

GCE AS

# WJEC Eduqas GCE AS in SPANISH

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## SPECIFICATION

Teaching from 2016  
For award from 2017







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# GCE AS SPANISH

## SUMMARY OF ASSESSMENT

### Component 1: Speaking

Non-exam assessment: 12-14 minutes (plus additional 15 minutes preparation time)

30% of qualification

Discussion on two picture stimulus cards: 6-7 minutes for each card.

Each card is based on one of the set themes.

**Learners are not permitted to use dictionaries in any part of the assessment.**

### Component 2: Listening, Reading and Translation

Written examination: 2 hours

50% of qualification

**Section A:** Listening

**Section B:** Reading

**Section C:** Translation – from Spanish into English and English into Spanish

**Learners are not permitted to use dictionaries in any part of the assessment.**

### Component 3: Critical response in writing (closed-book)

Written examination: 1 hour 15 minutes

20% of qualification

One essay question based on the study of **one** literary work or film from the prescribed list.

**Learners are not permitted to use dictionaries in any part of the assessment.**

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2017.

**Qualification Accreditation Number: 603/0066/8**

# GCE AS SPANISH

## 1 INTRODUCTION

### 1.1 Aims and objectives

The WJEC Eduqas AS in Spanish introduces learners to advanced language studies and provides an engaging and inviting opportunity for learners to build on their previous study of Spanish. Through social, intellectual and cultural themes learners will be able to develop their linguistic knowledge and cultural understanding of the countries/communities where the language is spoken. The opportunity to study literature or film will allow learners to develop critical understanding of a work and its language structures and to increase their cultural awareness as part of an integrated approach to language learning. A strong focus is placed on building learners' confidence and fluency in spoken Spanish using relevant and topical themes.

This AS in Spanish will enable learners to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries/communities where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the countries/communities where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

## 1.2 Prior learning and progression

Any requirements set for entry to a course following this specification are at the discretion of centres. It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in Numeracy/Mathematics, Literacy/English and Information Communication Technology will provide a good basis for progression to this qualification.

Some learners will have already gained knowledge, understanding, and skills through their study of Spanish at GCSE.

This specification provides a suitable foundation for the study of Spanish at A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

## 1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 2 SUBJECT CONTENT

This specification enables learners to develop and build upon knowledge, understanding and cultural appreciation by using authentic spoken and written sources through a stimulating course of study.

This qualification is made up of three components: Component 1 is a speaking assessment. Component 2 combines listening, reading and translation. Component 3 assesses the learners' response to a literary work or a film from the prescribed list in section 2.3. The list of works will be reviewed on a rolling programme after every third examination series.

This AS specification offers learners a rich and detailed insight into the social issues and trends, political, intellectual and artistic culture of the countries and communities where Spanish is spoken.

The specification content covers the two main areas of interest as specified by the Department for Education:

- i. social issues and trends
- ii. political and/or intellectual and/or artistic culture.

The themes have been selected to offer learners a broad and relevant learning experience. The themes of *Being a young person in Spanish-speaking society* and *Understanding the Spanish-speaking world* are ones which resonate in the lives of young people today enabling the student to empathise with issues and deepen their knowledge of how they affect the countries/communities where Spanish is spoken.

The areas of interest, themes and sub-themes are given below. The details in italics exemplify the sub-themes.

Areas of interest	Social issues and trends	Political, intellectual and artistic culture
<b>Themes</b>	<b>Being a young person in Spanish-speaking society</b>	<b>Understanding the Spanish-speaking world</b>
Sub-themes	<ul style="list-style-type: none"> <li>• Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i></li> <li>• Youth trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure</i></li> <li>• Education and employment opportunities <i>The education system and student issues; work and travel opportunities and the changing work scene</i></li> </ul>	<ul style="list-style-type: none"> <li>• Regional culture and heritage, in Spain, Spanish-speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i></li> <li>• Media, art, film and music in the Spanish-speaking world <i>Trends in media and art; film and music in the lives of young people</i></li> </ul>

While studying these areas of interest and themes learners will, through the use of authentic materials, develop knowledge and understanding of the countries/communities where Spanish is spoken through speaking, listening, reading and writing. The themes can be related to any country/community where Spanish is the spoken language.

