

SEC SYLLABUS (2014)

SPANISH

SEC 28

SYLLABUS

**Spanish SEC 28
Syllabus**

(Not available in September)

Paper I: 2 hours (Listening Comprehension (45 mins.), Conversation (10 mins.) + Written (65 mins.); Paper II: 2 hrs

INTRODUCTION

The syllabus has been designed to lead to a teaching syllabus and scheme of examination which will provide:

- (a) a system that differentiates between candidates on the basis of positive achievement rather than failure;
- (b) a system in which the lower grades represent a useful achievement and an ability to achieve genuine standards of communicative competence in real situations;
- (c) a system which enables all candidates to gain grades according to their competence.

AIMS

The aims of a course in SPANISH leading to the award of a Secondary Education Certificate should be:

- a. to develop the ability to use the language effectively for purposes of practical communication;
- b. to develop learning skills and to evaluate one's own learning;
- c. to offer insights into the culture and civilization of Spain, intercultural awareness and notions of human universal values;
- d. to contribute to the cognitive and affective development of the student;
- e. to provide enjoyment and intellectual stimulation.

ASSESSMENT OBJECTIVES

SPEAKING (A2) □ Candidates must show an ability

- a. to give descriptions of aspects related to everyday affairs and conditions
- b. to exchange relevant information on familiar and social matters
- c. to discuss practical issues
- d. to express personal opinions on common problems
- e. to make simple transactions in social situations
- f. to receive required information
- g. to respond adequately in a direct interview

LISTENING (A2) □ Candidates must show an ability

- a. to understand short, concrete texts
- b. to identify the main point/s of short clear texts
- c. to extrapolate essential ideas from short texts of concrete type

READING (A2+B1) Candidates must show an ability

- a. to read short, simple texts on common, concrete topics
- b. to elicit overall meaning of short texts containing some unfamiliar words

This implies reading with understanding letters, faxes, advertisements, prospectuses, menus, lists, notices, signs, brochures, short newspaper articles

- a. to identify specific information
- b. to understand direct regulations, simple instructions, and short descriptions

WRITING (A2+B1) Candidates must show an ability

- a. to describe common events and experiences
- b. to write simple narratives including action and circumstances
- c. to express ideas, opinions, and emotions in letters, notes, and messages

SUBJECT CONTENT

Candidates will be assessed on their communicative language competence which has the following components:

- linguistic competences which may include lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence, and orthoepic phonetic competence
- sociolinguistic competences which may include linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect and accent
- pragmatic competences which may include discourse competence and functional competence
Syntactic, Morphological, Semantic and Phonological Competence

Candidates will be expected to know the following STANDARD CASTILIAN SPANISH GRAMMAR

1. The alphabet

- Orthography
- Punctuation
- Accentuation

2. Gender and Number of Nouns – 3 basic patterns for forming plural nouns

3. Articles – definite and indefinite: *el, los, lo, la, un, una* ...

4. Pronouns:

- Subject Personal pronouns, formal and informal modes of address : *tú, usted vosotros, ustedes* ...
- Direct/Indirect object pronouns and their positions: *me, te, lo, le, les* ...
- Demonstrative pronouns: *éste, aquél, ése, esto* ...
- Indefinite pronouns: *algo, nada, alguien, nadie, alguno, ninguno* ...
- Relative pronouns: *que, el/la/los/las/lo que, el/la cual, los/las cuales, quien/es, cuyo/a/os/as* ...
- Possessive Pronouns: *mío, mía, suyo, suya* ...
- Interrogative pronouns and phrases: *qué, cuál* ...
- Reflexive pronouns: *me, te, se* ...

5. Adjectives

- Agreement of adjectives in number and gender
- Demonstrative adjectives: *este, aquel ese* ...
- Possessive adjectives: *mi, mis, tu, tus, tuya, tuyas, nuestro, nuestros* ...
- Formation of adjectives of nationality
- Position of adjectives in relation to nouns: *bueno, malo, grande, pequeño, nuevo, viejo*...
- Short forms of some adjectives: *buen, mal, ningún, algún, primer, tercer*...
- Intensive forms of the adjective in suffixes: *ísimo/os/a* and *-ito/itos* ...
- Colours

6. Adverbs: formation –*mente* and *cerca de, lejos, al final de, junto a, ahí, enfrente, aquí ...*

7. Comparison of adjective and adverb

- Regular comparison
- Superlative of adjective: *el/la/las/los más/menos ...*
- Superlative time expressions: *lo más tarde, lo antes/más temprano ...*
- Use of *menor* and *mayor*
- Comparisons of equality: *tan/tanto/tal como, igual que, lo mismo que, igual/igualmente ...*

