



**Xaverian
College**



SPANISH

New Students 2020

Welcome to Spanish A-Level at Xaverian

Included in this booklet are :

- the [Modern Foreign Languages Course Guide](#) for you to read
- a [Guide to Spanish at Xaverian](#), with some topics for you to look at
- and additional [A-Level content](#) for you to engage with, if you wish.

We hope that you will find these materials useful to prepare you for the start of the course. We look forward to seeing you for the beginning of term.



HANDBOOK FOR MODERN LANGUAGES



CONTENTS:

Mission Statement

What we require of you

Topics you will cover at AS & A2

Assessment methods and guidelines

Careers and progression

Xaverian Modern Languages Department Mission Statement

As part of a Catholic College, we are dedicated to the development of the whole person. To achieve this we will:

- Maintain a Christian environment which is purposeful and fulfilling
- Value all members of the College Community equally and promote British values in our teaching.
- Promote excellence in teaching and learning.
- Have the very highest expectations of all our students.
- Offer appropriate choices, guidance, support, and facilities.
- Help students to develop as people who strive for the highest possible standards in all aspects of their lives as happy, useful, and successful members of society, and who combine success with service to others in both their personal and working lives.

Aims of our learning

The college is committed to providing each student with the opportunity to succeed in an atmosphere which recognises their individual learning needs within the context of the college mission. This is a commitment to an inclusive learning experience which:-

- Identifies individual learning goals
- Values individuals' preferred learning styles
- Empowers students to fulfil their potential
- Promotes academic achievement and personal progression
- Encourages purposeful learning
- Provides individual guidance and feedback
- Acknowledges self-responsibility in progression and career planning
- Develops partnership learning
- Promotes lifelong learning
- Offers flexible routes to a range of qualifications

WHAT WE REQUIRE OF YOU

We want you to enjoy the language or languages you have chosen and to do the best you can. These will only happen if you commit yourself fully to your studies. We therefore expect high standards and have developed the following rules to help you.

1. You are to be **on time** for all your lessons. Being late is disruptive and shows a lack of respect for both the teacher and other students.
2. **Assignments must be handed in on time.** Only under exceptional circumstances will work be accepted late. You are to keep a record of work set at the back of this handbook.
3. If you are late for a lesson, absent or fail to hand in work on time **you must fill in your absent/late form.**
4. At the start of the course you are expected to spend **a minimum of 4 hours per week** on individual study outside the classroom. This will increase to at least **5 hours per week at A2.** We also expect you to attend the **additional one hour conversation classes with the foreign language assistant** as part of your programme of study.
5. **You are expected to catch up on any work you have missed,** both done in class and set as homework.
6. In accordance with College policy, **mobile phones** are to be **switched off** before you enter the classroom and must not interfere with **the learning environment.** New technologies may be used to support learning.
7. Please take pride in the department and keep it clean and tidy. **Food and drinks are not allowed** in the rooms or the corridor.
8. When you enter the classroom you are expected to go into “study mode”. **Use the foreign language** as far as possible. Whilst waiting for other students to arrive you are expected to look over your notes from the previous lesson.
9. If a member of staff is absent another member of the Faculty will take the class register. If a teacher has not arrived 10 minutes after the start of the lesson, you must find another teacher who will organise some work for you. **Students should seek other members of staff before leaving the room.**
10. You are to attend **learning support** as directed.

AS/A-level COURSE

The course at AS and A-level will include some of the following topics, building on your GCSE knowledge and extending it to include a societal dimension. This is because they are taught concurrently, and one or two students do an extra A-level or an extra AS level if they are very academically able and/ or if they have family background which gives them a natural head start.

The course has two main areas; **Being a young person in a French/German/Spanish speaking society** and **Understanding the French/ German/ Spanish speaking world**. It also requires you to study a book or a film. In the second year of the full A-level, the course contains more socio-political issues from the French/German/Spanish speaking world, a second book or film and an individual project on a topic of your own interest for the oral exam. The themes studied here are broadly referred to as **Diversity and Difference** and **History of the Country**. The AS qualification can be taken as a stand-alone qualification or as part of a co-taught whole A-level.

Being a young person in a MFL speaking society

- a) Family and Citizenship- including the new structures in society.



- b) Youth Trends and Personal Identity- including technology, music and relationships.



- c) Education, including Schools (primary and secondary), Further Education, Higher Education, training and careers.

Understanding the French/ German/ Spanish speaking world



- d) Regional Heritage and Culture
- e) Art, Media, Music and Film

Diversity and Difference

- f) Migration, discrimination, integration and marginalisation



- g) History of the country.

