

Exam board: AQA

Course Code 7692V

Spanish A-Level

**Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to the Spanish Department.

The purpose of this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

**Location:** The MFL Department is located on the ground floor in the 400s building, with its Office in Rm 404.

**Teaching Staff:** Your teachers Jennifer Pyburn (Head of MFL jrp@godalming.ac.uk), Yenny Wakeham (teacher and FLA yfw@godalming.ac.uk) and Mónica Ramirez (FLA mrj@godalming.ac.uk) hope that the journey into the Spanish speaking world is one of discoveries and pleasant surprises, and that it opens the doors to cultures you did not know.

**Director of Faculty (Humanities and Social Sciences):** Mark Woodward

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails and Teams Chat, or more formally through departmental workshops. Workshops are the best opportunity to receive additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

There are lots of places you can go to get help with the skills you need to succeed at the College.

To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer more technical support or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also have a look at the IT Helpdesk in Teams, which has help on using features such as Office 365. Finally IT are also contactable via ITsupport@godaming.ac.uk

**If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

**Course Overview**

|  |  |  |
| --- | --- | --- |
|  | Theme 1 Aspects of Hispanic society | Theme 2 Artistic culture in the Hispanic world |
|  | Unit 1 Los valores tradicionales y modernos | Unit 4 La influencia de los ídolos |
| **YEAR ONE** | Unit 2 El ciberespacio | Unit 5 La identidad regional en España |
|  | Unit 3 La igualdad de los derechos | Unit 6 El patrimonio cultural |
|  | Works**Paper 2 (Writing)** | Film: Volver (Pedro Almodóvar) |
|  |  | Literature: La casa de Bernarda Alba (F.G. Lorca) |

|  |  |  |
| --- | --- | --- |
|  | Theme 3 Multiculturalim in Hispanic society | Theme 4 Aspects of political life in the Hispanic world |
| **YEAR TWO** | Unit 7 La inmigración | Unit 10 Jóvenes de hoy, ciudadanos del mañana |
|  | Unit 8 El racismo | Unit 11 Monarquías y dictaduras |
|  | Unit 9 La convivencia y la integración | Unit 12 Movimientos sociales |
|  | **Paper 3 (Speaking)** | Individual research project |



**Student scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your A-Level. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. The topics you study at the start of your first year are as ‘difficult’ as those you will look at the end of your second year. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