Learners will be expected to access authentic written and spoken material in Spanish including from online media, in the course of their language study.

## 2.1 Component 1

**Component 1: Speaking**  
**Non-exam assessment: 12-14 minutes (plus additional 15 minutes preparation)**  
**30% of qualification**  
**60 marks**

The speaking assessment will last 12-14 minutes in total. In addition, prior to commencement of the assessment candidates will have 15 minutes preparation time.

The examiner will ask the candidate to choose two picture stimulus cards (A and B) from a choice of four at the beginning of the preparation period. Stimulus material will be in Spanish and based upon the two themes outlined on page 5.

Each discussion will last for 6-7 minutes.

See section 3.2 for full details of the speaking assessment.

**Learners are not permitted to use dictionaries in any part of the assessment.**

During the speaking assessment candidates will be required to employ the following skills:

- using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech, including interaction with speakers of the language
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the grammar requirements outlined in Appendix A
- using language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies.

These details are noted in the required content for AS Modern Languages as outlined by the Department for Education.

## 2.2 Component 2

### Component 2: Listening, Reading and Translation

Written examination: 2 hours

50% of qualification

100 marks

Stimulus material will be in Spanish, based on the two themes under the areas of interest: **social issues and trends** and **political and/or intellectual and/or artistic culture**.

There will be three sections:

#### Section A: Listening

Questions which may include true/false statements, multiple choice, gap fill, summary/assimilation and questions and answers in Spanish.

#### Section B: Reading

Questions based on texts provided in a supplementary reading folder which may include gap-fill questions, summary/assimilation and questions and answers in Spanish.

#### Section C: Translation

An unseen passage or passages from Spanish into English (approximately 70 words) plus unseen sentences or short texts from English into Spanish (approximately 70 words).

**Learners are not permitted to use dictionaries in any part of the assessment.**

In Component 2 candidates will be expected to demonstrate their competence in the following skills:

- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers. Candidates will be issued with a recording which they can access individually. Within the overall time limit for this assessment, candidates are allowed to stop, rewind and listen to the recording as often as they like
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage or passages from the language of study into English
- translating unseen sentences or short texts from English into the language of study.

These details are noted in the required content for AS Modern Languages as outlined by the Department for Education.

## 2.3 Component 3

### Component 3: Critical response in writing (closed-book)

Written examination: 1 hour 15 minutes

20% of qualification

40 marks

#### Critical response in writing

Candidates write **one** essay on one literary work/film that they have studied from the prescribed list.

An essay requiring an in-depth critical response in Spanish to an aspect or aspects of the work studied such as use of imagery, characterisation, a specific scene, incident or character.

Candidates will have a choice of two questions for the task.

**Learners are not permitted to use dictionaries or texts in any part of the assessment.**

#### Studying the literary work or film

A set of carefully selected authentic works in Spanish is offered for study in this specification. The provision of three literary works and three films provides a source from which to choose either a literary work or film. The works reflect cultural and literary elements in the development of the countries/communities where Spanish is spoken. Through the study of the chosen work, the learner will:

- develop a detailed understanding of the chosen work in Spanish
- acquire the skills to appreciate and analyse the work
- demonstrate an appreciation of the concepts and issues covered
- be able to respond critically in writing to the work in Spanish
- be able to give a critical response to aspects such as the structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied
- engage critically with stimulating works/films in Spanish, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.

As this is a closed book exam, centres may use any edition of the prescribed works.

These details are noted in the required content for AS Modern Languages as outlined by the Department for Education.

### Prescribed works

Six works are available for study at AS: three literary works and three films.

Candidates are required to study only **one**.

Literature
<b>1. Federico García Lorca: <i>La casa de Bernarda Alba</i></b> A play (1936)
<b>2. Fernando Fernán-Gómez: <i>Las bicicletas son para el verano</i></b> A play (1984)
<b>3. Laura Esquivel: <i>Como agua para chocolate</i></b> A novel (1989)

Film
<b>4. Guillermo del Toro: <i>El laberinto del fauno</i></b> A feature film (2006)
<b>5. Pedro Almodóvar: <i>Mujeres al borde de un ataque de nervios</i></b> A feature film (1988)
<b>6. Joshua Marston: <i>María, llena eres de gracia</i></b> A feature film (2004)

