

GCSE

Specification

Spanish

**Full Course – for exams June 2010 onwards
and certification June 2011 onwards**

**Short Course – for exams June 2010 onwards
and certification June 2010 onwards**



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1 Introduction

1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose Spanish?

- To develop language skills in a variety of contexts.
- Flexible, unitised structure allows students to maximise achievement.
- Choice of contexts and purposes for Writing and Speaking units.
- Listening and Reading assessments carry forward structure of existing specification, offering continuity for teachers.
- Embraces opportunities offered by new subject criteria to lessen the stress of assessment in Speaking.
- Builds on the KS3 study and prepares students for further study, eg. Short Course leading to Full Course; Full Course to AS; then AS to A2 etc.

1.3 How do I start using this specification?

Already using the existing AQA Spanish specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**http://www.aqa.org.uk/admin/p_entries.php**).

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority is not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

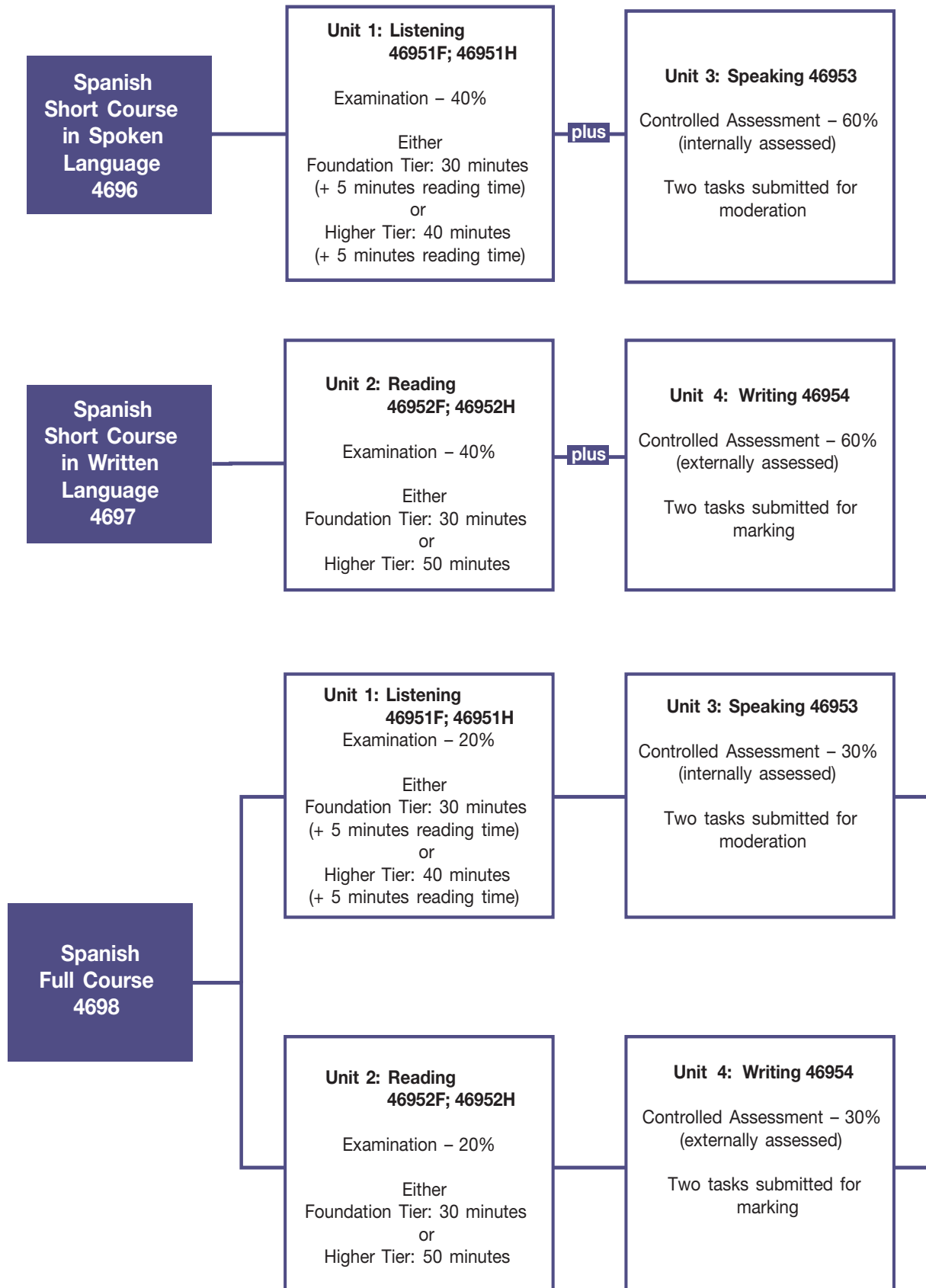
Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance



Listening and Reading are tiered; candidates can enter for **either** Foundation **or** Higher Tier in any available series. Speaking and Writing are untiered.

3 Subject Content

3.1 Contexts and purposes

The Contexts and Purposes below apply to all four units, although for Speaking and Writing centres and/or students may choose a context or purpose of their own.

The purposes are presented according to the contexts and topics in which they may occur. It will be possible for students to carry out these purposes using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

The purposes are not defined by tier and all purposes should be seen as available, at differing levels of fulfilment, at both Foundation and Higher. Some purposes assume situations where requirements and responses are generally predictable and use familiar language. Other purposes involve general issues and opinions which can be treated in more or less complex ways with different groups of learners and allow for differentiated levels of response from mixed ability groups. For all purposes, students will be expected, as they progress linguistically, to:

- cope with a greater degree of unpredictability;
- deal with a widening range of potential problems;
- understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

The purposes are described with respect to individual contexts (eg Lifestyle) and within particular topics (eg Relationships and Choices). Purposes should be considered transferable, as appropriate, to any other context or topic.

Understand and provide information and opinions about these contexts relating to the student's own Lifestyle and that of other people, including people in countries/communities where Spanish is spoken.

Lifestyle

Health

- Healthy and unhealthy lifestyles and their consequences

Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

Understand and provide information and opinions about these contexts relating to the student's own Leisure and that of other people, including people in countries/communities where Spanish is spoken.

Leisure

Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

Holidays

- Plans, preferences, experiences
- What to see and getting around

Understand and provide information and opinions about these contexts relating to the student's own Home and Environment and that of other people, including people in countries/communities where Spanish is spoken.

Home and Environment

Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

Understand and provide information and opinions about these contexts relating to the student's own Work and Education and that of other people, including people in countries/communities where Spanish is spoken.

Work and Education

School/College and Future Plans

- What school/college is like
- Pressures and problems

Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

3.2 Unit 1: Spanish listening 46951F; 46951H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier 30 minutes 35 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and may include reference to past, present and future events and some unfamiliar language. Students will be expected to identify main points and extract details and points of view.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier 40 minutes 40 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. Students will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, draw conclusions and summarise what they have heard.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard.

The appropriate mark(s) will be awarded if the candidate has satisfactorily communicated his or her understanding, even though the response may contain some errors.

3.3 Unit 2: Spanish reading 46952F; 46952H

Students can be entered for **either** Foundation **or** Higher, but not both.

20% of the marks

Foundation Tier 30 minutes 35 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has read.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

Higher Tier 50 minutes 45 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material including narrative. Students will be expected to use their knowledge of grammar and structure in demonstrating understanding of specific points and of gist/the main message. They will also be expected to recognise points of view, attitudes and emotions and to draw conclusions.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has read.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors.

3.4 Unit 3: Spanish speaking 46953

30% of the marks

60 marks

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation. The work of individual students may be informed by working with others but they must provide an individual response. Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. Students must not submit the same task for Speaking and Writing.

Assessment Criteria Per Task

	Marks
Communication	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
TOTAL	30

Marks	Communication
9–10	Very Good Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.
7–8	Good A good amount of information and points of view are conveyed and regularly developed.
5–6	Sufficient A reasonable amount of information and points of view are conveyed and sometimes developed.
3–4	Limited Some simple information and opinions are conveyed. Few responses are developed.
1–2	Poor Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

Marks	Range and Accuracy of Language
9–10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.
7–8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5–6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3–4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1–2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

Marks	Pronunciation and Intonation
5	Consistently good accent and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Marks	Interaction and Fluency
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Communication. (See tables below).
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

Communication	Marks for each of Pronunciation and Intonation and Interaction and Fluency	Marks for Range and Accuracy of Language
0	0	0
1–2	1–2	1–4
3–4	1–3	1–6
5–6	1–4	1–8
7–8	1–5	1–10
9–10	1–5	1–10

Controlled Assessment Tasks

See Appendix E for exemplar tasks.

Task Setting – Limited Control

Students are required to complete two tasks, of equal weighting. Teachers may use the exemplar tasks provided in Appendix E of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests.

Adapting Exemplar Tasks

Teachers may adapt the exemplars in the following ways.

Exemplar A (i) – the task must be an interview. It could be adapted to be an interview with, for example, a celebrity. Please see Appendix E, example A ii).

Exemplar B (i) – the task must be a conversation. The exemplar is drawn from the context 'Leisure'. It could be adapted to be a conversation drawn from a different context, eg a special occasion celebrated in the home from 'Home and Environment', or from a different aspect of the 'Leisure' context, eg Holidays. It could be drawn from outside the range of contexts listed in the specification. Please see Appendix E, example B ii).

Controlled assessment advisers will be available to provide guidance to centres.

Devising Tasks

Teachers may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above use a variety of structures which may relate to past and future events and express points of view, present information and show ability to deal with some unpredictable elements. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, to narrate events, producing extended sequences of speech. For students aiming to achieve

grade F, teachers must ensure that tasks offer the opportunity to take part in simple conversations, present simple information and express opinion.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

Task Taking – Medium Control

All three stages below must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others, eg in conversational groups but students must provide an individual response.

Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task. There is no time limit for this stage. Students may make use of reference materials and resources of all kinds including course books, dictionaries and internet resources as part of these teaching and learning activities.

The teacher's involvement is not limited at this stage.

Stage Two

This stage begins when students are given the task. The teacher should discuss the task with the students, including the kind of language they might need and how to use their preparatory work. There must be no other support from the teacher. Students may have

access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

Stage Three

This stage is when students produce the final version.

Duration – Each task should last between 4 and 6 minutes.

Further guidance is provided in the Controlled Assessment Handbook.

Task Marking – Medium Control

Teachers must mark the controlled assessment tasks using the assessment criteria provided in this specification.

Centres will be required to record an adequate sample of tasks to provide sufficient evidence for moderation. Further guidance is provided in the Controlled Assessment Handbook.

3.5 Unit 4: Spanish writing 46954

30% of the marks

60 marks

Assessment Criteria

Students will complete two controlled assessment tasks. These tasks are untiered. Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

The tasks will be marked by AQA. Students must complete all work independently. Students must have access to dictionaries while writing up their final version under supervision.

Content	
Marks	Criteria
13–15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10–12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7–9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4–6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1–3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range of Language	
Marks	Criteria
9–10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7–8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5–6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3–4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1–2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for Range of Language	Marks for Accuracy
0	0	0
1–3	1–4	1–2
4–6	1–6	1–3
7–9	1–8	1–4
10–12	1–10	1–5
13–15	1–10	1–5

Accuracy	
Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

Controlled Assessment Tasks

See Appendix F for exemplar tasks.

Task Setting – Limited Control

Students are required to complete two different types of task to ensure that they use language for different purposes. Teachers may use the exemplar tasks provided in Appendix F of this specification, may use an adapted version of these exemplar tasks or may devise tasks which meet students' individual learning needs or interests. The tasks are equally weighted.

Adapting Exemplar Tasks

Teachers may adapt exemplar tasks in the following ways.

Exemplar Task 1

'My life as a celebrity' could be adapted to 'My life as a teenager' or 'My ideal day' as a blog for a web page. Suggested content for 'My life as a teenager' could be:

- introduce yourself
- how your day starts
- what you drink and eat
- the people you meet during the day
- how does your day end

Exemplar Task 3

'Holidays' could be adapted to be 'An account of a special occasion' produced for a family web page. Suggested content for 'An account of a special occasion' could be:

- reason for the celebration
- where it took place
- the people involved and what you think about them
- what you had to eat and drink
- what else happened
- best memory of the day and why

Controlled assessment advisers will be available to provide guidance to centres.

Devising Tasks

Centres may choose to devise their own tasks. When devising their own tasks, teachers must ensure that students aiming to achieve grades C and above include a variety of structures which may include different tenses or time frames and express points of view as well as communicate information. For those students aiming to achieve grade A, teachers must ensure that tasks offer the opportunity to express and explain ideas and points of view, producing a variety of vocabulary, structures and verb tenses. For students aiming to achieve grade F, teachers must ensure that tasks offer the opportunity to express simple opinions using simple sentences and usually convey the main points.

Controlled assessment advisers will be available to provide guidance to centres.

Teacher-devised tasks do not need to be drawn from the range of contexts listed in the specification.

General

Centres must submit different tasks every two years. This applies to the use of AQA exemplar tasks, adapted exemplar tasks and teacher-devised tasks.

Centres must submit different tasks for Speaking and Writing.

Task Taking – High Control

Stage One

This stage refers to the general teaching and learning activities carried out in preparation for receiving the task.

There is no time limit for this stage. Students may make use of reference materials and resources of all kinds including course books, dictionaries and internet resources. The teacher's involvement is not limited at Stage One.

Stage Two

This stage begins when students are given the task. This stage must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others but students must provide an individual response. Where model answers are published, students must not reproduce any sections of continuous prose provided in such answers. Whilst students may use individual sentences from model answers, they must not reproduce several consecutive sentences from such answers in their own response. A student's response must not be identical to that of another student in the centre or to any published model answer. During Stage Two, students may have access to reference materials including dictionaries, course books and internet resources. This research can be carried out outside the classroom.

Further guidance is provided in the Controlled Assessment Handbook.

Stage Three

This stage is when students produce the final version.

Students must spend no more than 60 minutes, per task, on writing the final version. This must be completed in one single assessment session.

Students aiming at grades G–D should produce 200–350 words across the two tasks;

Students aiming at grades C–A* should produce 400–600 words across the two tasks.

Students must be in the direct sight of the supervisor at all times when writing up the final version.

Further guidance is provided in the Controlled Assessment Handbook.

