

AM SYLLABUS (2013)

SPANISH

AM 31

SYLLABUS

SPANISH AM 31 SYLLABUS	(Available in September) Paper I (2 hrs) + Paper II (2 hrs & 10 mins) + Paper III (3hrs)
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Introduction

This syllabus assumes knowledge of Spanish at SEC level. It aims to consolidate this knowledge and to extend it to include advanced concepts, which are dealt with in a detailed manner. Most of these new concepts are included to provide a rigorous, deep and coherent view of Spanish.

Aims

The specific aims are:

1. To encourage the development of linguistic and general study skills for purposes of personal, vocational or higher education.
2. To develop further the following receptive and productive language skills:
 - (a) the ability to understand spoken Spanish
 - (b) the ability to read and understand written Spanish
 - (c) the ability to write Spanish accurately and fluently
3. To acquire linguistic and intellectual abilities for realistic and worthwhile objectives.
4. To stimulate in an enjoyable way candidates' interest in aspects of Spain and Spanish-speaking countries.
5. To provide a sufficient basis for further study at degree level or equivalent.

Assessment Objectives

The scheme of assessment will test candidates' ability to use Spanish to:

- Listen/read and respond to a variety of authentic spoken or written sources.
- Communicate effectively both in speech and in writing.
- Organize and present ideas (including facts, opinions, explanations and information) in both speech and writing.
- Understand and apply the grammatical, structural and lexical ranges included in the syllabus.
- Understand and study in depth aspects of the contemporary society, cultural background and heritage of Spain and/or other Spanish-speaking countries, through the prescribed texts or topics.

Subject Content

Candidates are expected to have a thorough knowledge of modern idiomatic Spanish and to express themselves fluently in speaking and writing. A knowledge of the following items is essential:

1. articles (definite, indefinite, and neuter).
2. nouns and adjectives (gender and number).
3. pronouns (relative, possessive, demonstrative, etc.).
4. verbs: regular and common irregular verbs in the indicative; all forms and common uses of the subjunctive; radical-changing verbs; reflexive verbs; impersonal verbs; passive voice; imperative; gerund; past participle; infinitive.
5. adverbs, conjunctions and prepositions.
6. common idioms.
7. main clauses; subordinate clauses and indirect speech.

The examination will be devised to test ability in all aspects of the four specified areas, namely, knowledge of and response to (a) the spoken language; (b) the written language; (c) the specified grammar and syntax; and (d) the cultural background and aspects thereof, through the prescribed texts or topics.

Errors which include grammatical errors, pronunciation (in the oral section), inappropriate word choice, misspelling and wrong or missing accentuation, will be penalized. The written sections should demonstrate knowledge of the specified forms and structures of modern idiomatic Spanish together with the content of the prescribed texts or topics.

Examination Scheme

Paper I	- Composition (2 hours)	30%
Paper II	- (a) Comprehension and (b) Summary (2 hours) (c) Conversation (10 minutes)	30% 10%
Paper III	- Prescribed Texts and Topics (3 hours)	30%

Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced Level with a general indication of the required learning outcomes at each specified grade. They are not designed to define the content; in practice, the grade awarded will depend upon the extent of overall objectives reached. It must be kept in mind that shortcomings in some aspects of the examination may be balanced by better performance in others:

