

GCE A LEVEL

WJEC Eduqas GCE A LEVEL in
SPANISH

ACCREDITED BY OFQUAL

SPECIFICATION

Teaching from 2016
For award from 2018





WJEC Eduqas GCE A LEVEL in SPANISH

For teaching from 2016
For award from 2018

	Page
Summary of assessment	2
1. Introduction	3
1.1 Aims and objectives	3
1.2 Prior learning and progression	4
1.3 Equality and fair access	4
2. Subject content	5
2.1 Component 1	7
2.2 Component 2	9
2.3 Component 3	10
3. Assessment	12
3.1 Assessment objectives and weightings	12
3.2 Arrangements for non-exam assessment	13
4. Technical information	19
4.1 Making entries	19
4.2 Grading, awarding and reporting	19
Appendix A: Grammatical content appropriate to Spanish	20
Appendix B: Independent Research Project pro-forma	24

GCE A LEVEL SPANISH

SUMMARY OF ASSESSMENT

Component 1: Speaking
Non-exam assessment: 21-23 minutes (including 5 minutes preparation)
30% of qualification

Task 1

- (a) Presentation of independent research project (2 minutes)
- (b) Discussion on the content of the research project (9-10 minutes)

Task 2

Discussion based on a stimulus card relating to one of the themes studied (5 minutes preparation time followed by 5-6 minutes discussion)

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

Component 2: Listening, Reading and Translation
Written examination: 2 hours 30 minutes
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 and analytical response in writing (closed-book)
Written examination: 2 hours
20% of qualification

Two essays – one based on a literary work and the second on an additional literary work or film from the prescribed list

Learners are not permitted to use dictionaries or texts 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 2018.

Qualification Accreditation Number: 603/0069/3

GCE A LEVEL SPANISH

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Eduqas A level in Spanish provides an engaging and exciting opportunity for students to build on their previous study of Spanish. Through social, intellectual, historical and political cultural themes students will be able to develop their linguistic knowledge and cultural understanding of the countries/communities where the language is spoken. An opportunity to study literature and film will allow students to undertake a deeper analysis of language structures and increase their cultural awareness as part of an integrated approach to language learning. A strong focus is placed on building students' confidence and fluency in spoken Spanish using relevant and topical themes. The requirement to research an area of personal interest related to the country/communities where Spanish is spoken will enhance students' cultural appreciation and enable them to gain a greater awareness of intercultural differences.

This A level 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
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.

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 Level 3 qualification.

This specification builds on the knowledge, understanding and skills established at GCSE. Some learners may have already gained knowledge, understanding and skills through their study of Spanish at AS.

This specification provides a suitable foundation for the study of Spanish or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. 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 learners 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). 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 the study of two works:

- either two literary works
- or one literary work and a feature film.

The list of prescribed works for Component 3 can be found in section 2.3 of this specification. The list of works will be reviewed on a rolling programme after every third examination series.

This A level specification offers learners a rich and comprehensive insight into the social, political, intellectual and artistic culture of the countries/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 of *Being a young person in Spanish-speaking society*, *Diversity and difference* and *Understanding the Spanish-speaking world* are ones which resonate in the lives of young people today, enabling learners to empathise with issues and deepen their knowledge of how they affect the countries or communities where Spanish is spoken.

The fourth theme *The two Spains: 1936 onwards* introduces learners to the country specific theme focusing on a key period in Spain's history, including significant events in political, intellectual and artistic culture, which have helped shape the country as it is today. This is an exciting innovation enabling learners to develop and build upon knowledge, understanding and cultural appreciation by the use of authentic spoken and written sources in a stimulating course of study.

While studying these areas of interest and themes learners will, through the use of authentic materials, develop knowledge and understanding through speaking, listening to, reading and writing in Spanish of the countries/communities where it is spoken. The themes *Being a young person in Spanish-speaking society*, *Diversity and difference* and *Understanding the Spanish-speaking world* can be related to any country or 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.

