



Saint Benedict
Catholic Voluntary Academy

2026

BE
PREPARED

French/
Spanish



St Ralph
Sherwin
Catholic Multi Academy Trust

General Information:

- AQA (7692) Spanish A-Level

Paper 1: Listening, reading and writing

What's assessed

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

How it's assessed

- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A-level

Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks)

- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks)

- Translation into English; a passage of minimum 100 words (10 marks)
- Translation into Spanish; a passage of minimum 100 words (10 marks).

No access to a dictionary during the assessment.

Paper 2: Writing
What's assessed • One text and one film or two texts from the list set in the specification • Grammar
How it's assessed • Written exam: 2 hours • 80 marks in total • 20% of A-level
Questions • Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text. • All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film). No access to texts or films during the assessment. No access to a dictionary during the assessment. Students are advised to write approximately 300 words per essay. La Casa de Bernarda Alba – Federico García Lorca Pan's Labyrinth – Guillermo del Toro

Paper 3: Speaking

What's assessed

- Individual research project
- One of four themes (ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society)

How it's assessed

Oral exam: 21–23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

Questions

- 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).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

Y12 Content

Aspects of Hispanic society
Modern and traditional values (Los valores tradicionales y modernos) • Los cambios en la familia • Actitudes hacia el matrimonio/el divorcio • La influencia de la Iglesia Católica Cyberspace (El ciberespacio) • La influencia de internet • Las redes sociales: beneficios y peligros • Los móviles inteligentes en nuestra sociedad Equal rights (La igualdad de los sexos) • La mujer en el mercado laboral • El machismo y el feminismo • Los derechos de los gays y las personas transgénero
Multiculturalism in Hispanic society
Immigration (La inmigración) • Los beneficios y los aspectos negativos • La inmigración en el mundo hispánico • Los indocumentados - problemas Racism (El racismo) • Las actitudes racistas y xenófobas • Las medidas contra el racismo • La legislación anti-racista Integration (La convivencia) • La convivencia de culturas • La educación • Las religiones
Artistic culture in the Hispanic world
Modern day idols (La influencia de los ídolos) • Cantantes y músicos • Estrellas de televisión y cine • Modelos Spanish regional identity (La identidad regional en España) • Tradiciones y costumbres • La gastronomía • Las lenguas Cultural heritage (El patrimonio cultural) • Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc • Arte y arquitectura • El patrimonio musical y su diversidad
Cultural study –
TBC

Key Terms

Verb Tenses and Moods

1. Indicativo (Indicative Mood)

- Presente (Present)
 - Definition: Used to describe actions that are currently happening or habitual actions.
 - Example: Yo estudio español todos los días. (I study Spanish every day.)
- Pretérito perfecto (Present Perfect)
 - Definition: Used to describe actions that have been completed recently or actions that still have relevance in the present.
 - Example: He terminado mi tarea. (I have finished my homework.)
- Pretérito imperfecto (Imperfect)
 - Definition: Used to describe past actions that were ongoing, habitual, or not seen as completed.
 - Example: Cuando era niño, jugaba al fútbol. (When I was a child, I used to play soccer.)
- Pretérito indefinido (Preterite)
 - Definition: Used to describe actions that were completed at a specific point in the past.
 - Example: Ayer fui al cine. (Yesterday I went to the cinema.)
- Pretérito pluscuamperfecto (Past Perfect)
 - Definition: Used to describe actions that were completed before another action in the past.
 - Example: Había comido antes de salir. (I had eaten before leaving.)
- Futuro (Future)
 - Definition: Used to describe actions that will happen in the future.
 - Example: Mañana estudiaré para el examen. (Tomorrow I will study for the exam.)
- Condicional (Conditional)
 - Definition: Used to describe actions that would happen under certain conditions.
 - Example: Iría a la fiesta si tuviera tiempo. (I would go to the party if I had time.)

2. Subjuntivo (Subjunctive Mood)

- Presente (Present Subjunctive)
 - Definition: Used to express desires, doubts, the unknown, the abstract, and emotions.
 - Example: Espero que tengas un buen día. (I hope you have a good day.)
- Imperfecto (Imperfect Subjunctive)
 - Definition: Used in dependent clauses to describe past actions, doubts, wishes, or hypothetical situations.
 - Example: Si tuviera más dinero, viajaría más. (If I had more money, I would travel more.)
- Pretérito perfecto (Present Perfect Subjunctive)

- Definition: Used to describe past actions connected to the present or actions that will have been completed at a certain point in the future.
 - Example: Es posible que hayan llegado. (It is possible that they have arrived.)
 - Pluscuamperfecto (Past Perfect Subjunctive)
 - Definition: Used to describe actions that had taken place before another past action or hypothetical situations in the past.
 - Example: Ojalá hubiera sabido la verdad. (I wish I had known the truth.)
3. Imperativo (Imperative Mood)
- Definition: Used to give commands or make requests.
 - Example: ¡Habla más despacio! (Speak more slowly!)