# 3 ASSESSMENT

## 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

### AO1

Understand and respond:

- in speech to spoken language including face-to-face interaction
- in writing to spoken language drawn from a variety of sources

### AO2

Understand and respond:

- in speech to written language drawn from a variety of sources
- in writing to written language drawn from a variety of sources

### AO3

Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure

### AO4

Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
<b>Component 1</b> Speaking	5%	5%	10%	10%	30%
<b>Component 2</b> Listening, Reading and Translations	15%	25%	10%	-	50%
<b>Component 3</b> Critical response in writing	-	-	10%	10%	20%
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## 3.2 Arrangements for non-exam assessment

Non-exam assessment accounts for 30% of this AS. The following are general guidelines for the conduct of Component 1: Speaking. All non-exam assessments must be conducted under controlled conditions as outlined below, and in accordance with regulatory requirements.

**Learners are not permitted to use dictionaries in any part of the assessment.**

### **Task setting and format of the assessment**

Tasks will be set by WJEC but centres will have the choice of conducting the assessment themselves, by means of a teacher examiner **or** having a visiting examiner appointed by WJEC. Centres will indicate their choice when submitting entries. The choice made by the centre will apply to all candidates entered; a mixture of options will not be permitted. In either case all assessments will be audio recorded digitally and marked by an external examiner. WJEC will give guidance to centres as to which digital format should be used. In the case of a teacher examiner, a digital audio recording will be sent to WJEC on completion of the assessment and by no later than the end of the five-week period between April and May. The dates of school holidays during this period will be taken into account if arranging a date for a visiting examiner to conduct the speaking assessment.

The stimulus cards will be labelled A1 to A6 and B1 to B6. There will be a total of 12 stimulus cards per series. Once candidate entries have been made, a list allocating 4 stimulus cards (2 x Card A and 2 x Card B) to each candidate will be randomly generated. Candidates must not be told which stimulus cards have been allocated to them prior to their assessment time. On the day of the speaking assessment, before the preparation time begins, candidates will be given 4 pre-determined stimulus cards by the teacher / visiting examiner: the candidate will be asked to choose one Card A and one Card B to prepare for the speaking assessment.

### **Card A (6-7 minutes)**

### **Card B (6-7 minutes)**

Each candidate card will state the relevant theme. This will be followed by a stimulus picture and a short text. There will be one question in Spanish that the candidate will be able to prepare in the allocated preparation time. The assessment will begin with the teacher / visiting examiner asking this question to the candidate.

The above will be replicated on the teacher / visiting examiner card. There will also be an additional question that the teacher / visiting examiner will then ask the candidate. This question will be unseen.

At the start of the discussion based on each stimulus card, candidates must make reference to information in the stimulus text, to show the examiner that they have understood that material.

During the discussion, candidates can talk about Spain or Spanish-speaking countries/communities, depending on the context in which they have studied the theme or sub-theme.

In the Instructions to Candidates, at the front of each set of cards, the candidate will be reminded in English to ask the examiner at least two questions - one linked to each stimulus card.

For centres opting to conduct the test themselves, the stimulus cards will be sent to the Examinations Officer at the centre in a secure pack. There will be instructions not to open the packs until the specified date.

### Task taking

The speaking assessments will take place during a five-week period between April and May. Teacher examiners may open the packs up to three working days in advance of the first assessment date. If a centre has opted for a visiting examiner, he/she will contact the centre directly to arrange a visit to conduct the assessment. The visiting examiner will take dates of school holidays during this period into account when arranging a visit. However, centres should bear in mind that the visiting examiner will have many centres to assess and in order to help the visiting examiner and to be fair to all, centres must be flexible with dates.

On the day(s) when the assessment is conducted, each candidate will have a preparation time of fifteen minutes which will be supervised.

During the preparation time the candidate may, if they wish, make notes in Spanish or English on a separate piece of paper, **not** on the cards. The candidate may refer to these notes during the assessment. The notes are **an aid to memory** and **must not** constitute whole sentences or a complete text. Reading out whole sentences or a complete text will have a detrimental effect on a candidate's spontaneity. The candidate will hand the notes to the teacher examiner/visiting examiner at the end of the assessment. The teacher examiner will send in the notes to the WJEC with the assessment documents.