Learners must study all themes and sub-themes in relation to at least one Spanish-speaking country

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
<p>Themes</p> <p>Sub-themes</p>	<p>Being a young person in Spanish-speaking society</p> <ul style="list-style-type: none"> • Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i> • Youth trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure</i> • Education and employment opportunities <i>The education system and student issues; work and travel opportunities and the changing work scene.</i> 	<p>Understanding the Spanish-speaking world</p> <ul style="list-style-type: none"> • Regional culture and heritage in Spain, Spanish-speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i> • 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>
<p>Themes</p> <p>Sub-themes</p>	<p>Diversity and difference</p> <ul style="list-style-type: none"> • Migration and integration <i>Reasons for migration; factors which make migration/integration easy/difficult</i> • Cultural identity and marginalisation <i>Reasons for marginalisation; ways to eliminate marginalisation</i> • Cultural enrichment and celebrating difference <i>The positive aspects of a diverse society</i> • Discrimination and diversity <i>Life for those who are discriminated against</i> 	<p>The two Spains: 1936 onwards</p> <ul style="list-style-type: none"> • El franquismo <i>Origins, development and consequences</i> • Post-Civil War Spain – historical and political repercussions <i>Control, repression and daily life in Franco's Spain</i> • Spain – coming to terms with the past? <i>"Recuperación de la memoria histórica"; attempts to deal with the past; 'los desaparecidos'; removing the symbols of Franco's Spain</i>

2.1 Component 1

Component 1: Speaking

Non-exam assessment: 21-23 minutes (including 5 minutes preparation)

30% of qualification

60 marks

The speaking assessment will last 21-23 minutes in total.
The speaking assessment comprises two tasks.

See section 3.2 for full details of the speaking assessment.

Task 1

(a) Presentation of independent research project (2 minutes)

2 minutes for the candidate's uninterrupted spoken presentation of the research project.

(b) Discussion on independent research project (9-10 minutes)

9-10 minutes discussion of the research project. This discussion should focus on the content of the research, not the process.

Task 2

Theme-based discussion – 5 minutes preparation followed by 5-6 minutes discussion

5-6 minutes discussion based on a stimulus card comprising an image, a short text and a point for consideration.

The stimulus material will be in Spanish and based upon any of the sub-themes under the areas of interest outlined on page 6. The prompt in Spanish is intended to provide a focus for the candidate when discussing the theme.

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

The independent research project

The independent research project forms an important part of the speaking assessment at A level. It provides learners with the opportunity to choose an area of personal interest for independent study through which they will be encouraged to broaden their knowledge and appreciation of the countries or communities where Spanish is spoken.

This component gives opportunities for learners to select an aspect of study that interests them related to the countries or communities where Spanish is spoken.

Learners are required to independently conduct the research project to develop the skills listed below.

- develop research skills in Spanish
- demonstrate the ability to initiate and conduct individual research on a subject of personal interest relating to the countries or communities where Spanish is spoken
- identify a key question or subject of interest
- select relevant information in Spanish from a range of authentic sources including the internet
- use information to illustrate knowledge and understanding of the research subject
- analyse research findings
- elaborate on key points of interest as appropriate through oral presentation and discussion.

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

Learners may choose a topic for their independent research project linked to one of the themes or sub-themes listed on page 6 of the specification. However, the independent research project also gives learners the opportunity to study an area or theme not otherwise covered by the specification. Learners must, however, ensure that the topic they have chosen relates to a country or countries where Spanish is spoken.

Learners also have the option to base their independent research project on a Spanish literary work or film. However, learners are **not** permitted to choose for their independent research project a literary work or film which they have studied for their written assessment in Component 3. Teachers will be required to send a copy of the independent research project pro-forma to the visiting examiner three weeks prior to the speaking assessment. This pro-forma will require details of the title of the independent research project and the literary work(s) / film, studied by the candidate for Component 3. The independent research project pro-forma is available to download from the subject page of the Eduqas website: a copy of the pro-forma appears in Appendix B of this specification.