ASSESSMENT METHODS AND GUIDELINES

When we mark your work our aim is to **help you to progress** and we try to be **positive and encouraging**. At the same time we aim to give you a **realistic idea** of your level of achievement. Our marking schemes are based on the criteria used for GCSE or 'A' level.



Content

This covers what you have to say and the way you link your ideas.

To get high marks your piece of work should:

- contain a good number of **interesting ideas**.
- be **easy to understand**.
- be **logical** i.e. ideas are explained and points of view well supported.
- be **relevant** to the question you have been given and contain examples of the country whose language you are studying.
- be **well organised** (where appropriate: introduction, clear sequence of ideas, conclusion).

Use of language

To get high marks your piece of work should:

- be made up of **clearly constructed** sentences.
- contain a **good range of vocabulary**.
- contain a **good range of expressions**, which are appropriate to the context.
- contain a **good range of structures** (verbs with infinitive, subjunctives etc)
- contain a **variety of tenses**.

Accuracy



*To produce a high quality piece of work it is important that you avoid making mistakes as far as possible. These are **types of error to avoid**:*

- using the **wrong word** or making up words, especially basic words.
- **spelling mistakes**.
- putting the **wrong ending** on the verb. It should agree with the subject.
- using the **wrong construction** (e.g. not using the infinitive after a verb when it is required).
- **not making adjectives agree** with nouns.
- getting the **wrong gender**. (Is the word masculine or feminine? and in German it could be neuter.)
- using the **wrong form of a word** e.g. making mistakes with pronouns
- **translating word for word** from English.

STUDY SKILLS

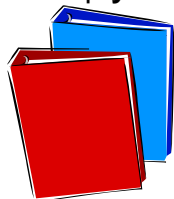
There are four main skills when learning languages- **Reading, Listening, Speaking and Writing/Grammar**. We believe that it is very important for you to **take responsibility for your learning**. In this way you will think more about how you learn and what is most effective for you. It will also prepare you better for life after Xaverian, so make sure you use Xaverian MFL study habits. Also, use the VLE every week; there are extra tasks for you and the homework and classwork deadlines will be there too.



Advice on how to be successful

In the class-room

- **Get involved:** you will learn better and it will be more enjoyable!
- **Avoid using English** as far as possible, including when doing pair or group work
- **Don't worry about making mistakes!** We all do, including the teachers!
- Try to **practise new language and grammar** points
- Write down **vocabulary and grammar notes without being reminded**
- Carry out tasks **quickly and carefully**
- Keep **your file tidy**, and make sure you bring the sheets you need to class



Outside the classroom

Get your assignments done **on time**, and do them **carefully**.

Look over the work you have done during the day. Make a note of anything you don't understand and ask the teacher about it next lesson

Work on vocabulary, grammar, listening, reading and listening as part of independent study. (E.g. **Vocabulary**- Divide your vocabulary into different sections for each topic or idiomatic expressions. **Don't just note it learn it!**)

Go over your work regularly, just looking through will refresh your memory
Set yourself **regular learning targets** eg. to learn topic vocabulary, 20 important expressions, 5 words/expressions a day

MFL SKILLS -Try different study methods-Variety Helps!

WRITING

- Putting vocabulary into **categories** (you might find it easier to keep sheets/notebook for taking vocabulary and then copy it out neatly afterwards)
- **Covering the English translation** in a list and test yourself
- **Cover the foreign language** words and test yourself
- **Record** onto MP3 device/phone what you want to learn
- **Look** after your notes **& Look through them regularly** to refresh your memory
- **Do exercises** to practise grammar points, and **learn your tenses!**



- Try to **use new grammar points** in oral and written work
- If you are having difficulties: Ask your **teacher/look at grammar books/computer programmes**

READING

- Learn to **read for gist**. Don't expect to understand every word. Practise looking through an article **without a dictionary**, just to get a rough idea what it is about.
 - On other occasions **read for detail**. Take a **short passage** and try to read carefully to understand as much as possible, using a dictionary. **Note vocabulary.**
- . **Reading** for general knowledge- You must read international newspapers to keep abreast of the events taking place in the country you are studying.



LISTENING

This is a skill which most obviously improves with practice

- Listen regularly, **several times a week** even if it is only for a **short time** and if you are doing something else at the same time.
- **Listen for gist**. Even if you are understanding very little, you **are getting used to the sounds** of the language
- **Watch** foreign language TV, foreign films. **Listen** to foreign language radio, Authentik recordings etc.

