

# Advanced Higher Spanish 2012-2013

## Pack de bienvenida

### *Welcome pack*

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## **Description of the course    Descripción del curso**

### **1/ Areas of study**

#### **1.1 Language (80 hours)**

1.1.1 Theme 1: Personal, Social and Cultural Issues

1.1.2 Theme 2: Topical and Cultural Issues

1.1.3 Theme 3: Environmental Issues

#### **1.2 Extended Reading and Viewing (40 hours)**

1.2.1: Novel, related filmography and texts

1.2.2: Culture and civilization (background topic)

#### **1.3 Additional 40 hours**

This time will be used to carry out assessments at the end of each unit and theme, and to exploit areas of the course in which extra time might be necessary (to watch an extra film, for example).

#### **1.4 Personal time**

This valuable time should be used for personal reading, research and drafting of written work. Preparation and good background knowledge of each theme is the key to success in the course.

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## **2/ Internal Assessment**

### **2.1 Language**

2.1.1 Listening: Listen three times to a 3-4 minute text.  
Answer in English. No dictionary use permitted.

2.1.2 Reading: One 500-600 words text on a theme and its topics from the Language Unit. Answer in English.  
Dictionary use is permitted.

2.1.3 Speaking: 2-3 minute presentation on a topic drawn from the Language Unit themes, followed by 5-8 minutes discussion.

### **2.2 Extended Reading and Viewing**

2.2.1 French Writing on Extended Reading and Viewing:  
300-400 words in Spanish about one of the topics covered in Extended Reading & Viewing. Work is redrafted, but each draft is done under controlled conditions and *all* drafts are retained for evidence. Dictionary use is permitted.

Como Agua para Chocolate de Laura Esquivel

**As your level of accuracy, fluency and comprehension will increase during the year, these assessments will be left as late on in the session as possible.**

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### **3/ External Assessment**

#### **3.1 Reading & Translation (1hr 20) (May 2010)**

Section 1: One passage to read (800 words). Write answers in English. Dictionary use is permitted.

Section 2: Translation from Spanish to English. Dictionary use is permitted.

#### **3.2 Listening & Discursive Writing (1hr 20) (May 2010)**

Section 1: Two texts played twice each. Write answers in English. Dictionary use is permitted.

Section 2: Write a 250-300 discursive essay related to the themes and topics of the Language Unit. Dictionary use is permitted.

#### **3.3 Folio**

Essay 1: Write 750 words in English on the matter of the literature unit. (Como Agua para Chocolate)

Essay 2: Write 750 words in English on the matter of the film. (Historia de una Escalera)

#### **3.4 Speaking (March 2010)**

Hold a discussion with an external examiner for 20 minutes on the subjects covered in the Language Unit and Extended Reading & Viewing Unit.

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## Language Unit

## Curso de lengua

### Themes and Topics

The language unit underpins much of the assessment in terms of the content covered. There will be less language tuition as such. Use multimedia and textbook resources made available to you to make headway in grammar and vocabulary. Your teacher is there for you when you are *still* stuck after trying out new language in these areas.

The content of this unit can be divided into three themes and their related topics. Here is also an indication of the kind of themes you will be led through and which you will develop individually, too.

THEMES	TOPICS	DEVELOPMENT
<b>Personal, social and cultural issues</b>	<b>Pattern of family life</b>  <b>Media and the arts</b>	<ul style="list-style-type: none"><li>▪ Marriage, generation gap, gender issues</li><li>▪ Changing work patterns and lifestyles</li> <li>▪ Aspects of press, media, TV, information technology</li><li>▪ Aspects of film, art, literature, theatre, music</li></ul>
<b>Topical and cultural issues</b>	<b>European issues</b>  <b>Issues relating to the countries where the language is spoken</b>	<ul style="list-style-type: none"><li>▪ Issues and experiences relating to the EU institutions</li> <li>▪ The way people live</li><li>▪ Topical issues: immigration, education (un)employment</li></ul>

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<b>Environmental issues</b>	<b>Pollution and conservation</b>	<ul style="list-style-type: none"> <li>▪ Sources of energy and their effects on the environment</li> <li>▪ Urban expansion, transport, implications for the countryside, endangered species</li> </ul>
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**Assessment Specific to Language Unit**