As far as possible candidates in any one centre should choose completely different subjects for the independent research project. However, if more than one candidate in the same centre chooses the same subject, the content, approach and presentation of the independent research project **must be distinctly different** from any other candidate's work on the same subject.

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

- use 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
- apply knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in Appendix A
- use language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies.

2.2 Component 2

Component 2: Listening, Reading and Translation
2 hours 30 minutes
50% of qualification
100 marks

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

Section A: Listening

Questions which may include true/false statements, multiple choice, questions and answers, a summary / assimilation-style question and comprehension questions in Spanish.

Section B: Reading

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

Section C: Translation

An unseen passage or passages from Spanish into English plus an unseen passage or passages from English into Spanish (each a minimum of 100 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 an unseen passage or passages, from English into the language of study.

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

2.3 Component 3

Component 3: Critical and analytical response in writing (closed-book)
2 hours
20% of qualification
40 marks

Critical and analytical response in writing:

Candidates write an essay of approximately **300 words on each** of the **two** works they have studied.

One essay will be based on a literary work and the second on an additional literary work or film from the prescribed list (see following page).

Candidates will have a choice of two questions for each literary work and film.

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

Studying the literary works and film

A prescribed list of carefully selected authentic works in Spanish is offered for study in this specification. The provision of six literary works and six films provides a source from which to choose. The works reflect cultural and literary elements in the development of the countries/communities where Spanish is spoken. Through the study of the two chosen works taken from the prescribed list in the specification, the learner will:

- develop a detailed understanding of the works in Spanish
- acquire the skills to appreciate and analyse the works
- demonstrate a critical appreciation of the concepts and issues covered
- be able to respond critically and analytically in writing to the works in Spanish
- be able to give a critical and analytical response to features such as the form and the technique of presentation of the work as appropriate to the works 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.

Prescribed works

Twelve works are available for study at A level: six literary works and six films.

Candidates are required to study two works, one of which must be a literary work.

Literature
<p>1. Federico García Lorca: <i>La casa de Bernarda Alba</i> A play (1936)</p>
<p>2. Fernando Fernán-Gómez: <i>Las bicicletas son para el verano</i> A play (1984)</p>
<p>3. Laura Esquivel: <i>Como agua para chocolate</i> A novel (1989)</p>
<p>4. Luis de Castresana: <i>El otro árbol de Guernica</i> A novel (1967)</p>
<p>5. Gabriel García Márquez: <i>El coronel no tiene quien le escriba</i> A novel (1961)</p>
<p>6. Ramón Sender: <i>Réquiem por un campesino español</i> A novel (1953)</p>
Film
<p>7. Guillermo del Toro: <i>El laberinto del fauno</i> Feature film (2006)</p>
<p>8. Pedro Almodóvar: <i>Mujeres al borde de un ataque de nervios</i> Feature film (1988)</p>
<p>9. Joshua Marston: <i>María, llena eres de gracia</i> Feature film (2004)</p>
<p>10. Emilio Martínez Lázaro: <i>Las trece rosas</i> Feature film (2007)</p>
<p>11. Miguel Courtois: <i>El Lobo</i> Feature film (2006)</p>
<p>12. Enrique Urbizu: <i>La caja 507</i> Feature film (2002)</p>

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 and analytically 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
Component 1 Speaking	5%	5%	10%	10%	30%
Component 2 Listening, Reading and Translation	15%	25%	10%	-	50%
Component 3 Critical and analytical response in writing	-	-	10%	10%	20%
Total	20%	30%	30%	20%	100%

3.2 Arrangements for non-exam assessment

Non-exam assessment accounts for 30% of this A level. The following are general guidelines for the conduct of Component 1: Speaking. All non-exam assessment 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

In preparation for the speaking assessment the learner will have undertaken an independent research project (see section 2.1 for full details). The task related to the theme-based stimulus card will be set by WJEC, but the candidate will have a choice from two cards. The speaking assessment will be conducted at centres by a visiting examiner appointed by WJEC. He/she will conduct and mark the assessment which will be digitally recorded.