- Listen for **detail**. Listen to **short passages** several times, in sections. Try to pick out as much information as possible. It helps to have a **transcript** you can refer to.
- **Transcribe** words and short sections. **A transcript for checking** is useful.

SPEAKING



More difficult to practise out of the classroom

- Find someone to talk to. A **classmate**, a **native speaker** your family knows or living nearby.
- **Talk to yourself**. You can do it out loud, but you may get taken away. Or just in your head. Go through **what you have done, are doing, will do, your thoughts and opinions** on anything. It trains you how to think in the foreign language.
- **Record yourself**. Then listen. Think about language, fluency, pronunciation. This is very useful when preparing for oral examinations.

CAREERS AND PROGRESSION



By studying a foreign language you are **acquiring valuable skills**, which are much appreciated by employers. The first is obviously **the ability to use another language**, which is increasingly important with the growth of the European community and the development of world-wide communications. You are also learning **communication skills, how to assimilate and interpret information, and how to apply basic principles to practical situations**.



Career opportunities for language students

Most of our students continue into Higher Education. If you are thinking of studying Languages at University, here are some details about what happens to those with Modern Languages Degrees.

Language graduates

- Are the most employable after medics
- About a third of Modern Language graduates carry on with **further study** after doing a degree. 13% do a PGCE course to get a **teaching** qualification and a smaller percentage train for specialist areas such as **translation work and interpreting**.
- A language qualification makes it easier to go and **work abroad**. About 16% of language graduates choose to do this. Remember that you are not limited to just France, Germany or Spain if you want to use your language; don't forget Belgium, Austria, Switzerland, and many countries of Africa and Central and South America. Language studies give some the confidence to try new languages and they may, for instance, end up working in China or Japan.



- For those who choose to **work in Britain**, languages may play a significant role in their working life. About $\frac{3}{4}$ of students in permanent employment in Britain work for **industrial and commercial firms where languages graduates earn more**.
- **Manufacturing companies** which have strong links with France, Spain and Germany include those producing cars, chemicals, food and drink and clothes. European companies have bought stakes in water, transport and publishing groups.
- The **tourist and leisure industries** have obvious links with other countries and **banking, finance and insurance** all have important significant international dimensions. Language students are also well suited to working in computing

- Opportunities may arise for posts **abroad** when working for all kinds of firms as part of a globalised society
- Jobs in the **public sector**: within the **Civil Service**, you might work abroad in the **Diplomatic Service**, or be in regular contact with other countries such as a **Customs and Excise** officer, dealing with drug trafficking or international fraud. Through a scheme called the **European Fast Stream**, there are opportunities for posts in the Civil Service of countries throughout the **EU**.
- **Opportunities exist to study for part of your degree in a whole range of subjects** in other European countries. You will also find that combined degrees such as **Business/Marketing and a Modern Language** or **Science and a Modern Language** are also becoming increasingly popular.

WORD PROCESSING Accented letters using Word etc.

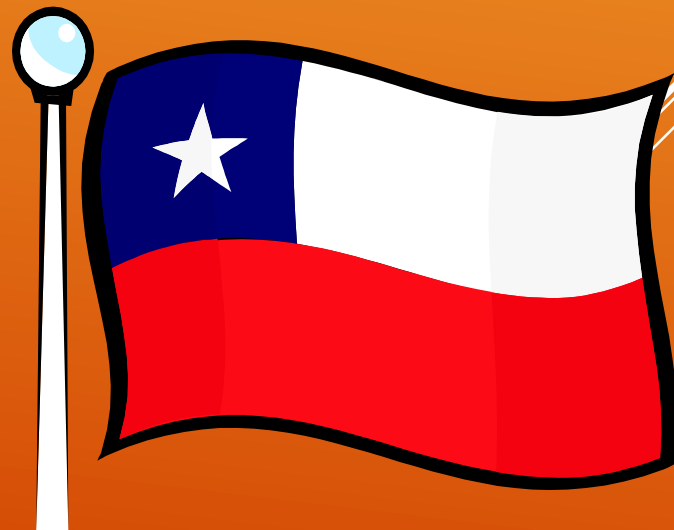
Hold down the Alt Key and type in the 3 or 4 number combination using number pad on right (make sure the Num lock is ON). The accented letters appear when you release the ALT key.