|  |  |
| --- | --- |
|  | **A-LEVEL YEAR 1** |
| **Week** | **Jenny Pyburn** | **Yenny Wakeham** | **Assessment** |
| **Start of term/L6 Enrolment** |
| **L6 Enrolment** |
| 1 | ***Assessment of summer activities******2.1****las diferentes caras de internet* | ***1.1****Las familias de antes y de ahora: Los hijos hablan* |  |
| 2 | ***2.2***¿*Han cambiado las nuevas tecnologías nuestra vida a mejor o a peor?* | ***1.1****Las familias de antes y de ahora: Los hijos hablan* |  |
| 3 | ***2.3****Los teléfonos… ¿inteligentes?* | ***1.2****La religión católica y las fiestas* |  |
| 4 | ***1.4****Las múltiples formas familiares* | ***1.2****La religión católica y las fiestas* |  |
| 5 | Revision | ***1.3*** *Y vivieron felices… ¿para siempre?* |  |
| 6 | Reading, Translation and Speaking Assessments | ***1.3*** *Y vivieron felices… ¿para siempre?* | **Benchmark 1** |
| *Half Term - 24th – 28th October*  |
| 7 | **Film: Volver (Pedro Almodóvar)** Contexto | ***3.1****La lucha por la igualdad de las mujeres* |  |
| 8 | Temas | ***3.1****La lucha por la igualdad de las mujeres* |  |
| 9 | Personajes | ***3.2*** *La mujer contemporánea: hablan ellas* |  |
| 10 | Técnicas cinematográficas | ***3.2*** *La mujer contemporánea: hablan ellas* |  |
| 11 | ***3.4****Mejorando la situación de la mujer: ¿un trabajo aún inacabado?* | ***3.3****Los derechos del colectivo LGBT* |  |
| 12 | **Volver essay and translation (Unit 3)** | ***3.3****Los derechos del colectivo LGBT* | **Benchmark 2** |
| 13 | *Essay Feedback and 1-2-1* | *Translation feedback and 1-2-1* |  |
| *Christmas Holiday – 16th December – 2nd January* |
| 14 | ***4.1****Los jóvenes bajo la influencia de los ídolos musicales* | ***5.1****la Semana Santa en España* |  |
| 15 | ***4.2****¿Héroes deportivos?* | ***5.1****la Semana Santa en España* |  |
| 16 | ***4.3****La nueva cultura de la fama* | ***5.2****La tauromaquia, sus diversas formas y la polémica* | **Student Review 1 Available** |
| 17 | U3 & 4 Revision | ***5.2****La tauromaquia, sus diversas formas y la polémica* |  |
| 18 | **Listening, Translation and Speaking Assessment** | **Listening, Translation and Speaking Assessment** | **Benchmark 3** |
| 19 | ***Assessment Feedback*** ***6.1****Perú: incas, conquistas y maravillas para la historia* | ***5.3****Un viaje gastronómico por España* |  |
| *Half Term - 13th February – 17th February* |
| 20 | ***6.2****Unas pinceladas de arte mexicano* | ***5.3****Un viaje gastronómico por España* |  |
| 21 | ***6.3****La arquitectura árabe en Andalucía y sus vestigios* | ***5.4****¡En España se habla más de una lengua!* |  |
| 22 | ***6.4****El patrimonio musical y su diversidad en el mundo hispano* | ***5.4****¡En España se habla más de una lengua!* |  |
| 23 | Volver Revision | Revision of Units (skills) |  |
| 24 | Volver Revision and **essay for AS Paper 2 BM4** | Revision of Units (skills) | **Benchmark 4** |
| 25 | **Essay Feedback** | Revision of Units (skills) |  |
| *Easter Holiday 3rd April – 14th April* |
| 26 | **La casa de Bernarda Alba (Federico García Lorca)** Contexto | **Individual Research Project** |  |
| 27 | Act 1 Temas | **IRP** |  |
| 28 | Act 2 Personajes | **IRP** |  |
| 29 | Act 3 Técnicas literarias | Revision of Units (skills) |  |
| 30 | Paper 1 practice  | Revision of Units (skills) |  |
| 31 | Paper 1 practice | Revision of Units (skills) |  |
| *Half Term31st May – 4th June*  |
| 32 | **AS Paper 1 and 3** |  | **Benchmark 4** |
| 33 | Paper 1 feedback | Paper 3 feedback |  |
| 34 | Bernarda Alba | Grammar and skills practice |  |
| 35 | Bernarda Alba Essay practice | Grammar and skills practice |  |
| 36 | Bernarda Alba Essay practice | Grammar and skills practice |  |
| 37 |  |  | **Student Review 2 and Predicted Grade Available** |