During preparation for the speaking assessment candidates must complete the independent research pro-forma providing the title of their research project and outlining up to 10 key points **in English**. The form can be downloaded from the subject page on the Eduqas website. The purpose of the pro-forma is to provide the visiting examiner with some prior information about the candidate's chosen independent research project. The pro-forma will be sent by the centre to the visiting examiner at least three weeks **before** the beginning of the assessment period in April. In order to ensure that the pro-forma is sufficiently informative for the visiting examiner, the candidate's teacher may assist with its completion. The pro-forma itself will not be assessed. The candidate may bring a copy of the pro-forma to the speaking assessment which he/she can use as a prompt if necessary for the presentation and discussion. The pro-forma is an aid to memory only and will **not** provide linguistic support in Spanish. Further guidance for the completion of the independent research project pro-forma can be found on page 18 of this specification.

Learners are **not** permitted to choose for their independent research project any of the literary works or films which they have studied for their written assessment in Component 3.

The assessment will comprise the following tasks;

Task 1 - Presentation and discussion on candidate's independent research project

- (a) Each candidate will give a spoken presentation in Spanish of an independent research project, selected by the candidate. The presentation will last 2 minutes. If the presentation lasts longer than the allocated time the visiting examiner will interrupt the candidate with a question related to the independent research project. This will indicate the beginning of the discussion. There are no additional marks available for a presentation which extends beyond 2 minutes.
- (b) A discussion in Spanish comprising responses by the candidate to questions relating to their independent research project. The questions will be set and asked by the visiting examiner. The discussion will last 9-10 minutes maximum.

After **Task 1** has been completed the candidate will be given **5 minutes preparation time** in the examination room with the visiting examiner to prepare for **Task 2** – the theme-based discussion.

Task 2 - Theme-based discussion

A discussion in Spanish based on a stimulus card containing an image with related text on one of the sub-themes, as set out in this A level specification (see section 2). The visiting examiner will offer the candidate two stimulus cards. The candidate must pick one of these cards and he / she will then prepare the discussion point on that stimulus card during the allocated preparation time.

At the end of the **5 minutes preparation time** the visiting examiner will initiate a discussion with the candidate based on the stimulus card he/she has prepared. After the candidate has responded to the discussion point on the card, the visiting examiner will then ask the candidate **one** further question. This supplementary question will be **unseen**.

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

During the discussion based on themes *Being a young person in Spanish-speaking society*, *Understanding the Spanish-speaking world* and *Diversity and difference*, candidates can talk about Spain or Spanish-speaking countries/communities, depending on the context in which they have studied the theme or sub-theme. This instruction will be stated on the front of the stimulus card. The discussion based on the theme, *The two Spains: 1936 onwards*, will be limited to Spain only.

The candidate will be required to ask the visiting examiner at least two questions. Should the candidate omit to ask any questions during the assessment, the visiting examiner will ask the candidate in Spanish whether he/she has any questions to ask. If there is time within the discussion, the examiner will explore other points related to the sub-theme. The examiner will also follow up points raised by the candidate during the discussion.

Task taking

The speaking assessments will take place during a five-week period between April and May. The visiting examiner will contact centres 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 examine and in order to help the visiting examiner and to be fair to all, centres must be flexible with dates. The visiting examiner will bring a full set of cards with him/her to the centre.

On the day(s) when the assessment is conducted, each candidate will arrive at the appointed time for the speaking assessment with the visiting examiner. There will be no formal preparation time before the assessment begins.

