instituo antes, todo el mundo era amable. Lo recomendaría a todos.

La experiencia me enseñó mucho, pero, a mi juicio, lo más importante fue la importancia de amistad. También, aumentó mi confianza mucho que es genial, dado que, antes de la experiencia, era bastante tímida.



SUMMER WORK 2022

Si pudiera, me gustaría hacer la obra otra vez porque la disfruté mucho. Mis padres dicen que, hoy en día, hablo de teatro de sol a sol. Así que, el año que viene, voy a participar en una obra de Shakespeare con otros jóvenes. Mucha gente dice que Shakespeare es aburrido, pero yo no creo que sea verdad. De hecho, según lo veo yo, sus historias son muy interesantes y por eso disfrutaré la experiencia mucho.

1. Translate: "Me gusta el teatro desde hace diez años". Why is this higher level?

2. "Cuando era pequeña, bailaba y cantaba mucho". Which tense is used in this sentence and why?

3. "Para mí" is one of the ways of saying "In my opinion". Find two other different ways of saying "In my opinion" in the text.

4. Translate: "se puede conocer a mucha gente nueva".

5. Which tense is "he hecho"? When do we use this tense?

6. Why is "lo recomendaría a todos" higher level? Think about the first word.

7. What is the difference between "la importancia" and "importante"?



SUMMER WORK 2022

8. Translate “aumentó mi confianza”. Which tense is this and why is the accent essential?

9. Translate “si pudiera”. Which subjunctive is being used here and why?

10. “De sol a sol” (from dawn until dusk) is an idiom, as “from sun until sun” does not make sense in English. Research and write down 5 more Spanish idioms.

3. Apply this knowledge to your own work (1 hour 30 minutes approx.)

Task: Answer **either** of the two questions, writing at least 150 words, using your very best Spanish and aiming to include some of the features mentioned in Exercise 2.

Purpose: It is vital that you do not go up to three months without practising your written Spanish. Obviously knowing the grammar is not enough: we need to apply the grammar in order to be able to communicate. If you do not want to do this task, then A Level Spanish is probably not for you!



SUMMER WORK 2022

2 (a) Recientemente usted ha participado en una obra de teatro en su instituto.

Escriba usted un artículo para una revista escolar española para interesar a otros estudiantes en esta experiencia.

Debe incluir los siguientes puntos:

- por qué quiso tomar parte en la obra
- su opinión de la obra y por qué
- lo que aprendió de la experiencia
- por qué participará (o no) en otra obra de teatro en el futuro

*pass, past voya, past
imp past
idiom, subj, ~~to do~~
e, si pudiera, da*

Justifique sus ideas y sus opiniones.

Escriba aproximadamente 130–150 palabras **en español**.

(28)

(b) Su familia tiene la oportunidad de participar en un concurso de televisión.

Escriba una solicitud para convencer a los organizadores del concurso de que su familia debe participar.

Debe incluir los siguientes puntos:

- si se llevan bien los miembros de su familia o no
- algo interesante que hizo su familia recientemente
- por qué deberían elegir a su familia para el concurso
- lo que hará su familia para prepararse para el concurso.

elegiera

Justifique sus ideas y sus opiniones.

Escriba aproximadamente 130–150 palabras **en español**.

(28)



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A large area of horizontal lines for writing, consisting of 30 evenly spaced, parallel lines spanning the width of the page.



SUMMER WORK 2022

4. Spot the basic mistakes that you need to cut out from now on (30 minutes approx.)

Task: Correct the **one** basic error in each sentence and say why it is wrong.

Purpose: We fully believe and understand that the jump between GCSE and A Level is the hardest that there is when learning a language, and we want to help you to bridge the gap as quickly and smoothly as possible by telling you what absolutely not to do!

1. Me prefiero el dibujo.

2. Me gusta pizza porque es deliciosa.

3. Odio como carne.

4. La gente son simpática.

5. Voy en vacaciones a Australia.

6. Me encanta las ciencias.

7. Vamos a el museo.

8. Mi hermana juega el baloncesto.



SUMMER WORK 2022

9. Mi amigos son divertidos.

10. De la mañana leo mi libro.

11. En lunes canto en el coro.

12. Mi madre's cumpleaños es el ocho de julio.

13. Estoy enfermo tan no voy a la fiesta.

14. En verano es sol.

15. Mi professor es inteligente.

16. Soy un médico.

5. Spanish Language Learning Log (45 minutes - 1 hour per week)

Task: Complete a Spanish language learning log, by including the date, source and key new vocabulary that you have learned from reading or listening to Spanish. Use a variety of media: newspapers, websites, radio, TV, film, music, podcasts... **You should complete at least three A4 logs.**

Purpose: A language is for life! Discover and learn Spanish by any medium you want: show us that you want to improve your Spanish autonomously and show us your passions!



