



AS / A Level Guide  
**SPANISH**

# Symbols key



Task



Essential Skills



Success Criteria



Activities



Reflection Task



Core Vocabulary



How to prepare effectively

How to structure the essay

How should you practise independent listening?

How should you practise independent reading?



Studying the book



Accuracy of language in the Essay

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Byd Addysg  
In Education

# Introduction

## WELCOME TO THE AS/A LEVEL LEARN SPANISH GUIDE!

The purpose of this guide is to assist you to feel ready and confident for your AS and A Level exams. You'll receive information, practical advice and useful exercises to help you.

¡Allá vamos!



# Overview

Why not start by looking at what you will have to prepare for? Here are the course requirements in brief.

## | Year 12

### AS Unit 1: Speaking

Exam : 12-15 minutes (plus additional 15 minutes of preparation time)

12% of the qualification

48 marks

### AS Unit 2 : Listening, reading, translation and one essay question based on one Spanish film.

Exam : 2 hours 30 minutes

28% of the qualification

84 marks

## | Year 13

### A2 Unit 3: Speaking

Exam : 11-13 minutes

18% of the qualification

72 marks

### A2 Unit 4: Listening, reading and translation

Exam : 1 hour 45 minutes

30% of the qualification

100 marks

### A2 Unit 5: One essay question based on one Spanish book

Exam : 1 hour 30 minutes

12% of the qualification

40 marks

# Content

In your lessons, you will concentrate on three things:

- The themes
- The film / The book
- Grammar

## | The themes

Here are the themes for the course:

Area of interest (i) Social issues and trends	Area of interest (ii) Political, intellectual and artistic culture
<b>Theme 1: (AS)</b> <b>Being a young person in Spanish-speaking society</b> <ul style="list-style-type: none"><li>• Family structures, traditional and modern values, friendships / relationships</li><li>• Youth trends, issues and personal identity</li><li>• Educational and employment opportunities</li></ul>	<b>Theme 2: (AS)</b> <b>Understanding the Spanish-speaking world</b> <ul style="list-style-type: none"><li>• Regional culture and heritage in Spain, and Spanish-speaking countries and communities.</li><li>• Literature, art, film and music in the Spanish-speaking world</li></ul>
<b>Theme 3: (A Level)</b> <b>Diversity and difference</b> <ul style="list-style-type: none"><li>• Migration and integration</li><li>• Cultural identity and marginalisation</li><li>• Cultural enrichment and celebrating difference</li><li>• Discrimination and diversity</li></ul>	<b>Theme 4: (A Level)</b> <b>The Two Spains: 1936 onwards</b> <ul style="list-style-type: none"><li>• El franquismo - origin, development and outcomes</li><li>• Spain post Civil War - historical and political repercussions</li><li>• The Spanish Civil War and the change to democracy (represented in the arts, cinema, literature, art and photography)</li><li>• Spain - coming to terms with it's past? "Recuperación de la memoria histórica"</li></ul>

You will use your information about these in your oral exam, listening questions, reading questions and translation.

## | The film / The book

You will study one film in Year 12, and one book in Year 13. You will learn how to write an essay by referring to the events, the characters and the themes associated with the film or the book.

## | Gramadeg

Grammar makes sense of our sentences, therefore it permeates through every aspect of the course. By communicating our ideas and thoughts, it's important to aim to expand our vocabulary and use correct language. This is in order to ensure that we can clearly express ourselves and avoid misunderstanding.

You can work independently on your grammar by visiting the website:

[www.ieithoeddmodern.cymru](http://www.ieithoeddmodern.cymru).

## | Aiming for Independence

Having independence is important to young people, so why not include this in your work?

In addition, starting work independently at AS will help with the Independent Research Project in A2, as you will have had experience of browsing Spanish websites and collecting necessary information from those websites. Get used to writing notes and note your sources from Year 12 onwards!

You will also learn long-term and transferable skills (the ability to research and organise your work is a useful skill in any subject you study and in work).

The guide will give you some advice on how to reach that goal.

Like every other skill, it's very important to practise your linguistic skills regularly. You can gradually build upon your language over time, and this will increase your confidence to communicate and avoid last-minute stress before the exam. We recommend that you do some practise every day by planning your work like this regularly:

Teaching or learning activity	Monday	Tuesday	Wednesday	Thursday	Friday
Revising the last lesson	15	15	-	15	15
Practising and learning grammar	15	-	30	-	15
Learning and testing vocabulary	15	15	15	15	15
Listening exercise	15	-	15	-	15
Reading exercise	-	30	-	30	-
<b>Total minutes</b>	60	60	60	60	60

With a timetable similar to this, you can structure 1 hour a day of personal study quite easily. Those who motivate themselves to work independently succeed in the end.

Here's an empty version you can complete for the coming week:

Teaching or learning activity	Monday	Tuesday	Wednesday	Thursday	Friday
Revising the last lesson					
Practising and learning grammar					
Learning and testing vocabulary					
Listening exercise					
Reading exercise					
<b>Total minutes</b>	60	60	60	60	60

## | How should you practise independent listening?

You can regularly listen to many Spanish radio websites.

- Look to see what they talk about and choose the ones most relevant to your exam (e.g. type “radios de España/Hispanoamérica” or “radios de...”).
- You can find some podcasts related to your topics. Under the title, you'll usually see a short paragraph summarising the content which will be of use to you.
- Some radio stations are local, connected to a "region" and this could be helpful to you for theme 2: "Regional culture and heritage in Spain, Spanish-speaking countries and communities"
- You can also listen to Spanish music with lyrics, watch Spanish films with subtitles and note new vocabulary and phrases that you can use.
- You can also watch and listen to Spanish films and programmes online. It's possible to switch Spanish subtitles on the Spanish programmes for help. You must avoid English subtitles!

## | How should you practise independent reading?

- There are some good newspaper articles available online in Spanish. Type in Spanish in the searchbar: “artículos sobre + the sub-theme in Spanish”. For example, for the sub-theme "Educational and employment opportunities" in theme 1 (AS), type in the search bar: “artículos recientes sobre educación y empleo”.
- Lots of press reports will appear. How to choose? Often, the first 2 will be relevant to your search, or if you aren't sure, check the source, you should see some newspapers your teachers would have mentioned already.
- It's also an idea to look at Spanish magazines for learners or children. They won't just be about your topic but as the articles are aimed at people between the ages of 8 and 18, they're easier to read.
- Browse through the ones that could be of interest to you. Start with magazines for young people as the Spanish will be more understandable.
- For the reading and writing, search through using the vocabulary that's on the specification.
- Remember to use reliable websites only - you can check with your teacher, but the ones ending with .es (for websites from Spain), .mx (Mexico), .ar (Argentina), .co (Colombia), for example, should be fine.