- Grade A
 - Speaking and Listening: Candidates are able to understand normal speech of a native speaker of Spanish and to respond readily and to speak fluently. They take initiative, with a natural deployment of idiom and vocabulary. Pronunciation and intonation are accurate with only the occasional slight mistake or hesitation. There are very few errors even in more complex language.
 - Comprehension: Candidates show clear understanding of a wide range of complex written texts in a variety of registers. They have a very good understanding of grammar, structure, style and register. They understand detail, are capable of appreciation and respond with insight.
 - Writing: Candidates are able to communicate information, concepts and opinions clearly. Language and expression are generally suitable and sufficiently varied and mature to convey their thoughts and arguments. They use a wide and varied range of syntax and lexis, with a high level of accuracy and fluency. Their level is generally high in all aspects and errors which occur are normally minor arising most probably from their desire to use more enterprising constructions and vocabulary.
 - Prescribed Texts or Topics: Candidates demonstrate a thorough knowledge of the literature / topics studied with clear and logical presentation and independent judgement of detailed views, arguments and insights in well-structured and coherent essays, without memorization, unsuitable quotations or summarized information.
- Grade C
 - Speaking and Listening: Candidates have few problems to understand the normal speech of a native speaker and to respond readily and without undue hesitation. They are reasonably forthcoming and have some ability to develop their answers. They show competent use of idiom and vocabulary with evidence of a personal viewpoint. They make a fair attempt at accuracy, pronunciation and intonation although the end result may still show native language interference. Errors are more frequent and prompting may be required, especially in the use of more complex language.
 - Comprehension: Candidates understand a range of written texts in a variety of registers. They show understanding of grammar, structure, style and register. They understand significant details, are capable of identification of points of view, attitudes and emotions.
 - Writing: Candidates are able to communicate information and opinions clearly. Language and expression are generally quite adequate to convey their thoughts and arguments although limited in range and variety. There is some evidence of their ability to use occasionally a wider range of syntax and lexis. There are relatively few errors of a serious nature which usually occur because of lapses of attention or incomplete recall, rather than ignorance or failure to understand.
 - Prescribed Texts or Topics: Candidates demonstrate a sound knowledge of the literature / topics studied with clear and logical presentation of detailed "content", with limited evidence of views, arguments and insights and some capacity for independent judgement in coherently-structured essays.
- Grade E
 - Speaking and Listening: Candidates' understanding of normal speech by a native speaker is limited and their production is often hesitant and lacking in fluency with restricted vocabulary. The message is transmitted despite a high frequency of errors especially when attempting to use

more complex language. Performance is spoiled by frequent, elementary errors. There are several problems to understand and to respond readily and without undue hesitation. Their pronunciation is strongly influenced by their native language. There is no indication of efforts to develop responses beyond the minimum.

- **Comprehension:** Candidates respond competently only to straightforward questions. They experience difficulty with abstract or complex language. They may resort to copying parts of the text because of their lack of comprehension. They understand the main points but their grasp of detail may be random with limited abilities as regards inferences, points of view, emotions and conclusions. Their understanding of grammar, structure, style and register is limited and basic.
- **Writing:** Candidates are able to communicate their ideas appropriately, i.e. giving factual information or narrating events, with no linguistic sophistication. Within their limited range of expression and restricted and repetitive vocabulary, spelling and grammar are sometimes inaccurate and inconsistent, with basic errors. Language and expression are generally simple, with a limited range of tenses, stereotyped phrases and native language interference.
- **Prescribed Texts or Topics:** Candidates demonstrate adequate knowledge of the literature/topics studied without focussing on the aspects under consideration. Narration rather than analysis tends to characterize their work with lack of appropriate structure, vague and possibly inaccurate references to factual information.

Syllabus

Paper I - COMPOSITION (30% of the total marks)

The objective of this paper is to test the candidates' command of written Spanish in defined situations in a variety of registers.

Candidates are required to write ONE composition in Spanish of 300-350 words on one of the topics set. FOUR or FIVE subjects will be set, and these may include discursive, narrative and descriptive styles, as well as formal and informal language. Marks will be allotted for content, for language (grammar, structures and lexis), for style and for communication.

Paper II - COMPREHENSION, SUMMARY, CONVERSATION (40% of the total marks)

Section A: Comprehension (15% of the total marks)

The objective of this section is to test the candidates' understanding of authentic written Spanish and their ability to express their understanding by answering specific questions in Spanish on a text.

A contemporary text (preferably from authentic sources, possibly also in its authentic format) is given to the candidates for their consideration and comprehension.

Candidates are required to answer in Spanish the set questions on the text provided. Unless otherwise stated, answers should not include quotations from the text itself. Questions may be factual or inferential. In the allocation of marks, due consideration will be given to content and to correct language and structure.

Section B; Summary (15% of the total marks)

The objective of this section is to test the candidates' ability to understand authentic written Spanish by summarizing to around a third of its length a given text.

A contemporary text (preferably from authentic sources, possibly, also in its authentic format) is given to the candidates for their consideration and comprehension.

Candidates are required to provide a summary in Spanish, in their own words, equivalent to around ONE THIRD of the passage provided. Marks will be allotted on the basis of essential content within the set parameters, and correct language and structure.

Section C: Conversation (10% of the total marks)

Candidates will be examined individually for up to 10 MINUTES each, and they are expected to conduct a meaningful conversation in Spanish on an everyday or stimulated topic as may be proposed by the examiner.