- **Reading and Speaking** Internal Assessment (2.1.2 & 2.1.3 above)
- **Discursive Writing** (Section 2 of Listening and Writing Exam) and **Speaking** External Assessment (3.2 & 3.4 above)

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## Extended Reading and Viewing Unit

### Curso de Literatura

#### Two objectives

There are two areas of study within this unit:

- One literary text and related film.
- One literary text

For a literary text, you will study, concentrating on this aspect of the course with

#### Give a critical analysis

There are three keys to success in this unit:

- Show in your Spanish writing that you have control of the language and are flexible.
- Write with good structure, clarity and accuracy.
- Include an informed opinion.

Writing about a piece of literature in an appropriate manner requires academic language. Included in the *Pack de bienvenida* is a glossary of useful structural phrases to give good structure and clarity to your writing, and allow you to express your view in an academic manner. This will help you achieve at least two of these criteria!

Writing will be supported in class with notes, film and teacher help and redrafted several times.

#### Assessment Specific to Extended Reading and Viewing Unit

- **300-400 words Spanish Writing Internal Assessment** (2.2.1 above)
- **Folio of English Writing** (2x750 words in English) and **Speaking External Assessment** (3.3 & 3.4 above)

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## Undertaking personal research

### Como hacer una investigación personal

#### Reasons for research

Advanced Higher Spanish will ask you to find out a lot for yourself in all areas of the course. Good research skills will save you time and tears.

#### Sources of research

##### 1/ Language - learning more practical linguistic skills

- *Scholar* programme from Heriot-Watt University will provide grammar explanations and exercises. Note your login details here:

<http://scholar.hw.ac.uk/login>

*Scholar Username:*

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*Scholar Password:*

\_\_\_\_\_

- *Palabra por Palabra, new advanced vocabulary* is a practical resource for oral and written work.
- *Grammar*



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### 3/ Other resources

- Daily Newspapers / News magazines
- Daily TV news
- Streaming Hispanic radio and rolling current affairs radio
- BBC Radio 4 cultural resources
- Languages / Advanced Higher discussion boards
- Spanish language newspapers (public library or International Newsagents, Royal Mile, Edinburgh.) Remember, these can always be consulted for free online. Magazines are a little more difficult to access.

### Tips for research

- Use known sources first
- Use Internet sources linked from Scholar
- Internet sources' authenticity and stance should be verified.
  - What bias do they have (political, social)?
  - Are they a reliable source (university, radio station, national organization)?
- Keep a copy on paper or on disk of the original document from which you have drawn a quote or some information. You may need reminded of the context later on.
- **Always** note your sources for future bibliography. Keep your bibliographies up-to-date. Use of a word-processed document is good, as it can be topped up as you go and Internet resources can be "copied-and-pasted" into the file. Without a full bibliography you will **fall down one grade level** (eg: A>B, B>C...)
- Use email forums and discussion boards as a source of expertise that you can tap into.

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## Literary and film terms

### Terminología literaria y cinematográfica

**Aliteración, una:** alliteration.

**Comparación, una / un Símil:** a simile.

**Metáfora, una:** a metaphor.

**Oxímoron, un:** an oxymoron.

**Personajes, los:** In literature, film and TV, the characters.

**Hipérbole, una / exageración, una:** hyperbole

**Accesorios, los:** In film, the props.

**Banda sonora, la:** In film, the sound track.

**Cortometraje, un:** In film, a short film.

**Efectos especiales, los:** In film, special effects.

**Primer plano, un:** In film, a close-up, used to emphasize expression, a significant object or a gesture.

**Inclinar:** to tilt. As if the camera were nodding its head.

**Largometraje, un:** In film, a feature film.

**Maquillaje, el:** In film, the makeup.

**Mezcla, la:** In film, where the different sound sources are mixed in the way the director envisaged.

**Montaje, el:** In film, editing.

**Rodar una panorámica:** to pan. It gives the impression of a frame horizontally scanning space, as if the camera is turning its head left/right.