**TO SEARCH THE WEB...**

Themes	Search engine: Artículos recientes sobre .... Artículos recientes para jóvenes sobre....	Advice
AS Being a young person in Spanish-speaking society	la familia en España/Hispanoamérica/ [gwlad benodol] La estructura familiar española / hispanoamericana / mexicana, etc. los jóvenes españoles /latinoamericanos hoy en día.  Ser joven en España/Hispanoamérica/ [specific country] hoy en día La educación y el empleo/el mundo laboral	On the page, you'll see reports that aren't relevant or too complex. Once again, search for words in the titles that are linked to your topics: e.g. los adolescentes, ... Search for newspapers, Spanish magazines or television and radio stations that you're aware of.
AS Understanding the Spanish-speaking world	La cultura regional La cultura hispanoparlante ...	The summary can give you an idea of the source and content information. (e.g. words such as "radio, tv, jóvenes,...")
	Las noticias para los jóvenes	Choose the sources that appear first to start. In your search engine, type key words such as region.
	e.g.: Catalunya, País Vasco, etc. You'll see lots of articles or reviews.	Be alert, you could see links for other topics you might need. Keep a note of these.
A2	Artículos sobre.... Artículos para jóvenes sobre.... Or search for an online magazine first, like in AS.	Useful for listening
Diversity and difference Migration and integration / Cultural identity and marginalisation / Cultural enrichment and celebrating difference	La inmigración en España/..., La integración de los inmigrantes en España/.... Inmigración e integración	There are contemporary songs about this topic too: Canciones sobre <ul style="list-style-type: none"> <li>• La inmigración</li> <li>• La integración</li> </ul>
The Two Spains: 1936 onwards	El franquismo: origen, desarrollo y consecuencias España tras la Guerra Civil: secuelas históricas y políticas La Guerra Civil Española y la transición hacia la democracia (representaciones artísticas, cinematográficas, literarias, plásticas y fotográficas) España y la recuperación de la memoria histórica	There are many videos that are also useful

## | How to revise the themes

Revising is:

- selecting the most important things to remember.
- putting them in a format that assists your learning.
- test yourself regularly to ensure that you've remembered.
- show that you have understood by applying them in different situations.

When revising, it's important that you are active. Only reading and highlighting your notes won't help you to learn and remember the work.

What does being active mean? Here's a list of revision ideas you can use with any theme.

As you revise the themes, remember that your answers must refer specifically to Spanish and Spanish-speaking countries rather than Britain, so remember to read about these themes from a Spanish perspective. If the question in the exam says 'Spain', you can also refer to any other Spanish-speaking country.

### REVISION IDEA 1 - SUMMARISE

- Summarise your notes – decide what's important to learn and note them as short bullet points. This will ensure that you understand the notes and identify the important points.

#### Example

(Appendix 1 – Revision table: Traditional and contemporary family structures in Spain)

Look at this table. How would you go about summarising this information? Try filling in the empty version with your summary.

See Appendix 1 (Revision table: template)

**Why not use your class notes and personal research to do the same with the following themes?**

- Smoking
- Education in Spain or another Spanish-speaking country
- Regional foods
- Spanish films

### REVISION IDEA 2 - USE STRONG EXAMPLES

- By discussing different themes, remember to expand on your points by offering strong examples and explaining these examples. This will ensure that you can support every argument with facts and evidence.

#### Example

(Appendix 2 – A.E.E: Traditional and contemporary family structures in Spain)

By using the above example as a starting point, can you add 3 more P.E.E's in the table about traditional and contemporary family structures in Spain?

**Why not create a P.E.E table for your own use by using your class notes and personal research on the following themes?**

- Social Media
- Relationships with others
- Regional holidays
- Spanish music



### REVISION IDEA 3 - USING A THINKING FRAMEWORK

- Use a structure such as 'de Bono's Thinking Hats' to give a framework to your thoughts. This will ensure that you have a balanced overview of each theme.

#### Example

(Appendix 3 – Los 6 sombreros de De Bono: Traditional and contemporary family structures in Spain)

By using the prompts on the appendix, try to complete the table by thinking about the theme that was noted - or another theme of your choice. You can use the questions from sombreros De Bono on traditional and contemporary family structures in Spain with the other themes.

**Why not use your class notes and your personal research to do the same with the following themes?**

- Traditional and modern values
- Fashion
- Regional languages
- Cultural visits (museums, galleries etc.)

### REVISION IDEA 4 - MIND MAP

Make a mind map on each theme. Make sure that you summarise each theme so it fits on one page of A4. This will ensure that the notes suit your revision style.

Use colours and symbols to assist your learning, for example note verbs in green, your opinion in red and so on. You can add more vocabulary and ideas as time goes on. It will ensure that you come back to the information regularly and will retain it better.

#### Example

(Appendix 4 – Mind map: Traditional and contemporary family structures in Spain)

**Why not use your class notes and your personal research to do the same with the following themes?**

- Leisure
- Employment and the future
- Regional tourism
- Spanish literature

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### REVISION IDEA 5 - SELF-TESTING

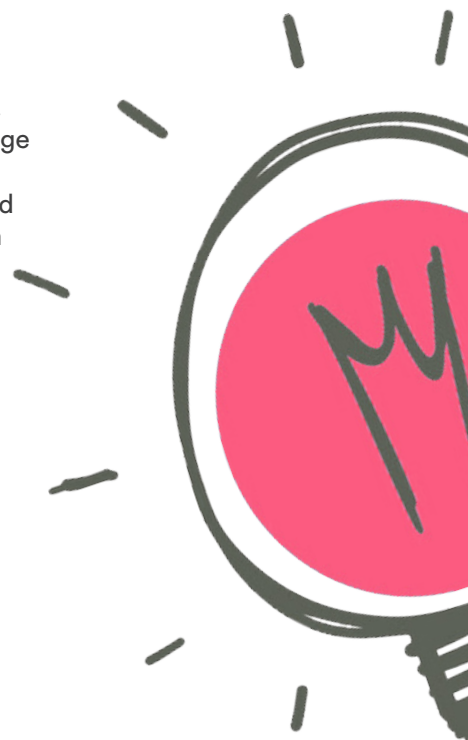
There are many websites or apps that allow you to prepare a quiz to test yourself. Because the purpose of language is to communicate with others, why not exchange these with your peers too? Ask your teacher for advice on good websites or apps to use. There's nothing wrong with preparing a test for yourself by using a pen and paper either! This will ensure that you're able to recall the information under exam conditions.

#### Example

(Appendix 5 – Cuestionario de repaso: Traditional and contemporary family structures in Spain)

**Why not use your class notes and personal research to do the same with the following themes?**

- Influence of friends
- Healthy living
- Traditional markets
- Influence of technology on Spanish film and literature (internet, e-books and other devices)



# Unit 1 – Card A

Overview of the task and necessary skills

## Task:

Hold a debate with the examiner on one aspect of Theme 2 - Understanding the Spanish-speaking world. You will debate EITHER regional culture and heritage OR Spanish literature, film, music and art.

## Essential Skills:

- Expressing and justifying an opinion
- Agreeing and disagreeing
- Presenting relevant cultural facts

## Success Criteria:

To receive full marks you must do the following:

- understand and answer in Spanish
- give clear and comprehensive answers
- stick to your viewpoint
- interact naturally with the examiner by showing your ability to lead a discussion
- communicate clearly through the correct use of language with a wide variety of phrases and structures, sounding as Spanish as possible
- show knowledge on a wide range of opinions based on relevant facts. It's very important to show a very good understanding of the culture of Spanish-speaking countries.

## Core Vocabulary:

Hold a conversation with the examiner based on a short paragraph that's linked to an aspect from Theme 1 - Being a young person in Spanish-speaking society.

Expressing Opinion		Agree / Disagree	
En mi opinión, Personalmente, Desde mi punto de vista, Para mí, A mi parecer, En lo personal	pienso que... creo que... estoy convencido/a de que... me parece que... es obvio/evidente que... puede ser que (+modd dibynnol) diría que... pareciera que... vale la pena destacar que...	Estoy de acuerdo con usted Pienso lo mismo que usted Es verdad (que...) Comparto su opinión Usted tiene razón Usted tiene toda la razón	No estoy de acuerdo No comparto su opinión No creo que (+modd dibynnol) Es todo lo contrario Usted se equivoca No creo que usted tenga razón No pienso que eso sea cierto Es mentira que No puede ser que (+modd dibynnol)



## Activities (linked with 'Revision ideas 1-5')

Using the Core Vocabulary table and the above criteria, prepare your viewpoints on the following statements. You can use Revision idea 4 - Mind map to assist you.