8. THE VERBS

i. Equivalents of **to be**: *ser, estar, haber and tener* . *Tener* when in idiomatic expressions: *tener 16 años, tener frío/ cuidado/sueño/ hambre/ sed/ miedo/ ganas ...* *Hacer* when in idiomatic expressions: *hace frío/calor/sol/viento ...*

. Emphasize difference of use between *haber* and *tener* because of interference with Italian **Avere**

ii Present indicative

- Regular –*ar, -er, -ir* endings
- Radical changing verbs (*o/u-ue, e-ie, e-i*)
- Irregular verbs

andar, conducir (and all ending in –*ducir*), *caer, dar, decir, hacer, ir, oír, poder, poner, querer ...*

saber, salir, traer, venir, ver indicative tenses of radical-changing verbs (including those ending in –*ar* and –*er*; those ending in –*erir -entir -ertir plus hervir, morir and dormir*; the rest ending in –*ir*, mostly in –*edir, estir, -egir* and –*ervir* ..

iii. Present and Past continuous (*estar* in the present/past indicative + gerund)

iv. The past tenses:

Préterito Perfecto,

Préterito Indefinido

Préterito Imperfecto.

*Pluscuamperfecto**

- Conjugation of regular and irregular verbs
- *Indefinido / Imperfecto* contrast

v. Future tense

- Simple future
- *Ir + a +* infinitive verb

vi. Conditional – basic uses

vii. Imperative

- Affirmative and negative forms of the imperative
- *Tú /vosotros* (informal commands) vs *Ud./Uds* (formal commands): *habla, no hables vs hable, no hable, comen, no comen, coman, no coman...*
- *Nosotros* commands corresponding to **let's + verb**: *Comamos, Salgamos para el cine, Llamemos a María...*
- *Vamos a +* infinitive: *vamos a comer, vamos a salir para el cine, vamos a llamar a María*
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- Placement of object pronouns with the imperative: attached to the verb in affirmative commands: *dénme el libro = dénmelo* and placed before the verb in negative commands: *no me lo den...*
- Infinitive used as imperative/Impersonal command: *No fumar...*

viii. *El Subjuntivo* Subjunctive Mood: embedded commands: *quiero que bebas todo, irregular verbs quiero que te vayas **

- Present subjunctive - basic uses including: after verbs of wishing, commanding, forbidding; after verbs implying doubt, denial and thinking and believing used negatively or interrogatively; after verbs of emotion; after expressions of necessity and impersonal verbs which do not stress a fact; in adverbial clauses of time when future is implied; indefinite or negative adjective clauses.*

viii.. Modal auxiliary verbs: *poder, saber, deber, haber de, querer, soler, volver a...*

expressions of obligation: *deber, tener que, hay que + infinitive ...*

ix. Reflexive verbs : *levantarse, sentarse, despertarse, lavarse, enfermarse, divertirse, afeitarse, ducharse, vestirse ...*

x.. Impersonal *se* and passive *se*: *se habla español, se vende ese libro en todas las tiendas ...*

xi. Use of verbs to describe likes, dislikes and reactions: *gustar, caer bien/mal, parecer, molestar, encantar, interesar, disgustar, doler ...*

* The asterisk indicates that only candidates in 2A are to be familiar with the Subjunctive and Pluperfect concept and form, although there will be no questions directly testing these tenses.

9. Prepositions: *por* versus *para*, *a*, *ante*, *bajo*, *con*, *contra*, *de*, *desde*, *durante*, *en*, *entre*, *hacia*, *hasta*, *mediante*, *sin*, *sobre*, *tras* ...

10. Conjunctions and connectors: *pero*, *sin embargo*, *aunque*, *por una parte*, *y-e*, *o-u*, *ni ni*, *sino*, *sino que* ...

11. Numerals

- Cardinal numbers: *cero* up until *mil*, *un millón*.
- Ordinal numbers : *primero/a* up until *décimo/a*
- Uses of *cien* and *ciento*, *un* and *uno* (*cien páginas*, *ciento veinte páginas*)

12. Time and expressions of time and day in both present and past tense: *Es la una*, *son las dos de la tarde.*, *llevar / hacer ...que/desde/desde hace*

N.B. The feminine and plural forms where they exist are subsumed by the form given.

