

GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in SPANISH

APPROVED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2016

For award from 2017 (AS)
For award from 2018 (A level)

Version 3 December 2019



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and the carry forward of NEA marks.	27
3	<p>From the summer 2020 series, the duration of the Unit 4 written examination (listening, reading and translation) increases to 2 hours.</p> <p>Section 3.2 has been amended to clarify that:</p> <ul style="list-style-type: none">from the summer 2021 series, the number of cards within the NEA for Unit 1 will change from fourteen to ninefrom the summer 2022 series, Unit 1 assessments will be conducted by centres, and digital recordings sent to examinersfrom the summer 2023 series, Unit 1 assessments and Unit 3 assessments will be conducted by centres, and digital recordings sent to examiners.	<p>3 and 17</p> <p>22</p> <p>21</p> <p>21</p>



WJEC GCE AS and A LEVEL in SPANISH

For teaching from 2016

For AS award from 2017

For A level award from 2018

This specification meets the GCE AS and A Level Qualification Principles which set out the requirements for all new or revised GCE specifications developed to be taught in Wales from September 2016.

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GCE AS and A Level in SPANISH (Wales)

SUMMARY OF ASSESSMENT

This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS (2 units)

AS Unit 1: Speaking

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

12% of qualification

48 marks

Task 1

Arguing a point of view based on a written stimulus card (5-6 minutes)

Task 2

Discussion based on a second written stimulus card (7-9 minutes)

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

AS Unit 2: Listening, reading, translation and critical response in writing

Written examination: 2 hours 30 minutes

28% of qualification

84 marks

Section A: Listening

Section B: Reading

Section C: Translation – from Spanish into English/Welsh

Section D: Critical response in writing

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

A Level (the above plus a further 3 units)

A2 Unit 3: Speaking**Non-exam assessment: 11-12 minutes****18% of qualification****72 marks****Independent research project**

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

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

Learners are not permitted to use dictionaries in any part of the assessment.**A2 Unit 4: Listening, reading and translation****Written examination: 2 hours****30% of qualification****100 marks****Section A:** Listening**Section B:** Reading**Section C:** Translation – from English/Welsh into Spanish**Learners are not permitted to use dictionaries in any part of the assessment.****A2 Unit 5: Critical and analytical response in writing (closed-book)****Written examination: 1 hour 30 minutes****12% of qualification****40 marks**One essay question–based on the study of **one** literary work taken from the prescribed list**Learners are not permitted to use dictionaries or texts in any part of the assessment.**

This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2017 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2017.

Unit 3, Unit 4 and Unit 5 will be available in 2018 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2018.

Qualification Number
listed on [The Register](#):
GCE AS: 603/0280/X
GCE A level: 603/0278/1

Qualifications Wales Approval
Number listed on [QiW](#):
GCE AS: C00/0796/9
GCE A level: C00/0796/6

GCE AS and A LEVEL SPANISH

1 INTRODUCTION

1.1 Aims and objectives

The WJEC AS and A level in Spanish provides an engaging and exciting 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 or communities where the language is spoken. An opportunity to study literature and film will allow learners 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 learners' confidence and fluency in spoken Spanish using relevant and topical themes. The requirement to research an area of personal interest related to the country or countries where the language of study is spoken aims to enhance learners' cultural appreciation and enable them to gain a greater awareness of intercultural differences.

The WJEC GCE AS and A level in Spanish encourages 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 or 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 or communities where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English/Welsh
- 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.

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.

1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

1.5 Welsh perspective

In following this specification, learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

2 SUBJECT CONTENT

This GCE AS and A level specification offers learners a rich and comprehensive insight into the social fabric, political, intellectual and artistic culture of the countries and communities where Spanish is spoken.

The specification content covers the two main areas of interest:

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

Under these two areas of interest a total of four themes have been chosen to offer learners an extensive and pertinent learning experience. These four themes are in turn divided into sub-themes.