### LA CULTURA REGIONAL

1. Hablar catalán es una parte importante de la identidad catalana.
2. En Latinoamérica los idiomas indígenas ya no son importantes.
3. La comida típica de cada zona refleja la cultura de la región.
4. La influencia de la comida norteamericana y la comida rápida ha cambiado lo que comen los españoles y los latinoamericanos.
5. Las fiestas regionales ayudan a conservar el patrimonio del país.

### LA LITERATURA, EL CINE, LA MÚSICA Y EL ARTE.

1. La música tradicional de los países hispanos sigue siendo popular entre los jóvenes.
2. La música norteamericana está más de moda en España y Latinoamérica.
3. A los jóvenes ya no les interesa tanto la literatura.
4. Los museos son un despilfarro de fondos públicos.
5. El arte es tan solo un pasatiempo de los ricos y de la clase media.
6. Tanto la literatura española como la latinoamericana siguen siendo tan importantes como antes.

It would be very interesting to compare your responses with the ideas of your classmates. Why not use this as a basis for practising your debating skills in preparation for Card A?



## Reflection Task:

Reflection grid:

What have I done?	
What was successful? What Success Criteria were achieved?	
What needs to be improved? What Success Criteria were not achieved?	
What is the feedback of my class / teacher?	

# Unit 1 – Card B

Overview of the task and necessary skills

## Task:

Hold a conversation with the examiner based on a small paragraph which is connected to an aspect of Theme 1 - Being a young person in a Spanish-speaking society.

## Essential Skills:

- Select relevant information from the paragraph to use in your answers
- Express and justify a wide range of viewpoints
- Be ready to respond appropriately to wider questions
- Have a strong knowledge of the situation in the country

## Success Criteria:

This is what the examiner is looking for:

- clear and comprehensive answers natural interaction and the ability to lead a discussion
- clear communication through the correct use of language
- a wide range of phrasers and structures
- natural accent and intonation
- a wide range of viewpoints, supported by relevant facts
- in the same way as Card A, follow the latest situation in Spain and Spanish-speaking countries
- very important! -> refer to the information in the paragraph in your initial answers.

## Core Vocabulary:

Referring to the text	Expressing uncertainty	Further development
El texto dice que... Se ve en el texto que... Como dice en el texto, ... Según el texto, ... Se puede deducir del texto que...	Puede (ser) que sí/no No sé exactamente. Eso depende (de)... No lo había pensado. Bueno.. A ver... Es probable. Hace falta considerarlo de nuevo... O sea...	Esto lleva a... Esto causa... Esto provoca... Esto conduce a... Esto puede provocar / llevar / causar / conducir a... ...efectos nefastos sobre... ...nuestro comportamiento / medioambiente ...nuestra salud / seguridad / sociedad

## **Activities (linked with 'Revision ideas 1-5')**

- Using the Core Vocabulary table and the above criteria, prepare your viewpoints for the different topics in Theme 1. Use 'Revision idea 3 - Using a thinking framework' to ensure that you consider every aspect of the different topics.
- Whilst practising, put each of the phrases in the Core Vocabulary grid above on a flash card.
- It would be fun to practise your discussion skills with your fellow classmates. Why not take turns to discuss examples of past oral exam questions, aiming to talk for one minute without stopping nor repeating. Your partner could choose three of the flash cards at random for you to include while talking, and could also time you and offer feedback too.

## **Reflection Task:**

Reflection triangle:





## Advice for success in Unit 1



Remember that your argument (Card A) and your discussion (Card B) must refer to Spain or another Spanish-speaking country only - therefore do not make comparisons with Wales or Britain.

Learn a few phrases to buy time, for example:

**No sé exactamente...**

**Puede que sí/no...**

If the examiner cuts across you to ask a question, you can come back to what you wanted to say by saying something like:

**Lo que yo quería decir es que...**

or

**Otro punto que vale la pena destacar es que...**

or

**Aunque entiendo lo que quiere decir, no estoy totalmente de acuerdo con usted...**

If you forget a word, don't spend too much time thinking about it – say

**Disculpe, se me ha olvidado la palabra que necesitaba**

and move on.

# Unit 2 – Listening and Reading

The listening and reading tasks will be based on Theme 1: Being a young person in Spanish-speaking society, and Theme 2: Understanding the Spanish-speaking world.

## U2: Listening

Overview of the task and necessary skills

### Task:

Respond to a variety of questions on oral topics from different sources (interviews, reports...), for example:

- **Type A:** Note whether or not the sentences are correct, and then correct the incorrect sentences.
- **Type B:** Multiple-choice questions.
- **Type C:** Choose 5 correct sentences from a series of sentences.
- **Type D:** Fill in the blanks

### Essential Skills:

- **Type A:** Understand the sentences first, decide which ones are incorrect, and correct them using clear coherent language.
- **Type B:** Be able to recognise synonyms (e.g. el verbo/la conjugación -> la gramática).
- **Type C:** Understand sentences first, then choose the 5 sentences which are true with regards to the topic.
- **Type D:** Consider language elements and context when selecting the correct words to fill in the blanks.

### Success Criteria:

- Listen and respond to a wide variety of topics in terms of length, nature and source.
- Understand the main messages and the details.
- Understand the role of language elements (e.g. adjectives, adverbs, prepositions) in a sentence.
- Correctly respond according to the requirements of the question.

# U2: Reading

Overview of the task and necessary skills

## Task:

Respond to a variety of questions on written topics from different sources (newspapers, books...), for example:

- **Type A:** Pair two halves of a sentence to create a summary of a longer topic.
- **Type B:** Multiple-choice questions.
- **Type C:** Fill in the blanks.

## Essential Skills:

- **Type A:** Understand the main messages and details of the topic, and be able to pair two halves of a sentence, by considering the content and grammar, to create a summary of the original text.
- **Type B:** Be able to recognise synonyms (e.g. el trabajo -> el empleo).
- **Type C:** Consider language elements and context when selecting the correct words or phrases to complete the sentence.

## Success Criteria:

- Read and respond to a wide variety of topics in terms of length, nature and source.
- Understand the main messages and the details.
- Understand the role of language elements (e.g. adjectives, adverbs, prepositions) in a sentence.
- Correctly respond according to the requirements of the question.

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# U2: Listening and Reading

## Core Vocabulary:

Revise the following specifically:

- Relevant vocabulary for each key theme.
- Basic and general vocabulary, not forgetting vocabulary from KS3 and KS4.
- Contrasting vocabulary, e.g. **mucho** <-> **poco**.
- Numbers, fractions and statistical language, e.g. years, percentages etc.
- Question words.



## **Activities (linked with 'Revision ideas 1-5')**

Using Revision Idea 5 - Self-testing, create a series of activities which will test your knowledge and your use of vocabulary. Here are examples of different methods of self-testing you can use:

### **VOCABULARY QUIZ**

Write a quiz for your own personal use, or to exchange with your fellow classmates. It can be a question-and-answer format, or a pairing exercise or a multiple choice quiz. For example, you can create a quiz on time, place and frequency adverbs, or a quiz on contrasting vocabulary. You could create flash cards for revision or an online quiz (there are many useful websites available).