If the candidate has chosen to use a copy of the *independent research project* pro-forma as an aid to memory, he/she will show it to the visiting examiner before the assessment begins. This is to ensure that the copy only contains notes in English. A copy of a pro-forma found to contain notes in Spanish will be retained by the visiting examiner and the candidate will not have access to it during the assessment. The assessment will commence with the candidate's presentation of the independent research project which will last a maximum of 2 minutes. This will then be followed by a discussion with the visiting examiner based on the project lasting 9-10 minutes maximum. At the end of the discussion on the presentation, if a copy of the pro-forma

has been used by the candidate it will be handed to the visiting examiner. The visiting examiner will then show the candidate two theme-based stimulus cards. The candidate will choose which card he/she would like to prepare. The candidate will then be given **5 minutes preparation** time in the examination room with the visiting examiner. During the preparation time the candidate may, if he/she wishes, make notes in Spanish or English on a separate piece of paper, **not** on the card. The candidate may refer to these notes during the assessment of the theme based stimulus card. 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 visiting examiner at the end of the assessment. The visiting examiner will keep the notes and any copy of the pro-forma used by the candidate until the end of the Enquiry about Results period.

Timings for each part of the assessment 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 by the visiting examiner if they make use of any of the following skills during the speaking assessment:

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

Conduct of the assessment

Candidates will be allowed only **one** attempt at the assessment. Once the recording begins it cannot be paused or stopped during the assessment of either Task 1 or Task 2. The visiting examiner will, however, pause the recording during the 5 minutes preparation time allocated to the candidate prior to the assessment of Task 2. The recording will start again when Task 2 commences. 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 visiting examiner's control which prevents the completion of the assessment. In any such circumstance the visiting examiner will 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 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.

Authentication

It is important that **non-exam assessment is rigorously monitored by centres to ensure that candidates' work is their own.**

Centres could monitor in a number of ways, for example:

- careful record-keeping of the progress of the learner's work
- careful consideration of whether the work prepared is characteristic of the learner's ability
- keeping any preparatory work securely locked in a cabinet or cupboard.

All candidates are required to sign a statement endorsing the originality of their research and confirming that their preparation for the independent research project is their own. Teachers will be required to countersign the candidate's pro-forma, declaring that the research and preparation that has been undertaken by the named candidate for Task 1 of Component 1 is indeed the candidate's own work. The **non-exam assessment sheets** can be downloaded from the subject page at www.edugas.co.uk. Validity can be further enhanced by careful attention to the following points.

Acknowledgements

Reference to approximately 5 sources must be clearly acknowledged on the non-exam pro-forma. (See Appendix B.)

Preparation of the Independent Research Project

The independent research project requires learners to develop research skills in Spanish and to identify a key topic or subject which they would like to study for Task 1 of the speaking assessment. Learners are required to select relevant information from a range of authentic sources which they will then use, as appropriate, to illustrate their knowledge and understanding of their research project through oral presentation and discussion.

The A Level Content Advisory Board for Modern Foreign Languages has drawn up the following list as examples of topic areas for the independent research project in Spanish:

- A historical event or building such as: 'el golpe de estado chileno' (*the Chilean coup d'état*) or la Alhambra
- A person or group such as Eva Perón, Augusto Pinochet, Hugo Chávez, Che Guevara, Violeta Parra or Víctor Jara
- An issue such as 'el sistema de autonomías en España' (*the system of devolved government in Spain*) or 'la narcoguerra mexicana' (*the Mexican drug war*)
- A case study such as 'el síndrome tóxico en España de 1981' (*the Spanish "cooking oil scandal" of 1981*), 'el Caso Nani' (*the Nani case*), 'los atentados del 11-M' (*the terrorist attacks at Atocha station on 11 March 2004*)
- A topic related to a personal interest such as 'Real Madrid y la décima copa de Europa' (*Real Madrid and their 10th European Cup*) or 'la moda española' (*Spanish fashion*)

Learners should be advised to avoid choosing a research topic which is too descriptive. Indeed, learners need to select a research topic which provides them with scope to use their analytical skills and also provides opportunities to put forward their own viewpoints and arguments during the discussion part of the assessment.

Candidates will be assessed on two assessment objectives for their presentation: AO2 which requires candidates to show their understanding based on information drawn from a variety of sources; and AO4 which requires candidates to show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken.