Sentence Structure

1. Sujeto (Subject)
 - Definition: The noun or pronoun that performs the action of the verb.
 - Example: Juan corre todos los días. (Juan runs every day.)
2. Predicado (Predicate)
 - Definition: The part of the sentence that tells what the subject does or is.
 - Example: María es médica. (María is a doctor.)
3. Objeto directo (Direct Object)
 - Definition: The noun or pronoun that receives the action of the verb directly.
 - Example: Veo la televisión. (I watch the television.)
4. Objeto indirecto (Indirect Object)
 - Definition: The noun or pronoun that receives the action of the verb indirectly, often indicated by the prepositions "a" or "para."
 - Example: Le doy un regalo a Juan. (I give a gift to Juan.)

Other Important Terms

1. Género (Gender)
 - Definition: Classification of nouns and pronouns as masculine or feminine.
 - Example: El libro (masculine), La mesa (feminine).
2. Número (Number)
 - Definition: Classification of nouns, pronouns, and verbs as singular or plural.
 - Example: El gato (singular), Los gatos (plural).
3. Concordancia (Agreement)
 - Definition: The grammatical match between words in gender, number, case, or person.
 - Example: Las chicas altas (The tall girls).
4. Preposición (Preposition)
 - Definition: A word used to link nouns, pronouns, or phrases to other words within a sentence.
 - Example: El libro está sobre la mesa. (The book is on the table.)
5. Conjunción (Conjunction)

- Definition: A word used to connect clauses or sentences or to coordinate words in the same clause.
- Example: Quiero ir pero no puedo. (I want to go but I can't.)

Reading list

1. Books for the course

- AQA A Level Year 1 and AS Spanish: The textbook for the course

2. Books for grammar

- "Easy Spanish Step-By-Step" by Barbara Bregstein: A comprehensive textbook for beginners that covers basic grammar and vocabulary.
- "Practice Makes Perfect: Basic Spanish" by Dorothy Richmond: This book offers practical exercises to reinforce learning.
- "Spanish Demystified" by Jenny Petrow: An approachable book that breaks down Spanish grammar and vocabulary in a clear and simple way.

3. Books for reading

- "Short Stories in Spanish for Beginners" by Olly Richards: A collection of engaging short stories tailored for beginners.
- "First Spanish Reader: A Beginner's Dual-Language Book" by Ángel Flores: This book contains short stories with parallel English and Spanish texts.

Recommended websites

1. Language Learning Platforms

- Duolingo (www.duolingo.com): A popular app for language learning that offers interactive Spanish lessons.

2. Online Courses and Resources

- BBC Languages (www.bbc.co.uk/languages/spanish/): Offers free resources and courses for learning Spanish.
- StudySpanish.com (www.studyspanish.com): Provides comprehensive grammar lessons, vocabulary, and pronunciation guides.

3. Practice and Immersion

- News in Slow Spanish (www.newsinslowspanish.com): News stories read at a slower pace, ideal for beginners to improve listening skills.

- SpanishDict (www.spanishdict.com): Offers a robust dictionary, language reference, and various learning resources including videos and quizzes.
- LyricsTraining (www.lyricstraining.com): Helps improve listening skills through interactive exercises with Spanish song lyrics.

4. Grammar and Vocabulary

- Conjuguemos (www.conjuguemos.com): Provides interactive verb conjugation and vocabulary practice.
- 123TeachMe (www.123teachme.com): Offers lessons, quizzes, and games to help reinforce Spanish grammar and vocabulary.

Equipment list & expectations

- Pen, folder, book
- Keep your folder neat and organised
- Do your homework weekly and revise for vocab tests, end of unit tests, etc.
- Use Kerboodle for listenings and independent learning
- Use Memrise/Quizlet in order to improve your vocabulary and sophisticated expressions
- Use grammar booklets to practise and master time tenses
- Make sure you know the film and book inside out
- Work from day 1! Review what you have learnt after each lesson
- Think outside the box: be aware of what is going on in the Hispanic world by following Spanish newspapers on social media, watch Spanish films or tv, listen to Spanish music and, if possible, think in Spanish! The more Spanish you get, the better!