|  |  |
| --- | --- |
|  | **A-LEVEL YEAR 2** |
| **Week** |  |  | **Assessment** |
| **Start of term/L6 Enrolment** |
| **L6 Enrolment** |
| 38 | *7.1 La inmigración en España: procedencia, distribución e integración* | Revision of Bernarda AlbaIRP Practice |  |
| 39 | *7.2 La vida y penuria de los sin papeles* | Revision of Bernarda Alba**IRP Assessment** | **Benchmark 5** |
| 40 | *7.3 La inmigración mexicana en EE.UU* | **Benchmark Essay : B A** | **Benchmark 5** |
| 41 | *8.1 Actitudes racistas y xenófobas en la España de ayer y hoy* | *8.2 Las medidas nacionales y locales en contra del racismo en Hispanoamérica* |  |
| 42 | *8.2 Las medidas nacionales y locales en contra del racismo en Hispanoamérica* | *8.3 Las legislaciones antirracistas en el mundo hispano* |  |
| 43 | *8.3 Las legislaciones antirracistas en el mundo hispano* | *9.1 La convivencia entre culturas en la España medieval* |  |
| * *Half Term -*
 |
| 44 | **Units 7 & 8 Translation and Listening Assessment** | *9.2 Convivencia e integración en los centros escolares* |  **Benchmark 6** |
| 45 | *9.3 La convivencia en la España moderna* | *9.3 La convivencia en la España moderna* |  |
| 46 | *10.1 Los jóvenes y la política: ¿activismo o apatía?* | *10.2 El paro entre los jóvenes* |  |
| 47 | *10.3 Su sociedad ideal: ¿una quimera*? | *10.3 Su sociedad ideal: ¿una quimera*? |  |
| 48 | **Unit 9 & 10 Translation assessment** | *11.1 El franquismo en España* | **Benchmark 6** |
| 49 | *11.2 La evolución de la monarquía en España* | *11.3 Dictadores Latinoamericanos* |  |
| 50 | *12.1 El poder de los sindicatos* | Revision of Volver for BM essay | **Student Review 3 Available** |
| * *Christmas Holiday -*
 |
| 51 | *12.3 La efectividad de las manifestaciones**12.2 Las protestas sociales en profundidad* | Revision of Volver for BM essay |  |
| 52 | **Timed Essay : Volver***12.3 La efectividad de las manifestaciones* | **L6 Revision:** *13.1 Las corrientes pictóricas del último siglo en España* | **Paper 2 Mock Benchmark 7** |
| 53 | 13.2 La seguridad y los hackers |  |  |
| 54 | 13.3 La influencia de la iglesia católica en Latinoamérica |  |  |
| 55 | Revision Paper 1 & 3 | Revision Paper 1 & 3 |  |
| 56 | Revision Paper 1 & 3 | Revision Paper 1 & 3 |  **Paper 3 Mock Benchmark 7** |
| * *Half Term -*
 |
| 57 | **MOCK EXAMS** | **Paper 1 Mock Benchmark 7** |
| 58 | Revision Paper 2 BA | Revision Paper 2 Volver |  |
| 59 | Revision Paper 2 BA | Revision Paper 2 Volver |  |
| 60 | Full Paper 2 Exam |  | **Student Review 4 Available** |
| 61 | Revision and past papers | Revision and past papers |  |
| 62 | Revision and past papers | Revision and past papers |  |
| * *Easter Holiday -*
 |
| 63 |  |  | **A level Paper 3 window** |
| 64 | Revision and past papers | Revision and past papers | **A level Paper 3 window** |
| 65 | Revision and past papers | Revision and past papers | **A level Paper 3 window** |
| 66 | **Last Day of U6 Teaching - Friday**  |

**Assessment**

When starting the course, it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

|  |  |  |
| --- | --- | --- |
| **AO1** | * Understand and respond:
	+ in speech to spoken language including face-to-face interaction
	+ in writing to spoken language drawn from a variety of sources.
 | **20%** |
| **AO2** | * Understand and respond:
	+ in speech to written language drawn from a variety of sources
	+ in writing to written language drawn from a variety of sources.
 | **30%** |
| **AO3** | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure | **30%** |
| **AO4** | Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken | **20%** |

**SPANISH Department Assessment Policy 2022-2023**

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the final exam! Feedback is essential for students’ learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments. There are three teachers in the Spanish Department, who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans. There is support from the FLA (15 hours per week), with whom the students have 30 min of conversation class per week in small groups of 4 or less.

In line with the College’s ’50-50’ initiative, each week, **homework** will be set and should take between **4.5 to 6 hours in total**. Your teachers therefore could set you up to 2 to 3 hours homework per week, which leaves 2 to 3 hours for further reading, listening, grammar practice and consolidating learning. The emphasis is on taking responsibility for your own learning.

To succeed on this course you must be prepared to learn your vocabulary, work hard on your grammar, listen to authentic material and read up on the topics studied every week.

There are also **drop-in workshops** run by the Department Tuesday and Friday lunchtimes for extra help with topics or skills you are finding difficult.

**The Final Assessment**

**EXAMs AT THE END OF TWO YEARS**

At the end of the 2 years of study, you will be taking three exams:

Paper Time Marks Weighting Skills

 **P**1 2 hours 30 mins 100 x2 50% Listening, reading, writing based on the 12 units studied

 2 2 hours 80 20% Writing (Essays on the film and the text studied)

 3 21-23 minutes 60 x2 30% Speaking (Individual Research Project and discussion of a topic)

**Lessons, Homework and Assessment**

Lessons consist of as much student interaction as is possible, which is why they are seated in groups. Activities often involve some sort of student discussion with interactive class feedback at the end. Students are encouraged to speak in Spanish during lessons, but it is up to them to make the effort.

Students are expected to be completing a minimum of 4.5 to 6 hours homework per week. If they organise their time well, they can mostly fit this into their school day.

**Unit booklets, film and literary text:** A lesson or two will be spent on the unit a week, and the student is expected to finish the work for homework. This work will be assessed in class by a brief inspection by the teacher and then a class discussion to check answers. Alongside the units is the study of a film and a literary text. We emphasise to students that learning a language takes time and practice. The more practice they put in, the more competent and confident they will become in the language.

