

Modern Foreign Languages
Spanish
KS5 Handbook

Exam Offered: Edexcel AS/A2 Spanish

Y12/13 Teachers

Miss S. Diez

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Specialist Areas of Interest: Understanding and written response in Spanish, Research based essay, Spain, the Spanish Civil War, Golden Age Literature, 20th century Spanish literature

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Department Learning and Teaching Policy and Practice

Master Learner Learning Journey:

In order to be a successful Spanish student, you will need to develop various skills, attitudes, attributes and behaviour. We group these together as steps on your **Master Learner Learning Journey**. We believe that any student can achieve the very highest quality work and grades. Improvement and excellence is achieved through commitment, focus and effort. In the table below you can see some broad descriptions of steps that you might take on your journey. We have called these steps Novice, Apprentice, Practitioner, Expert and Master. It is possible that you will start your journey at Novice or Apprentice level; it is hoped that by the end of your course you will be working at Expert and Master level. There will be a formal Master Learner Assessment and Review at least twice a year.

Assessment Policy and Practice

You will be assessed on a day-to-day basis, periodically and transitionally (exams).

| | | | | | |
|--|--|------------|--------------|----------------------------|--------|
| Subject Name: Modern Foreign Languages - Spanish | | | | Subject Code: 6SP0 1/2/3/4 | |
| Master Learner Titles: | Novice | Apprentice | Practitioner | Expert | Master |
| Master Learner Descriptors: | | | | | |
| Novice | You enjoyed this subject at GCSE but you did not realise how much private study is involved for the AS. You are struggling, not participating in class and not putting in the effort for home study. | | | | |
| Apprentice | You are resting on your laurels, continuing to work at GCSE level. You are not taking your studies seriously enough and need to change your attitude to that of a mature and serious student. You have the ability but are not prepared to put in the time and effort into making progress in the subject. | | | | |
| Practitioner | You have a flair for languages and get by but you are not stretching yourself. You learn the vocabulary and grammar on the day of the test and therefore forget it once the lesson is over. You go to Spain for your holidays and think this is enough. You need to immerse yourself in the Spanish Culture and seek out opportunities to use the Language in real situations. | | | | |
| Expert | You are making very good progress. You have the right attitude but have an issue with time management. You produce work of a high standard, but not consistently and only occasionally use private study to enhance your learning beyond the classroom. You work hard on the areas which interest you and need to see that learning a foreign language is all-encompassing. You show an interest in the culture and issues related to Spain. | | | | |
| Master | You show enthusiasm and motivation in all aspects of language learning. Your study goes beyond the classroom and is a pleasure to you. You make your own vocabulary notes, practice grammar exercises on recommended websites and communicate to excellent effect with native speakers. You look up the headlines on the Internet and can discuss issues in Spain. You read Spanish magazines and newspapers of your choice for pleasure. You visit Spain to improve your comprehension skills and cultural understanding. You watch Spanish films to improve your cultural understanding and improve comprehension. You establish links with native speakers by letter/email. | | | | |

Day-to-Day:

You will sit vocabulary and grammar tests on a weekly basis. You will be set home study on a weekly basis. You will be expected to attend weekly conversation classes with the French language assistant outside lesson time. These conversation classes are compulsory.

Periodic:

You will sit past papers and receive feedback as you go through the papers in class. You will sit a mid-year mock exam.

Examinations:

You will sit 2 exams in Year 12 (AS Level) & 2 exams in Year 13 (A2 Level). These will be:

Year 12

Unit 1: Spoken Expression and Response in Spanish (30% of AS and 15% of A2)
8-10 minutes

(Speaking: conversation on a chosen topic area)

Unit 2: Understanding and Written Response in Spanish (70% of AS and 35% of A2)
2 hours 30

(Listening, Reading & Writing)

Year 13

Unit 3: Understanding and Spoken Response in Spanish (17.5% of A2)
11-13 minutes

(Speaking debate of your choice & general conversation)

Unit 4: Research, Understanding and Written Response in Spanish (32.5% of A2)
2 hours 30 minutes

(Research based essay of your choice, translation & discursive or creative essay)

Departmental policy on absences:

It is expected that **any absence** for whatever reason **must be justified** to your class teacher and/or the French assistant **within 24hrs** either in person or via a Firstclass email.