A knowledge of the following Semantics, Sociolinguistics and Pragmatic Interpretation Capacity is essential:

1. Meeting people/ Communication

- Greetings and farewells (*Saludos*): *Buenos días; buenas tardes/noches Adiós; hasta luego, Hasta + expression of time...*
¿Qué tal?; ¿Cómo está/s?...
 - Introducing oneself and other people: *Encantado/a, es un placer, mucho gusto...*
 - Jobs/ Professions (el empleo, el oficio): *el dependiente, el bailarín, el basurero, el abogado...*
 - Free time, Hobbies and Activities: *Pasatiempos predilectos, practicar un deporte, tocar un instrumento, mirar la televisión, la lectura, escuchar la radio...*
- Computer vocabulary: *ordenador, correo electrónico, navegar por internet, impresiones, la informática...*

- Asking and giving addresses and telephone/mobile numbers/email :
mi correo electrónico es., llamada, marcar el número, calle, plaza, ciudad, isla ...
 - Dates of birth and birthdays using numbers, months and years and best wishes and luck for birthdays, Christmas and New Year: *el 7 de octubre ella cumple 16 años, ¡ que los cumpla muy felices! ¡ feliz navidad! ¡ Buena suerte!...*
 - Describing oneself and others i.e. physical appearance making reference to different parts of the body and clothes: *bajo, alto, el brazo, la cabeza, bello, atlético, los ojos azules, ej. El tiene las piernas gordas, la modelo lleva la falda corta ...*
- Personality/character and mood: *tímida, trabajadora, alegre, introvertido, seria, sereno, flojo, cómico, fuerte, enojada, sonriente, ser de mal genio, estar de mal humor ...*

2. School life: Facilities and Activities

- Expressions and vocabulary – *abrir/cerrar la ventana/puerta, ir al baño, borrar la pizarra, callarse, hablar más alto, participar, entender, preguntar, contestar, repetir, explicar ...*
la colegiala/escolar, el horario, el profesor, la lección,...
- School subjects and options : *los estudios, las ciencias, las artes, las lenguas ...*
Facilities: *el patio de recreo, la clase, la biblioteca, el gimnasio...*
Activities - *los deportes , los cursos, la salida de estudios...*

3. Shopping

- Asking and telling prices : *¿Cuánto es? ¿Qué precio tiene? ¿Cuánto cuesta?...*
- Different shops: *la panadería, la frutería, la farmacia, el supermercado...*
- Asking for colours, sizes, quantities and shapes – *rayas, lunares, cuadros, liso, estampado...*
Sizes - *¿Tiene la talla ...? ¿Lo tiene en otro color? ¿Tiene uno más grande?...*
Quantities : *Kilo, litro, gramo, un pedazo, una caja, una bolsa, un ramo, un racimo...*

4. Life at Home

- Describing one's own family and pets
- Family members
- Describing one's house ie rooms, furniture and appliances: *el baño, la cocina, la mesa, la licuadora, la nevera...*
- Orientation within an enclosed space: *al fondo, a la izquierda, a la derecha, en el piso de arriba, al lado de, enfrente de, junto a...*
- Meals and times: *el desayuno, la comida, el almuerzo, la merienda, la cena...*
- Expressing one's daily routine
- House chores : *cocinar, limpiar, pulir, barrer, tender la ropa/ la cama/la mesa ...*

5. Moving about/ Travel

- Asking and giving directions using the imperative: *tomar, bajar, girar, subir, seguir, torcer, cruzar...*
- Enquiring about locations using interrogative pronouns: *¿A qué distancia está ...?;¿Cómo puedo llegar hasta ...?;¿Dónde está?...*
- Space location using *hay* and prepositions: *cerca, lejos, al final de, junto a, fuera, enfrente, a la vuelta, a la izquierda/derecha, aquí, ahí, allí, entre ...*
Going on holiday : *ir de vacaciones*
...• Means of transport and vocabulary: *en avión, en tren, en autobús, por mar, el billete, tarifa, los pasajeros, el aeropuerto, la estación...*

6. Food and drink

- Expressing hunger and thirst – *tener sed/hambre...*
- Food: *legumbres, verduras, carnes, pescados, postre, frutas, mariscos...*
- Drinks: *el agua, el vino, la cerveza, los refrescos...*
- Containers: *un vaso, una jarra, una lata, una botella...*
- Tableware: *el cuchillo, la cuchara, el tenedor, la servilleta, el sacacorchos...*
- In a restaurant/bar: *el menú, la cuenta, el camarero...*

7. Health and illness

- Expressing or enquiring about pain or sickness: *el dolor, doler, pasar, encontrarse, sentirse...ej. me duele la cabeza...*
First Aid, Hospital, accidents : *la venda, vendar, caerse, el médico, la camilla, estar bien/mal, tener fiebre/cartarro/gripe, tener dolor de, estar constipado...*
- Main illnesses: *el cáncer, un ataque cardíaco, la diabetes...*
- Consulting a doctor and asking for an appointment using days of the week, months and time.
- Medicines: *la receta, las aspirinas, los antibióticos, la crema...*

8. Seasons and weather

- Describing the weather: *¿Qué tiempo hace? ¿Qué tal hace?, llover, nevar, helar, granizar; hacer to express weather: hace calor/frío/viento/sol/30 grados; está nublado/despejado/oscurito/lloviendo...*
- Weather predictions using the future tense : *hará viento mañana...*
- The four seasons, months, days of the week.