FRENCH	
â	131
à	133
é	130
ê	136
è	138
É	144
î	140
ô	147
ö	148
û	150
GERMAN	
ä	0228
ö	0246
ü	0252
ß	0223
Ä	0196
Ö	0214
Ü	0220
ä	
SPANISH	
á	a + Alt Gr
é	e + Alt Gr
ó	o + Alt Gr
í	i + Alt Gr
ú	u + Alt Gr
ñ	164
Ñ	165
¿	168



SPANISH AT XAVERIAN

¡Conocemos-nos!



- ▶ ¿Cómo te llamas?
- ▶ ¿De dónde eres?
- ▶ ¿Cuántos años tienes?
- ▶ ¿Dónde vives?
- ▶ ¿Cuales son tus pasatiempos favoritos?

¡PREGUNTAMOS-NOS!

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

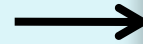
Lee libros	Juega al fútbol	Le gusta pizza
Ha ido a España	Ha visto Love Island	Escucha Radio 1
Juega a las cartas	No sabe nadar	Vive fuera de Manchester

BUSCA ALGUIÉN QUE....

Languages A levels at Xaverian

¿Por qué es que es buena idea
estudiar un idioma?

Why study a language?



<https://www.youtube.com/watch?v=kdxP85ouT9c>

The New Languages A levels

- ▶ The course you are studying is a linear A level. This means:
- ▶ You will take all the exams that count towards your A level in the second year.
- ▶ You will not be taking an AS level, unless you do Spanish as an extra subject.

OUTLINE OF AS AND A2 EXAM

- ▶ Both the AS and the A2 exams are made up of 3 parts
- ▶ SPEAKING 30%
- ▶ LISTENING, READING AND TRANSLATION: 50%
- ▶ CRITICAL AND ANALYTICAL RESPONSE IN WRITING ABOUT BOOK/FILM: 20%

AS Exam	A2 Exam	Key Skills
<p>Speaking 30%</p> <ul style="list-style-type: none"> • Discussion of 2 stimulus cards (different themes) 	<p>Speaking 30%</p> <ul style="list-style-type: none"> • Discussion of stimulus card • Presentation and discussion of independent research project 	<ul style="list-style-type: none"> • Expressing your ideas clearly, logically and accurately, when you speak • Taking part in a conversation • Demonstrating knowledge and understanding of Spanish-speaking world
<ul style="list-style-type: none"> • Written examination: 50% • Listening, reading and translation 	<ul style="list-style-type: none"> • Written examination: 50% • Listening, reading and translation 	<ul style="list-style-type: none"> • Understanding of spoken and written Spanish • Writing Spanish accurately
<p>Critical and analytical response in writing: 20%</p> <ul style="list-style-type: none"> • Essay about El Laberinto del Fauno 	<p>Critical and analytical response in writing: 20%</p> <ul style="list-style-type: none"> • Essay about El Laberinto del Fauno • Essay about La Casa de Bernarda Alba 	<ul style="list-style-type: none"> • Demonstrating knowledge and understanding of film (and book) studied • Expressing your ideas clearly, logically and accurately

1st YEAR TOPICS

- ▶ **Being a young person in Spanish-speaking society**
- ▶ Family structures, traditional and modern values, friendships / relationships, citizenship
- ▶ Youth trends, issues and personal identity
- ▶ Educational and employment opportunities



1st YEAR TOPICS

- ▶ **Understanding the Spanish-speaking world**
- ▶ Regional culture and heritage in Spain, Spanish-speaking countries and communities
- ▶ Literature, art, film and music in the Spanish-speaking world



1st YEAR TOPICS

- ▶ El Laberinto del Fauno - film
- ▶ <https://www.youtube.com/watch?v=gpEh4O8Hb5Y>



2nd Year Topics

- ▶ **Diversity and difference**
- ▶ Migration and integration
- ▶ Cultural identity and marginalisation
- ▶ Cultural enrichment and celebrating difference
- ▶ Discrimination and diversity



2nd Year Topics

- ▶ **The two Spains: 1936 onwards**
- ▶ El franquismo (Dictatorship of Franco)- origins, development and consequences
- ▶ Post-Civil War Spain - historical and political repercussions
- ▶ The Spanish Civil War and the transition to democracy (in cinema, literature, art and photography)
- ▶ Spain - coming to terms with the past?



2nd Year Topics

- ▶ El Laberinto del Fauno - film
- ▶ La Casa de Bernarda Alba -play by Federico García Lorca



What we require of you.

