

IM SYLLABUS (2014)

SPANISH

IM 31

SYLLABUS

<p>Spanish IM 31 Syllabus</p>	<p>(Available in September) Oral (app. 10 minutes) + Paper 1 (3 hours)</p>
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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 more advanced concepts, which are dealt with in a broad manner. Most of these new concepts are included to provide a general and coherent view of the subject, but will not be treated with the same rigour and at the same depth as in the Advanced level course in the subject.

Aims

More specifically it will seek to enable students to communicate confidently, clearly and effectively in Spanish by:

1. encouraging the development of basic linguistic and general study skills to promote the ability to read understand, speak and write basic Spanish.
2. Acquiring basic linguistic and intellectual abilities for realistic and worthwhile objectives either through further studies or through practical use.
3. stimulating in an enjoyable way candidates' interest in basic aspects of Spain and Spanish speaking countries, particularly concerning contemporary society, cultural background and heritage.

Assessment Objectives

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

- Listen/read and respond to a variety of basic authentic spoken or written sources.
- Communicate basically but 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 aspects of the contemporary society, cultural background and heritage of Spain and/or other Spanish-speaking countries, through the prescribed topics.

Subject Content

Candidates are expected to have a basic knowledge of modern idiomatic Spanish and to express themselves correctly 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 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 topics.

Examination Scheme

The examination will consist of ONE written paper with three questions to be answered and an oral conversation.

The duration of the written examination is THREE hours while each candidate will be examined separately for approximately 10 minutes for the oral conversation section.

Candidates are expected to spend ONE hour on each question of the written examination paper.

Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Intermediate 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 in a basic manner correctly. Pronunciation and intonation are accurate with only the occasional slight mistake or hesitation. There are very few errors in all aspects of the basic structures.
 - Comprehension: Candidates show clear understanding of a wide range of straight-forward 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 to convey their thoughts and arguments. They use all the range of basic 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 Topics: Candidates demonstrate a thorough knowledge of the 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 Topics: Candidates demonstrate a sound knowledge of the 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 spoilt 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 Topics: Candidates demonstrate adequate knowledge of the 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

Question 1, Composition (30% of the total marks)

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

FOUR OR FIVE topics will be set, and these may include discursive, narrative and descriptive styles, as well as formal and informal language (grammar, structures and lexis), for style and for communication. Topics may concern any general knowledge subject suitable for the candidates' age-group, particularly:

- a) Leisure, tourism and travel, sport, hobbies and entertainment.
- b) School, education, training and careers
- c) Problems of young people, relationships, gender issues, drugs, etc.

Candidates are required to write ONE composition in Spanish of 250-300 words on one of the topics set.

Question 2, Comprehension (30% of the total marks)

The objective of this section is to test the candidates' understanding of authentic basic 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. All forms of questions may be set to test 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 allotment of marks, due consideration will be given to content and to correct language and structure.

Question 3, Overview of three periods of the Spanish history or Literature (30% of the total marks)

Teachers, and ideally students, will have the opportunity to negotiate on the cultural component of the syllabus and choose to study either an overview of the history, culture and civilisation of three key periods in the Spanish history including Muslim Spain, The Civil War and the Dictatorship and Contemporary Spain or the study of one from two shortened editions of the following books: *El Lazarillo de Tormes* and *El Quijote* by Miguel de Cervantes.

Three or four questions will be set regarding each aforementioned section. Candidates are required to answer ONE question from only one section. Each essay answer should be approximately 250-300 words long. Answers **MUST** be given in Spanish.

Conversation (10% of the total marks)

The objective of this section is to test the candidates' ability to understand authentic basic spoken Spanish by being able to sustain a conversation on contemporary topics.

The topics may include any everyday situation which serves as a basis for the sustained conversation.

Candidates will be examined individually for approximately 10 MINUTES each, and they are expected to conduct a meaningful conversation on any everyday or stimulated topic that may be proposed by the examiner.

Prescribed Topics

In order to fit language study into a concrete cultural and historic background, the prescribed topics will include a basic general knowledge of Spain, its geography, culture and society, together with a more detailed but general study of:

La España actual

- i) Sociedad
- ii) Economía
- iii) Política
- iv) Cultura
- v) Literatura

La España de las tres culturas

- i) Al Andalus
- ii) La Reconquista
- iii) El mito de Santiago
- iv) Mozárabe, muladíes, judíos y mudéjares
- v) Los orígenes de la literatura castellana
- vi) Arte Mudéjar

La Guerra Civil y la Dictadura

- i) Manuel Azaña: La Reforma Agraria
- ii) Guerra Civil: 1936-1939 y las consecuencias
- iii) La era de Franco
- iv) Cultura y literatura

Imágenes de España, by Ramon Tamames and Sebastian Quesada ISBN, Chapters (???) is recommended but any similar text will do. Candidates and teachers are expected to supplement

this basic text with additional material of a printed or audio/visual nature as recommended at the end of the Quesada work or as they consider appropriate.

OR

Prescribed Texts

One reading to be chosen between these two shortened editions:

El Lazarillo de Tormes, Anónimo. Biblioteca Didáctica Anaya. ISBN 84-207-2592-7

OR

El Quijote by Miguel de Cervantes. Adaptación de Agustín Sánchez. Editorial Vicens Vives. Barcelona. ISBN 84-316-7637-X