### **COMPLETING PAST-PAPER QUESTIONS**

Ask your teacher, or look online, for examples of past-papers. Complete the questions using the above guidance and the tips below, and then mark it yourself by using the marking scheme.

### **FINDING A TOPIC AND CREATING QUESTIONS FOR YOUR CLASSMATE**

While listening to different types of topics and reading about them, choose one paragraph and create three questions which follow the types of question(s) listed above (you can choose three different types of question). Remember to create correct answers too! Then, exchange your work with your classmate, and once you've answered the questions, mark the work together.

## **Reflection Task:**

Once completed, make a list of five things that you must consider next time in order to improve. Keep a note like below, that you can revise every time you plan to complete a new question or paper.

Date of paper:	1.
Question number:	2.
Type of question:	3.
Date of completion:	4.
	5.



## Advice for success in Unit 2 – Listening and Reading



Remember to read the situation or context of the topic before starting – this will give you useful clues in terms of vocabulary and content.

In terms of adapting language in order to answer the question in Spanish, you can:

- adapt the language from the first person to the third person, e.g.  
**Pienso... > (ella) Piensa... or mi... > su...**
- answer using a noun instead of a verb (or otherwise) , e.g.  
**porque llueve > debido a la lluvia**
- use the infinitive form instead of a conjugated verb, e.g.  
**ella irá... > a ella le gustaría ir...**

With the Type B question, start with the sentence and think ahead which elements could change, and what you could put instead. Remember to use the original sentence as a basis to your sentence in order to avoid ambiguity.

Ensure that you have a good reason to justify every answer you've chosen. Do not jump on the first answer – calmly consider the options.

# Unit 2 – Translation

Overview of the task and necessary skills

## Task:

Translate a small paragraph of around 70 words from Spanish to English.

## Essential Skills:

- Understand the meaning of the text in its entirety.
- Break the paragraph into smaller chunks and check the meaning of each piece of information, annotating the text with your comments.
- Convey the information in understandable English in your translation.

## Success Criteria:

- Ensure that each item of information in a sentence is included in your translation.
- Ensure that your verbs have all been translated appropriately according to the necessary tense.
- Show a good understanding of Spanish vocabulary and idioms.
- Ensure that the meaning gets conveyed in clear and understandable English.

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## Core Vocabulary:

Revise the following specifically:

- Familiar verbs, especially first person and third person singular and plural forms.
- Relevant vocabulary to each key theme.
- Basic and general vocabulary, not forgetting vocabulary from KS3 and KS4.
- Time, place and frequency adverbs
- 'Falsos amigos', for example: **el idioma** ('language' rather than 'idiom'), **actualmente** ('currently' rather than 'actually') and **embarazada** ('pregnant' rather than 'embarrassed').



## Activity

Look at the example below of a translation. Some parts of the text below have been annotated already. Complete the annotation process with your comments. Then, translate the full piece into English.

Passive with se, perfect tense --> En: 'have been built'.

False friend! Not 'actually' but 'currently' is the correct meaning.

El 19 de marzo las fallas que se han construido se prenden fuego y la tradición dice que así se quema todo lo negativo y esto simboliza la regeneración del espíritu y también sirve para dar la bienvenida a una nueva estación del año. Después el público elige las estatuas ganadoras del año y éstas no se quemarán sino que se pondrán en el Museo de las Fallas de Valencia. Actualmente, el "Museo Fallero" es uno de los más visitados de la ciudad.

'lo + adjective' should be translated as the adjective "things" in English.

### TRANSLATION

On the 19th of March the fallas which have been built will be set on fire and the tradition says that all of the negative things must be burned and that this is a symbol of regenerating the spirit and it's also a way of welcoming a new season of the year. Then, the public chooses the winning statues of the year and these will not be burnt, but will be put on display in the Fallas Museum in Valencia. Currently, the "Museo Fallero" is one of the most popular with visitors to the city.

## Reflection Task:

Once completed, compare your translation with one of your classmates'.

- Were the two of you using the same strategies?
- Which ones were most successful?
- Which parts of each of your translations were best?
- Did anything come up that's important to remember?
- Explain to your classmate the steps you'll take to translate in the exam.



## Advice for success in Unit 2 – Translation



Look back through your previous translation exercises and search carefully for any special idioms and structures – ensure that you learn them!

Once you finish writing your translation, check your work three times with a different focus each time. Read your translation with a critical eye/ear.

1. Have you translated the meaning of each word?
2. Does it make sense?
3. Does it read clearly and understandable in English?

This triple checking system is important!

Remember the nature of each language is different, and you're translating the meaning, not word-for-word, e.g.

**No me gusta el chocolate** (with definite article) -> I do not like chocolate (no definite article).

**La gente es buena** (singular) -> People are good. (plural)

Think of the translation as completing a jigsaw puzzle. Perhaps you will see that not every word fits in the correct place between the two languages. Don't feel forced to translate every word but at the same time make sure the whole meaning is conveyed. Perhaps you will have to take the word out and put it in a different position within the sentence.

Find a Spanish article connected to one of the themes. Every day, choose a sentence or two at random to translate into English.

Ask a friend whether they agree with your translation.

# Unit 2 – Essay

Overview of the task and necessary skills

## Task:

Write one essay in Spanish, giving a detailed critical response to an aspect or aspects of one film studied. The essay will be around 300 words in length.

## Essential Skills:

- Develop a detailed understanding of the film, including structure, characterisation, themes and atmosphere.
- Show an appreciation of the concepts and the important issues in relation to the question asked.
- Plan a cohesive answer to the question asked, including an introduction, main body and purposeful conclusion.

## Success Criteria:

- Write clearly and understandably, using a wide range of vocabulary and structures.
- Select vocabulary that's relevant to the film and the set question.
- Show sound knowledge of the film, that's appropriate to the question asked.
- Develop and justify debates, coming to a conclusion based on evidence.

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## How to prepare effectively:

You must:

- Write character summaries for the main characters of the film, and the secondary characters.
- List the film's main themes, and for each one, create a mind map with examples of the characters, scenes and main quotes that reflect those themes.
- Make a timeline of the main events in the film and consider why they are important.
- Create a storyboard.
- Write your own questions about the film and exchange them with the other students..

You could:

- Watch other films by the same director to make relevant comparisons.
- Make a mind map of the visual aspects e.g. locations, scenes, clothes, costumes, colour etc.
- List different cinematic techniques and explain why they are important in the film.

## Core Vocabulary:

Revise the following specifically:

- Present verb tenses to discuss the film, specifically the 3rd person singular and plural, e.g. **va > van, dice > dicen, hace > hacen**
- Using the passive – with 'se' in front of the verb in the 3rd person singular, e.g. **Se nota que..., Se puede decir que..., Se ve que..., No se puede negar que..., No se sabe si...**
- Vocabulary to show the order of events, e.g. **luego..., después (de)..., antes (de)..., desde...**
- Adjectives describing a character, mood and structure
- Phrases that show contradiction, e.g. **aunque..., a pesar de que..., pese a..., sin embargo..., no obstante..., no solo X sino Y**
- Vocabulary that links cause and effect, e.g. **a causa de..., por culpa de..., debido a..., por lo tanto...**
- Phrases that need the subjunctive, e.g. **Es una pena que..., Es imprescindible que..., No es que..., como si..., etc.**

Verbs to analyse:

- **muestra(n), representa(n), simboliza(n), enfatiza(n), destaca(n), critica(n)** ... Remember to check the verb's tense especially if the infinitive or subjunctive is needed.
- Phrases that emphasise the importance of themes and characters, e.g. **esta escena representa/simboliza..., el papel de este personaje es..., el director utiliza este personaje / esta escena para mostrar/destacar..., el argumento gira en torno a...**
- Phrases that describe film techniques and cinema, e.g. **la banda sonora ayuda a enfatizar la acción / el tema / los sentimientos de los personajes, el ángulo de la cámara sigue el punto de vista de + (character name) para... El lenguaje del guión / diálogo refleja...El director/La directora utiliza diferentes planos / técnicas de rodaje/ montaje para...**

Ensure that you learn vocabulary relevant to cinema/film off by heart.