Home study must be submitted as soon as you return to school. You must also catch up on any missed work and complete the home study set for the lesson you missed. If you need an extended deadline to complete these then you must negotiate it with your teacher **prior** to the lesson.

Unit 1 (6SP01)

Assessment:

8-10 minute assessment in **two** sections.

Section A requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area.

Section B requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

Assessment criteria for the Unit 1 Oral exam

| Mark | Quality of language (Accuracy) (AO3) |
|-------------|--|
| 0 | No rewardable language. |
| 1 | Isolated examples of correct language; pronunciation and intonation often impede communication. |
| 2 – 3 | Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible. |
| 4 – 5 | Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible. |
| 6 – 7 | Generally accurate but some errors in more complex language; pronunciation and intonation generally good. |
| 8 | Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic. |
| Mark | Quality of language (Range of Lexis) (AO3) |
| 0 | No rewardable language. |
| 1 | Very basic lexis; minimal command of structure. |
| 2 – 3 | Lexis restricted; operates generally in simple sentences. |
| 4 – 5 | Adequate range of lexis; limited range of structures. |
| 6 – 7 | Good range of lexis with some examples of more complex structures. |
| 8 | Range of lexis and good variety of structures with only occasional limitation. |
| Mark | Response (AO1) |
| 0 | No rewardable language. |
| 1 – 4 | Little spontaneity; cannot develop responses; very reliant on examiner's language. |
| 5 – 8 | Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting. |
| 9 – 12 | Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions. |
| 13 – 16 | Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions. |
| 17 – 20 | High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well. |

| Mark | Understanding -Stimulus specific (AO1) |
|-------------|---|
| 0 | No understanding of stimulus. |
| 1 | Limited answers to prescribed questions, demonstrating poor understanding of stimulus. |
| 2 | Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus. |
| 3 | Detailed answers to prescribed questions, demonstrating good understanding of stimulus. |
| 4 | Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus. |
| Mark | Understanding (General topic area) (AO1) |
| 0 | No rewardable language |
| 1 – 2 | Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area. |
| 3 – 4 | Few relevant ideas and opinions, demonstrating limited understanding of general topic area. |
| 5 – 6 | Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area. |
| 7 – 8 | Many relevant ideas and opinions, demonstrating good understanding of general topic area. |
| 9 -10 | Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic |

Unit 2 (6SP02)

Assessment:

2 hour 30 minute paper in **three** sections.

Section A requires students to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions.

Section B requires students to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of mainly Spanish-language test types.

Section C requires students to write 200-220 words in the form of a letter, report or article in Spanish based on a short printed Spanish-language stimulus.

Assessment criteria for Unit 2 Writing (Section C)

| Mark | Content and Response (A02) |
|-------|---|
| 0 | No rewardable language. |
| 1-3 | Task mostly understood and answer barely relevant. |
| 4-6 | Task not fully grasped or developed; much irrelevance and/or repetition. |
| 7-9 | Task understood and some points developed satisfactorily; some omissions and/or irrelevance. |
| 10-12 | Task understood and developed successfully. |
| 13-15 | Task fully grasped; answer wholly relevant, convincing and well developed |
| Mark | Quality of language (AO3) |
| 0 | No rewardable language. |
| 1-3 | Limited communication; highly inaccurate; language very basic with much repetition. |
| 4-6 | Some communication; language often inaccurate; limited variety of lexis and structures. |
| 7-9 | Satisfactory communication; basic language generally satisfactory; some attempt at variety of lexis and structures. |
| 10-12 | Good communication; good level of accuracy; generally successful use of a variety of lexis and structures. |
| 13-15 | Excellent communication; high level of accuracy; language almost always fluent, varied and appropriate. |