**Plano, un:** In film, the camera shot or angle.

**Plató, el:** In film and TV, the set.

**redactor, el:** In film and TV, the director. In newspapers and magazines, the editor.

**Guión, el:** In film, the script.

**Rodaje, el:** In film, the shooting.

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## Essay writing

### Introduction

- Mention the title of your essay
- Give the different points to come
- Give some information of your standpoint

### Main body

- Divide your essay into 2 distinct halves
- Leave the argument you favour at the latter stage of your composition in order to influence the reader

### Conclusion

You can end with:

- The most important point
- A possible solution
- Something we would be well advised not to forget

### Writing individual paragraphs

- Main point
- Definition / explanation
- One / two examples
- Own opinion
- Situate the point within a general context

### Common faults:

- What you write should always be relevant to your title
- Do not contradict yourself
- Do not tell stories
- Avoid repetition
- Pay attention to your punctuation

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## ESSAY STRUCTURE

## EXPRESIONES DE SINTESIS

### Introducing a Theme

**Todo el mundo está de acuerdo en que...por lo que es conveniente examinar...**

Everyone agrees that...so it is worthwhile examining...

**Tal es la cuestión que se plantea en el artículo de...** Such is the question raised by the article written by...

**Vivimos en un mundo donde...** We live in a world where...

**Un problema tratado a menudo es el de...** A much-discussed problem is that of...

**La historia nos proporciona numerosos ejemplos de...** History / The story provides us with many examples of...

### Developing an argument

**Tomemos...como punto de partida.** Let's take...as a starting point.

**En primer lugar, examinemos...** First, let's examine...

**Sería útil examinar...** It would be useful to examine...

**Según el autor / el periodista / el director...** According to the author / the journalist / the director...

**Es significativo que este debate sea el resultado de...** It is significant that this debate is the result of...

### Presenting the other side of the argument

**Ahora consideremos...** Let us now consider...

**Ahora vayamos a...** Now let us come to...

**Más que la contaminación, es el ruido el que provoca...** Even more than pollution it is noise that provokes...

### Presenting the balanced view

**Sin embargo, al final de este análisis es necesario señalar que...** At the end of this analysis, it is, however, necessary to point out that...

**Finalmente, debemos preguntarnos si...** Finally, we must ask ourselves whether...

### Concluding

**¿Qué conclusiones podemos sacar de este análisis?** What conclusions can be drawn from this analysis?

**En resumen...** In short...

**En definitiva...** When all is said and done...

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## Useful connectors within the paragraph

**Sin embargo.** However

**Pero.** But

**Eso quiere decir.** That means

**No obstante.** Nevertheless

**A pesar de todo.** Despite everything

**Pese a...** Despite...

**Además...** Moreover...

**Por otra parte...** Por otra parte...

**Igualmente.** Equally

**Pues.** Well

**Por/en lo que respecta a...** As for...

**Por un lado.** On the one hand

**Por otro lado.** On the other hand

**Por una parte.** On the one hand

**Por otra parte.** On the other hand

**Del mismo modo que...** así también... In the same way that...,so, too...

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## GIVING INFORMED OPINION

### EXPRESIONES DE ANALISIS CRITICO

#### *Giving your opinion*

**En lo que me concierne...** As far as I am concerned...

**Mantengo que...** I maintain that...

#### *Giving a reasoned opinion*

**Como remarca el autor...** As the author stresses...

**Como el autor nos lleva a creer...** As the author leads us to believe...

**Dice, piensa, cree, afirma, declara que...** He says, thinks, believes, declares that...

**El autor lleva nuestra atención hacia...** The author draws our attention to...

**Ella reivindica que...** She claims that...

**Nos quiere hacer creer que...** He wants us to believe that...

**Según la versión oficial...** According to the official version...

#### *Giving an example*

**Por ejemplo...** For example...

**Tomemos el caso de...** Let's take the case of...

**X nos muestra (que)...** X shows us (that)...

#### *Giving someone else's opinion or source*

**Como apuntaba el periodista...** As the journalist pointed out...

**Según las palabras de...** In the words of...

#### *Being less sure*

**Parece como si...** It seems as though...

**Parece posible que...** It seems possible that...

**Probablemente...** Probably...