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## How to structure the essay

To write a good essay you will need:

- Introduction (50 words)
- A paragraph on each bullet point in the question. That's the main part of the essay and that's where examples from the film are needed (200 words)
- Conclusion (50 words)

### **INTRODUCTION (50 WORDS)**

In the introduction you will need:

- A sentence to introduce the film (remember to name it) and say what the main focus of the question is.
- One or two sentences that reword the bullet points.
- Finish the introduction by setting a question for yourself (reword the original question, be careful not to change it).
- Don't forget conjunctions: **pero, sin embargo...**
- Be concise.

### MAIN BODY OF THE ESSAY (200 WORDS)

- Here is where you must write the main part of the essay and analyse the question.
- You will need to focus on the three bullet points and give examples from the film that support your argument.
- Remember to refer to each of the three bullet points.
- Do not come to any conclusions in this section. Don't answer the question yet! Present your reasons and examples only.
- Do not write any information that is not relevant. You must answer the question in the exam, not the question you've practised at home.
- Be concise.

### CONCLUSION (50 WORDS)

- Come to a conclusion by answering the original **question**.
- Remember to refer once again to the three bullet points with a short summary of each one.
- Don't add any extra information. There's no need to repeat examples.

## **Activities (linked with 'Revision ideas 1-5')**

Thinking about one specific aspect of the film, for example one character or one theme, create a A.E.E. table which will show your A.E.E. skills. Try to note at least 5 points.

## **Reflection Task:**

Exchange your A.E.E. tables with your classmate to see if you can develop them further by asking the following three questions:

1. Is the original point clear?
2. Is this the best example, or are there further examples that can be used?
3. Is the explanation or analysis detailed enough to justify the original point?





## Advice for success in Unit 2 – Essay



Do the essay first. This will allow you to come back to the essay at the end of the exam with fresh eyes, in order to improve and correct your work.

Write on every other line. This will help you and the examiner as a reader, and it's a way of minimising mistakes in the first place.

Make a clear plan before starting. In addition, while writing, refer back to the question at the end of each paragraph in order to ensure that you don't stray from the question.

Ensure that you spell the names of the characters and places correctly.

Aim to write around 50 words for the introduction, 50 words for the conclusion, and 200 words in the main body. Ensure that your paragraphs are obvious to the reader.

# Unit 3 – Independent research project

Overview of the task and necessary skills

## Task:

You will have to prepare an independent research project.

- The fields of research can include a theme researched by an author, a director in a literary piece, or a film connected to Spain or a Spanish-speaking country BUT is different to the film studied at AS Level, and the book that you're reading for A2:
  - **La igualdad en el trabajo**
  - **El teatro español**
  - **El franquismo**
  - **La enseñanza en los países hispanoparlantes**
  - **Las energías renovables**
  - **El cine español contemporáneo.**

(These are WJEC suggestions but are only possibilities rather than necessities.)

- Any theme that's of interest to you that's linked to a Spanish-speaking country. (Politics, position of the Spanish language, where it's not a main language... once again you don't have to choose one of these).

The project must be completely independent without help from your teacher nor anyone else. You should not show your project to your teacher nor your classmates for their opinion and advices on how to improve. You should not practise your project, the presentation nor the discussion with anyone else.

1. The first step will be to choose a topic and a title. The topic should be of interest to you personally. The project should analyse an aspect of culture or society - not a factual description.
2. It's a good idea to think of a title that asks a question like:
  - i. **¿Son iguales los hombres y las mujeres en la España de hoy?**
3. You'll need a broad enough theme to hold a conversation but not too broad - or it will be difficult to do detailed and in-depth research and there will be too many possible questions that the examiner could ask.
4. It's a good idea to end the presentation with a question or a point which leads to a discussion. For example, if you had chosen a topic such as:

**¿Son iguales los hombres y las mujeres en la España de hoy?**

You could end by saying:

**'Es evidente que los hombres y las mujeres no son iguales en el mundo del deporte.'**

And the examiner would be likely start the discussion by asking why you said that.

- To do the research, use:
  - The internet. It's better to use Spanish versions, <https://www.google.es>, <https://es.yahoo.com>.
  - Books, films, magazines, newspapers.
  - Social Media, Yahoo Answers, Quora in Spanish. You can ask questions to have the opinion of Spanish speakers on your research topic.
- You can also create a questionnaire to ask questions to Spanish people - on the internet or with students in a school in Spanish.
- It would be acceptable to read a book in Welsh or English to get an overview of the topic at the start but you should use sources in Spain to learn the terms, vocabulary and syntax you will need in your presentation and in the discussion.
- Don't forget audio and video sources (apps / news websites).
- Look at news websites (for an archive of media reports)
- Search for videos about the topic.

There will be two parts to the oral exam. You will sit this exam in April or May with an external examiner:

1. A 2-minute analytic presentation. The examiner will not interrupt you. You will be allowed to bring notes in with you (on A4 paper). The presentation will lead to a conversation.
2. 9-10 minutes of discussion based on the content of the research.

### The form

- Your teacher will give you a form to fill to give to your examiner in order to give an idea of the content of your work.
- It will be a sort of summary of your work.
- You could use this as a way of checking that you're on the right track as the examiner asks you about your project title, a list of up to 10 bullet points and your sources.
- It's a good way of refining your work.
- It will be sent 3 weeks before the exam. You cannot change anything after this.

## **Essential Skills:**

- Be able to work independently.
- Analyse the texts in the target language: Are they of use? Do they support or undermine the arguments?
- Be able to decide which sources will be of use, using some in your oral exam to explain your opinion.
- Use different sources (magazines, articles, interviews etc.)

## **Success Criteria:**

To get full marks you have to do the following:

- Show that you understand what you have discovered in your research and convey that in an effective method. Speak correctly by using grammar and language correctly with a wide variety of phrases and structures, sounding as Spanish as possible.
- Be able to adapt to whoever's speaking to you.
- Show an excellent understanding of Spanish / Spanish-speaking culture and society that's linked to your research.
- Justify your opinion. You can quote some sources for example, but you cannot quote ideas or elaborate on sources because of lack of time. Keep some ideas and sources for the discussion.

For the discussion section, you will need to:

- Interact with the examiner and show that you can defend your opinion, answer unexpected questions, take control in a clear and detailed way.
- Once again, show that you have understood what you have discovered in your research and convey this to support your knowledge and understanding of the chosen subject.
- Discuss the language to the same standard as your presentation.
- Come to a conclusion that's based on a detailed analysis and evaluation of the issues and themes, in addition to continuing to show an excellent understanding of Spanish / Spanish-speaking culture and society that's connected to your research and justify it in a way that convincingly expresses your own opinion.
- During the discussion, attempt to answer naturally. If you do not understand the question ask the examiner to repeat it:

**Disculpe**

**¿Puede repetir la pregunta por favor?**

**No he entendido bien la pregunta. ¿Podría repetirla?**

While preparing during the school year:

- check
- use a colour code to check that you're going in the right direction
- think about the questions people could ask you
- ensure you reach a conclusion.