Unit 3 (6SP03)

Assessment:

11-13 minute assessment

Students first outline their chosen issue for about **one** minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to **four** minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

Assessment criteria for Unit 3 Oral exam

| Mark | Response (AO1) |
|---------|---|
| 0 | No rewardable material. |
| 1 -4 | Minimal incidence of spontaneous discourse; very limited range of structures; no use of abstract language. |
| 5 – 8 | Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language. |
| 9 – 12 | Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts. |
| 13 – 16 | Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts. |
| 17 – 20 | Very high incidence of spontaneous discourse; impressive range of lexis and structures. |
| Mark | Quality of language (AO3) |
| 0 | No rewardable material. |
| 1-2 | Very flawed language, often impeding comprehension; pronunciation and intonation very inauthentic. |
| 3 | Basic errors, impeding comprehension at times; pronunciation and intonation erratic. |
| 4 | Accuracy variable with some basic errors; pronunciation and intonation generally good with some lapses. |
| 5 | Good level of accuracy with occasional, usually minor, errors; good pronunciation and intonation. |
| 6-7 | Highly accurate; excellent pronunciation and intonation. |
| Mark | Reading and research (AO2) |
| 0 | No rewardable material. |
| 1 | Scant evidence of any reading and research into the chosen issue and other topics discussed; very superficial. |
| 2 – 3 | Little evidence of reading and research into the chosen issue and other topics discussed; obvious gaps and very little detail. |
| 4 | Adequate evidence of reading and research into the chosen issue and other topics discussed but overall lacks breadth and detail; somewhat inconsistent. |
| 5 – 6 | Good to very good evidence of wide reading and research into the chosen issue and other topics discussed with occasional gaps; some pertinent detail at times. |
| 7 | Excellent evidence of in-depth and very wide reading and research into the chosen issue and other topics discussed; excellent detail. |
| Mark | Comprehension and development (AO1) |
| 0 | No rewardable material. |
| 1 – 4 | Minimal comprehension; many basic question forms unknown; minimal development. |
| 5 – 7 | Limited comprehension; basic question forms generally known but little beyond; limited development of resources. |
| 8 – 10 | Adequate level of comprehension; responds appropriately to basic question forms but experiences problems with more complex question forms and structures; adequate development. |
| 11 -13 | Copes with a variety or wide variety of question forms although more complex forms pose problems at times; generally good to very good development of responses. |
| 14 -16 | Excellent level of comprehension; responds at a consistently high level to a wide range of complex and challenging question forms; excellent development. |

Unit 4 (6SPO4)

Assessment:

2 hour 30 minute paper in **three** sections.

Section A: A short written translation exercise to test students' ability to transfer meaning from English into Spanish effectively.

Section B: A Spanish-language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas, that invite either discursive or creative writing.

Section C: A research-based essay in Spanish (240-270 words) to reward students for Spanish-language research skills linked to an area of interest to the student that relates to the culture and/or society of a Spanish-language country, countries or community. They have freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to the four research-based essay topic areas for this unit.