Area of interest (i) Social issues and trends	Area of interest (ii) Political, intellectual and artistic culture
<p style="text-align: center;">Theme 1: (AS) Being a young person in Spanish-speaking society</p> <ul style="list-style-type: none"> • Family structures, traditional and modern values, friendships / relationships • Youth trends, issues and personal identity • Educational and employment opportunities 	<p style="text-align: center;">Theme 2: (AS) Understanding the Spanish-speaking world</p> <ul style="list-style-type: none"> • Regional culture and heritage in Spain, Spanish-speaking countries and communities • Literature, art, film and music in the Spanish-speaking world
<p style="text-align: center;">Theme 3: (A level) Diversity and difference</p> <ul style="list-style-type: none"> • Migration and integration • Cultural identity and marginalisation • Cultural enrichment and celebrating difference • Discrimination and diversity 	<p style="text-align: center;">Theme 4: (A level) The Two Spains: 1936 onwards</p> <ul style="list-style-type: none"> • El franquismo – origins, development and consequences • Post-Civil War Spain – historical and political repercussions • The Spanish Civil War and the transition to democracy (represented in the arts, cinema, literature, art and photography) • Spain – coming to terms with the past? "Recuperación de la memoria histórica"

For each area of interest i and ii, Themes 1 and 2 will be studied at AS and Themes 3 and 4 will be studied at A level.

The themes *Being a young person in Spanish-speaking society* and *Diversity and difference* are ones which resonate in the lives of young people today, enabling the learner to empathise with issues and deepen their knowledge of how they affect the countries or communities where Spanish is spoken. *Understanding the Spanish-speaking world* immerses learners in the culture and heritage of Spain and Spanish-speaking countries and communities. The fourth theme *The Two Spains: 1936 onwards* introduces learners to a country specific theme focusing on a key period in the history of Spain, 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 related themes learners will develop knowledge and understanding of the countries or communities where Spanish is spoken through speaking, listening, reading and writing. The themes can be related to any country or community where Spanish is the spoken language.

This qualification is made up of a total of five units: two at AS and three at A level. Units 1 (AS) and 3 (A level) are speaking assessments; Unit 2 (AS) is a combined listening, reading, translation and critical writing examination; Unit 4 (A level) is a combined listening, reading and translation examination. Unit 5 (A level) is a critical and analytical writing examination.

For Unit 2, learners will be required to study **one** film, and for Unit 5, **one** literary text, taken from a list of prescribed works.

The list of prescribed works can be found on pages 13 (film) and 19 (literature) of this specification.

2.1 AS UNITS

Unit 1: Speaking

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

12% of qualification

48 marks

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

The candidate will choose two stimulus cards, one from set A and one from set B, at the beginning of the preparation period. Stimulus material will be in Spanish. Cards from Set A will be based on the theme Understanding the Spanish-speaking world. Cards from Set B will be based on the theme Being a young person in Spanish-speaking society.

See section 3.2 for full details of the speaking assessment.

Task 1

Arguing a point of view based on written stimulus card (5-6 minutes)

Task 2

Discussion based on a second written stimulus card with three questions (7-9 minutes)

The candidate may choose the order in which they attempt the tasks.

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

In Unit 1 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.

Unit 2: Listening, reading, translation and critical response in writing**Written examination: 2 hours 30 minutes****28% of qualification****84 marks**

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

There will be four sections:

Section A: Listening

Question types may include true/false statements, multiple choice and gap-fill questions.

Section B: Reading

Questions may include multiple choice, gap-fill questions and summary/assimilation style questions.

Section C: Translation

An unseen passage or passages from Spanish into English/Welsh (minimum 70 words).

Section D: Critical response in writing

Candidates are required to write one essay of approximately 300 words on the film they have studied from the prescribed list (see page 13).

This response will require an in-depth critical response in Spanish to an aspect or aspects of the film studied.

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

In Unit 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
- 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 Spanish into English/Welsh.

Studying the film

For Unit 2 Section D, a set of four carefully selected authentic feature films in Spanish is offered for study in this specification. The films in the prescribed list reflect cultural and literary elements in the development of the countries/communities where Spanish is spoken. Through the study of the chosen film, the learner will:

- develop a detailed understanding of the chosen film in Spanish
- acquire the skills to appreciate and analyse the film
- demonstrate an appreciation of the concepts and issues covered
- be able to respond critically in writing to the film 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 film studied
- engage critically with stimulating films in Spanish, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.

Prescribed works at AS

Four films are available for study at AS. Candidates are required to study only **one**.