Reading list

Reading – non-fiction and fiction:

Any Spanish news websites, including:

<https://www.rtve.es/noticias/>

<https://www.bbc.com/mundo>

Spanish Short Stories: Cuentos en español edited by John R. King

Spanish Short Stories: Cuentos Hispánicos: Volume 1 (Penguin Parallel Text Series) Jean Franco

Spanish Short Stories: Cuentos Hispánicos: Volume 2 (Penguin Parallel Text Series) edited by Gudie Lawaetz

Listening and Reading

Watch the film that we will study on the A Level course, *Ocho Apellidos Vascos* (2014) Dir. Emilio Martínez-Lázaro



Listening - Watch Spanish TV and film...

Here is a selection of titles that you can watch in our Prime playlist...

La Maestra – The Teacher (2014)

On the Roof (Spanish Audio) (2017)

Aerial Spain (2018)

Queen of Tapas (2015)

El Corazón de Sergio Ramos – Season 1 (2019)

Return to Cuba (2016)

Requirements to be a Normal Person (2014)

Cartas a Elena (2012)

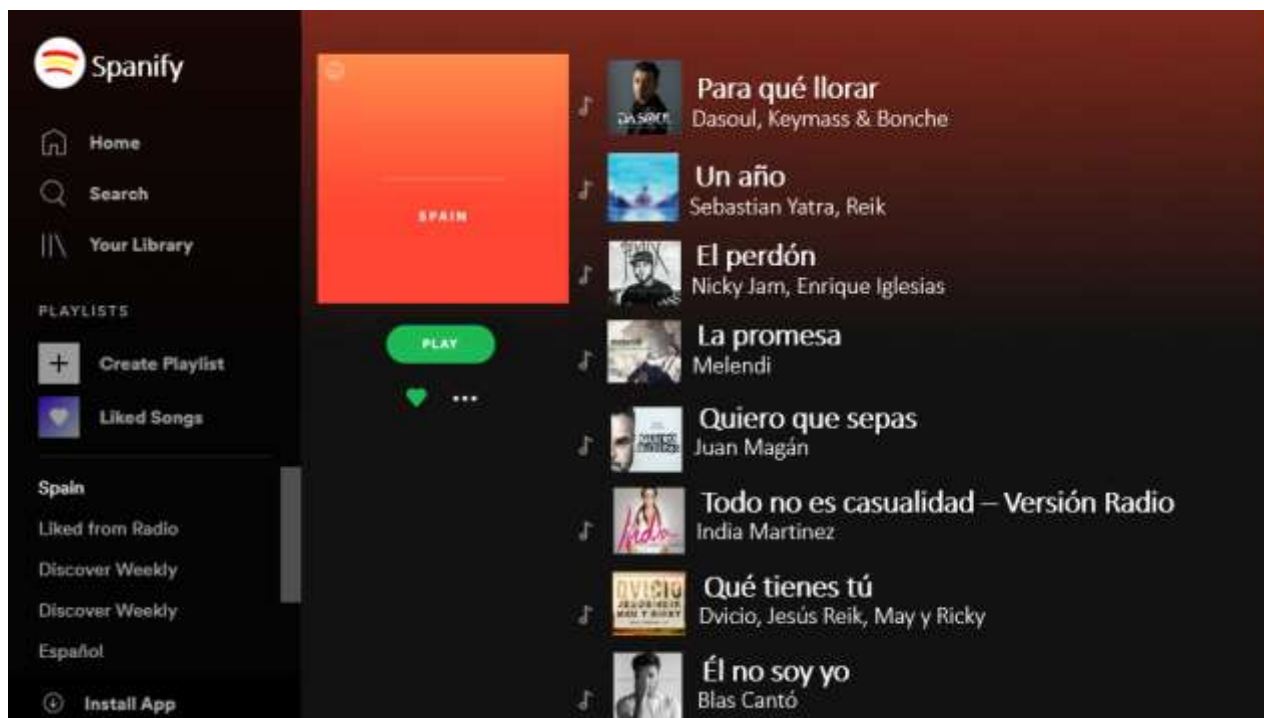


SUMMER WORK 2022

Pan's Laybrinth (2006)

Listen to Spanish music

This is our current Spanify playlist...



Spanish Language Learning

www.aprenderespanol.org.uk

www.languagesonline.org.uk

www.memrise.com

www.bbc.co.uk/languages/spanish (a variety of resources for all levels but will suit older students better)

<https://radiolingua.com/coffeebreakspanish/>

<http://www.spanishuno.com/grammar.asp> grammar explanations and activities, all levels

<http://www.learningspanish-spain.com/spanish-study-material.html>

Mobile Applications for Language Learning

Duolingo

Conjugaciones

Babbel



SUMMER WORK 2022

Further reading list

AQA A-level Spanish specification

www.aqa.org.uk

Any Spanish news websites, including:

<https://www.rtve.es/noticias/>

<https://www.bbc.com/mundo>

Spanish Short Stories: Cuentos en español edited by John R. King

Spanish Short Stories: Cuentos Hispanicos: Volume 1 (Penguin Parallel Text Series) Jean Franco

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