Task Marking – High Level of Control

The awarding body marks the controlled assessment.

3.6 Grammar

GCSE candidates will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Foundation Tier

Nouns:

gender
singular and plural forms

Articles:

definite and indefinite
lo plus adjective (R)

Adjectives:

agreement
position
comparative and superlative: regular and *mayor*, *menor*, *mejor*, *peor*
demonstrative (*este*, *ese*, *aquel*)
indefinite (*cada*, *otro*, *todo*, *mismo*, *alguno*)
possessive, short form (*mi*)
possessive, long form (*mío*) (R)
interrogative (*cuánto*, *qué*)

Adverbs:

formation
comparative and superlative: regular
interrogative (*cómo*, *cuándo*, *dónde*)
adverbs of time and place (*aquí*, *allí*, *ahora*, *ya*)
common adverbial phrases

Quantifiers/Intensifiers (*muy*, *bastante*, *demasiado*, *poco*, *mucho*)

Pronouns:

subject
object (R)
position and order of object pronouns (R)
reflexive
relative: *que*
relative: *quien*, *lo que* (R)
disjunctive (*conmigo*, *para mí*)
demonstrative (*éste*, *ése*, *aquél*, *esto*, *eso*, *aquello*)
indefinite (*algo*, *alguien*)
interrogative (*cuál*, *qué*, *quién*)

Verbs:

regular and irregular verbs, including reflexive verbs
all persons of the verb, singular and plural

modes of address: *tú* and *usted*
radical-changing verbs
negative forms
interrogative forms
reflexive constructions (*se puede*, *se necesita*, *se habla*)
uses of *ser* and *estar*
tenses: present indicative
present continuous
preterite
imperfect: in weather expressions with *estar*, *hacer*
imperfect (R)
immediate future
future (R)
perfect: most common verbs only
conditional: *gustar* only in set phrases
pluperfect (R)

gerund (R)

imperative: common forms including negative subjunctive, present (R) in certain exclamatory phrases (*¡Viva!* *¡Dígame!*)
subjunctive, imperfect: *quisiera*
impersonal verbs: most common only

Prepositions:

common, including personal *a*, *por* and *para*

Conjunctions:

common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

Number, quantity, dates

Time:

use of *desde hace* with present tense (R)

Higher Tier

All grammar and structures listed for Foundation Tier, as well as:

Articles:

lo plus adjective

Adjectives:

comparative and superlative
possessive, short and long forms (*mi*, *mío*)
relative (*cuyo*)

Adverbs:

comparative and superlative

Pronouns:

object
position and order of object pronouns

relative: all other uses including *quien, lo que, el que, cual*
possessive (*el mío, la mía*)

Verbs:

tenses: future

imperfect

imperfect continuous

perfect

pluperfect

conditional

passive voice (R)

gerund

present subjunctive: imperative, affirmation and negation, future after conjunctions of time (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)

imperfect subjunctive (R)

Time:

use of *desde hace* with present tense

use of *desde hace* with imperfect tense (R)

3.7 Communication strategies

Whilst it is useful for learners to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Spanish, or which they themselves might need to use. For this reason they will need to develop communication strategies which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

Strategies for Understanding

- a. **Ignoring words which are not needed for a successful completion of the task set.** Many tasks contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the learner may not understand a point in one form of words and understand it fully in another. Learners can be trained to read and listen in positive ways, seeking out in the text only the information they need to answer questions and to complete communication tasks and ignoring the rest.
- b. **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures. That is why texts are presented, wherever possible, in the examination in their original format.
- When reading and listening, pupils can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word *camioneta* might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: *La camioneta salió de la carretera y chocó con un árbol.*

- c. **Making use of grammatical markers and categories.** Learners will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective, etc.) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.
- d. **Making use of the social and cultural context.** Another aid to correct inferencing is for learners to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences. This is one reason why it is important for a Spanish course to develop awareness and understanding of countries and communities where Spanish is spoken.
- For example, the learner who knows that the *Día de Reyes* is the 6 January will be able to deduce from *día 5 de enero, víspera de Reyes* that *víspera* means 'the eve of' or 'the day before'.
- e. **Using common patterns within Spanish.** Knowledge of the following patterns of word formation in Spanish will be assumed. Candidates will be expected to be able to make use of these patterns in both directions: so, using the fifth bullet below, a knowledge of *pastel* should permit understanding of *pastelero* and vice versa.
- *-ito/-ita* and *-illo/-illa* endings used to form diminutives (e.g. *casa – casita, perro – perrito, mesa – mesilla*);
 - *-ón/ona* suffix used to form augmentatives (e.g. *cuchara – cucharón, mujer – mujerona*);
 - *-mente* suffix used to form adverbs (e.g. *rápido – rápidamente, total – totalmente*);
 - *re-* prefix (e.g. *leer – releer, crear – recrear, nacimiento – renacimiento*);

- -ero/-era endings and -ería ending (e.g. *reloj – relojero – relojería, fruta – frutero – frutería*);
 - des- and in- im- prefixes (e.g. *hacer – deshacer, conocido – desconocido, correcto – incorrecto, posible – imposible*);
 - -able ending applied to verbs (e.g. *imaginar – imaginable, admirar – admirable*);
 - -ión and -ción endings applied to verbs (e.g. *producir – producción, animar – animación*);
 - -oso/-osa ending applied to nouns (e.g. *montaña – montañoso, ruido – ruidoso, lluvia – lluvioso*);
 - -dor/-dora ending applied to verbs to form nouns and adjectives (e.g. *hablar – hablador, trabajar – trabajador*);
 - -eza, -dad and -ura endings applied to adjectives (e.g. *limpio – limpieza, noble – nobleza, sucio – suciedad, honesto – honestidad, hermoso – hermosura, loco – locura*);
 - Compound words (e.g. *abrelatas, abrebotellas*);
 - -ante and -iente endings applied to verbs (e.g. *protestar – protestante, corresponder – correspondiente*).
- f. **Words which have the same or a similar form in both languages.** There are, of course, a few 'false friends' (e.g. *largo, sensible, actual*) which make it necessary to use this strategy with care and in collaboration with strategy (b) above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of Spanish can, with practice, make good use. These fall into two main categories:
- There are very many words which have exactly the same form, and essentially the same meaning, in Spanish and in English (e.g. *animal, horrible, central, principal*). When such words occur in a context and the learners can be expected to understand them in English, they will be expected also to understand them in Spanish;
 - Learners will also be expected to understand vocabulary items which meet the criteria in the bullet point above, but which differ slightly in their written form in Spanish, usually by the addition of one or more accents and/or the omission of a letter (e.g. *confusión, explosión, oficial*).
- g. **Using common patterns between Spanish and English.** There are thousands of words in Spanish which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, candidates will be expected to understand them:
- The Spanish word adds an -o (and sometimes an accent) or changes a final '-e' in English to an -o (e.g. *aspecto, automático, económico, activo, decisivo*);
 - The Spanish word adds an -a (and sometimes an accent) (e.g. *lista, idiota*, and words ending in '-ist' in English and -ista in Spanish such as *pianista, comunista*, etc.) or changes a final '-e' to an -a (e.g. *medicina*);
 - The Spanish word adds an -e (e.g. *aire, arte*);
 - Words which end in -ía or -ia in Spanish and '-y' in English (e.g. *biología, economía, tragedia*);
 - Words which end in -or in Spanish and '-our' in English (e.g. *honor, vigor, labor*);
 - Verbs which add -ar, -er or -ir in the infinitive in Spanish or change a final '-e' in English to one of these endings (e.g. *admirar, confirmar, reservar, servir*);
 - Verbs which end with -ar in the infinitive in Spanish and with '-ate' in English (e.g. *decorar, cultivar, activar*);
 - Words which, in addition to the seven bullets above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling (e.g. *filosofía, psicología, gráfico, fotografía, cuestión*);
 - Words in which t in Spanish corresponds to 'th' in English (e.g. *teatro, catedral, auténtico, autor*);
 - Spanish adverbs ending in -mente which end with '-ly' in English (e.g. *completamente, especialmente, generalmente*);
 - Words which end in -oso/-osa in Spanish and '-ous' in English (e.g. *fabuloso, religioso, furioso*);
 - Words where '-tion' in English is replaced by -ción in Spanish (e.g. *acción, inspección, integración*);
 - Words ending in -ante or -iente in Spanish corresponding to English '-ant' and '-ent' (e.g. *protestante, correspondiente, deficiente*);
 - Words where '-nce' in English becomes -ncia in Spanish (e.g. *evidencia, vigilancia, inteligencia, ocurrencia*);
 - Adjectives where '-ical' in English becomes ico/ica in Spanish (e.g. *físico, óptico, fanático*);
 - Words where 'oun' in English is replaced by -un in Spanish (e.g. *anunciar, pronunciar*);
 - Words where des- in Spanish is replaced by 'dis-' in English (e.g. *desconectar, desconcertar, desembarcar*);
 - Words which end in -dad or -tad in Spanish and '-ty' in English (e.g. *capacidad, sociedad, solemnidad, hospitalidad, libertad*);
 - Adjectives ending in -ense which compare with English equivalents ending in '-an' or indicating a place of origin (e.g. *canadiense, londinense*);
 - Words where an intervocalic -d- in Spanish is replaced by '-t-' in English (e.g. *senador, ecuador, operador, maduro*);
 - The English word adds an extra letter or letters (e.g. *cine, clima, militar, avance*);
 - The Spanish word adds an epenthetic e- before words beginning with 's' + consonant (e.g. *esnob, especial, estéreo*);
 - Words where a single vowel in English is replaced by a diphthong in Spanish (e.g. *sentimiento, compartimiento, fuerte [= 'fort'], puerto*).

It is expected that strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context. For the same reasons, use of dictionary is often a more feasible proposition when reading than when listening. However, the general strategies for understanding listed above can, with practice, be used successfully in listening to Spanish. In order to hear accurately, candidates should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two languages. For example, the Spanish word *circuito* looks very similar to its English counterpart but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived but looks very different when written down.

Strategies for Production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language.

Individual candidates may fail to learn, or forget, language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

The non-verbal strategies described below are clearly of limited value in the speaking tests of this examination which are recorded; they may, however, prove useful to the learner.

Non-Verbal Strategies

- Pointing and demonstration**, accompanied by some appropriate language (e.g. *Así... ¿Qué es? Me duele aquí.*)
- Expression and gesture**, accompanied where appropriate with sounds (e.g. *¡Ay!* which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).
- Mime**, which again can be accompanied by appropriate sounds and language, and can sometimes help communication to be maintained when it might otherwise break down (e.g. *¿Le puedo ayudar?* with a suitable mime if one has forgotten the words for the relevant action). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

- Drawing** can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (e.g. ☺ or ☹ ; or a diagram showing how to get from one point, such as a station, to another, for instance a home).

Verbal strategies

- Using a word which refers to a similar item** to the one the speaker/writer wishes to refer to, but for which he has forgotten the word (e.g. *cuarto* for *dormitorio*, *flor* for *rosa*, *taza* for *vaso*). This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.
- Description of physical properties** to refer to something of which the name has been forgotten (e.g. *Es de cuero... La fruta amarilla... Esa cosa que está en la mesa...*). The physical properties refer, for example, to colour, size, material, position and shape. Again, the use of this strategy in an examination would be assessed according to its communicative effectiveness.
- Requests for help** can include requests for translation (e.g. *¿Cómo se dice en español? ¿Qué quiere decir eso en inglés?*) and questions; which make no reference to English (e.g. *¿Cómo se llama esto en español? ¿Cómo se escribe?*) as well as requests which may improve the candidate's chances of understanding (e.g. *¿Quiere repetir? Quiere hablar más despacio?*). While these strategies are obviously useful in authentic situations, they are likely to be less helpful to the candidate in the examination. However, it is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.
- Simplification**, when a learner avoids the use of a form of which he is unsure (e.g. *Es necesario que me vaya*) by using a form he finds simpler (e.g. *Tengo que irme*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded. A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in learners failing to make full use of their capabilities.
- Paraphrase**, where the learner uses words and messages in acceptable Spanish, avoiding the use of words which he has forgotten (e.g. *No está casada for Es soltera, Se parece a..., Es el contrario de..., Es una especie de...*). When used well, this strategy communicates the message

effectively to a sympathetic native speaker and such use in an examination would be assessed accordingly.

- j. **Reference to specific features** (e.g. *El animal con las orejas largas... El hombre que lleva el uniforme marrón...*). This strategy is often quite effective and effective use would be assessed accordingly in an examination.
- k. **Reference to the function of an object** and the actions that can be performed with it (e.g. *La cosa que se utiliza para abrir una botella...*). This is a commonly used strategy which is usually effective in communicative terms.

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or Spanish words. This strategy usually produces words which do not exist in Spanish

or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and candidates would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the learner avoids or abandons a topic because of inability to deal with it. Use of this strategy in the examination is likely to lead to loss of marks. Use of it in a learning situation will reduce opportunities for the development or expansion of the learner's repertoire. This is, therefore, a strategy which should be discouraged though, at the same time, candidates should be encouraged to 'stick to what they know' rather than talk or write about concepts for which Spanish vocabulary or structures are not known [cf (d) and (e) above].

3.8 Vocabulary

The minimum core Vocabulary Lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The Listening and Reading assessment tasks at Foundation Tier will be based on the Foundation List and the General Vocabulary List; students should also expect to encounter some unfamiliar vocabulary, but they will not be tested on it.

The Listening and Reading assessment tasks at Higher Tier will be based on the Foundation and Higher Lists and the General Vocabulary List; in addition students should also expect to encounter some unfamiliar vocabulary, and may be tested on it, provided that it can be accessed through communication strategies.

Vocabulary listed in the Grammar Section can also be tested but it is not listed in the minimum core Vocabulary Lists.

Comparisons

Comparatives and superlatives of adjectives and adverbs listed in the vocabulary list.

bastante

bien

demasiado

descripción, la

igual que

más (que)

máximo

mayor

mayoría, la

mejor

menor

menos (que)

mínimo

mismo

muy

parecido a

peor

poco (eg poco ruidoso)

por ejemplo

tan ... como

tanto ... como

comparar

Conjunctions

a pesar de

así que

aun (si)

aunque

como

cuando

incluso

mientras (que)

o/u

pero

por eso

por lo tanto

porque

pues

si

Students will be expected to understand words which have the same or very similar form in the language as in the English, provided that such words have essentially the same meaning in both languages. Such words are not listed in the minimum core Vocabulary Lists.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

Students may use the minimum core Vocabulary Lists for their Speaking and Writing Controlled Assessment tasks, or they may prefer to choose vocabulary that suits their own contexts and purposes.