## **Core Vocabulary:**

Useful phrases for the presentation and end of the discussion:

- **He decidido hablar sobre/de... / Quería saber si .....**
- **Aprendí que es un tema de actualidad.**
- **Descubrí que las opiniones están divididas.**
- **Hay varios puntos de vista: aquellos que piensan que... y aquellos que dicen que...**
- **Después de haber leído..., quería saber más sobre...**

To close:

- **Mi investigación me ha hecho cambiar de parecer/opinión.**
- **Me gustaría ver como todo se desarrollará en el futuro.**

For the discussion, you can use the table from Unit 1.

Expressing an opinion		Agree / Disagree	
En mi opinión, Personalmente, Desde mi punto de vista, Para mí, A mi parecer, En lo personal,	pienso que... creo que... estoy convencido/a de que... me parece que... es obvio/evidente que... puede ser que (+subjunctive) diría que... pareciera que... vale la pena destacar que...	Estoy de acuerdo con usted Pienso lo mismo que usted Es verdad (que...) Comparto su opinión Usted tiene razón Usted tiene toda la razón	No estoy de acuerdo No comparto su opinión No creo que (+subjunctive) Es todo lo contrario Usted se equivoca No creo que usted tenga razón No pienso que eso sea cierto Es mentira que No puede ser que (+subjunctive)

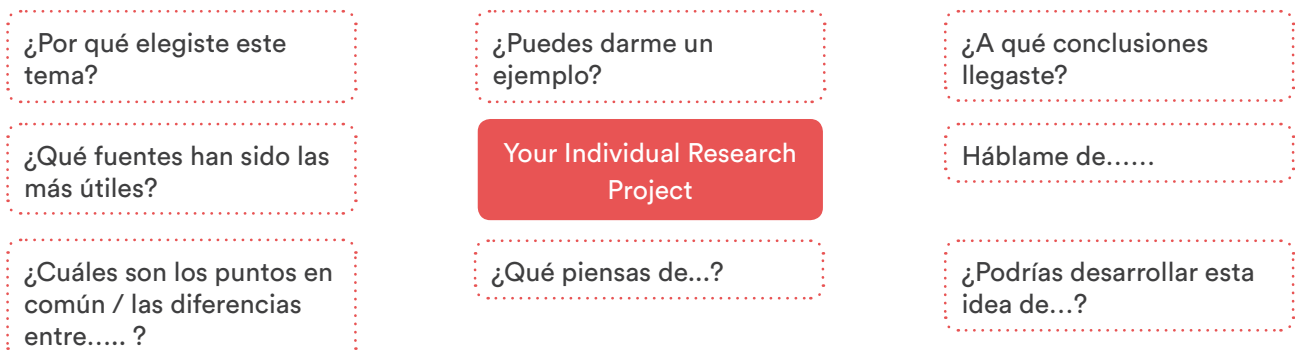
Referring to the text	Expressing uncertainty
En el programa... / la película..., /el artículo... se ve que... Como dice en el texto... Segun una fuente del + the name of the newspaper/magazine Muchas fuentes muestran que... Por ejemplo... Como dijo.../explicó... en una entrevista que hice que...	Puede ser/Puede que sí/no No sé exactamente. Esto depende (de)... No lo había pensado. Bueno.. A ver... Es probable. Hace falta considerarlo de nuevo... O sea...

## Activity

To prepare for the exercise, put each one of the phrases in the Core Vocabulary grid above onto a flash card.

Using the core vocabulary and the criteria above, prepare a mind map for your project with the title in the middle and some possible discussion questions around it. You can ask your peers for ideas of questions.

Mind map: Possible general questions about the discussion.



It would be an advantage for you to practise your negotiating skills with your classmates.

## Refelction Task

Reflection Grid:

Why did you select this topic?	
What are your main points? Do they answer your question?	
What are the most useful sources to answer your question?	
Are your answers correct linguistically and grammatically? (Ask your friends)	
Does your speech flow?	Record yourself. Listen to your recording. Go and practise.
Do you keep to the 2 minutes of time allocated?	



## Advice for success in Unit 3 - Independent research project



BEFORE the exam (during the school year) practise discussing with friends, ask them what questions they would ask you ... and use these to practise.

Keep to the time during the presentation BUT do not rush.  
Don't present new topics in the discussion.  
Make quick references to the resources rather than long lists.

Learn a few phrases to save time, for example:

**No sé exactamente...**

**Es una idea interesante....**

If the examiner interrupts you to ask a question, you can come back to what you were saying by using, e.g:

**Como decía antes,...**

or

**Lo que me parece mas notable/importante es que...**

If you forget a word, don't spend too much time searching for it – say:

**Disculpe, se me ha olvidado la palabra que necesitaba**

and move on.

In order to keep track of your research work, use the "research project check list" appendix.

# Unit 4: Listening, reading and translation

Overview of the task and necessary skills

The listening, reading and translation will be based on Theme 3: Diversity and Difference, and Theme 4: The Two Spains: from 1936 onwards, a key period in modern Spanish history.

## U4: Listening

It will be similar to the listening you had at AS but based on more challenging audio documents and, of course, related to the A2 theme. In addition to the question paper, you will have a recording to use with Section A, you will listen to it on a personal player. During the general assessment, you'll be able to stop, restart, and listen to the recording as often as you want.

There are three listening questions, and they will increase in difficulty as you progress.

### How should you practise independent listening?

- You can regularly listen to many Spanish radio websites. Look to see what they talk about and choose the things most relevant to your exam (e.g. type “**radios de España**”).
- You can come across some podcasts that are related to your topics. Under the title, you often see a short paragraph that will summarise the content which will be of use to you.
- Some radio stations are local, linked to a "region" and this could be of use to you with Theme 2: "Regional culture and heritage in Spanish and Spanish-speaking communities".
- You can also listen to Spanish music with lyrics, watch Spanish films with subtitles and note new phrases and vocabulary that you can use.
- You can also watch and listen to Spanish programmes and films online. It's possible to switch on subtitles for help. You must avoid English subtitles!

### How should you practise independent reading?

- There are some good newspaper articles available online in Spanish. Type in Spanish in the search bar: “**artículos sobre + the sub-theme in Spanish**”. For example, for the sub-theme “opportunities in education and employment” in Theme 1 (AS), type in the search bar: “**artículos sobre la educación y el empleo**”
- Many press reports will appear. How to choose? Often the first 2 will be relevant to your search, or if you're not sure, check the source. You should see some newspapers your teachers have already mentioned.
- It's also an idea to look at Spanish magazines for learners or children. It will not be about your topics only but as the articles are aimed at people between 8 and 18 years old, it's easier to read them.
- Browse through the ones that could be of interest to you. Start with magazines for young people as the Spanish will be more understandable.
- For the listening and reading, search by using the vocabulary in the specification.



- Remember to use reliable websites only - you can check with your teacher, but the ones that end with .es (for websites from Spain), .mx (Mexico), .ar (Argentina), .co (Colombia), should be fine.

## Task:

Respond to a variety of types of questions on oral documents that come from a variety of sources (e.g.: reports, interviews, archives,...). The questions will increase in their level of difficulty.

- Type A:** Select the correct word or sentences from multiple choice.
- Type B:** Pair two half sentences to create a summary of a longer text.
- Type C:** Note whether the sentences are correct or not, and correct the incorrect sentences.
- Type D:** Fill in the blanks by selecting from a range of words.
- Type E:** Questions and answers in Spanish.