Learners may choose a topic for their independent research project linked to one of the themes or sub-themes listed on page 6 of the specification. However, the independent research project also gives learners the opportunity to study an area or theme not otherwise covered by the specification. Learners must, however, ensure that the topic they have chosen relates to a country or countries where Spanish is spoken.

If teachers are in any doubt about the topic a learner has chosen for the independent research project, then it is always possible to contact the Subject Officer at WJEC for further guidance.

Controls relating to the guidance teachers give to learners in preparation for the independent research project

Teachers may give guidance on

- selecting a topic for the independent research project
- research skills, such as referencing research findings and using a bibliography
- the suitability of a selected area of research and the extent to which it will or will not meet the assessment criteria
- sources of information, including but not limited to the internet, particularly noting the importance of using authentic sources and materials
- the marking criteria used to assess the work and the assessment objectives
- progress of research using milestones or deadlines
- completing the independent research project pro-forma.

Teachers must ensure that

- the topic of each independent research project meets the requirements of the specification and is appropriate
- the research topics relate to the countries or communities where Spanish is spoken
- the topic of the individual research project does not include a literary work and film that the learner has studied for Component 3
- all individual research projects are distinctly different from each other (See page 8.)
- the independent research project pro-forma is signed before the examination to confirm that the work is the candidate's own.

Teachers must **not**

- provide the learner with specific source material or related extracts
- give feedback or guidance orally or in writing on any drafts produced in preparation for the presentation
- give feedback or guidance orally or in writing on a practice presentation.

Completion of the Independent Research Project Pro-forma

The independent research pro-forma is not assessed and a teacher may therefore assist learners with its completion before it is sent to the visiting examiner three weeks before the speaking assessment takes place.

The independent research project pro-forma must include:

- the candidate's name and candidate number
- the candidate's signature with the date
- the centre name and number
- the teacher's name
- the teacher's signature with the date
- the title of the independent research project
- up to 10 key points of the independent project in bullet form and in **ENGLISH**
- approximately 5 sources, including full title and the date of each source where applicable
- title of the literary work(s) and/or film studied for Component 3.

Research Methods

Sources should be authentic and in Spanish. They could include sources such as: newspaper and magazine articles, online sources, reports, literary texts, films, television, radio, interviews etc. Approximately 5 researched sources must be referenced on the independent research study pro-forma, Appendix B.

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 2018 will be the first assessment opportunity.

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

The entry code appears below.

WJEC Eduqas A level Spanish: A810QS

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

4.2 Grading, awarding and reporting

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

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*)

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

After other subordinating conjunctions

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

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*

Use of the subjunctive

In relative clauses

After other subordinating conjunctions

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

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 (*¡Cuidado, que se va a quemar la tortilla!*)

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

Indirect speech

Expression of concession other than by *aunque* (*por muy* adjective *que*, *por mucho que*) (R)

Discourse markers

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

Fillers

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

APPENDIX B



A LEVEL SPANISH - COMPONENT 1

Independent Research Project Pro-forma - *online version available*

Candidate name	Candidate number	Centre name	Centre number

*I certify that the research and preparation I have undertaken for Component 1 task 1 is my own work (*Candidate signature)

Teacher name	Teacher signature **	Date

** I declare that the research and preparation that has been undertaken by the named candidate above for Component 1 task 1 is the candidate's own work and that **no** mock oral has been conducted and/or feedback given on the **live** IRP.

N.B. A copy of this pro-forma must to be sent to the visiting examiner three weeks prior to the assessment taking place. The candidate is permitted to bring a copy of this form with him/her to the assessment provided no extra notes are added.

Title of the independent research project :
Outline of the independent research project : (up to 10 key points in English)
Sources referenced: (approximately 5, to include full title with dates where applicable)
Component 3 : Name of literary work(s) and / or film studied

Section below to be completed by visiting examiner

Task 2 Card number :	Date of assessment :
-----------------------------	-----------------------------

Visiting examiner's name.....

Visiting examiner's signature.....