General Vocabulary

Students will be expected to use and understand the general vocabulary listed below. The vocabulary is not restricted to specific settings and can occur in any of the topic areas listed in the specification.

sin embargo
tal vez
también
y/e
ya (que)

Connectives

además
aparte de
claro que
dado que
es decir
por un lado/por otro lado
por una parte/por otra parte
sin duda

Prepositions

a
con
de
en
hacia
hasta
para
por
según
sin

Negatives

jamás
ni ... ni
nada
nadie
ninguno
no = not
nunca
sino
tampoco
ya no

The important verbs

acabar de + inf.
dar
deber = must
estar
hacer
hacerse = to become
hay
hay que
ir
ir a + inf.
irse
ocurrir
oír
pasar = to happen

poder
poner
querer = to want; to love
quisiera
ser
soler
tener
tener lugar
tener que
volverse = to become

The alphabet

Students should be familiar with the Spanish alphabet and should be able to spell words and names.

Numbers

All cardinal numbers
0–1.000
millón, un

Ordinal numbers
primero - décimo

Other expressions
unos (diez) = about (10)
docena, una
par, un
número, el

Asking questions

Question words

¿Adónde?
¿Cómo?
¿Cuál(es)?
¿Cuándo?
¿Cuánto?
¿Cuántos ...?
¿De dónde?
¿De quién?
¿Dónde?
¿Por dónde?
¿Por qué?
¿Qué?
¿Quién?

Common questions

¿A qué hora?
¿Cuánto cuesta(n)? ¿Cuánto es?
¿Cuánto vale(n)?
¿Cuántos años tiene(s)?
¿De qué color?
¿Dónde está?
¿Para/Por cuánto tiempo?
¿Qué día?
¿Qué fecha?
¿Qué hora es?

Greetings and exclamations

¡Basta!
¡Bienvenido!
¡Buen viaje!
¡Buena suerte!
¡Claro!
¡Cuidado!
¡Enhorabuena!
¡Felices Pascuas!
¡Felices vacaciones!
¡Felicidades!
¡Felicitaciones!
¡Feliz Año Nuevo!
¡Feliz cumpleaños!
¡Feliz Navidad!
¡Feliz santo!
¡Ojo!
¡Olé!
¡Que aproveche!
¡Que lo pase(s) bien!
¡Qué asco!
¡Qué bien!
¡Qué (+ adjective)!
¡Qué horror!
¡Qué (+ noun)!
¡Qué lástima!
¡Qué pena!
¡Qué va!
¡Socorro!
¿Cómo está(s)?
¿De veras?
¿Qué hay?
¿Qué pasa?
¿Qué tal?
Adiós
Atentamente
Buenas noches
Buenas tardes
Buenos días
Con permiso
De nada
Encantado
Gracias
Hasta el (lunes)
Hasta luego
Hasta mañana
Hasta pronto
Hola
Lo siento
Mucho gusto
Perdón
Perdone

Por favor
Saludos
Sí
Vale
saludar

Opinions

aburrido
aceptable
afortunado
agradable
antiguo
apropiado
barato
bonito
bueno
calidad, la
caro
decepcionado
decepcionante
desafortunadamente
desagradable
desventaja, la
diferencia, la
diferente
difícil
dificultad, la
distinto
divertido
duro
económico
emocionante
encantador
entretenido
especial
espléndido
estupendo
estúpido
excelente
extraordinario
fácil
famoso
fantástico
fascinante
fatal
favorable
favorito
fenomenal
feo
genial = brilliant, great
hermoso
horroroso
ideal

importante
imposible
impresionante
increíble
inseguro
interesante
inútil
mal
malo
maravilloso
moderno
negativo
nuevo
perfecto
posible
positivo
precioso
preferido
profundo
raro
regular
ridículo
seguro
sencillo
sorprendido
típico
tonto
tranquilo
único
útil
ventaja, la
viejo

aburrirse
adorar
apreciar
aprovechar(se)
alegrar(se)
crear
dar igual
decepcionar
decir
desear
detestar
disfrutar
divertirse
dudar
encantar
esperar = to hope
estar de acuerdo
estar a favor
estar en contra

estar harto de
fascinar
fastidiar
gustar
interesarse
justificar
odiar
opinar
parecer
pasarlo bien/mal
pensar
ponerse de acuerdo
preferir
quedar en
querer decir
reconocer
sentir(se)
valer la pena

Expressions of time

Days of the week

lunes, el
martes, el
miércoles, el
jueves, el
viernes, el
sábado, el
domingo, el

The seasons

primavera, la
verano, el
otoño, el
invierno, el

Months of the year

enero
febrero
marzo
abril
mayo
junio
julio
agosto
se(p)tiembre
octubre
noviembre
diciembre

The clock

Numbers 1–60
a eso de
a tiempo
en punto
exactamente

hora, la
 horario, el
 media hora
 medianoche, la
 mediodía, el
 menos/y ...
 menos cuarto
 minuto, el
 segundo, el
 y cuarto
 y media

Other time expressions

a diario
 a fines de ...
 a mediados de ...
 a menudo
 a partir de
 aproximadamente
 a veces
 ahora
 al mismo tiempo
 algunas veces
 anoche
 año, el
 antes (de)
 ayer
 breve
 cada (x) días/ horas
 casi
 de ... a ...
 de momento
 de nuevo = again
 de repente
 de vez en cuando
 dentro de (x) (horas)
 desde
 desde hace
 despacio
 después
 día, el
 día festivo, el
 día laborable, el
 diariamente
 durante
 durar
 en ese/este momento
 en seguida
 entonces
 esta (noche)
 estación, la = season
 fecha, la
 fin de semana, el

final, al
 finalmente
 frecuente
 futuro (adj.)
 futuro, el
 generalmente
 hace (+ time)
 hoy
 inmediatamente
 lento
 los lunes, etc.
 luego
 mañana = tomorrow
 mañana, la = morning
 mes, el
 mientras tanto
 momento, el
 mucho tiempo
 noche, la
 normalmente
 otra vez
 pasado, el
 pasado (adj.)
 pasado mañana
 permanente
 pocas veces
 por año, etc
 por fin
 por lo general
 porvenir, el
 principio, al
 pronto = soon
 próximo
 que viene, el mes, etc.
 quince días = fortnight
 rápido
 raramente
 rato, el
 reciente(mente)
 semana, la
 siempre
 siglo, el
 siguiente
 sobre
 solamente
 sólo
 tardar
 tarde = late
 tarde, la = afternoon, evening
 temprano
 tener prisa
 tiempo, el = time

todas las (semanas)
 todavía
 todos los (días)
 últimamente
 último
 vez, una
 veces, dos ... /tres ... etc
 volver a + inf..

Location and distance

a un paso (de)
 abajo (de)
 adelante
 afuera (de)
 ahí
 aislado
 al final (de)
 allá
 allí
 alrededor (de)
 aquí
 arriba (de)
 atrás
 céntrico
 centro, en el _ (de)
 cerca (de)
 contra
 debajo (de)
 delante (de)
 dentro (de)
 derecha, a la _
 derecho, (todo) _ = straight ahead
 detrás (de)
 dirección, la = direction
 distancia, la
 en/por todas partes
 en las afueras
 encima (de)
 enfrente (de)
 entre
 este, el
 exterior, el
 fondo, en el/al
 fuera (de)
 interior, el
 izquierda, a la _
 kilómetro, el
 lado, al _ (de)
 lejos (de)
 lugar, el
 medio (de), en (el) _
 metro, el = metre
 norte, el

oeste, el
 sitio, el = place
 sur, el
 todo recto
 estar situado
 encontrarse = to be situated
 estar a (x) (kilómetros) de
 estar a (x) minutos de

Colour

amarillo
 azul
 blanco
 claro = light
 color, el
 gris
 marrón
 morado
 naranja, (color) _
 negro
 oscuro
 pálido
 rojo
 rosa
 rosado
 verde
 violeta
 vivo = vivid, bright

Weights and measures

alcanzar
 alto
 altura, la
 ancho
 ancho, el
 bajo = low; short
 bolsa, la
 bote, el
 botella, la
 caja, la = box
 cantidad, la
 cartón, el = carton
 centímetro, el
 completo
 cuarto, un = quarter
 delgado
 doble, el
 estrecho
 gordo
 gramo, el
 grande
 grueso
 lata, la

litro, el
 lleno
 mediano
 medida, la
 medio
 mitad, la
 mucho
 paquete, el
 pedazo, el
 pequeño
 peso, el
 poco, un
 ración, la
 suficiente
 talla, la
 tamaño, el
 trozo, el
 vacío
 bastar
 medir
 pesar

Shape

cuadrado
 forma, la
 redondo

Weather

buen/mal tiempo
 caliente
 calor, el
 caluroso
 chubasco, el
 cielo, el
 clima, el
 despejado
 estable
 fresco
 frío, el
 grado, el
 hielo, el
 húmedo
 lluvia, la
 niebla, la
 nieve, la
 nube, la
 nublado
 nuboso
 pronóstico, el
 relámpago, el
 seco
 sol, el
 sombra, la

temperatura, la
 templado
 tiempo, el = weather
 tormenta, la
 tormentoso
 trueno, el
 viento, el

hacer (frío)
 helar
 llover
 mojar(se)
 nevar
 tener (calor)

Access

abierto
 abrir
 acceso, el
 cerrado
 cerrar
 gratis
 gratuito
 hacer falta
 libre = free
 necesario
 ocupado = engaged; occupied
 permitir
 prohibido
 prohibir

Correctness

cierto
 correcto
 equivocado
 exacto
 falso
 falta, la = error
 mentira, la
 mentiroso
 razón, la
 verdad, la
 verdadero

corregir
 estar equivocado
 mentir
 tener razón

Materials

algodón, el
 cerámica, la
 cristal, el = glass, crystal
 cuero, el
 lana, la

madera, la
oro, el
papel, el
piel, la = leather, skin
plástico, el
plata, la
seda, la
tela, la
vidrio, el

Common abbreviations

Sr. = señor
Sra. = señora
Srta. = señorita
Sta. = santa
c/ = calle
1° = primero (2°, 3°, etc.)
1ª = primera (2ª, 3ª, etc.)
Dr. = doctor
Dra. = doctora
Renfe/RENFE
IVA = VAT
Ada. = avenida
EEUU = Estados Unidos

Foundation Tier

LIFESTYLE

Health

a la plancha
aceite, el
adictivo
adicto, el
agua (f.), el
agua mineral (con/sin gas) (f.), el
ajo, el
alcohólico
alimento, el
arroz, el
asado
atún, el
azúcar, el
bacalao, el
barra (de pan), la
bebida, la
bien hecho = well done
bistec, el or bisté, el
bocadillo, el
bombón, el
borracho
café, el = coffee
calamares, los
cansado

caramelo, el
carne, la
cebolla, la
cena, la
cereales, los
cerveza, la
champiñones, los
chocolate, el
chorizo, el
chuleta, la
churros, los
cigarrillo, el
cocaína, la
cocina, la = cuisine
col, la
coliflor, la
comida, la = meal; food
comida, la = lunch
comida basura, la
comida rápida, la
corazón, el
cuerpo, el
de cerdo
de cordero
de ternera
de vaca
depresión, la
desayuno, el
dieta, la
dolor, el
droga (blanda/dura), la
dulce
ejercicio (físico), el
enfermedad, la
enfermo
ensalada, la
entrenamiento, el
espaguetis, los
farmacia, la
filete, el
flan, el
fresa, la
frito
fruta, la
fumador, el
galleta, la
gambas, las
gazpacho, el
grasa, la
guisantes, los
hábito, el
hamburguesa, la

helado, el
huevo, el
humo, el
inyección, la
jamón (de york), el
jamón serrano, el
judías verdes, las
leche, la
lechuga, la
legumbres, las
limón, el
limonada, la
mantequilla, la
manzana, la
mariscos, los
melocotón, el
merienda, la = snack/picnic
mermelada, la
muerto
naranja, la
naranjada, la
nata, la
nuez, la
paella, la
pan, el
pasta, la
pastel, el
patata, la
patatas fritas, las
pera, la
perrito caliente, el
pescado, el
picante
pimienta, la
pimiento, el
piña, la
plátano, el
pollo, el
pulmones, los
queso, el
rehabilitación, la
rico = tasty
sal, la
salado
salchicha, la
salchichón, el
salsa, la
salud, la
saludable
sangría, la
sano
sardina, la

sopa, la
 tabaco, el
 tapas, las
 tarta, la
 té, el
 tentación, la
 tomate, el
 tortilla, la
 tostada, la
 uvas, las
 vainilla, la
 vegetariano
 verduras, las
 vinagre, el
 vino (blanco/rosado/tinto), el
 yogur, el
 zanahoria, la
 zumo (de fruta), el

acostarse
 afectar
 arreglar
 beber
 caerse
 causar
 cenar
 cocinar
 comer
 dejar de + inf.
 desayunar
 despertarse
 drogarse
 dormirse
 emborracharse
 encontrarse bien/mal
 entrenarse
 estar en forma
 evitar
 fumar
 hacer aeróbic
 hacer (ejercicio)
 lavar
 levantarse
 limpiar
 mantenerse en forma
 mejorar(se)
 morir
 oler
 preocuparse
 preparar
 rehabilitar
 relajarse
 respirar

tener dolor de ...
 tener hambre
 tener miedo
 tener sed
 tener sueño
 tomar

Relationships and Choices

abuelo, el
 activo
 adolescente = adolescent
 adolescente, el = teenager
 adoptivo
 adulto
 agresivo
 alegre
 amable
 ambicioso
 amigo, el
 amor, el
 anciano (adj)
 anciano, el
 animado
 animal doméstico, el
 antipático
 apellido, el
 aspecto, el
 atención, la
 barba, la
 bebé, el
 beneficio, el
 beso, el
 bigote, el
 boca, la
 brazo, el
 caballo, el
 cabeza, la
 calvo
 canario, el
 carácter, el
 cariño, el
 cariñoso
 carnet de identidad, el
 casado
 casamiento, el
 castaño
 chico, el
 cobaya, la
 cómico
 compañero, el
 comprensivo
 conejo, el
 conflicto, el