**Listening practice:** This is often not prescribed in order to allow students to choose what they listen to according to their interest. It could be music, news, podcasts, television programmes or films.

**Revision:** Students will face a benchmark exam every half-term. This will consist of translations, a Speaking test and either a Listening, a Reading or an essay paper. Time should be spent revising the content of the units tested and practising the skills and grammar on Kerboodle.

**INTERNAL EAMS AND BENCHMARKS**

|  |  |
| --- | --- |
| **BENCHMARKS (First Year)**1. October – Speaking, Reading, Translations
2. December – Speaking, Listening, Writing, Translations
3. February - Speaking, Listening, Writing, Translations
4. March – End of Year exam
* **Paper 2** (Literature essay + Translation into Spanish)

June – End of Year exam* **Paper 1** (Listening, Reading + Translation into English)
* **Paper 3** (Speaking)
 | **BENCHMARKS (Second Year)**1. October – Essay, Speaking + Translations
2. December – Listening, Speaking + Translations
3. February – **Paper 1 & 3 Mock**

Before Easter – **Paper 2 Mock Exam** |

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

At Godalming College, there is an ethos of ‘dealing with the student first’. We will work with you to achieve your studies as best we can and parents are only contacted at the review times of January, June in the first year and November and March of the second year. However some students struggle with Spanish and find they are unable to learn effectively for whatever reason. If your teachers are significantly worried about your progress, the department will place you onto a ‘Departmental Action Plan’ (DAP) as sanctioned by the Head of Department outside of these review periods. This is where we formalise contact with your parents through a bespoke action plan so that you, the department and your parents can all help you to achieve your potential. These action plans are a supportive mechanism to get you back on track. A failure to meet the action plan will mean that you are referred to your Senior Tutor for further support. Where a student is culpable for their underperformance, the Senior Tutor may decide to place you onto a Formal Warning under the College’s disciplinary procedures. Where a student is struggling for health or other extenuating circumstances, the Senior Tutor may place you onto a ‘Supportive Warning’ to further support your studies.

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Head of Department will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Head of Department in communication with those in the department involved, and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).**
2. **Approach to Learning:** How you are engaging in your learning, in class or remotely, evidenced by

attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops or online and your overall communication with your teachers, in person or via Email and/or Microsoft Teams.

.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team and a phone call home to parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source. This is particularly relevant for the Independent Research Project. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**A-Level Mark schemes**

[**https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources?f.Resource+type%7C6=Mark+schemes**](https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources?f.Resource+type%7C6=Mark+schemes)

 **Example Exam Paper**

[**https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources?f.Resource+type%7C6=Question+papers**](https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/assessment-resources?f.Resource+type%7C6=Question+papers)

**Spanish Department**

**50:50 Help and Advice**

Key to your success whilst studying in the Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail, ready to hand in the following lesson. For each unit/subtopic find a researched fact and produce a simple mind-map to summarise the key information ready for future revision.

**Reading practice *(Suggested time = 1 hour per week)***

Read in Spanish - news, magazines (El Sol subscription is offered at the start of the year) or get a book out of the library. Extend your knowledge of vocabulary by highlighting/keeping a list of words you had to look up, and learn them as you go along.

**Speak in Spanish *(Suggested time = 30 minutes per week)***

Take every opportunity to Speak in Spanish during lessons. Ensure you go to your Conversation lesson every week, and reschedule if you cannot attend one week. There might be a group near you that you can join, or maybe meet up with a classmate for further practice.

**Consolidate grammar and Learn vocabulary *(Suggested time = 1 hour per week)***

Practise grammar and translations - interactively on Kerboodle or other websites, or work through the books available (Complete Spanish Grammar book is available on VLE link from ILC Library), and learn vocabulary for vocab tests.

**Revision *(Suggested time = 30 minutes per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, key-dates timelines etc.. Starting your revision early will make it much easier when you come to revise for your end of year or final exams.

**Listening practice *(Suggested time = 10 minutes a day)***

Listen to programmes in Spanish regularly. You can watch the news in Spanish (see News In Slow Spanish, CNN Mundo, BBC Mundo ) or watch a programme you enjoy online (rtv.es). There are podcasts in GoL on the topics in the course, and films and documentaries on eStream.