Assessment Criteria for Unit 4: Creative/Discursive Essay

| Mark | Range and Application of Language – Creative/Discursive Essay (AO3) |
|-------|---|
| 0 | No rewardable range and application of language. |
| 1 -2 | Inadequate range of lexis and structures; very limited ability to manipulate the language. |
| 3-4 | Restricted range of lexis and structures; limited ability to manipulate the language |
| 5-6 | An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful. |
| 7-8 | A wide range of appropriate lexis and structures; successful manipulation of the language. |
| 9-10 | Rich and complex language; very successful manipulation of the language. |
| Mark | Accuracy of the target language – Creative/Discursive Essay (A03) |
| 0 | Language so inaccurate that no reward is possible. |
| 1 | Accuracy only in the simplest form; a high incidence of basic error. |
| 2 | Communication impaired at times by basic errors, eg agreements, verb forms; some familiar language is accurate. |
| 3 | A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate. |
| 4 | Few errors, mostly of a minor nature. |
| 5 | High degree of accuracy with minimal and minor errors. |
| Mark | Understanding and Response – Creative Essay (AO2) |
| 0 | No rewardable understanding or response. |
| 1-3 | Largely irrelevant; minimal use of stimulus. |
| 4-6 | Some relevant points made; unimaginative use of stimulus. |
| 7-9 | Satisfactory understanding of question and response to stimulus |
| 10-12 | Good to very good understanding of question and response to stimulus. |
| 13-15 | Very good to excellent understanding of question and imaginative response to stimulus. |
| Mark | Understanding and Response – Discursive Essay (A02) |
| 0 | No rewardable understanding or response. |
| 1-3 | Minimal understanding of question or relevant discussion. |
| 4-6 | Limited understanding of question. |
| 7-9 | Satisfactory understanding of question; some implication of question addressed. |
| 10-12 | Good to very good understanding of question; main implications of question addressed. |
| 13-15 | Very good to excellent understanding of question; implications of question fully grasped. |
| Mark | Organisation and Development – Creative/ Discursive Essay (A02) |
| 0 | No rewardable organisation and development. |
| 1-3 | Minimal organisation and development; answer largely disorganised. |
| 4-6 | Limited organisation and development; structure lacks coherence. |
| 7-9 | Organisation and development not always logical and clear. |
| 10-12 | Organisation and development logical and clear. |
| 13-15 | Extremely clear and effective organisation and development of ideas. |

Assessment Criteria for Unit 4: Research – based Essay

| Mark | Reading Research and Understanding (A02) |
|-------------|--|
| 0 | No rewardable material presented. |
| 1 - 6 | Minimal understanding. Almost no evidence of reading and research. |
| 7 - 12 | Limited understanding. Little evidence of reading and research. |
| 13 - 18 | Adequate understanding. Some evidence of reading and research. |
| 19 - 24 | Good to very good understanding; clear evidence of in depth reading and research. |
| 25 - 30 | Very good to excellent understanding; clear evidence of extensive and in-depth reading and research. |
| Mark | Organisation and development (A02) |
| 0 | No rewardable organisation and development. |
| 1 - 2 | Limited organisation and development; structure almost wholly lacking in coherence. |
| 3 - 4 | Some organisation and development; may be rambling and/or repetitive. |
| 5 - 6 | Adequate organisation and development of material; development patchy and/or ambiguous. |
| 7 - 8 | Good organisation and development; material well planned and sequenced with minor lapses. |
| 9 | Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework. |
| Mark | Quality of language (A03) |
| 0 | No rewardable language. |
| 1 | Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate. |
| 2 | Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate. |
| 3 – 4 | Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled. |
| 5 | Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms. |
| 6 | Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy. |

Course Outline:

❖ Year 12

| Autumn Term | Spring Term | Summer Term |
|---|---|---|
| <ul style="list-style-type: none"> • La generación conectada • La vida, la gente, los españoles • Los medios de comunicación • La comida y la salud • La familia y las relaciones personales • Haciendo turismo • Grammar topics | <ul style="list-style-type: none"> • Foro de cultura popular • Estudios y trabajo • Construyendo el futuro • El deporte • Grammar topics • Exam Technique and Past Questions • Mock Exams - Unit 1: Spoken Expression and Response in Spanish • Mock exam - Unit 2: Understanding and Written Response of Spanish | <ul style="list-style-type: none"> • Exam technique and past questions • Revision of grammar and topics |
| <p>Suggested reading/resources</p> <p>Animo Sigue Acción Gramática Palabra por Palabra Authentik Animo grammar workbook Edexcel Spanish for A level</p> | | |
| <p>Key pieces of work</p> | <ul style="list-style-type: none"> • Oral exam preparation • Mock Exam - Unit 1: Spoken Expression and Response in Spanish • Mock exam - Unit 2: Understanding and Written Response of Spanish | |