contento
 corto
 creativo
 cualidad, la
 cuidadoso
 dedo, el
 defecto, el
 demás, los
 deportivo
 discriminación, la
 discusión, la
 divorciado
 divorcio, el
 documentación, la
 edad, la
 educado
 egoísta
 encuesta, la
 extranjero, el = foreigner
 extrovertido
 familia adoptiva, la
 familia, la
 felicidad, la
 feliz
 formal = polite
 fuerte
 gafas, las
 gato, el
 generación, la
 generoso
 gente, la
 gracioso
 guapo
 hablador
 hermanastro, el
 hermano, el
 hijo (único), el
 hogar, el
 hombre, el
 honesto
 honrado
 identidad, la
 igualdad, la
 impaciente
 incluir
 independencia, la
 independiente
 influencia, la
 injusto
 inmigrante, el
 inteligente
 introvertido

invitación, la
 invitado, el
 joven
 joven, el
 jubilado
 justo
 juventud, la
 largo
 liso
 loco
 madrastra, la
 madre, la
 maleducado
 maltrato, el
 mamá, la
 mano, la
 marido, el
 mascota, la
 matrimonio, el
 miembro, el
 moreno
 muchacho, el
 mujer, la = wife
 mujer, la = woman
 nacido
 nacimiento, el
 nacionalidad, la
 nariz, la
 necesidad, la
 nervioso
 nieto, el
 niño, el
 nombre, el
 novio, el
 ojo, el
 ONG, la
 optimista
 oreja, la
 orgulloso
 paciente
 padrastro, el
 padre, el
 padres, los = parents
 pájaro, el
 papá, el
 parado
 pareja, la
 paro, el
 pecas, las
 pelirrojo
 pelo, el
 perezoso

periquito, el
 perro, el
 persona, la
 personalidad, la
 pesimista
 pez, el
 pie, el
 pierna, la
 pobre
 pobreza, la
 práctico
 preferencia, la
 prejuicio, el
 primo, el
 prudente
 racismo, el
 racista
 reacción, la
 reservado
 responsable
 reunión, la
 rizado
 rubio
 señor, el
 señora, la
 señorita, la
 sensación, la
 sentido del humor, el
 sentimiento, el
 separado
 serio
 sida, el
 simpático
 sincero
 soltero
 tienda con fines benéficos, la
 tímido
 tío, el
 tolerante
 tortuga, la
 travieso
 triste
 valiente
 vandalismo, el
 vecino, el
 violencia, la
 violento
 voluntario = voluntary
 voluntario, el = volunteer
 voz, la
 adoptar
 arruinar

beneficiar
 besar
 casarse
 conocer
 contribuir
 conversar
 cuidar
 dar las gracias
 decidir
 describir
 destruir
 discutir
 divorciarse
 educar
 enamorarse
 enfadar(se)
 estar en paro
 formar parte
 hablar
 inmigrar
 jubilarse
 llamarse
 llevar (puesto)
 llevarse bien/mal con
 maltratar
 meter
 nacer
 ofender
 ofenderse
 parecerse a ...
 ponerse
 romper
 separarse
 supervisar
 tener (el pelo ... /los ojos ...)
 tener ... años
 tener suerte

LEISURE

Free Time and the Media

a mitad de precio
 abrigo, el
 actriz, la
 aficionado, el
 alpinismo, el
 ambiente, el
 anuncio, el
 apto
 archivo, el
 artículo, el
 artista, el
 atleta, el

atletismo, el
 baile, el
 baloncesto, el
 banda ancha, la = broadband
 bañador, el
 batería, la = drums
 bicicleta/bici, la
 billar, el
 billete, el = banknote
 blusa, la
 bolso, el
 botas, las
 boxeo, el
 caja, la = till
 calcetines, los
 cambio, el
 camisa, la
 camiseta, la
 campeón, el
 campeonato, el
 canción, la
 cantante, el
 carnicería, la
 carrera, la = race
 cartas, las = playing cards
 CD, el
 céntimo, el
 chandal, el
 chaqueta, la
 cheque, el
 cibercafé, el
 ciclismo, el
 ciencia ficción, la
 cinturón, el
 clásico
 cliente, el
 colección, la
 collar, el
 comedia, la
 comienzo, el
 compras, las
 concurso, el
 confitería, la
 conversación, la
 copa, la = cup, trophy
 corbata, la
 correo basura, el
 cosa, la
 de acción
 de aventura
 deporte, el
 deportista

descanso, el
 descuento, el
 dibujos animados, los
 dinero, el
 disco (compacto), el
 disco duro, el
 diversión, la
 documental, el
 droguería, la
 educativo
 entrada, la = ticket
 equipo, el = team
 espectáculo, el
 estadio, el
 falda, la
 fiesta, la = party
 footing, el
 frutería, la
 fútbol, el
 gafas de sol, las
 gol, el
 gorra, la
 Gran Hermano
 grandes almacenes, los
 grupo, el
 guantes, los
 guitarra, la
 hipermercado, el
 historia, la = story
 instrumento, el
 joyería, la
 juego, el
 Juegos Olímpicos, los
 jugador, el
 juguete, el
 juguetería, la
 juntos
 libra (esterlina), la
 librería, la = bookshop
 lista, la
 lotería, la
 medias, las
 mensaje (de texto), el
 mercado, el
 moda, la
 monedero, el
 monitor, el
 monopatín, el
 móvil, el (teléfono)
 muñeca, la = doll
 música, la
 natación, la

noticias, las
 novela, la
 ocio, el
 oferta, la
 (ordenador) portátil, el = laptop
 ordenador, el
 paga, la = pocket money
 página web, la = web page
 panadería, la
 pantalla, la
 pantalón, el
 pantalón corto, el
 papelería, la
 paraguas, el
 partido, el
 pasatiempo, el
 pastelería, la
 patinaje, el
 película, la
 pelota, la
 peluquería, la
 pendientes, los
 perfumería, la
 periódico, el
 pesca, la
 pescadería, la
 ping-pong, el
 pista de hielo, la
 policíaco
 posibilidad, la
 precio, el
 premio, el
 programa, el
 programador, el
 publicidad, la
 quiosco, el
 ratón, el
 rebajas, las
 recibo, el
 red, la = Internet
 regalo, el
 reloj, el
 resto, el
 revista, la
 rico = wealthy
 robo, el
 romántico
 ropa, la
 sala de chat, la
 sala de fiestas, la
 salida, la = outing
 sandalias, las

sección, la	echar	agencia de viajes, la	
selección, la	elegir	aire acondicionado, el	
serie, la	encontrarse = to meet	al aire libre	
sesión, la	enviar	albergue juvenil, el	
sitio web, el	escoger	alemán	
socio, el	escuchar	Alemania	
solo = alone	esperar = to wait	alojamiento, el	
sombrero, el	estar de moda	ambiente, el = atmosphere	
sonido, el	ganar = to win	América del Sur	
supermercado, el	gastar = to spend	andén, el	
taquilla, la = box office	grabar	Año Nuevo, el	
tarjeta de crédito, la	guardar = to save	asiento, el	
tebeo, el	hacer (+ sport)	autobús, el	
teclado, el	hacer la(s) compra(s)	autocar, el	
técnico, el	invitar	autopista, la	
telenovela, la	jugar	avión, el	
tenis, el	leer	balcón, el	
tiempo libre, el	mandar	barco, el	
tienda de comestibles, la	marcar (un gol) = to score	billete, el	
tienda de ropa, la	montar	(billete) de ida, el	
tipo, el	nadar	(billete) de ida y vuelta, el	
vaqueros, los	navegar = to surf the net	británico	
vela, la	necesitar	cafetería, la	
vendedor, el	organizar	cama de matrimonio, la	
vestido, el	pagar	cámara, la	
videoclub, el	participar	camino, el	
videojuego, el	pasear	camping, el	
voleibol, el	paseo, dar un	Canarias, las Islas	
zapatería, la	patinar	caravana, la	
zapatillas de deporte, las	perder = to lose; to miss	carnet, el = pass	
zapatos, los	pescar	carretera, la	
aceptar	practicar	carta, la = menu	
acompañar	probarse	castañuelas, las	
acordar	recibir	castellano	
actuar	regalar	cheque de viaje, el	
ahorrar	repartir = to deliver	cinturón de seguridad, el	
andar	robar	(primera) clase, la	
bailar	saber	coche, el	
borrar	salir	conductor, el = driver; motorist	
cantar	seleccionar	consigna, la	
chatear	servir	corrida, la	
coleccionar	sugerir	costa, la	
comprar	tener ganas	costumbre, la	
conectar	tocar = to play (an instrument)	crema solar, la	
conectar(se)	tocar = to touch	cruce, el	
contar = to count, to tell/recount	vender	cuchara, la	
correr	venir	cuchillo, el	
costar	ver	cuenta, la	
deber = to owe	Holidays	cultura, la	
descargar = download	abanico, el	de primero = first course	
desconectar	aduana, la	delicioso	
devolver	aeropuerto, el	deportes acuáticos, los	

<p>deportes de invierno, los destino, el Día de Reyes, el directo documento, el equipaje, el escocés Escocia España español especialidad, la esquí, el estación de autobuses, la estación de trenes, la Estados Unidos, los Europa europeo extranjero = abroad ferrocarril, el ficha, la fiesta, la = festival flamenco, el folleto, el foto(grafía), la francés Francia (no) fumador Gales galés gasolina, la Gran Bretaña Grecia guía, el = guide guía, la = guidebook habitación doble, la habitación individual, la hamburguesería, la heladería, la incluido información, la Inglaterra inglés insolación, la Irlanda irlandés isla, la Italia italiano lado, el latinoamericano libre = available</p>	<p>lista (de precios), la llegada, la Londres maleta, la mapa, el máquina de fotos, la mar, el media pensión Mediterráneo, el menú del día, el menú turístico, el metro, el mexicano (mejicano) México (Méjico) montaña, la montañoso moto(cicleta), la nada más Navidad Nochebuena Nochevieja norteamericano oficina de turismo, la país, el Papá Noel papel higiénico, el parada, la parador, el parking, el parque temático, el pasajero, el pasaporte, el paso subterráneo, el pensión completa pensión, la = boarding house permiso de conducir, el pista, la plan, el = project plano, el plato combinado, el plato, el = dish plato, el = plate playa, la plaza de toros, la portugués postal, la postre, el propina, la recepción, la recuerdo, el = souvenir reserva, la</p>	<p>restaurante, el rueda, la saco de dormir, el sala de espera, la salida, la = departure salida, la = exit Semana Santa, la señal, la servicio, el = service servicios, los = toilets sitio, el = space, room sombrija, la sudamericano suplemento, el taquilla, la = ticket office tenedor, el tienda, la = tent torero, el toro, el tradición, la tradicional Tráigame ... transporte (público), el tren, el turismo, el turista, el turístico vacaciones, las vaso, el vía, la viaje, el viajero, el visita, la visitante, el vista, la vuelo, el alojarse aparcarse bañarse broncearse buscar cambiar caminar conducir continuar cruzar dejar descansar doblar esquiar estar de vacaciones</p>
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funcionar
 informar(se)
 ir al extranjero
 ir de excursión
 ir de vacaciones
 llegar
 llevar
 parar
 pasar = to spend time
 pedir
 quedarse
 recomendar
 recordar
 reservar
 sacar
 sacar fotos
 seguir
 tardar = to take time
 tomar el sol
 torcer
 traer
 viajar
 visitar
 volver

HOME AND ENVIRONMENT

Home and Local Area

afueras, las
 alfombra, la
 alquilado
 aniversario, el
 aparcamiento, el
 apartamento, el
 árbol, el
 armario, el
 ascensor, el
 aseo, el
 ayuntamiento, el
 banco, el
 baño, el
 barrio, el
 biblioteca, la = library
 bloque, el
 bolera, la
 bosque, el
 butaca, la
 calefacción, la
 calle, la
 cama, la
 campo, el
 cancha (de tenis), la
 casa, la

casa adosada, la
 castillo, el
 catedral, la
 centro, el
 centro comercial, el
 césped, el
 chalet/chalé, el
 chimenea, la
 cine, el
 ciudad, la
 club de jóvenes, el
 cocina, la = kitchen
 cocina (de gas), la = cooker
 cocina eléctrica, la
 comedor, el
 comisaría, la
 cómodo
 concierto, el
 construcción, la
 Correos
 cortina, la
 cuarto de baño, el
 cumpleaños, el
 dirección, la = address
 discoteca, la
 dormitorio, el
 ducha, la
 edificio, el
 entrada, la = entrance
 equitación, la
 escalera, la
 espacio, el
 espejo, el
 esquina, la
 estación de servicio, la
 estación, la
 estanco, el
 estante, el
 estantería, la
 estéreo, el
 fábrica, la
 fiesta de cumpleaños, la
 flor, la
 fregadero, el
 frigorífico, el
 galería (de arte), la
 garaje, el
 granja, la
 habitación, la
 habitante, el
 histórico
 iglesia, la

industria, la
 industrial
 jardín, el
 ladrón, el
 lago, el
 lámpara, la
 lavabo, el
 lavadora, la
 lavaplatos, el
 librería, la = bookcase
 limpio
 llave, la
 luz, la
 manta, la
 máquina, la
 mesa, la
 mezquita, la
 microondas, el
 monumento, el
 moqueta, la
 muebles, los
 museo, el
 nevera, la
 palacio, el
 papelera, la
 pared, la
 parque de atracciones, el
 parque infantil, el
 pasillo, el
 patio, el
 pintado
 piscina, la
 piso, el = floor; flat
 planta, la = plant
 planta, la = floor
 planta baja, la
 plaza, la = square
 polideportivo, el
 propio
 provincia, la
 pueblo, el
 puente, el
 puerta, la
 puerto, el
 radiador, el
 región, la
 residencial
 río, el
 ruido, el
 ruidoso
 sala de estar, la
 salón, el

santo, el
 semáforo, el
 sierra, la
 silla, la
 sillón, el
 sofá, el
 sótano, el
 suelo, el
 teatro, el
 teléfono (móvil), el
 televisor, el
 terraza, la
 tienda, la = shop
 ventana, la
 vida, la
 zona, la
 zona peatonal, la

alquilar
 arreglar
 bajar
 celebrar
 coger
 compartir
 construir
 cortar
 cumplir años
 dar a = to look onto
 enseñar = to show
 entrar
 montar a caballo
 mostrar = to show
 mudarse (de casa)
 sentarse
 subir
 vivir