Works: Film	
1.	Achero Mañas: <i>El Bola</i> A feature film (2000)
2.	Pedro Almodóvar: <i>Volver</i> A feature film (2006)
3.	Joshua Marston: <i>María, llena eres de gracia</i> A feature film (2004)
4.	Walter Salles: <i>Diarios de Motocicleta</i> A feature film (2004)

2.2 A2 UNITS

Unit 3: Speaking
Non-exam assessment: 11-12 minutes
18% of qualification
72 marks

The speaking assessment will last 11-12 minutes in total and comprises one task.

See section 3.2 for full details of the speaking assessment.

Task - Independent research project

This is in two parts, (a) and (b).

- (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 on the research project. This discussion should focus on the content of the research, not the process.

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

The independent research project

Unit 3, the speaking assessment at A level, involves the independent research project. 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 unit 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. It is important that centres give guidance to learners when they are selecting a subject for the independent research project and direct them to the assessment objectives relevant to the non-exam assessment.

For the independent research project, learners may choose a subject linked to one of the themes or to one of the prescribed literary works and films. However, learners must not base their independent research project on the same literary text or film that they refer to in their written assessment (i.e. in AS Unit 2 and A level Unit 5). Alternatively, learners may choose a subject which falls outside of the literary works, films and themes of the specification.

The independent research project will enable learners to:

- 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 and summarise research findings
- elaborate on key points of interest as appropriate through oral presentation and discussion.

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** to any other candidate's work on the same subject.

During the speaking assessment candidates will be expected 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 list of grammar in Appendix A
- using language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies.

Examples of independent research projects

The following areas of interest for the independent research project are suggestions only: they are not intended to be prescriptive.

- Theme/s from a literary text or film not studied for the written assessment
- La igualdad en el trabajo
- El teatro español
- El Franquismo
- La enseñanza en países hispanoparlantes
- Las energías renovables
- El cine español contemporáneo

After the two minute presentation, examiners will ask questions in Spanish which will enable candidates to demonstrate the skills outlined above. Questions will be open-ended to avoid the candidate using pre-learnt material.

Question types may include:

- "What made you choose...?"
- "Give an example of..."
- "What are your reasons for...?"
- "What are your feelings about...?"
- "I take a different point of view..."
- "Tell me more about..."
- "What are the differences/similarities between...?"

If in doubt about the independent research project, it is always possible to contact the Subject Officer at WJEC.

Unit 4: Listening, reading and translation**Written examination: 2 hours****30% of qualification****100 marks**

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

Section A: Listening

Questions which may include multiple choice, gap-fill answers, summary/assimilation style questions and comprehension questions in Spanish.

Section B: Reading

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

Section C: Translation

An unseen passage or passages from English/Welsh into Spanish (minimum of 100 words).

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

In Unit 4 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
- 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 English/Welsh into Spanish.

Unit 5: Critical and analytical response in writing (closed-book)

Written examination: 1 hour 30 minutes

12% of qualification

40 marks

Critical and analytical response in writing:

Candidates will complete one task on the literary work studied:

Task – Produce a critical and analytical response in writing, in approximately 400 words, to a question on the literary work studied taken from the prescribed list.

Candidates will have a choice of two questions.

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

Studying the literary work

A set of carefully selected authentic works in Spanish is offered for study in this specification. The provision of four literary works 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 chosen work 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 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 at A level

Four literary works are available for study at A level. Candidates are required to study only **one**.

Works: Literature	
1.	Luis de Castresana: <i>El otro árbol de Guernica</i> A novel (1967)
2.	Laura Esquivel: <i>Como agua para chocolate</i> A novel (1989)
3.	Federico García Lorca: <i>La casa de Bernarda Alba</i> A play (1936)
4.	Ramón Sender: <i>Réquiem por un campesino español</i> A novel (1953)

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

AO1 (AS/A level)

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 (AS/A level)

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 (AS/A level)

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

AO4 (AS only)

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

AO4 (A level only)

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

Assessment objectives are shown below as a percentage of the full A level.

	AO1	AO2	AO3	AO4	Total
AS Unit 1	2%	2%	4%	4%	12%
AS Unit 2	6%	10%	8%	4%	28%
A2 Unit 3	3%	3%	6%	6%	18%
A2 Unit 4	9%	15%	6%	-	30%
A2 Unit 5	-	-	6%	6%	12%
Overall weighting	20%	30%	30%	20%	100%

3.2 Arrangements for non-examination assessment

Non-exam assessment accounts for 30% of this GCE qualification; AS 12% and A level 18%. The following are general guidelines for the conduct of Units 1 and 3: 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

General (Unit 1 AS and Unit 3 A level)

Timing and marking

Up to the 2021/22 examinations series, the speaking assessments will be conducted and assessed by a visiting examiner appointed by WJEC¹. He/she will conduct and mark the assessment, which will be digitally recorded.