## Essential Skills:

Generally, being able to understand the rough meaning of an audio document (tone, accent, ...)

For each type of question:

- Type A:** Being able to recognise synonyms (e.g. **actualmente – hoy en día / asistir-concurrir**)
- Type B:** Understand the main messages and details of the text, and being able to pair two half sentences, by considering content and grammar, to create a summary of the original text.
- Type C:** Understand the sentences first, decide which ones are incorrect, and correct those in clear language. Recognise grammar and vocabulary in spoken language.
- Type D:** Consider linguistic elements and context when selecting the correct words or phrases to complete the sentence.
- Type E:** Understand the question, locate the answer in the text, and answer by adapting the language in some way.

## Success Criteria:

- Understand different syntax and accents, sometimes in the same document - who is speaking and what are they saying? (e.g. a journalist interviewing a teacher, and then with a group of young people who are second generation migrants on the same subject).
- Understand the main messages and details.
- Understand the role of linguistic elements (e.g. adjectives, adverbs, prepositions) in a sentence.
- Understand each question's instruction: "**Escucha, Pon una cruz, Haz que correspondan, Responde, Pon, Busca, Empareja,**" and answer correctly according to the requirements of the question. e.g. you could be asked to write one word rather than a full sentence.

# U4: Reading

Once again, similar to AS but the texts will be longer and the language structure will be more challenging.

## Task:

Respond to a variety of types of questions on a written topic that come from a variety of sources (e.g. books, newspapers, online newspapers, archives,...)

- **Type A:** In the document, find similar words / phrases.
- **Type B:** Pair two half sentences to create a summary of a longer text.
- **Type C:** Fill in the blanks by choosing from a variety of words.
- **Type D:** Question and answer in Spanish.

## Essential Skills:

- **Type A:** be able to scan the text to find a specific word or phrase.
- **Type B:** Understand the main messages and details of the text, and be able to pair two half sentences, considering the content and grammar, to create a summary of the original text in different words.
- **Type C:** Consider the linguistic and contextual elements when choosing the correct words or phrases to fill in the blanks.
- **Type D:** Understand the question, locate the answer in the text and answer by adapting the language in some way (e.e. 'yo' form to él/ella form; nouns to verbs,...)

## Success Criteria:

- Read and respond to a variety of different texts in terms of language, nature and source.
- Ensure that you refer to the correct part of the text for each question. (Some texts have been split into plural parts e.g. **primera parte, segunda parte, tercera parte**)
- Be able to recognise the same information expressed in different ways through the text and the question (e.g. text: “**El papel del artista es vislumbrar nuevos horizontes**”; -question: “**Los artistas siempre buscan ser originales a la hora de crear sus obras.**”)



## Core Vocabulary:

Revise the following specifically:

- Relevant vocabulary to each key theme.
- Basic and general vocabulary, not forgetting the vocabulary from KS3, KS4 and AS.
- Contrasting vocabulary, e.g. **mucho** <-> **poco**.
- Question words: "¿por qué?, ¿quién?, ¿qué?, ¿cuál(es)?, ¿cómo?, ¿cuándo?, ¿cuánto?, ¿dónde?, etc." + verbs in the imperative tense for instructions: "Escucha, Pon una cruz, Haz que correspondan, Responde, Pon, Busca, Empareja, etc."

## Activity

Using Revision Idea 5 - Self-testing, create a series of activities which will test your knowledge and your use of vocabulary. Here are examples of different methods of testing yourself that you can use:

### VOCABULARY QUIZ

Write a quiz and test yourself, or you can exchange the quiz with your classmates. It could be in the form of a question and answer, a pairing question, or a multiple choice question. For example, you can create a quiz based on synonyms or word families (e.g. **informática, ordenadores,...**) and verbs (e.g. **ser ilegal, indocumentado, extranjero**) or a contrasting vocabulary quiz (**inmigrante – español de pura cepa**). You could create flash cards for revision purposes or you could create it in the form of an online quiz (there are many useful websites available).

### COMPLETING PAST-PAPERS

Ask your teacher, or look online, for examples of past-papers. Complete the question, using the guidance above and the tips below and then mark yourself according to the marking scheme.

### FINDING A TEXT AND CREATING A QUESTION / QUESTIONS FOR YOUR CLASSMATES

While listening to different types of topics and reading about them, choose one paragraph and create three questions that follow the types of questions listed above (you can choose three different types of questions). Remember to create the correct answer(s) too! Then, exchange your work with your classmates, and after you have answered the questions, mark the work with each other.



## Reflection Task:

Using the feedback from your mock exam or the teacher's comments, make a list of 5 things that you have to consider next time in order to improve. Keep a record like below, that you can revise each time you plan to start to complete a question or a new paper.

Date of paper:	1.
Question number:	2.
Type of question:	3.
Date of completion:	4.
	5.





## Advice for success in Unit 4 – Listening and Reading



Remember to listen to, read, and use Spanish throughout the year.  
Don't leave it until the end of the year - it'll be too late!

In terms of adapting language in order to answer the question in Spanish, you can:

- adapt the language from the 1st person to the 3rd person, e.g.  
**(yo) creo > (él) cree** or **mi > su**
- answer by using a noun instead of a verb (or otherwise), e.g.  
**porque llueve > debido a la lluvia**
- use the infinitive form instead of a conjugated verb, e.g.  
**ella irá... > a ella le gustaría ir...**

Practise the skill of thinking about different ways of saying the same thing. Try to think of two or three ways - this will strengthen your flexibility to think in the language and will help you in the exam.

Ensure that you have a good reason to justify each choice of answer. Don't necessarily use the first answer - carefully consider the options

Listen to Spanish clips as often as possible in order to improve your understanding, expand vocabulary and familiarise yourself with different accents.

Go to: <https://www.newsinslowspanish.com>

There are options to listen without looking at a transcript but to start it's a good idea to listen and read the transcript at the same time to improve your confidence.

# U4: Translation

Overview of the task and necessary skills

## Task:

Translate a short paragraph of at least 100 words from English to Spanish.

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## Essential Skills:

- Understand the meaning of the text in its entirety.
- Break the paragraph down into smaller chunks and check the meaning of each piece of information, annotating the text with your comments.
- Convey the information in understandable Spanish in your translation.
- Remember: The meaning is what's important, you
- shouldn't necessarily translate word-for-word.

## Success Criteria:

- Ensure that each item of information in a sentence is included in your translation.
  - Ensure that all of the verbs have been appropriately translated according to the tenses needed. (Be careful with some exceptions: Since + past = **Desde hace X años que + present**).
  - Show a good understanding of Spanish vocabulary and idioms.
  - Ensure that the meaning is conveyed in clear and understandable Spanish.
- 

## Core Vocabulary:

Revise the following specifically:

- Familiar verbs, especially 1st person and 3rd person singular and plural forms.
- Relevant vocabulary to each key theme.
- Basic and general vocabulary, not forgetting the vocabulary from KS3 and KS4.
- Time, place and frequency adverbs
- 'Falsos amigos', for example: **parientes** = relationships (not parents), **actualmente** = currently (rather than actually)

## Activity

Look at the two paragraphs below. In the first paragraph, the text has been split into sensible chunks to translate, i.e. you should attempt to translate these chunks together rather than as separate words.

Firstly, following the example of the first paragraph, attempt to split the second paragraph into sensible chunks of language in the same way.

Then, you can start on your translation by working chunk by chunk.