Environment

a pie
 accidente, el
 aire, el
 atasco, el
 atmósfera, la
 basura, la
 bolsa plástica, la
 campaña, la = campaign
 capa de ozono, la
 cartón, el = cardboard
 contaminación, la
 contenedor, el
 daño, el
 desastre, el
 destrucción, la

ecológico
 electricidad, la
 eléctrico
 energía, la
 extinción, al
 fuego, el
 gasolina sin plomo, la
 grave

incendio, el
 medio ambiente, el
 medioambiental
 mundial
 mundo, el
 naturaleza, la
 oxígeno, el
 peligro, el
 peligroso
 petróleo, el
 pila, la = battery
 planeta, el
 poco sano
 preocupado
 problema, el
 productos químicos,
 los = chemicals
 químico (adj.)
 recargable
 reciclable
 reciclaje, el
 residuos orgánicos, los
 spray, el
 sucio
 Tierra, la
 tóxico
 tráfico, el
 transporte, el
 uso, el
 vehículo, el

apagar
 ayudar
 contaminar
 dañar
 desaparecer
 ducharse
 encender
 ensuciar
 malgastar
 matar
 producir
 proteger
 reciclar
 recoger

reducir
 reutilizar
 salvar
 separar la basura
 tirar = to throw (away)
 transportar
 usar
 utilizar

WORK AND EDUCATION

School/College and Future Plans

acento, el
 actividad, la
 alemán, el
 alumno, el
 apoyo, el
 apuntes, los
 arte dramático, el
 asignatura, la
 aula (f.), el
 ausente
 ayuda, la
 bachillerato, el
 biología, la
 bolígrafo/boli, el
 calculadora, la
 campo de deportes, el
 cantina, la
 castigo, el
 chicle, el
 ciencias económicas, las
 ciencias, las
 clase, la
 cocina, la = food technology
 colegio, el
 comercio, el = business studies
 comportamiento, el
 conducta, la
 consejo, el
 cuaderno, el
 curso, el
 deberes, los = homework
 desobediente
 detalle, el
 dibujo, el = art
 diccionario, el
 director, el
 diseñar
 educación física, la
 escuela, la
 español, el
 estricto

estuche, el
 estudiante, el
 estudios, los
 examen, el
 éxito, el
 femenino
 física, la
 físico (adj.)
 fracaso, el
 francés, el
 geografía, la
 gimnasia, la
 gimnasio, el
 goma, la
 historia, la
 idioma, el
 informática, la
 inglés, el
 insolente
 instalaciones, las
 instituto, el
 intercambio, el
 laboratorio, el
 lápices de colores, los
 lápiz, el
 lección, la
 lengua, la
 letra, la
 libertad, la
 libro, el
 literatura, la
 masculino
 matemáticas, las
 mixto
 mochila, la
 nivel, el
 nota, la
 obligatorio
 opción, la
 oportunidad, la
 optar
 optativo
 página, la
 palabra, la
 permiso, el
 pizarra, la
 prácticas laborales, las
 pregunta, la
 presentación (oral), la
 presente
 primario
 privado

profesor, el
 prueba, la
 público
 química, la
 recreo, el
 regla, la = rule
 regla, la = ruler
 religión, la
 respeto, el
 respuesta, la
 resultado, el
 resumen, el
 sacapuntas, el
 sala de profesores, la
 salón de actos, el
 secundario
 severo
 silencio, el
 sobresaliente
 taller, el
 tarea, la
 tecnología, la
 tema, el
 texto, el
 tijeras, las
 trabajador = hard-working
 trabajo, el
 trabajos manuales, los
 trimestre, el
 tutor, el
 uniforme, el
 vestuarios, los
 víctima, la
 vocabulario, el

 apoyar
 aprender
 aprobar
 atacar
 callar(se)
 castigar
 charlar
 comenzar
 comprender
 contestar
 dibujar
 empezar
 enseñar = to teach
 entender
 escribir
 estudiar
 faltar = to be absent
 fracasar

golpear
 insultar
 intimidar
 levantar la mano
 mirar
 molestar
 olvidar
 pasar
 pedir permiso
 preguntar
 prometer
 repasar
 respetar
 sacar buenas/malas notas
 suspender
 terminar

Current and Future Jobs

a tiempo completo
 a tiempo parcial
 abogado, el
 ama de casa, el (f.)
 ambición, la
 arroba = @
 azafata, la
 barra, la = slash
 bombero, el
 buzón, el
 cajero, el
 calificación, la
 calificado
 camarero, el
 candidato, el
 carnicero, el
 carpintero, el
 carta, la
 cartero, el
 cita, la
 clínica, la
 cocinero, el
 comerciante, el
 comercio, el = commerce; shop
 compañía, la
 competente
 condiciones de trabajo, las
 contable, el
 contrato, el
 correo, el
 correo electrónico, el
 correspondencia, la
 dentista, el
 dependiente, el
 derechos, los = rights

ejército, el
 electricista, el
 empleado, el
 empleo, el
 empresa, la
 enfermero, el
 entrevista, la
 entusiasmo, el
 escritor, el
 experiencia laboral, la
 explicación, la
 granjero, el
 guión bajo, el = underscore
 hombre de negocios, el
 horario de trabajo, el
 horas de trabajo flexibles, las
 ingeniero, el
 intención, la
 intérprete, el
 jardinero, el
 jefe, el
 laboral
 línea, la
 llamada, la
 mecánico, el
 médico, el
 mensaje, el
 militar, el
 objetivo, el
 obrero, el
 oficina, la
 panadero, el
 participación, la
 peluquero, el
 periodismo, el
 periodista, el
 pintor, el
 policía, el
 preocupación, la
 pronto = ready
 punto = dot
 puntocom = .com
 recepcionista, el
 responsabilidad, la
 salario, el
 secretario, el
 sello, el = stamp
 sobre, el
 soldado, el
 solicitud, la
 sueldo, el

tarjeta, la
 teletrabajo, el
 título, el = university degree
 trabajador, el
 traductor, el
 veterinario, el

 contactar
 encontrar = to find
 explicar
 ganar = to earn
 hacer prácticas
 llamar por teléfono
 obtener
 pagar bien/mal
 probar = to have a go, to try
 rellenar = to fill in
 tomar un año libre/sabático
 trabajar

Higher Tier

LIFESTYLE

Health

alcoholismo, el
 alimentación, la
 apetecer
 ataque cardíaco, el
 aviso, el
 cerebro, el
 drogadicto, el
 esfuerzo, el
 fumador pasivo, el
 hervido
 hígado, el
 merluza, la
 olor, el
 porro, el
 respiratorio
 sabroso
 seropositivo
 síndrome de abstinencia, el
 sustancia química, la
 tabaquismo, el
 vena, la

 advertir
 dar de comer
 cansar
 correr el riesgo
 hacer daño
 inyectar(se)
 provocar

Relationships and Choices

amistoso
 anillo, el
 atento
 atrevido
 avaro
 barrera generacional, la
 boda, la
 callado
 cara, la
 celoso
 cobarde
 confianza, la
 cortés
 débil
 dirección, la = management
 encargado, el
 enérgico
 esposo, el
 estado civil, el
 expectativa, la = hope, prospect
 gamberro, el
 gemelo, el
 género, el = gender
 gerente, el
 glotón
 huérfano, el
 madre soltera, la
 obra benéfica, la
 parientes, los
 pelea, la
 perspectiva, la
 residencia (para ancianos), la
 seguro de sí mismo
 sensible
 “sin techo”, los
 sobrino, el
 temperamento, el
 testigo, el
 torpe
 vago
 viudo

 acoger
 agradecer
 aguantar
 cometer
 confiar
 dedicarse
 disculpar(se)
 emigrar

estropear
 llorar
 ocuparse de
 pelear(se)
 perdonar
 relacionarse con
 sonreírse

LEISURE

Free Time and the Media

actuación, la
 ajedrez, el
 apodo, el
 balón, el
 bufanda, la
 camisón, el
 cazadora, la
 ciberespacio, el
 contraseña, la = password
 de lujo
 electrodomésticos, los
 en efectivo
 estrella, la
 función, la
 internauta, el
 maquillaje, el
 medalla, la
 medias, las
 panty, el
 prensa, la
 rebeca, la
 reembolso, el
 reparto a domicilio, el
 riesgo, el
 satélite, el
 sudadera, la
 surtido, el
 tabacalera, la
 torneo, el
 usuario, el
 venta, la

acceder
 adjuntar = to attach
 cargar = to load, charge
 dar una vuelta
 hacer cola
 lograr
 reírse
 ser aficionado a

Holidays

argentino
 alquiler (de coches), el

avería, la
 averiado
 bonobús, el
 camión, el
 carnet de conducir, el
 casco, el
 chileno
 colombiano
 cubano
 disponible
 DNI (National Identity card)
 extranjero, el = foreigner
 motor, el
 peruano
 queja, la
 recuerdo, el = memory
 regreso, el
 retraso, el
 tranvía, el

detener(se)
 hacer transbordoquejarse
 regresar

HOME AND ENVIRONMENT

Home and Local Area

aldea, la
 alquiler, el
 ático, el
 bañera, la
 concurrido
 desván, el
 domicilio, el
 horno, el
 persianas, las = blinds
 vestíbulo, el
 vivienda, la

Environment

agujero, el
 aumento, el
 calentamiento, el
 CFCs, los
 combustible (fósil), el
 consumidor, el
 consumo, el
 culpa, la
 deforestación, la
 desperdicio, el
 efecto invernadero, el
 envase, el
 gases de escape, los =
 exhaust fumes
 inquietante

inundación, la
 lluvia ácida, la
 marea negra, la
 petrolero, el
 pesticida, el
 recurso, el = resource
 selva, la
 sequía, la
 agotar = to exhaust
 amenazar
 aumentar
 consumir
 echar la culpa
 inquietar(se)

WORK AND EDUCATION

School/college and future plans

acoso escolar, el = bullying
 carpeta, la
 carrera, la = profession
 despacho, el
 enseñanza, la
 riguroso

comportarse
 entregar
 ponerse a + inf
 traducir

Current and Future Jobs

albañil, el
 aprendiz, el
 camionero, el
 conseguir
 ejecutivo, el
 encargado de
 entusiasta
 estrés, el
 estresante
 llegar a ser
 propósito, el = aim
 solicitar = to apply

adjuntar
 encargarse
 estar en huelga
 estar estresado
 hacer un aprendizaje

Alphabetical Vocabulary List – Foundation

A

a

a diario

a eso de

a fines de ...

a la plancha

a mediados de ...

a menudo

a mitad de precio

a partir de

a pesar de

a pie

¿A qué hora?

a tiempo

a tiempo completo

a tiempo parcial

a un paso (de)

a veces

abajo (de)

abanico, el

abierto

abogado, el

abrigo, el

abril

abrir

abuelo, el

aburrido

aburrirse

acabar de + inf.

acceso, el

accidente, el

aceite, el

acento, el

aceptable

aceptar

acompañar

acordar

acostarse

actividad, la

activo

actriz, la

actuar

Ada. = avenida

adelante

además

adictivo

adicto, el

adiós

adolescente = adolescent

adolescente, el = teenager

¿Adónde?

adoptar

adoptivo

adorar

aduana, la

adulto

aeropuerto, el

afectar

aficionado, el

afortunado

afuera (de)

afueras, las

agencia de

viajes, la

agosto

agradable

agresivo

agua (f.), el

agua mineral (con/sin gas) (f.), el

ahí

ahora

ahorrar

aire acondicionado, el

aire, el

aislado

ajo, el

al aire libre

al final (de)

al mismo tiempo

albergue juvenil, el

alcanzar

alcohólico

alegrar(se)

alegre

alemán

alemán, el

Alemania

alfombra, la

algodón, el

algunas veces

alimento, el

allá

allí

alojamiento, el

alojarse

alpinismo, el

alquilado

alquilar

alrededor (de)

alto

altura, la

alumno, el

ama de casa, el (f.)

amable

amarillo

ambición, la

ambicioso

ambiente, el

ambiente, el = atmosphere

América del Sur

amigo, el

amor, el

ancho

ancho, el

anciano (adj)

anciano, el

andar

andén, el

animado

animal doméstico, el

aniversario, el

anoche

antes (de)

antiguo

antipático

anuncio, el

Año Nuevo, el

año, el

apagar

aparcamiento, el

aparcar

apartamento, el

aparte de

apellido, el

apoyo, el

apoyar

apreciar

aprender

aprobar

apropiado

aprovechar(se)

aproximadamente

apto

apuntes, los

aquí

árbol, el

archivo, el

armario, el

arreglar

arriba (de)

arroba = @

arroz, el

arruinar

arte dramático, el

artículo, el

artista, el
 asado
 ascensor, el
 aseo, el
 así que
 asiento, el
 asignatura, la
 aspecto, el
 atacar
 atasco, el
 atención, la
 atentamente
 atleta, el
 atletismo, el
 atmósfera, la
 atrás
 atún, el
 aula (f.), el
 aun (si)
 aunque
 ausente
 autobús, el
 autocar, el
 autopista, la
 avión, el
 ayer
 ayuda, la
 ayudar
 ayuntamiento, el
 azafata, la
 azúcar, el
 azul

B

bacalao, el
 bachillerato, el
 bailar
 baile, el
 bajar
 bajo = low; short
 balcón, el
 baloncesto, el
 banco, el
 banda ancha, la = broadband
 bañador, el
 bañarse
 baño, el
 barato
 barba, la
 barco, el
 barra (de pan), la

barra, la = slash
 barrio, el
 ¡Basta!
 bastante
 bastar
 basura, la
 batería, la = drums
 bebé, el
 beber
 bebida, la
 beneficiar
 beneficio, el
 besar
 beso, el
 biblioteca, la = library
 bicicleta/bici, la
 bien
 bien hecho = well done
 ¡Bienvenido!
 bigote, el
 billar, el
 billete de ida y vuelta, el
 billete de ida, el
 billete, el
 billete, el = banknote
 biología, la
 bistec, el or bisté, el
 blanco
 bloque, el
 blusa, la
 boca, la
 bocadillo, el
 bolera, la
 bolígrafo/boli, el
 bolsa plástica, la
 bolsa, la
 bolso, el
 bombero, el
 bombón, el
 bonito
 borracho
 borrar
 bosque, el
 botas, las
 bote, el
 botella, la
 boxeo, el
 brazo, el
 breve
 británico
 broncearse
 buen/mal tiempo