❖ Year 13

| Autumn Term | Spring Term | Summer Term |
|--|--|---|
| <ul style="list-style-type: none"> • La energía y la contaminación • Protejamos nuestra planeta • Tierras cosmopolitas • La riqueza y la pobreza • El crimen y el castigo • Avances científicos • Talento hispano • Grammar topics | <ul style="list-style-type: none"> • Patrimonio e historia • Política y polémicas globales • Literatura y artes • Costumbres y tradiciones • Eventos nacionales e internacionales • Tecnología • Grammar topics | <ul style="list-style-type: none"> • Exam technique and past questions • Revision of grammar and topics |
| <p>Suggested reading/resources</p> <p>Animo Sigue Acción Gramática Palabra por Palabra Animo grammar workbook Edexcel Spanish for A level</p> | | |
| <p>Major pieces of work</p> <ul style="list-style-type: none"> • Research Based essay • Oral discussion | <ul style="list-style-type: none"> • Research based essay • Oral exam preparation • Mock exam - Unit 3: Understanding and Spoken Response in Spanish • Mock exam - Unit 4: Research, Understanding and Written Response in Spanish | <ul style="list-style-type: none"> • Oral exam preparation |

Grammar Lists

AS Level

The examples in brackets are indicative, not exclusive.

For structures marked ®, receptive knowledge only is required.

| | |
|------------------------------|--|
| Nouns | gender singular and plural forms |
| Articles | definite, indefinite (including <i>lo</i> plus adjective) |
| Adjectives | agreement position apocopation (<i>buen, mal</i>) comparative and superlative demonstrative (<i>este, ese aquel</i>) indefinite (<i>alguno, cualquiera, otro</i>) possessive (short and long forms) (<i>mi, mío</i>) interrogative (<i>cuánto, qué</i>) relative (<i>cuyo</i>) exclamatory (<i>qué</i>) |
| Adverbs | comparative and superlative interrogative (<i>cómo, cuándo, dónde</i>) |
| Quantifiers/ Intensifiers | <i>muy, bastante, poco, mucho</i> |
| Pronouns | subject, object: direct and indirect position and order reflexive relative (<i>que, quien, el que, el cual</i>) disjunctive/emphatic demonstrative (<i>éste ése, aquél, esto, eso aquello</i>) indefinite (<i>algo, alguien</i>) possessive (<i>el mío, la mía</i>) interrogative (<i>cuál, qué, quién</i>) |
| Verbs | regular and irregular forms of verbs, including reflexive verbs modes of address (<i>tú, usted</i>) impersonal verbs verbs followed by an infinitive (with or without a preposition) perfect infinitive negative forms interrogative forms reflexive constructions (<i>se vende, se nos dice que</i>) use of <i>ser</i> and <i>estar</i> Tenses <ul style="list-style-type: none">• present• preterite• imperfect |

- future
- conditional
- perfect
- future perfect ®
- conditional perfect ®
- pluperfect

Passive Voice:

- present and preterite tenses
- other tenses ®

Continuous tenses

Imperative

Gerund

Past participle

Subjunctive mood

- present
- perfect
- imperfect
- pluperfect

Uses of subjunctive:

- polite commands
- negative commands
- after verbs of wishing, command, request, emotion
- to express purpose (*para que*)
- to express possibility/impossibility
- after conjunctions of time (*cuando lleguemos*)
- in conditional sentences after *si*
- all other common uses ®

| | |
|---------------------------------|---|
| Prepositions | personal <i>a</i> uses of <i>por</i> and <i>para</i> |
| Conjunctions | common, including <i>y, pero, o, porque, como, cuando</i> |
| Number, Quantity and time | including use of <i>hace</i> and <i>desde que</i> |

A2 - All grammar and structures listed for AS plus:

| | |
|-------|---|
| Verbs | future perfect tense conditional perfect tense passive voice; all tenses subjunctive mood: all common uses |
|-------|---|

Wider Learning Opportunities

All students are expected to attend conversation classes with the language assistant.