Paper III - PRESCRIBED TEXTS AND TOPICS (30% of the total marks)

IMPORTANT: CANDIDATES MAY OPT TO ANSWER QUESTIONS EITHER ON THE TEXTS OR ON THE TOPICS BUT NOT A COMBINATION OF BOTH.

Paper Structure:

This paper includes EIGHTEEN set questions, divided as follows:

1.- Hispanic Texts:

FIVE prescribed texts (normally of a literary nature), with a choice of TWO questions on each text (a total of ten questions).

Prescribed texts (any complete edition is acceptable) will be kept on the list for at least 3 years. Changes may be effected each year thereafter, and candidates will be advised of any changes at least 2 years in advance.

The paper structure normally requires a detailed study of THREE texts chosen from the list of prescriptions.

Candidates are required to answer THREE questions and they should spend around one hour on each answer which will be allotted one third of the total mark of this examination. Each question will carry 10% of the total marks. ANSWERS MUST BE GIVEN ONLY IN SPANISH.

OR

2.- Topics:

FOUR prescribed topics, which may be contemporary or historical, with a choice of two essay questions on each topic (a total of eight questions).

The questions on prescribed topics give the opportunity to candidates to place their studies in their context and perspective. While no particular text books are prescribed, a bibliography is provided for each topic set, when appropriate. Students are encouraged to supplement the bibliography with any further contemporary reading, especially magazines and newspapers.

There is no policy to cover any particular range of cultural, historical, social or geographical topics in this section. The aim is to prescribe FOUR topics which are intrinsically worthwhile, accessible, and likely to be of interest to Advanced Level students of Spanish.

Candidates are required to answer THREE questions. Each essay answer should be 300-350 words long. Each question will carry 10% of the total marks. ANSWERS MUST BE GIVEN ONLY IN SPANISH.

Prescribed Texts:

1. Federico García Lorca, *La casa de Bernarda Alba*.
2. Gustavo Adolfo Bécquer, *Rimas*.
3. Isabel Allende, *Cuentos de Eva Luna*.
4. Ana María Matute, *Primera memoria*.
5. Camilo José Cela *La Familia de Pascual Duarte*

Prescribed Topics:

1. La España contemporánea (1975-2000).
2. Dos Comunidades Autónomas (geografía, cultura, economía).
3. Al-Andalus, La España Musulmana.
4. Un país latinoamericano (a elegir de: Argentina, Bolivia, Colombia, Chile, Perú, México, Venezuela - geografía, historia, cultura, economía).

Bibliography

LA ESPAÑA CONTEMPORÁNEA

- Amando de Miguel: *Autobiografía de los españoles, Cómo nos vemos, ¿somos así?*, PLANETA, 1997, ISBN 84-08-020-46-3.
- Charles Powell: *España en democracia, 1975 – 2000, Las claves de la profunda transformación de España*, PLAZA Y JANÉS, 2002, ISBN 84-9759-022-8.
- Laura Serrano Blanco: *La España actual*, ACTAS, 2001, ISBN 84-9739-016-4.
- José-Vidal Pelaz Lopez: *El Estado de las Autonomías*, ACTAS, 2001, ISBN 84-9739-017-2.

Lorenzo Díaz: *La España alegre. Ocio y diversión en el siglo XX*, ESPASA CALPE, 1999, ISBN 84-239-7785-4.

DOS COMUNIDADES AUTÓNOMAS

Bibliography depends on the Autonomous Communities chosen, with detailed reference to the aspects included in the topic.

AL-ANDALUS, LA ESPAÑA MUSULMANA

Juan Castilla Brazales: *Érase una vez Al-Andaluz (Ocho siglos de historia para jóvenes lectores)*, FUNDACIÓN EL LEGADO ANDALUSÍ, ISBN 84-30615-3-0.

Jesús Greus: *Así vivían en Al-Andalus*, ANAYA, 1988, ISBN 84-207-3365-2.

Daniel Cuñat : *Al-Andalus : Los Omeyas*, ANAYA, 1991, ISBN 84-207-4193-0.

Richard Fletcher: *La España Mora*, NEREA, 2000, ISBN 84-89569-40-1.

Werner Freund: *Al-Andalus : Ocho siglos en guerra y paz*, EDITORIAL ALHULIA, ISBN 84-95136-45-7.

UN PAÍS LATINOAMERICANO

Bibliography depends on the country chosen, with detailed reference to the aspects included in the topic.