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 examiner and to be fair to all, centres must be flexible with dates.

Conduct of the assessments

Candidates will be allowed only **one attempt** at each speaking 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 examiner's control which prevents the completion of the assessment. In any such circumstance the visiting examiner must inform WJEC immediately and inform the examinations officer at the centre.

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

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

Centres will need to keep a record of the examining schedule including dates when the assessments are conducted.

¹ From the summer 2022 series, Unit 1 assessments will be conducted by centres, and digital recordings sent to examiners. From the summer 2023 series, Unit 1 assessments and Unit 3 assessments will be conducted by centres, and digital recordings sent to examiners.

References to '*the visiting examiner*' in this specification will be amended to '*the teacher examiner*' in due course, when section 3.2 and the Unit 3 Independent Research Project Pro-forma are updated in preparation for the 2022/23 assessments.

Unit 1 - AS

Task format and setting

The speaking assessment comprises two sets of stimulus cards-Sets A and B. Set A (argument) cards are based on the theme Understanding the Spanish-speaking world. Set B (discussion) cards are based on the theme being a young person in Spanish-speaking society. Candidates are able to pre-select a sub-theme from the theme Understanding the Spanish-speaking world prior to the speaking assessment. The examiner will bring a full set of cards to the centre. Tasks will be set by the WJEC. It should be noted that, from summer 2021, the total number of cards in a set will reduce from fourteen to nine. However, the set of nine will still provide coverage of all sub-themes of the subject content.

Candidates will be shown two cards out of a possible three from Set A (argument), based on their pre-chosen sub-theme. The examiner will decide which two cards to show the candidate. They will be asked to select one out of the two shown. Candidates will be asked to choose one card from Set B (discussion) from a possible three. Candidates will not be permitted to see the cards from Set B before making their choice. The candidate may choose which card they wish to start the assessment, either Set A (argument) on Understanding the Spanish-speaking world or Set B (discussion) on Being a young person in Spanish-speaking society.

Set A stimulus card (argument). Understanding the Spanish-speaking world (5-6 minutes)

Arguing a point of view based on a written stimulus card

The card will contain a stimulus in Spanish with two opposing views based on one of the two sub-themes from the theme 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

The candidate must tell the examiner, before they commence the assessment on the Set A card, which standpoint they have chosen to argue. The examiner will argue the opposing standpoint as outlined on the card and will do so in order to elicit the best response possible from the candidate. The candidate should remember that for the purpose of the assessment there is no right or wrong standpoint.

Set B stimulus card (discussion). Being a young person in Spanish-speaking society (7-9 minutes)

A discussion based on a written stimulus card

This card contains a short text and three questions in Spanish to which the candidate will prepare answers. The examiner will ask the candidate the three questions in the order in which they appear on the stimulus card. The questions provide a platform upon which to base a discussion on the theme presented. After the candidate's response to the three questions the examiner will explore other points related to the theme and follow up points raised by the candidate during the discussion. The candidate will continue the discussion with the examiner, responding to further questions related to them.

Task taking

On the day(s) when the assessment is conducted, each candidate will have a preparation time of fifteen minutes which will be supervised. Once the candidate has chosen the two cards he/she will decide which card to do first with the examiner and use the time to prepare the tasks.

During the preparation time the candidate may, if they wish, make notes in Spanish, English or Welsh 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 visiting examiner at the end of the assessment. The examiner will keep the notes until the end of the Review of Marking period.

After the preparation period the candidate will spend 5-6 minutes on the Set A (argument) card and 7-9 minutes on the Set B (discussion) card with the examiner. The candidate may choose the order of the tasks.

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

Candidates' performance depends not only on their own capacity and ability but also on the nature of the questions which the visiting examiner asks. Therefore the 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.

Unit 3 - A level

In preparation for the speaking assessment the learner will have undertaken an independent research project (see section 2.2 for full details). 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 A level 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/Welsh**. This **pro-forma** can be downloaded from the subject page on the WJEC website and is also shown on page 26 of this specification. 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.