¡Buen viaje!
 ¡Buena suerte!
 Buenas noches
 Buenas tardes
 bueno
 Buenos días
 buscar
 butaca, la
 buzón, el

C

c/ = calle
 caballo, el
 cabeza, la
 cada (x) días/horas
 caerse
 café, el = coffee
 cafetería, la
 caja, la = box
 caja, la = till
 cajero, el
 calamares, los
 calcetines, los
 calculadora, la
 calefacción, la
 calidad, la
 caliente
 calificación, la
 calificado
 callar(se)
 calle, la
 calor, el
 caluroso
 calvo
 cama de matrimonio, la
 cama, la
 cámara, la
 camarero, el
 cambiar
 cambio, el
 caminar
 camino, el
 camisa, la
 camiseta, la
 campaña, la = campaign
 campeón, el
 campeonato, el
 camping, el
 campo de deportes, el
 campo, el
 Canarias, las Islas
 canario, el

cancha (de tenis), la	centro, el	cocina, la = cuisine
canción, la	centro, en el _ (de)	cocina, la = food technology
candidato, el	cerámica, la	cocina, la = kitchen
cansado	cerca (de)	cocinar
cantante, el	cereales, los	cocinero, el
cantar	cerrado	coger
cantidad, la	cerrar	col, la
cantina, la	cerveza, la	colección, la
capa de ozono, la	césped, el	coleccionar
carácter, el	chalet/chalé, el	colegio, el
caramelo, el	champiñones, los	coliflor, la
caravana, la	chandal, el	collar, el
cariño, el	chaqueta, la	color, el
cariñoso	charlar	comedia, la
carne, la	chatear	comedor, el
carnet de identidad, el	cheque de viaje, el	comenzar
carnet, el = pass	cheque, el	comer
carnicería, la	chicle, el	comerciante, el
carnicero, el	chico, el	comercio, el = business studies
caro	chimenea, la	comercio, el = commerce; shop
carpintero, el	chocolate, el	cómico
carrera, la = race	chorizo, el	comida basura, la
carretera, la	chubasco, el	comida rápida, la
carta, la	chuleta, la	comida, la = lunch
carta, la = menu	churros, los	comida, la = meal; food
cartas, las = playing cards	cibercafé, el	comienzo, el
cartero, el	ciclismo, el	comisaría, la
cartón, el = cardboard	cielo, el	como
cartón, el = carton	ciencia ficción, la	¿Cómo?
casa adosada, la	ciencias económicas, las	¿Cómo está(s)?
casa, la	ciencias, las	cómodo
casado	cierto	compañero, el
casamiento, el	cigarrillo, el	compañía, la
casarse	cine, el	comparar
casi	cinturón de seguridad, el	compartir
castaño	cinturón, el	competente
castañuelas, las	cita, la	completo
castellano	ciudad, la	comportamiento, el
castigar	¡Claro!	comprar
castigo, el	claro = light	compras, las
castillo, el	claro que	comprender
catedral, la	clase, la	comprensivo
causar	clásico	con
CD, el	cliente, el	con permiso
cebolla, la	clima, el	concierto, el
celebrar	clínica, la	concurso, el
cena, la	club de jóvenes, el	condiciones de trabajo, las
cenar	cobaya, la	conducir
centímetro, el	cocaína, la	conducta, la
céntimo, el	coche, el	conductor, el = driver; motorist
céntrico	cocina (de gas), la = cooker	conectar
centro comercial, el	cocina eléctrica, la	conectar(se)
		conejo, el

confitería, la	¿Cuánto?	decepcionante
conflicto, el	¿Cuánto cuesta(n)?	decepcionar
conocer	¿Cuánto es?	decidir
consejo, el	¿Cuánto vale(n)?	décimo
consigna, la	¿Cuántos?	decir
construcción, la	¿Cuántos años tiene(s)?	dedo, el
construir	cuarto = fourth	defecto, el
contable, el	cuarto de baño, el	dejar
contactar	cuarto, un = quarter	dejar de + inf.
contaminación, la	cuchara, la	delante (de)
contaminar	cuchillo, el	delgado
contar = to count, to tell/recount	cuenta, la	delicioso
contenedor, el	cuero, el	demás, los
contento	cuerpo, el	demasiado
contestar	¡Cuidado!	dentista, el
continuar	cuidadoso	dentro (de)
contra	cuidar	dentro de (x) (horas)
contrato, el	cultura, la	dependiente, el
contribuir	cumpleaños, el	deporte, el
conversación, la	cumplir años	deportes acuáticos, los
conversar	curso, el	deportes de invierno, los
copa, la = cup, trophy	D	deportista
corazón, el	dado que	deportivo
corbata, la	dañar	depresión, la
correcto	daño, el	derecha, a la _
corregir	dar	derecho, (todo) _ = straight ahead
correo basura, el	dar a = to look onto	derechos, los = rights
correo electrónico, el	dar igual	desafortunadamente
correo, el	dar las gracias	desagradable
Correos	de	desaparecer
correr	de ... a ...	desastre, el
correspondencia, la	de acción	desayunar
corrida, la	de aventura	desayuno, el
cortar	de cerdo	descansar
cortina, la	de cordero	descanso, el
corto	¿De dónde?	descargar = download
cosa, la	de momento	desconectar
costa, la	de nada	describir
costar	de nuevo = again	descripción, la
costumbre, la	de primero = first course	descuento, el
creativo	¿De qué color?	desde
creer	¿De quién?	desde hace
crema solar, la	de repente	desear
crystal, el = glass, crystal	de ternera	desobediente
cruce, el	de vaca	despacio
cruzar	¿De veras?	despejado
cuaderno, el	de vez en cuando	despertarse
cuadrado	debajo (de)	después
¿Cuál(es)?	deber = must	destino, el
cualidad, la	deber = to owe	destrucción, la
cuando	deberes, los = homework	destruir
¿Cuándo?	decepcionado	desventaja, la

detalle, el
 detestar
 detrás (de)
 devolver
 Día de Reyes, el
 día festivo, el
 día laborable, el
 día, el
 diariamente
 dibujar
 dibujo, el = art
 dibujos animados, los
 diccionario, el
 diciembre
 dieta, la
 diferencia, la
 diferente
 difícil
 dificultad, la
 dinero, el
 dirección, la = address
 dirección, la = direction
 directo
 director, el
 disco (compacto), el
 disco duro, el
 discoteca, la
 discriminación, la
 discusión, la
 discutir
 diseñar
 disfrutar
 distancia, la
 distinto
 diversión, la
 divertido
 divertirse
 divorciado
 divorciarse
 divorcio, el
 doblar
 doble, el
 docena, una
 documentación, la
 documental, el
 documento, el
 dolor, el
 domingo, el
 ¿Dónde?
 ¿Dónde está?
 dormir(se)
 dormitorio, el

Dr. = doctor
 Dra. = doctora
 droga (blanda/dura), la
 drogarse
 droguería, la
 ducha, la
 ducharse
 dudar
 dulce
 durante
 durar
 duro
E
 echar
 ecológico
 económico
 edad, la
 edificio, el
 educación física, la
 educado
 educar
 educativo
 EEUU = Estados Unidos
 egoísta
 ejercicio (físico), el
 ejército, el
 electricidad, la
 electricista, el
 eléctrico
 elegir
 emborracharse
 emocionante
 empezar
 empleado, el
 empleo, el
 empresa, la
 en
 en/por todas partes
 en ese/este momento
 en las afueras
 en punto
 en seguida
 enamorarse
 encantado
 encantador
 encantar
 encender
 encima (de)
 encontrar = to find
 encontrarse = to be situated
 encontrarse = to meet
 encontrarse bien/mal

encuesta, la
 energía, la
 enero
 enfadar(se)
 enfermedad, la
 enfermero, el
 enfermo
 enfrente (de)
 ¡Enhorabuena!
 ensalada, la
 enseñar = to show
 enseñar = to teach
 ensuciar
 entender
 entonces
 entrada, la = entrance
 entrada, la = ticket
 entrar
 entre
 entrenamiento, el
 entrenarse
 entretenido
 entrevista, la
 entusiasmo, el
 enviar
 equipaje, el
 equipo, el = team
 equitación, la
 equivocado
 es decir
 escalera, la
 escocés
 Escocia
 escoger
 escribir
 escritor, el
 escuchar
 escuela, la
 espacio, el
 espaguetis, los
 España
 español
 español, el
 especial
 especialidad, la
 espectáculo, el
 espejo, el
 esperar = to hope
 esperar = to wait
 espléndido
 esquí, el
 esquiar

esquina, la
 esta (noche)
 estable
 estación de autobuses, la
 estación de servicio, la
 estación de trenes, la
 estación, la
 estación, la = season
 estadio, el
 Estados Unidos, los
 estanco, el
 estante, el
 estantería, la
 estar
 estar a (x) (kilómetros) de
 estar a (x) minutos de
 estar a favor
 estar de acuerdo
 estar de moda
 estar de vacaciones
 estar en contra
 estar en forma
 estar en paro
 estar equivocado
 estar harto de
 estar situado
 este, el
 estéreo, el
 estrecho
 estricto
 estuche, el
 estudiante, el
 estudiar
 estudios, los
 estupendo
 estúpido
 Europa
 europeo
 evitar
 exactamente
 exacto
 examen, el
 excelente
 éxito, el
 experiencia laboral, la
 explicación, la
 explicar
 exterior, el
 extinción, al
 extranjero = abroad
 extranjero, el = foreigner
 extraordinario

extrovertido

F

fábrica, la
 fácil
 falda, la
 falso
 falta, la = error
 faltar = to be absent
 familia adoptiva, la
 familia, la
 famoso
 fantástico
 farmacia, la
 fascinante
 fascinar
 fastidiar
 fatal
 favorable
 favorito
 febrero
 fecha, la
 ¡Felices Pascuas!
 ¡Felices vacaciones!
 felicidad, la
 ¡Felicidades!
 ¡Felicitaciones!
 feliz
 ¡Feliz Año Nuevo!
 ¡Feliz cumpleaños!
 ¡Feliz Navidad!
 ¡Feliz santo!
 femenino
 fenomenal
 feo
 ferrocarril, el
 ficha, la
 fiesta de cumpleaños, la
 fiesta, la = festival
 fiesta, la = party
 filete, el
 fin de semana, el
 final, al
 finalmente
 física, la
 físico (adj.)
 flamenco, el
 flan, el
 flor, la
 folleto, el
 fondo, en el/al
 footing, el

forma, la
 formal = polite
 formar parte
 foto(grafía), la
 fracasar
 fracaso, el
 francés
 francés, el
 Francia
 frecuente
 fregadero, el
 fresa, la
 fresco
 frigorífico, el
 frío, el
 frito
 fruta, la
 frutería, la
 fuego, el
 fuera (de)
 fuerte
 fumador, el
 fumar
 funcionar
 fútbol, el
 futuro (adj.)
 futuro, el

G

gafas de sol, las
 gafas, las
 galería (de arte), la
 Gales
 galés
 galleta, la
 gambas, las
 ganar = to earn
 ganar = to win
 garaje, el
 gasolina sin plomo, la
 gasolina, la
 gastar = to spend
 gato, el
 gazpacho, el
 generación, la
 generalmente
 generoso
 genial = brilliant, great
 gente, la
 geografía, la
 gimnasia, la
 gimnasio, el

gol, el
golpear
goma, la
gordo
gorra, la
grabar
gracias
gracioso
grado, el
gramo, el
Gran Bretaña
Gran Hermano
grande
grandes almacenes, los
granja, la
granjero, el
grasa, la
gratis
gratuito
grave
Grecia
gris
grueso
grupo, el
guantes, los
guapo
guardar = to save
guía, el = guide
guía, la = guidebook
guión bajo, el = underscore
guisantes, los
guitarra, la
gustar

H

habitación doble, la
habitación individual, la
habitación, la
habitante, el
hábito, el
hablador
hablar
hace (+ time)
hacer
hacer (+ sport)
hacer (ejercicio)
hacer (frío)
hacer aerobio
hacer falta
hacer la (s) compra (s)
hacer prácticas
hacerse = to become
hacia

hamburguesa, la
hamburguesería, la
hasta
hasta el (lunes)
hasta luego
hasta mañana
hasta pronto
hay
hay que
heladería, la
helado, el
helar
hermanastro, el
hermano, el
hermoso
hielo, el
hijo (único), el
hipermercado, el
historia, la
historia, la = story
histórico
hogar, el
hola
hombre de negocios, el
hombre, el
honesto
honrado
hora, la
horario de trabajo, el
horario, el
horas de trabajo flexibles, las
horroroso
hoy
huevo, el
húmedo
humo, el

I

ideal
identidad, la
idioma, el
iglesia, la
igual que
igualdad, la
impaciente
importante
imposible
impresionante
incendio, el
incluido
incluir
incluso
increíble

independencia, la
independiente
industria, la
industrial
influencia, la
información, la
informar (se)
informática, la
ingeniero, el
Inglaterra
inglés
inglés, el
injusto
inmediatamente
inmigrante, el
inmigrar
inseguro
insolación, la
insolente
instalaciones, las
instituto, el
instrumento, el
insultar
inteligente
intención, la
intercambio, el
interesante
interesarse
interior, el
intérprete, el
intimidar
introvertido
inútil
invierno, el
invitación, la
invitado, el
invitar
inyección, la
ir
ir a + inf.
ir al extranjero
ir de excursión
ir de vacaciones
Irlanda
irlandés
irse
isla, la
Italia
italiano
IVA = VAT
izquierda, a la _