After the preparation period of 15 minutes the candidate will spend 6-7 minutes on Card A and 6-7 minutes on Card B with the examiner.

Timings for each stimulus card must be adhered to. Any speaking evidence which exceeds these timings will not be marked.

Teachers should make candidates aware that they will not be penalised if they make use of any of the following skills during the speaking assessment:

- adjusting the message
- circumlocution
- self-correction
- repair strategies.

Candidates' performance depends not only on their own capacity and ability but also on the nature of the questions which the teacher examiner / visiting examiner asks. Therefore the teacher examiner / visiting examiner is advised to familiarise him/herself with the descriptors on the assessment grid provided for these two tasks. This will ensure that the questions asked stretch and challenge candidates and give them the opportunity to achieve their potential and access the full mark scheme.

### **Conduct of the assessment**

Candidates will be allowed only **one** attempt at the assessment. Once the recording begins it **cannot** be paused or stopped until the end of the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the teacher examiner / visiting examiner's control which prevents the completion of the assessment. In any such circumstance the teacher examiner/visiting examiner must inform WJEC immediately and inform the examinations officer at the centre.

Audio recordings rather than video recordings are specified because the assessment is only of candidates' proficiency in the language (as well as knowledge and understanding of the themes), not of their presentation skills.

Centres will need to keep a record of the examining schedule including dates when the assessments are conducted. The arrangements will be subject to JCQ inspections. When labelling recordings the following naming convention must be used for each candidate:

#### **Centre number / candidate number / unit name / candidate name**

Teacher examiners will also be required to complete and sign an authentication form listing candidates' details, the two stimulus cards that were used in each assessment and the order in which they were conducted. The form can be downloaded from the subject page on the Eduqas website. This form must be submitted with the digital audio recordings to WJEC for marking once the assessment has taken place and by no later than the end of the assessment period in May.

In the case of a visiting examiner conducting the assessments, the visiting examiner will make every effort to meet all candidates in a group before the individual assessments, in order to put them at their ease. The visiting examiner will introduce him/herself, speak a little in Spanish to familiarise candidates with his/her voice, talk to them informally and answer any preliminary questions that might arise.

Speaking assessment grids are provided in the sample assessment materials produced by WJEC.

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in May/June each year, until the end of the life of this specification. Summer 2017 will be the first assessment opportunity.

Where learners wish to re-sit the qualification, all components must be re-taken.

The entry codes appear below.

Qualification title	Assessor for Component 1: NEA	Entry codes
WJEC Eduqas AS Spanish	Teacher assessor	B810PA
	Visiting assessor	B810PB

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

### 4.2 Grading, awarding and reporting

AS qualifications are reported as a grade on the scale from A to E. Results not attaining the minimum standard for the award will be reported as U (unclassified).

AS qualifications are free-standing and are awarded in their own right. Assessments at AS cannot contribute to an A level grade.

# APPENDIX A

## Grammatical content, appropriate to Spanish

Learners will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the examination learners will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The examples in italics in parentheses are indicative; that is, they serve to illustrate the part of speech or structure that the candidate must know and hence do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

### Nouns

- Gender
- Singular and plural forms
- Plural of male/female pairs (e.g. *los Reyes*)
- Affective suffixes (R)

### Articles

- Definite and indefinite
- El* with feminine nouns beginning with stressed *a* (*el agua*)
- Lo* + adjective

### Adjectives

- Agreement
- Position
- Apocopation (e.g. *gran, buen, mal, primer*)
- Comparative and superlative (e.g. *más fuerte; mejor, peor, mayor, menor*)
- Use of adjectives as nouns (e.g. *una triste, la roja, las norteamericanas*)
- Demonstrative (e.g. *este, ese, aquel*)
- Indefinite (e.g. *alguno, cualquiera, otro*)
- Possessive (weak and strong forms) (e.g. *mi / mío*)
- Interrogative and exclamatory (e.g. *¿cuánto? / ¡cuánto!*, etc., including use of *¿qué? / ¡qué!*)
- Relative (*cuyo*) (R)

### Numerals

- Cardinal (e.g. *uno, dos*)
- Ordinal 1-10 (e.g. *primero, segundo*)
- Agreement (e.g. *cuatrocientas chicas*)
- Expression of time and date

