



MFL : Spanish



Overview

Travel - so the saying goes – broadens the mind, and never more so than when you can speak the language. That way you'll be able to find out what the local people are thinking, how they live ... and how their culture really works. This course has been designed to give you a profound understanding of your chosen language. Not only will you know more about the mechanics of the language – like grammar and vocabulary – but also about how people live and use language on a daily basis.

The A level course will cover:

3.1 Social issues and trends

Students must study the themes and sub-themes below in relation to at least one Spanish speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

3.1.1 Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)

3.1.2 Multiculturalism in Hispanic society

- Immigration (La Inmigración)
- Racism (El Racismo)
- Integration (La Convivencia)

3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to at least one Spanish speaking country.

3.2.1 Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage or cultural landscape (El patrimonio cultural)

3.2.2 Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)
- Monarchies, republics and dictatorships (Monarquías, repúblicas y dictaduras)
- Popular movements (Movimientos populares)

3.4 Works

3.4.1 Literary texts and films

- Students will study one film and one book: Pedro Almodóvar's 'Volver' or Guillermo del Toro's 'El laberinto del fauno' and either Gabriel García Márquez's 'Crónica de una muerte anunciada' or Fernando Fernán Gómez's 'Las bicicletas son para el verano'.

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Exam Board



Specifications

Spanish: 7692

<http://www.aqa.org.uk/subjects/languages/as-and-a-level>

Subject Specific Entry Requirements

A minimum of Grade 6 at GCSE

“Languages help you to develop invaluable life skills, such as analysis, communication and confidence. Studying a language opens up a raft of opportunities for the future.”

Sophie

Assessment

<p>Paper 1: Listening, Reading, Writing</p>	<p>What's examined? Core content and grammar. Listening and responding to spoken passages from a range of contexts and sources. Students will have individual control of the recording. All questions are in target language, to be answered with non-verbal responses or in target language (60 marks). Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. All questions are in target language, to be answered with non-verbal responses or in target language (60 marks). Translation into English a passage of minimum 100 words (20 marks). Translation into target language a passage of minimum 100 words (20 marks).</p>	<p>2 hrs 30 mins 40% of A level</p>
<p>Paper 2: Writing</p>	<p>What's examined? Texts and/or films. Either: one question in target language on a set text from a choice of two questions and one question in target language on a set film from a choice of two questions Or: two questions in target language on set texts from a choice of two questions on each text.</p>	<p>2 hrs 30% of A level</p>
<p>Paper 3: Speaking</p>	<p>What's examined? Individual research project and one further sub-theme from 3.1 or 3.2 Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).</p>	<p>20 mins with 5 mins prep. 30% of A level</p>

Progression and Career Opportunities

Students find that MFL is a natural fit for many subjects, enabling them to use their skills and qualifications to access career opportunities at home and abroad.

There will be a range of opportunities open to you where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a Higher Education course in another subject, but choose a language option alongside it.

Having a language at A Level will improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course at A Level is an excellent step to achieving your goals.