J

jamás
 jamón (de york), el
 jamón serrano, el
 jardín, el
 jardinero, el
 jefe, el
 joven
 joven, el
 joyería, la
 jubilado
 jubilarse
 judías verdes, las
 juego, el
 Juegos Olímpicos, los
 jueves, el
 jugador, el
 jugar
 juguete, el
 juguetería, la
 julio
 junio
 juntos
 justificar
 justo
 juventud, la

K

kilómetro, el

L

laboral
 laboratorio, el
 lado, al _ (de)
 lado, el
 ladrón, el
 lago, el
 lámpara, la
 lana, la
 lápices de colores, los
 lápiz, el
 largo
 lata, la
 latinoamericano
 lavabo, el
 lavadora, la
 lavaplatos, el
 lavar
 lección, la
 leche, la
 lechuga, la
 leer
 legumbres, las

lejos (de)
 lengua, la
 lento
 letra, la
 levantar la mano
 levantarse
 libertad, la
 libra (esterlina), la
 libre = available
 libre = free
 librería, la = bookcase
 librería, la = bookshop
 libro, el
 limón, el
 limonada, la
 limpiar
 limpio
 línea, la
 liso
 lista (de precios), la
 lista, la
 literatura, la
 litro, el
 llamada, la
 llamar por teléfono
 llamarse
 llave, la
 llegada, la
 llegar
 lleno
 llevar
 llevar (puesto)
 llevarse bien/mal con
 llover
 lluvia, la
 lo siento
 loco
 Londres
 los lunes, etc.
 lotería, la
 luego
 lugar, el
 lunes, el
 luz, la

M

madera, la
 madrastra, la
 madre, la
 mal
 maleducado
 maleta, la
 malgastar

malo
 maltratar
 maltrato, el
 mamá, la
 mandar
 mano, la
 manta, la
 mantenerse en forma
 mantequilla, la
 manzana, la
 mañana = tomorrow
 mañana, la = morning
 mapa, el
 máquina de fotos, la
 máquina, la
 mar, el
 maravilloso
 marcar (un gol) = to score
 marido, el
 mariscos, los
 marrón
 martes, el
 marzo
 más (que)
 mascota, la
 masculino
 matar
 matemáticas, las
 matrimonio, el
 máximo
 mayo
 mayor
 mayoría, la
 mecánico, el
 media hora
 media pensión
 mediano
 medianoche, la
 medias, las
 médico, el
 medida, la
 medio
 medio (de), en (el) _
 medio ambiente, el
 medioambiental
 mediodía, el
 medir
 Mediterráneo, el
 mejor
 mejorar (se)
 melocotón, el
 menor

menos (que)
 menos/y ...
 menos cuarto
 mensaje (de texto), el
 mensaje, el
 mentir
 mentira, la
 mentiroso
 menú del día, el
 menú turístico, el
 mercado, el
 merienda, la = snack/picnic
 mermelada, la
 mes, el
 mesa, la
 meter
 metro, el
 metro, el = metre
 mexicano (mejicano)
 México (Méjico)
 mezquita, la
 microondas, el
 miembro, el
 mientras (que)
 mientras tanto
 miércoles, el
 militar, el
 mínimo
 minuto, el
 mirar
 mismo
 mitad, la
 mixto
 mochila, la
 moda, la
 moderno
 mojar (se)
 molestar
 momento, el
 monedero, el
 monitor, el
 monopatín, el
 montaña, la
 montañoso
 montar
 montar a caballo
 monumento, el
 moqueta, la
 morado
 moreno
 morir
 mostrar = to show

moto(cicleta), la
 móvil, el (teléfono)
 muchacho, el
 mucho
 mucho gusto
 mucho tiempo
 mudarse (de casa)
 muebles, los
 muerto
 mujer, la = wife
 mujer, la = woman
 mundial
 mundo, el
 muñeca, la = doll
 museo, el
 música, la
 muy
N
 nacer
 nacido
 nacimiento, el
 nacionalidad, la
 nada
 nada más
 nadar
 nadie
 naranja, (color) _
 naranja, la
 naranjada, la
 nariz, la
 nata, la
 natación, la
 naturaleza, la
 navegar = to surf the net
 Navidad
 necesario
 necesidad, la
 necesitar
 negativo
 negro
 nervioso
 nevar
 nevera, la
 ni ... ni
 niebla, la
 nieto, el
 nieve, la
 ninguno
 niño, el
 nivel, el
 no = not
 no fumador

noche, la
 Nochebuena
 Nochevieja
 nombre, el
 normalmente
 norte, el
 norteamericano
 nota, la
 noticias, las
 novela, la
 noveno
 noviembre
 novio, el
 nube, la
 nublado
 nuboso
 nuevo
 nuez, la
 número, el
 nunca
O
 o/u
 objetivo, el
 obligatorio
 obrero, el
 obtener
 ocio, el
 octavo
 octubre
 ocupado = engaged; occupied
 ocurrir
 odiar
 oeste, el
 ofender
 ofenderse
 oferta, la
 oficina de turismo, la
 oficina, la
 oír
 Ojo
 ojo, el
 Olé
 oler
 olvidar
 ONG, la
 opción, la
 opinar
 oportunidad, la
 optar
 optativo
 optimista
 (ordenador) portátil, el = laptop

ordenador, el
oreja, la
organizar
orgulloso
oro, el
oscuro
otoño, el
otra vez
oxígeno, el

P

paciente
padraastro, el
padre, el
padres, los = parents
paella, la
paga, la = pocket money
pagar
pagar bien/mal
página web, la = web page
página, la
país, el
pájaro, el
palabra, la
palacio, el
pálido
pan, el
panadería, la
panadero, el
pantalla, la
pantalón corto, el
pantalón, el
Papá Noel
papá, el
papel higiénico, el
papel, el
papelera, la
papelería, la
paquete, el
par, un
para
¿Para/Por cuánto tiempo?
parada, la
parado
parador, el
paraguas, el
parar
parecer
parecerse a ...
parecido a
pared, la
pareja, la
parking, el

paro, el
parque de atracciones, el
parque infantil, el
parque temático, el
participación, la
participar
partido, el
pasado (adj.)
pasado mañana
pasado, el
pasajero, el
pasaporte, el
pasar
pasar = to happen
pasar = to spend time
pasar la aspiradora
pasarlo bien/mal
pasatiempo, el
pasear
paso, dar un -
pasillo, el
paso subterráneo, el
pasta, la
pastel, el
pastelería, la
patata, la
patatas fritas, las
patinaje, el
patinar
patio, el
pecas, las
pedazo, el
pedir
pedir permiso
película, la
peligro, el
peligroso
pelirrojo
pelo, el
pelota, la
peluquería, la
peluquero, el
pendientes, los
pensar
pensión completa
pensión, la = boarding house
peor
pequeño
pera, la
perder = to lose; to miss
perdón
perdone

perezoso
perfecto
perfumería, la
periódico, el
periodismo, el
periodista, el
periquito, el
permanente
permiso de conducir, el
permiso, el
permitir
pero
perrito caliente, el
perro, el
persona, la
personalidad, la
pesar
pesca, la
pescadería, la
pescado, el
pescar
pesimista
peso, el
petróleo, el
pez, el
picante
pie, el
piel, la = leather, skin
pierna, la
pila, la = battery
pimienta, la
pimiento, el
ping-pong, el
pintado
pintor, el
piña, la
piscina, la
piso, el = floor; flat
pista de hielo, la
pista, la
pizarra, la
plan, el = project
planeta, el
plano, el
planta baja, la
planta, la = floor
planta, la = plant
plástico, el
plata, la
plátano, el
plato combinado, el
plato, el = dish

plato, el = plate
 playa, la
 plaza de toros, la
 plaza, la = square
 pobre
 pobreza, la
 pocas veces
 poco (eg poco ruidoso)
 poco sano
 poco, un
 poder
 policía, el
 policíaco
 polideportivo, el
 pollo, el
 poner
 ponerse
 ponerse de acuerdo
 por
 por año, etc
 ¿Por dónde?
 por ejemplo
 por eso
 por favor
 por fin
 por lo general
 por lo tanto
 ¿Por qué?
 por un lado/por otro lado
 por una parte/por otra parte
 porque
 portugués
 porvenir, el
 posibilidad, la
 posible
 positivo
 postal, la
 postre, el
 practicar
 prácticas laborales, las
 práctico
 precio, el
 precioso
 preferencia, la
 preferido
 preferir
 pregunta, la
 preguntar
 prejuicio, el
 premio, el
 preocupación, la
 preocupado

preocuparse
 preparar
 presentación (oral), la
 presente
 primario
 primavera, la
 primera clase, la
 primero
 primo, el
 principio, al
 privado
 probar = to have a go, to try
 probarse
 problema, el
 producir
 productos químicos, los =
 chemicals
 profesor, el
 profundo
 programa, el
 programador, el
 prohibido
 prohibir
 prometer
 pronóstico, el
 pronto = ready
 pronto = soon
 propina, la
 propio
 proteger
 provincia, la
 próximo
 prudente
 prueba, la
 publicidad, la
 público
 pueblo, el
 puente, el
 puerta, la
 puerto, el
 pues
 pulmones, los
 punto = dot
 puntocom = .com

Q

¿Qué?
 ¡Qué (+ adjective)!
 ¡Qué (+ noun)!
 ¡Que aproveche!
 ¡Qué asco!
 ¡Qué bien!
 ¿Qué día?

¿Qué fecha?
 ¿Qué hay?
 ¿Qué hora es?
 ¡Qué horror!
 ¡Qué lástima!
 ¡Que lo pase (s) bien!
 ¿Qué pasa?
 ¡Qué pena!
 ¿Qué tal?
 ¡Qué va!
 que viene, el mes, etc.
 quedar en
 quedarse
 querer = to want; to love
 querer decir
 queso, el
 ¿Quién?
 química, la
 químico (adj.)
 quince días = fortnight
 quinto
 quiosco, el
 quisiera

R

ración, la
 racismo, el
 racista
 radiador, el
 rápido
 raramente
 raro
 rato, el
 ratón, el
 razón, la
 reacción, la
 rebajas, las
 recargable
 recepción, la
 recepcionista, el
 recibir
 recibo, el
 reciclable
 reciclaje, el
 reciclar
 reciente (mente)
 recoger
 recomendar
 reconocer
 recordar
 recreo, el
 recuerdo, el = souvenir
 red, la = Internet

redondo
 reducir
 regalar
 regalo, el
 región, la
 regla, la = rule
 regla, la = ruler
 regular
 rehabilitación, la
 rehabilitar
 relajarse
 relámpago, el
 religión, la
 rellenar = to fill in
 reloj, el
 Renfe/RENFE
 repartir = to deliver
 repasar
 reserva, la
 reservado
 reservar
 residencial
 residuos orgánicos, los
 respetar
 respeto, el
 respirar
 responder
 responsabilidad, la
 responsable
 respuesta, la
 restaurante, el
 resto, el
 resultado, el
 resumen, el
 reunión, la
 reutilizar
 revista, la
 rico = tasty
 rico = wealthy
 ridículo
 río, el
 rizado
 robar
 robo, el
 rojo
 romántico
 romper
 ropa, la
 rosa
 rosado
 rubio
 rueda, la

ruido, el
 ruidoso

S
 sábado, el
 saber
 sacapuntas, el
 sacar
 sacar buenas/malas notas
 sacar fotos
 saco de dormir, el
 sal, la
 sala de chat, la
 sala de espera, la
 sala de estar, la
 sala de fiestas, la
 sala de profesores, la
 salado
 salario, el
 salchicha, la
 salchichón, el
 salida, la = departure
 salida, la = exit
 salida, la = outing
 salir
 salón de actos, el
 salón, el
 salsa, la
 salud, la
 saludable
 saludar
 saludos
 salvar
 sandalias, las
 sangría, la
 sano
 santo, el
 sardina, la
 se(p)tiembre
 sección, la
 seco
 secretario, el
 secundario
 seda, la
 seguir
 según
 segundo
 segundo, el
 seguro
 selección, la
 seleccionar
 sello, el = stamp

semáforo, el
 Semana Santa, la
 semana, la
 sencillo
 sensación, la
 sentarse
 sentido del humor, el
 sentimiento, el
 sentir (se)
 señal, la
 señor, el
 señora, la
 señorita, la
 separado
 separar la basura
 separarse
 séptimo
 ser
 serie, la
 serio
 servicio, el = service
 servicios, los = toilets
 servir
 sesión, la
 severo
 sexto
 si
 sí
 sida, el
 siempre
 sierra, la
 siglo, el
 siguiente
 silencio, el
 silla, la
 sillón, el
 simpático
 sin
 sin duda
 sin embargo
 sincero
 sino
 sitio web, el
 sitio, el = place
 sitio, el = space, room
 sobre
 sobre, el
 sobresaliente
 socio, el
 ¡Socorro!
 sofá, el
 sol, el

solamente
soldado, el
soler
solicitud, la
sólo
solo = alone
soltero
sombra, la
sombrero, el
sombrella, la
sonido, el
sopa, la
sorprendido
sótano, el
spray, el
Sr. = señor
Sra. = señora
Srta. = señorita
Sta. = santa
subir
sucio
sudamericano
sueldo, el
suelo, el
suficiente
sugerir
supermercado, el
supervisar
suplemento, el
sur, el
suspender

T

tabaco, el
tal vez
talla, la
taller, el
tamaño, el
también
tampoco
tan ... como
tanto ... como
tapas, las
taquilla, la = box office
taquilla, la = ticket office
tardar
tardar = to take time
tarde = late
tarde, la = afternoon, evening
tarea, la
tarjeta de crédito, la
tarjeta, la
tarta, la

té, el
teatro, el
tebeo, el
teclado, el
técnico, el
tecnología, la
tela, la
teléfono (móvil), el
telenovela, la
teletrabajo, el
televisor, el
tema, el
temperatura, la
templado
temprano
tenedor, el
tener
tener (calor)
tener (el pelo ... /los ojos ...)
tener ... años
tener dolor de ...
tener ganas
tener hambre
tener lugar
tener miedo
tener prisa
tener que
tener razón
tener sed
tener sueño
tener suerte
tenis, el
tentación, la
tercero
terminar
terrazza, la
texto, el
tiempo libre, el
tiempo, el = time
tiempo, el = weather
tienda con fines benéficos, la
tienda de comestibles, la
tienda de ropa, la
tienda, la = tent
tienda, la = shop
Tierra, la
tijeras, las
tímido
tío, el
típico
tipo, el
tirar = to throw (away)

título, el = university degree
tocar = to play (an instrument)
tocar = to touch
todas las (semanas)
todavía
todo recto
todos los (días)
tolerante
tomar
tomar el sol
tomar un año libre/sabático
tomate, el
tonto
torcer
torero, el
tormenta, la
tormentoso
toro, el
tortilla, la
tortuga, la
tostada, la
tóxico
trabajador = hard-working
trabajador, el
trabajar
trabajo, el
trabajos manuales, los
tradición, la
tradicional
traductor, el
traer
tráfico, el
Tráigame ...
tranquilo
transportar
transporte (público), el
transporte, el
travieso
tren, el
trimestre, el
triste
trozo, el
trueno, el
turismo, el
turista, el
turístico
tutor, el