You will be very strongly encouraged to

- read Spanish newspapers & magazines on a weekly basis
- watch Spanish TV on the internet and keep up to date with current affairs,
- take part in the work experience programme in Spain.
- attend the University of Westminster A-Level Language Workshops to increase your fluency, accuracy, confidence and learning skills.

Reading and Study list of books for the Unit 4 Research based essay:

La energía en Europa *Carlos Davila*
El Camino de Europa *Jose Manuel Moran*
Europa : Historia de una idea *Francisco Gutierrez Contreras*
Deporte y Sociedad en Europa *Jose Antonio Rodriguez/Jose Manuel Zambrana*
Las instituciones de las comunidades europeas *Carlos Molina*
La integración económica europea *Jesus Quintas*
La Europa social *Valeriano Bailo/Fernando Crespo*
Las ciudades de Europa *Fernando Arroyo/Felipe Fernandez*
Informe Sobre la televisión en España 1989 -1998 *Lorenzo Diaz*
Los españoles de hoy *John Hooper*
Contemporary Spain *Terese Lawlor and Mike Rigby*
Mineros y comerciantes en el Mexico borbonico 1763-1810
La España de los Reyes Católicos *Joseph Perez*
501 Spanish verbs *Christopher Kendris and Theodore Kendris*
El ecologismo español *Joaquin Fernandez*
Fiestas de ayer y de hoy en España *Francisco J Flores Arroyuelo*
El siglo de las mujeres *Victoria Camps*
Breve historia de la Guerra Civil española *Gabriel Jackson*
Autobiografía de los españoles *Amando de Miguel*
A new Reference Grammar of Modern Spanish *John Butt and Carmen Benhamin*
El mundo según los mujeres *Margarita Riviere*
Inmigrantes entre nosotros *Francisco Checa y Encarne Soriano*
Crónicas de un país que dicen que va bien *Fernando Jaurequi / Pilar Cernuda*
The Art of Flamenco *D E Pohren*
Spanish Studies *Bill Richardson*
Contemporary Spanish cultural studies *Barry Jordan and Rickki Morgan-Tamosunas*
Los nuevos españoles *John Hooper*
Spain after Franco *Juan Kattan, I Barne, Jim Connell*
El abuso de las drogas *Brian Ward*
Mundo rico y mundo pobre *Olivia Bennett*
Ley y Orden *Adam Hopkins/Gaby Mcphedran*
La Conservación de la naturaleza *Charlie Pye-Smith*
La Conservación de la naturaleza *Robin McKie*
La energía nuclear *Christy Campbell*
El desarme La mujer española :de la tradición a la modernidad (1960-1980) *Conche Borreguero, Elene Catena, Consuelo de la Gandare, Marie Salas*
Yerma *Federico García Lorca*
Symbol and ritual in the new Spain *Laura Desfor Edles*

Modern Spain *Raymond Carr*
La república, la era de Franco *Ramon Tamames*

Websites:

Spanish search engines

www.yahoo.es
www.terra.es
www.es.lycos.es

Spanish online newspapers

www.elpais.com
www.elmundo.es
www.abc.es
www.libertaddigital.com
www.larazon.es
www.eldiariomontanes.es
www.lavanguardia.es
www.marca.com (deportes)

Spanish radio

<http://www.geocities.com/spanishradio/>
www.rtve.es
www.bbc.co.uk/mundo/index.shtml
<http://www.antena3.com/PortalA3com/home.do>
www.cadenaser.com
www.cadenaondacero.es
www.rne.es (Radio Nacional de España)

Spanish videos

www.youtube.com
www.cope.es
<http://www.cadenaser.com/>
<http://www.bbc.co.uk/mundo/>

Grammar revision

You can access grammar revision websites for specific topics via a general search engine.

www.languagesonline.org.uk/
www.bbc.co.uk/languages/spanish/
www.surrey.ac.uk > ... >
www.spanishrevision.co.uk/
www.revisiontime.com/aSpan.htm