The assessment will comprise the following:

Task - 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 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.

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 the 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.

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.

Timings for the assessment must be adhered to. Any evidence which exceeds these timings will not be marked.

Authentication

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

All candidates are required to sign the independent research project pro-forma endorsing the originality of their research and centres must countersign that they have taken all responsible steps to validate this. Validity can be further enhanced by careful attention to the following points:

- careful record-keeping of the progress of 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.

Acknowledgements

Reference to source must be clearly acknowledged on the independent research project pro-forma (see page 26).

Preparation

Guidance that may be given by teachers in the preparation of the independent research project is limited to:

- suitability of the topic chosen in relation to the achievement of assessment objectives
- verification that the independent research project is not replicated in content, approach and presentation by more than one candidate
- direction of candidates to the skills required to successfully present and discuss their independent research project (pages 14-16 of this specification)
- direction on how to source and reference appropriate information.

Research Methods

Sources should be authentic and in Spanish. They could include newspaper and magazine articles, online sources, reports, literary texts, films, television, radio, interviews etc. Any researched sources must be referenced on the independent research project pro-forma.

A LEVEL SPANISH - Unit 3

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 Unit 3 Independent Research Project 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 Unit 3 Independent Research Project is the candidate’s own work and that **no** mock oral has been conducted and/or feedback given on the **live** IRP.

Film studied at AS
Literary text studied at A Level

N.B. A copy of this proforma 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/Welsh only)
Sources referenced: (include full title of source, with dates where applicable)

Section below to be completed by visiting examiner

Date of assessment :

Visiting examiner name.....

Visiting examiner signature.....

4 TECHNICAL INFORMATION

4.1 Making entries

This is a unitised specification which allows for an element of staged assessment.

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Units 1 and 2 will be available in 2017 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2017.

Units 3, 4 and 5 will be available in 2018 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2018.

A qualification may be taken more than once. However, if any unit has been attempted twice and a candidate wishes to enter the unit for the third time, then the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for NEA units may be carried forward for the life of the specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

The entry codes appear below.

	Title	Entry codes	
		English-medium	Welsh-medium
AS Unit 1	Speaking	2810U1	2810N1
AS Unit 2	Listening, Reading, Translation and Critical Response in Writing	2810U2	2810N2
A2 Unit 3	Speaking	1810U3	1810N3
A2 Unit 4	Listening, Reading and Translation	1810U4	1810N4
A2 Unit 5	Critical and Analytical Response in Writing	1810U5	1810N5
AS Qualification cash-in		2810QS	2810CS
A level Qualification cash-in		1810QS	1810CS

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

There is no restriction on entry for this specification with any other WJEC AS or A level specification.

4.2 Grading, awarding and reporting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale A to E. The overall grades for the GCE A level qualification will be recorded as a grade on a scale A* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. An AS GCE has a total of 200 uniform marks and an A level GCE has a total of 500 uniform marks. The maximum uniform mark for any unit depends on that unit's weighting in the specification.

Uniform marks correspond to unit grades as follows:

Unit Weighting	Maximum unit uniform mark	Unit Grade				
		a	b	c	d	e
Unit 1 (12%)	60	48	42	36	30	24
Unit 2 (28%)	140	112	98	84	70	56
Unit 3 (18%)	90	72	63	54	45	36
Unit 4 (30%)	150	120	105	90	75	60
Unit 5 (12%)	60	48	42	36	30	24

The uniform marks obtained for each unit are added up and the subject grade is based on this total.

	Maximum uniform marks	Qualification grade				
		A	B	C	D	E
GCE AS	200	160	140	120	100	80
GCE A level	500	400	350	300	250	200

At A level, Grade A* will be awarded to candidates who have achieved a Grade A (400 uniform marks) in the overall A level qualification and at least 90% of the total uniform marks for the A2 units (270 uniform marks).

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.

AS level

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*)

A level

All grammar and structures listed for AS level, plus:

Adjectives

Relative (*cuyo*)

Verbs

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

Conjunctions

Use of *que* to introduce a clause (*¡Cuidado, que se va a quemar la tortilla!*)

Other constructions

Comparative constructions
Tiene más dinero de lo que creía
Expression of concession other than by *aunque* (*por muy adjective que, por mucho que*) (R)