U

últimamente
último
único
uniforme, el
unos (diez) = about (10)

usar
 uso, el
 útil
 utilizar
 uvas, las

V

vacaciones, las
 vacío
 vainilla, la
 vale
 valer la pena
 valiente
 vandalismo, el
 vaqueros, los
 vaso, el
 veces, dos ... /tres ... , etc
 vecino, el
 vegetariano
 vehículo, el
 vela, la
 vendedor, el
 vender
 venir
 ventaja, la
 ventana, la
 ver
 verano, el
 verdad, la

verdadero
 verde
 verduras, las
 vestido, el
 vestuarios, los
 veterinario, el
 vez, una
 vía, la
 viajar
 viaje, el
 viajero, el
 víctima, la
 vida, la
 videoclub, el
 videojuego, el
 vidrio, el
 viejo
 viento, el
 viernes, el
 vinagre, el
 vino (blanco/rosado/tinto), el
 violencia, la
 violento
 violeta
 visita, la
 visitante, el
 visitar
 vista, la

vivir
 vivo = vivid, bright
 vocabulario, el
 voleibol, el
 voluntario = voluntary
 voluntario, el = volunteer
 volver
 volver a + inf..
 volverse = to become
 voz, la
 vuelo, el

Y

y/e
 y cuarto
 y media
 ya (que)
 ya no
 yogur, el

Z

zanahoria, la
 zapatería, la
 zapatillas de deporte, las
 zapatos, los
 zona peatonal, la
 zona, la
 zumo (de fruta), el

Alphabetical Vocabulary List – Higher

A

acceder
 acoger
 acoso escolar, el = bullying
 actuación, la
 adjuntar
 adjuntar = to attach
 advertir
 agotar = to exhaust
 agradecer
 aguantar
 agujero, el
 ajedrez, el
 albañil, el
 alcoholismo, el
 aldea, la
 alimentación, la
 alquiler (de coches), el
 alquiler, el
 amenazar
 amistoso
 anillo, el
 apetecer
 apodo, el
 aprendiz, el
 argentino
 ataque cardíaco, el
 atento
 ático, el
 atrevido
 aumentar
 aumento, el
 avaro
 avería, la
 averiado
 aviso, el

B

balón, el
 bañera, la
 barrera generacional, la
 boda, la
 bonobús, el
 bufanda, la

C

calentamiento, el
 callado
 camión, el
 camionero, el
 camisón, el

cansar
 cara, la
 cargar = to load, charge
 carnet de conducir, el
 carpeta, la
 carrera, la = profession
 casco, el
 cazadora, la
 celoso
 cerebro, el
 CFCs, los
 chileno
 ciberespacio, el
 cobarde
 colombiano
 combustible (fósil), el
 cometer
 comportarse
 concurrido
 confianza, la
 confiar
 conseguir
 consumidor, el
 consumir
 consumo, el
 contraseña, la = password
 correr el riesgo
 cortés
 cubano
 culpa, la

D

dar de comer
 dar una vuelta
 de lujo
 débil
 dedicarse
 deforestación, la
 despacho, el
 desperdicio, el
 desván, el
 detener (se)
 dirección, la = management
 disculpar (se)
 disponible
 DNI (National Identity card)
 domicilio, el
 drogadicto, el

E

echar la culpa
 efecto invernadero, el

ejecutivo, el
 electrodomésticos, los
 emigrar
 en efectivo
 encargado, el
 encargado de encargarse
 enérgico
 enseñanza, la
 entregar
 entusiasta
 envase, el
 esfuerzo, el
 esposo, el
 estado civil, el
 estar en huelga
 estar estresado
 estrella, la
 estrés, el
 estresante
 estropear
 expectativa, la = hope, prospect
 extranjero, el = foreigner

F

fumador pasivo, el
 función, la

G

gamberro, el
 gases de escape, los = exhaust fumes
 gemelo, el
 género, el = gender
 gerente, el
 glotón

H

hacer cola
 hacer daño
 hacer transbordo
 hacer un aprendizaje
 hervido
 hígado, el
 horno, el
 huérfano, el

I

inquietante
 inquietar (se)
 internauta, el
 inundación, la
 inyectar (se)

L

llegar a ser
 llorar
 lluvia ácida, la
 lograr

M

madre soltera, la
 maquillaje, el
 marea negra, la
 medalla, la
 medias, las
 merluza, la
 motor, el

O

obra benéfica, la
 ocuparse de
 olor, el

P

panty, el
 parientes, los
 pelea, la
 pelear (se)
 perdonar
 persianas, las = blinds
 perspectiva, la
 peruano
 pesticida, el
 petrolero, el
 ponerse a + inf

porro, el
 prensa, la
 propósito, el = aim
 provocar

Q

queja, la
 quejarse

R

rebeca, la
 recuerdo, el = memory
 recurso, el = resource
 reembolso, el
 regresar
 regreso, el
 reírse
 relacionarse con
 reparto a domicilio, el
 residencia (para ancianos), la
 respiratorio
 retraso, el
 riesgo, el
 riguroso

S

sabroso
 satélite, el
 seguro de sí mismo
 selva, la
 sensible
 sequía, la

ser aficionado a
 seropositivo
 síndrome de abstinencia, el
 “sin techo”, los
 sobrino, el
 solicitar = to apply
 sonreírse
 sudadera, la
 surtido, el
 sustancia química, la

T

tabacalera, la
 tabaquismo, el
 temperamento, el
 testigo, el
 torneo, el
 torpe
 traducir
 tranvía, el

U

usuario, el

V

vago
 vena, la
 venta, la
 vestíbulo, el
 viudo
 vivienda, la

4 Scheme of Assessment

4.1 Aims and learning outcomes

GCSE specifications in Spanish should encourage learners to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of Spanish. GCSE specifications in Spanish should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

- develop understanding of Spanish in a variety of contexts
- develop knowledge of Spanish and language learning skills
- develop the ability to communicate effectively in Spanish
- develop awareness and understanding of countries and communities where Spanish is spoken.

4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Understand spoken language
 AO2 Communicate in speech
 AO3 Understand written language
 AO4 Communicate in writing

Quality of Written Communication (QWC)

In this specification quality of written communication in English will not be assessed.

Weighting of Assessment Objectives for GCSE Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Short Course units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1 or 2	Unit 3 or 4	
AO1 or AO3	40		40
AO2 or AO4		60	60
Overall weighting of units (%)	40	60	100

Weighting of Assessment Objectives for GCSE Full Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	20				20
AO2			30		30
AO3		20			20
AO4				30	30
Overall weighting of units (%)	20	20	30	30	100

4.3 National criteria

This specification complies with the following.

- The Subject Criteria for Spanish including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

5 Administration

5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units				Availability of Certification	
	Unit 1	Unit 2	Unit 3	Unit 4	Short Course	Full Course
January 2010						
June 2010	✓	✓	✓	✓	✓	
January 2011	✓	✓			✓	
June 2011 onwards	✓	✓	✓	✓	✓	✓
January 2012 onwards	✓	✓			✓	✓

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for this qualification.

Unit 1 – 46951F; 46951H
 Unit 2 – 46952F; 46952H
 Unit 3 – 46953
 Unit 4 – 46954

GCSE Short Course: spoken language certification – 4696
 GCSE Short Course: written language certification – 4697
 GCSE certification – 4698

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

5.3 Private candidates

This specification is available to private candidates under certain conditions. Because of the nature of the controlled assessment, candidates must be attending an AQA centre which will supervise and assess the controlled assessment. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of examinations

We will provide units for this specification in English only.

5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE Short Course in Spanish: spoken language
- AQA GCSE Short Course in Spanish: written language
- AQA GCSE in Spanish

5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

Listening (maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Reading (maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Speaking (maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

Writing (maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

Short Course (maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29

Full Course (maximum uniform mark = 300)

Grade	Uniform Mark Range
A*	270–300
A	240–269
B	210–239
C	180–209
D	150–179
E	120–149
F	90–119
G	60–89
U	0–59

5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification provided that the 40% rule is satisfied. Candidates may re-sit the qualification an unlimited number of times.

Candidates will be graded on the basis of the work submitted for assessment.

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

6 Controlled Assessment Administration (Speaking)

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in the application of the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and / or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if:

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements;
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at

mfl@aqa.org.uk.

6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by means of summative comments on the work, referencing precise sections in the work.

6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by the specified date (see <http://www.aqa.org.uk/deadlines.php>). Centres will normally be notified which candidates'

work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8 Retaining evidence

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work

may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

7 Moderation

7.1 Moderation procedures

Moderation of the Speaking is by inspection of a sample of candidates' work, sent from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>). Centres entering fewer candidates than the minimum sample size should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (ie where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report,

at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes

8 Controlled Assessment Administration (Writing)

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

8.1 Authentication of controlled assessment

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own, and
- **teachers** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed Candidate Record Form for each candidate should be attached to his/her work.

If teachers have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the authentication statement should be signed and information given on the relevant form.
- If the teacher is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the marking process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

8.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

8.3 Teacher support

AQA makes marked exemplar work available to centres. Controlled Assessment Advisers are appointed to provide guidance to centres.

8.4 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Support of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

Appendices

A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account of in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

Understanding of spiritual, moral, ethical and social issues can be developed through the following contexts and topics: Lifestyle: Health; Relationships and Choices. It will not, however, be assessed.

Understanding of economic issues can be developed through the following contexts and topics: Leisure: Free Time and the Media. It will not, however, be assessed.

Understanding of cultural issues can be developed through the study of all contexts and topics. It will not, however, be assessed.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Understanding of European development can be developed through all of the contexts and topics since these relate to the countries/communities where the language is spoken. It will not, however, be assessed.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

Understanding of environmental issues can be developed through the following contexts and topics: Home and Environment: Environment. It will not, however, be assessed.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C Overlaps with other Qualifications

There are no overlaps with other qualifications at Levels 1 and 2 of the qualifications framework.

D Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information and Communication Technology.

The Wider Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Spanish can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: <http://web.aqa.org.uk/qual/keyskills/com04.php>.

E Controlled Assessment Exemplar Tasks for Speaking

SPEAKING

Exemplar Task A i) – Cross Context

Task: Interview with a Homeless Person

You are being interviewed by your teacher. You will play the role of a homeless person and the teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- why are you homeless/living on the streets?
- what is a typical day like for you?
- what is the main problem for young people living on the streets and how do you deal with it?
- what would you like to be doing in 5 years time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What is the best thing that has happened to you as a homeless person?

Exemplar Task A ii) – Cross Context

Task: Interview with a Celebrity

You are being interviewed by your teacher. You will play the role of a celebrity and your teacher will play the role of the interviewer.

Your teacher will ask you the following;

- tell me about yourself – personal information, name, age etc.
- what is a typical day like for you?
- how do you spend your free time?
- what were your ambitions when you were younger?
- how do you feel about the publicity you receive?
- what would you like to be doing in 5 years' time?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What are the best things about being a celebrity?

Exemplar Task B i) – Leisure

Task: Cinema

You are going to have a conversation with your teacher about the cinema.

Your teacher will ask you the following;

- what sort of films do you like and why?
- who is your favourite actor/actress? Describe him/her.
- what is your opinion on going to the cinema?
- do you think it is better to go to the cinema or to hire a DVD? Why?
- describe your last visit to the cinema.
- what are your plans for next weekend?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What do you plan to see at the cinema in the near future?

Exemplar Task B ii) – Leisure

Task: Holidays

You are going to have a conversation with your teacher about holidays.

Your teacher will ask you the following;

- what is your favourite type of holiday and why?
- do you think holidays are important? Why/why not?
- do you think people have too many holidays? Why/why not?
- describe your last holiday.
- what do you like doing on holiday and why?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- Where will you go on your next holiday and why?

Exemplar Task C – Work and Education

Task: Part time Jobs

You are going to have a conversation with your teacher about part time jobs and work experience.

Your teacher will ask you the following;

- do you have a part time job at the moment? What do you do? When do you do it? How much do you earn?
- do you like your job? Why?
- where did you go for your work experience?
- do you think that work experience is a good idea? Why?
- what job would you like to do in the future? Why?
- what are the advantages and disadvantages of your chosen career?
- is unemployment a problem for young people? Explain your point of view.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for Teachers

! The unpredictable task could be:

- What jobs/work experience do your friends do?

F Controlled Assessment Exemplar Tasks for Writing

Exemplar Task 1 – Home and Environment

Task: My life as a celebrity

You are a celebrity and have been asked to write a short magazine article about yourself.

You could include:

- personal information;
- your daily routine at home;
- what you enjoy doing and why;
- who is the most important influence in your life and why;
- your best achievement in life so far;
- your ambitions for the future.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Exemplar Task 2 – Cross Context

Task: Comparing my community and another

Compare the different lifestyle and customs between your own community and a very different community.

You could include:

- the people;
- their daily life;
- their attitudes and beliefs;
- their clothes;
- their homes;
- their food and drink;
- their free time;
- their education/work.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Exemplar Task 3 – Leisure

Task: Holidays

You decide to enter a competition for the chance of winning a two week holiday to Europe. You have to write an account of your holiday experiences and preferences.

You could include:

- a description of a recent holiday you have been on – where you stayed, how you got there, when you went etc;
- what you did whilst you were there;
- your opinion of the holiday;
- what type of holidays you like best and why;
- your plans for your holiday next year;
- why you think you should win the competition.

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.



GCSE Spanish Teaching from 2009 onwards

Qualification Accreditation Number: 500/4480/1, 500/4610/X (SC Written) and 500/4617/2 (SC Spoken)

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