Lesson 2

Reading Task

Read the following passage carefully:

Desde el fin de la dictadura en España, las familias han experimentado cambios significativos en su estructura y dinámica. Durante el régimen de Franco, las familias eran tradicionalmente numerosas, con roles muy definidos: el padre como proveedor y la madre como ama de casa. La sociedad fomentaba valores conservadores y la influencia de la Iglesia Católica era predominante en la vida familiar.

Sin embargo, a medida que España se democratizó, comenzaron a surgir nuevos modelos familiares. La incorporación de la mujer al mercado laboral cambió drásticamente la dinámica familiar. Ahora, tanto hombres como mujeres comparten responsabilidades económicas y domésticas. Además, la tasa de natalidad ha disminuido, y las familias pequeñas son más comunes.

La legislación también ha evolucionado para reflejar estos cambios. Las leyes sobre el divorcio, el matrimonio igualitario y la adopción por parejas del mismo sexo han sido actualizadas para adaptarse a la nueva realidad social. También se ha observado un aumento en el número de familias monoparentales y reconstituidas.

A pesar de estos cambios, la familia sigue siendo un pilar fundamental en la sociedad española. Las relaciones intergeneracionales se mantienen fuertes, y los abuelos juegan un papel importante en el cuidado de los niños. La evolución de la familia en España refleja una sociedad en constante transformación, adaptándose a los nuevos tiempos sin perder su esencia.

Questions

1. Answer in English:

- How were families traditionally structured during Franco's regime?
- What significant changes occurred in Spanish families with the democratization of the country?
- How has women's participation in the family changed since the dictatorship?
- Mention two legislative changes that have affected families in Spain.
- What role do grandparents play in modern families according to the text?

2. Multiple Choice:

- According to the text, how has the birth rate in Spain changed?
 - a) It has increased
 - b) It has decreased
 - c) It has remained the same
 - d) It is not mentioned
- Which of the following is not a change in Spanish families mentioned in the text?
 - a) Increase in large families
 - b) Incorporation of women into the workforce
 - c) Increase in single-parent families
 - d) Laws on same-sex marriage

3. True or False:

- During Franco's regime, family roles were very defined.
- Intergenerational relationships have weakened in modern Spanish society.
- Adoption by same-sex couples is a legislative change mentioned in the text.

Consolidation/Summary Task

1. Summary of the text:

Write a summary of the text in Spanish summarising what you have understood.

You should not use more than 90 words and you must include the following points in your summary.

Include:

- What were the familial roles of men and women during the Franco dictatorship
- What changes were there after Spain became a democracy
- How have laws changed to reflect societal changes
- How does today's familial structure reflect a modern Spain

There are 5 additional points for the quality of your written Spanish.

You should write using complete sentences and where possible using your own words.

Independent research project and presentation

As part of the speaking exam at A level, you talk about a topic of your choice. This has to be based on an area of interest linked to the Spanish-speaking world. It is best to do this on an area of interest to you.

In previous years students have chosen the following:

- Street Art in Madrid by the artist Muelle
- Barcelona Football Club and Catalan Identity
- Political change in Cuba
- Feminism in Spain
- Muslim identity in modern Spain
- Student protests in Chile

These were all chosen by students based on their own areas of interest. The idea is that you should be an expert on your chosen topic.

Task 2 is to prepare a presentation on an area of interest to you that is linked to the Spanish-speaking world.

1. Think of something that interests you e.g. sport, music, identity politics, etc.

Example: Music

2. Narrow this down to an example of this in a Spanish-speaking country.

You will need to research this online.

Example: Reguetón

3. Find out about the origins of your topic and compare with today.

Example: The origins of this music; how it has grown in popularity; the growth of the Latino community, etc.

4. Prepare bullet points in Spanish.

You can use phrases from your research. Make sure you understand what they all mean.

Example:

- El reguetón es un género musicalailable que se deriva del reggae y del dancehall, así como elementos principalmente del hip hop, y la música hispana.
- Es un género musical muy popular hasta hoy día, que tuvo su apogeo máximo en los años 2000 y 2010.
- Se influenció del reggae en español de Panamá y se desarrolló en Puerto Rico en 1990; surgió a raíz de la popularidad del reggae jamaicano, junto con el hip hop estadounidense durante los inicios de esa época.

- El reguetón entró en los Estados Unidos en los años 1990 y 2000 y se ha convertido en un modo de expresión para muchos jóvenes hispanos. A lot of the A level course is about expressing opinions, defending your opinions, and justifying your point of view. Start to think about your opinions on your topic area. You may change your opinions as you start learning about the issue.

Success Criteria for the IRP

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 4: 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.	
Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.