9. SPAIN : **Geography**: *la Península ibérica y los países con los cuales tiene frontera, las montañas, los mares, el Océano Atlántico, las Islas Baleares y las Canarias, la bandera, la capital, las 4 lenguas oficiales y la población.*

History : *la Cueva de Altamira, Cristóbal Colón/ la invasión de las Américas, los Arabes/Moros y La Alhambra.*

Culture: *García Lorca, Gaudí, la Sagrada Familia, el Prado, Velásquez, Dalí, Picasso, El Guernica, Andalucía/el Flamenco, Las Fallas y La Semana Santa.*

Gastronomy: *las tapas, la paella, la tortilla, los churros y la sangría.*

SCHEME OF ASSESSMENT

Candidates will be required to take two papers of two hours each.

Paper I (common to all candidates) consists of :

- 2 Listening Comprehension texts [45 mins]:-
 - 1 long text of 350 words +1 short text of 100 words (15%)
- Oral task consisting of role-play or conversation [10 mins] (15%)
- 1 Grammar multiple choice exercise + 1 Cultural Component exercise +
 - 1 Gap-filling exercise [65 mins] (25%)

Paper II A [120 mins]

- 1 Reading Comprehension Text of 250-300 words (20%)
- 1 Essay task of 200 words (20%)
- 1 Guided Dialogue (5%)

Paper II B [120 mins]

- 1 Reading Comprehension Text of 200 -250 words (20%)
- 1 Essay Task of 150 words (20%)
- 1 Guided Dialogue (5%)

Reception	LISTENING	Long Listening Comprehension - 350	45 mins
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35%	10%	words (which requires 30 mins)	
	5%	Short Listening Comprhension – 100 words (which requires 15mins)	
	READING 20%	Reading comprehension (which requires 30 mins) text between 200 and 250 words	30 mins
Production 65%	SPEAKING 15%	Role play or conversation	10 mins
	WRITING 10% 20% 5% 5% 10%	Language use, Grammar Essay (IIA 200words, IIB 150words) Guided Dialogue Cultural Component Gap-filling	155 mins
Weighting (100%)		Tasks	Time distribution 240 mins (divided equally between Paper I and Paper II)

Paper I + Paper IIB should be pegged at level A2 (CEF) and candidates sitting for Paper I and Paper IIB may qualify for a grade not higher than 4 (i.e. grades 4, 5, 6, 7); the results of candidates who do not obtain at least a Grade 7 shall remain Unclassified (U).

Paper I + Paper IIA should be pegged at levels A2 and B1 (CEF) and candidates sitting for Paper I + Paper IIA may qualify for a grade within the range 1 to 5 (i.e. 1, 2, 3, 4, 5); the results of candidates who do not obtain a Grade 5 shall remain Unclassified (U).

Grade Descriptions

Candidates who obtain Grades 1, 2, and 3 will be assumed to have reached level B1 (CEF)

Candidates who obtain Grades 4 and 5 will indicate level A2 (CEF)

The results of candidates who obtain Grades 6 and 7 will indicate a level below A2.

- Grade 1 means the candidate has demonstrated an overall linguistic competence in standard Castilian Spanish and is able to receive, react and communicate in familiar matters related to school, work, family, leisure and travel. The candidate can understand and interpret texts of different nature. The written and spoken Spanish is at a level where the candidate can perform in unprepared social interactions and express his/her intentions, opinions and events in various, simple situations.
- Grade 5 means the candidate has demonstrated a capacity for very basic Spanish relating only to matters that are immediately familiar including short exchanges and predictable situations such as at school, work, shopping and family. The written and spoken Spanish is at a level where the candidate can perform using limited syntax and vocabulary and only when expressing aspects of his/her background and in areas of immediate needs.
- Grade 7 means the candidate has demonstrated a capacity at a level below A2. The syntax, phonology and semantics are limited to where any kind of reaction and production depends on the language environment which has to be simple, clearly obvious and/or slow. The candidate can only practice fragmented Spanish such as filling out a personal form, understanding posters and catalogues and writing short regards in a postcard.