- ▶ Arrive on time for your lessons and hand your assignments in on time.
- ▶ Fill in absent/late form if you do not do this, and catch up on work missed.
- ▶ Spend at least 4 hours outside the classroom on the subject.
- ▶ Attend one hour conversation class with the assistant each week.
- ▶ Mobile 'phones must be switched off.
- ▶ Food and drinks are not allowed in the classroom.
- ▶ Use foreign language as far as possible in the classroom
- ▶ If your teacher is absent, the lesson should be cancelled. Find and Inform another teacher after 10 minutes.
- ▶ Enjoy studying!

Excursiones



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La historia española y el arte



¿Qué es arte?

¿Cómo definirías arte? ¿Qué es para tí el arte? ¿Cómo reaccionas ante las obras artísticas?

¿Cómo interpretarías el cuadro?



El bombardeo de Guernica- La Historia del Cuadro

- Watch and Listen to the Paintings Cruel Past

<https://www.youtube.com/watch?v=loTOOydVsCc>

https://www.huffingtonpost.es/2017/06/13/miguel-campello-elbicho-pinta-el-guernica-para-cantar-ante-l_a_22139330/

¿AHORA- ESCRIBE LO QUE HAS APRENDIDO DEL CUADRO Y QUE OPINAS DE ESTA OBRA DE ARTE?



**Xaverian
College**



**SPANISH
NEW STUDENTS
July 2020- A-Level Materials**



Mayores y jóvenes tratan de superar la barrera generacional

Un ciclo de debates permitirá conocer las visiones y los criterios de cada colectivo

CHARO PEREZ GARBAYO

Los mayores y los jóvenes de Valdefierro han decidido romper con los estereotipos que les separan y apostar por conocerse mejor y poner en común los criterios que tienen sobre las experiencias que les rodean. Con este objetivo han puesto en marcha una serie de debates que les permitirán cotejar sus puntos de vista y relacionar dos colectivos "entre los que no hay contacto".

Mayores, jóvenes, asociación de vecinos, el gabinete de psicología Exfor y Participación Ciudadana han conseguido dar forma a esta iniciativa que contaba con un precedente, un festival de música intergeneracional que se celebró el año pasado y que aportó resultados "satisfactorios".

El técnico municipal de la red de centros de Mayores del ayuntamiento, Isidoro Sánchez, cree que el problema general entre los dos grupos de edad es "la falta de intercambio", lo que convierte la barrera intergeneracional en un obstáculo infranqueable. Esta situación hace que se creen estereotipos de ambos grupos que "impiden una convivencia adecuada".

La profesora del curso Psicología y Salud de Mayores, Araceli Muñoz, explicó que el trabajo que se va a desarrollar consiste en poner frente a frente a dos grupos (de mayores y jóvenes) compuestos por cinco personas entre los que se arbitrará un debate sobre distintas cuestiones, tales como conductas de los menores con lo público, derechos de los mayores, inmovilismo de los jóvenes ante cuestiones sociales y falta de autoridad, entre otros.

http://www.elperiodicodearagon.com/noticias/aragon/mayores-y-jovenes-tratan-de-superar-barrera-generacional_83595.html

Answer these questions

1. What problem has been identified?
2. What is the root cause of the problem?
3. What is the proposed solution?
4. How do people believe this will help the situation?

¿Cómo se dice en español?

1 To overcome the generation gap	
2 To combat (break with) stereotypes	
3 To get to know each other better	
4 To take place/occur	
5 To prevent a positive co-existence	
6 To bring face to face	

¿Cómo se dice en inglés?

1 poner en marcha	
2 conseguir	
3 dar forma a	
4 la falta de intercambio	
5 un obstáculo infranqueable	
6 los derechos de los mayores	

Spanish Films and TV programs

Films

Mirage (Oriol Paulo, 2018)

Perdida (Alejandro Montiel – 2018)

Roma (Alfonso Cuarón -2018)

Time Share (Sebastian Hofmann – 2018)

Sara's Notebook (Norberto López Amado – 2018)

Solo (Hugo Stuvan, 2018)

Diecisiete (Seventeen, Daniel Sánchez Arévalo – 2019)

Verónica (Paco Plaza – 2017)

El Silencio de la Ciudad Blanca (Daniel Calparsoro – 2020)

Spanish Affairs 2 (Emilio Martin Lazaro – 2015)

TV Programs

Elite – 3 Seasons available

Las chicas del Cable – (Cable Girls) 5 Seasons available

La casa de Papel – (Money Heist – *please be aware: this program has a 18 certificate for extreme violence*) 3 Seasons available, 4th season coming on the 3rd of April.