### Adverbs

- Formation of adverbs in *-mente*
- Comparative and superlative (e.g. *más despacio*)
- Use of adjectives as adverbs (e.g. *rápido, claro*)
- Adjectives as equivalents of English adverbs (e.g. *Salió contenta*)
- Interrogative (e.g. *¿cómo?, ¿cuándo?, ¿dónde?*)

### Quantifiers/intensifiers

- (e.g. *muy, bastante, poco, mucho*)

**Pronouns**

Subject

Object: direct and indirect; use of *se* for *le(s)*; 'redundant' use of indirect object (e.g. *Dale un beso a tu papá*)

Reflexive

Unstressed / stressed forms (e.g. *me / mí*)

Position and order

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

Demonstrative (*este, ese, aquel; esto, eso, aquello*)

Indefinite (e.g. *algo, alguien*)

Possessive (e.g. *el mío, la mía*). Expression of possession by the use of the indirect object pronoun (*Le rompió el brazo*) must also be included.

Interrogative

**Verbs**

Regular conjugations of *-ar*, *-er* and *-ir* verbs, including radical-changing (e.g. *recordar / recuerdo, pedir / pido*) and orthographic-changing (e.g. *abrazar / abracé*) verbs, in all tenses and moods, finite and non-finite forms

Regular and Irregular verbs, in all tenses and moods, finite and non-finite forms

Agreement of verb and subject

Use of *hay que* in all tenses

Use of tenses

Present

Preterite

Imperfect

Future

Conditional

Perfect

Future perfect

Conditional perfect

Pluperfect

Use of the infinitive, the gerund and the past participle

Verbal paraphrases and their uses. These include but are not limited to the following:

*ir a* + gerund

*estar* + gerund

*acabar de* + infinitive

*estar para* + infinitive

*llevar* + gerund

*ir* + gerund (R)

*venir* + gerund (R)

Use of the subjunctive

Commands

Conditional sentences

After conjunctions of time

After *para que, sin que*

In relative clauses (R)

After other subordinating conjunctions (R)

With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)

Sequence of tense in indirect speech and other subordinate clauses

Voice

Use of the reflexive as a passive (e.g. *El puente se construyó para unir a las comunidades*)

Use of the reflexive to express an impersonal subject (e.g. *¿Cómo se llega a la estación?*)

- Use of *ser* + past participle
- Use of *estar* + past participle
- 'Nuance' reflexive verbs (e.g. *caerse*, *pararse*)
- Modes of address (*tú*, *usted*; *vos* (R))
- Constructions with verbs
  - Verbs followed directly by an infinitive (e.g. *querer*, *poder*)
  - Verbs followed by a preposition plus an infinitive or noun phrase (e.g. *insistir en*, *negarse a*)
  - Verbs followed by a gerund (e.g. *seguir*)
  - Verbs of perception (e.g. *Vi asfaltar la calle*)
- Uses of *ser* and *estar*

### Prepositions

- All prepositions, both simple (e.g. *bajo*) and complex (e.g. *encima de*)
- 'Personal' *a*
- Discrimination of *por* and *para*

### Conjunctions

- Coordinating conjunctions (e.g. *y*, *o*, *pero*)
- Subordinating conjunctions. These include but are not limited to the following:
  - Cause (*porque*)
  - Purpose (*para que*)
  - Proviso (*con tal que*)
  - Supposition (*a no ser que*)
  - Time (*cuando*)
  - Concession (*aunque*)
- Use of *que* to introduce a clause (e.g. *¡Cuidado, que se va a quemar la tortilla!*) (R)

### Negation

### Questions

### Commands

### Word order

- Subject following verb (*Ha llegado el profesor*; *Me gustan las patatas*)
- Focalisation (*Tú ¿qué opinas?*; *A Cristiano lo odian*) (R)

### Other constructions

- Time expressions with *hace* / *hacía* and *desde hace* / *hacía*
- Cleft sentences (*Fue en Madrid donde nos conocimos*)
- Comparative constructions. These include but are not limited to the following:
  - tan... como...*, etc.
  - más... que...*, etc.
  - Tiene más dinero de lo que creía* (R)
- Indirect speech

### Discourse markers

- (e.g. *Es que...*, *Por ejemplo*, *Ahora bien...*)

### Fillers

- (e.g. *pues*, *bueno*)