### TRADUCE AL ESPAÑOL [20]

It's normal / that people should fear death. / However, / modern communications / often cause irrational worldwide fears / about mortal threats that are about to happen.

For example, the fear that the ebola virus could spread from Africa.



For example, / the fear that the ebola virus could spread from Africa. /

### TRANSLATION

Es normal tener miedo de morir. Sin embargo, los medios de hoy en día a menudo generan en todo el mundo miedos irracionales de amenazas vitales inminentes. Por ejemplo, la gente teme que el virus del Ébola se propague desde África.

Try to do the same thing with any text you read. Select a small section and translate it. You can show it to your teacher to check.

## Reflection Task

After finishing, compare your Spanish with one of your fellow classmates.

- Were the two of you using the same strategies?
- Which ones were most successful?
- Which parts of each of your translations were best?
- Did anything come up that's important to remember?
- Explain to your classmate the steps you'll take to translate in the exam



## Advice for success in Unit 4 – Translation



Look back through your previous translation exercises and search carefully for any special idioms and structures – ensure that you learn them!

Once you finish writing your translation, check your work three times with a different focus each time. Read your translation with a critical eye/ear.

1. Have you translated the meaning of each word?
2. Does it make sense?
3. Does it read clearly and understandable in English?

This triple checking system is important!

Remember the nature of each language is different, and you're translating the meaning, not word-for-word.

Read widely and frequently in Spanish. By doing this, you will learn phrases and forms naturally in Spanish! Start with your Spanish book.

Often there's a link between your translation text and one of your reading texts. So, if you struggle with any vocabulary, try to have a look across the relevant reading material in the exam.

Think of translating as completing a jigsaw puzzle. Perhaps you'll see that not every word fits in the correct place between the two languages. Don't force it, but also, don't forget it – perhaps you'll have to take the word out and put it somewhere else in the sentence.

Find an English article related to one of the themes. Every day, choose a sentence or two at random to translate into Spanish. Ask a friend whether they agree with your translation. Note and learn any key vocabulary.



# Unit 5 - Essay

An overview of the task and the skills needed

## Task:

Write one essay in Spanish, giving a detailed analytical response to an aspect or aspects of one book studied. The essay will be around 400 words in length.

## Essential Skills:

- Develop a detailed understanding of the book, including structure, characters, themes and atmosphere.
- Show an appreciation of the concepts and important issues in relation to the question asked.
- Plan a cohesive answer to the question asked, including an introduction, main body, and a purposeful conclusion.

## Success Criteria:

- Write clearly and understandably, using a wide range of vocabulary and structures.
- Choose appropriate vocabulary that's relevant to the book and the question asked.
- Show good knowledge of the book, the characters, the timeline, the context,... so that it's appropriate to the question asked.
- You must analyse an example from the book you're referring to in your essay, rather than just describing it, before coming to an evidence based conclusion.

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## Studying the book:

Read the book many times.

Think of the way that different people in the book behave.

- What are their reasons for the actions?
- What does this show about them?
- What sort of people are they? How would you describe them?
- What do you think about the characters in the book? Why?
- What are their roles in the book?
- What effect do they have on other people in the book?
- How would the book and events be different without them?

Read articles about the book and think about the author's opinion.

- Do you agree?
- What evidence is in the book to support your opinion?

Do you understand and know enough about these elements:

- Background and context of the book
- Plot and structure of the book
- Themes of the book
- The characters and their relationship with each other
- The type of language and style used
- Your response to the book.

## Core Vocabulary:

Revise the following specifically:

- Present tense verbs to discuss the content of the book, specifically the 3rd person singular and plural, e.g. **va > van, dice > dicen, hace > hacen.**
- Using the passive – with ‘se’ in front of the 3rd person singular verb, e.g. **Se nota que..., Se puede decir que..., Se ve que..., No se puede negar que..., No se sabe si... ,** etc.
- Vocabulary to discuss the order of events, e.g. **luego..., después (de)..., antes (de)..., desde...**
- Adjectives describing the character, mood and structure.
- Phrases to contradict, e.g. **aunque..., a pesar de que..., pese a..., sin embargo..., no obstante..., no solo X sino Y.**
- Vocabulary that links cause and effect, e.g. **a causa de..., por culpa de..., debido a..., por lo tanto...**
- Phrases that need the subjunctive, e.g. **Es una pena que..., Es imprescindible que..., No es que..., como si...,** etc.
- Analytical phrases, e.g. **la expresión X conlleva una idea de... ; lo interesante de esta escena es que... ; se puede notar/observar que...; como ya mostré...; es posible establecer una analogía entre... y...**
- Specialist vocabulary to discuss books and plays like:
  - **la booka, la obra, el capítulo, el prólogo, el autor, la acción, el personaje, la figura, el papel, el drama, el dramaturgo, el público, el monólogo, la escena, el acto, el clímax, el comportamiento, la relación.**
- Verbs to analyse e.g. **muestra(n), representa(n), simboliza(n), enfatiza(n), destaca(n), critica(n),** Remember to check the verb tense especially if you need the infinitive or the subjunctive.
- Phrases that emphasise the importance of themes and characters, e.g. **esta escena representa/ simboliza..., el papel de este personaje es..., el autor/la autora utiliza este personaje / esta escena para mostrar/destacar..., el argumento gira en torno a...**
- Phrases to describe literary techniques, e.g. **el uso de ironía ayuda a enfatizar el mensaje del autor, el lenguaje es complicado/sencillo...utiliza metáforas/símiles/jerga/dialecto para... El lenguaje del personaje refleja...El autor / La autora utiliza diferentes estilos / técnicas / registros para...**

Ensure that you learn vocabulary that's relevant to literature - see appendix.

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## Accuracy of Essay Language:

Once you've completed the essay, read it again and check:

- Is everything clear and does it make sense?
- Is the order of the sentences correct?
- Do the adjectives agree/match with the words they are describing? Remember to check the gender and the number.

## Activity 1

Thinking of one specific aspect of the book, e.g. one character or one theme, create a A.E.E. table which will show your presentation, explanation and analytical skills. Try to note at least 5 points.

## Reflection Task

Exchange your P.E.E. tables with your classmates to see if you can develop them further, by asking the three following questions:

- Is the original point clear?
- Is this the best example, or are there further examples that can be used?
- Is the explanation or analysis detailed enough to justify the original point?

## Activity 2

Search online for an article about the book. Select a sentence that gives a description of the person in the book or an opinion about the book. Do you agree? What evidence can you quote from the book to prove this?

## Activity 3

Choose a page from the book. For example, the first page or the last page. Note the key words and quotes. What are their connection with the plot, themes and characters?





## Advice for success in Unit 5 - Essay



This question will always be analytical. For each selection or example from the text, you will have to analyse what this tries to convey to us, the readers.

Write on every other line. This will help you and the examiner as a reader, and is a way to reduce mistakes in the first place.

Make a clear plan before you start. Additionally, when writing, refer back to the question at the end of each paragraph in order to ensure that you don't stray from the question.

Ensure that you spell the names of characters and places completely correctly.

Aim to write around 60 words in the introduction, 60 words in the conclusion, and 280 for the main body of the essay. Make sure that the paragraphs are completely obvious to the examiner.

Keep the introduction short and concise. Discuss one point only in each paragraph. Explain the point and give evidence from the book to support this.

Do not contain anything that does not answer the question - no general description of the book, no irrelevant details about the life or work of the author. Make sure that each point in the essay refers to the question.

End with a short paragraph summarising your response to the question.