

Independent Research Project

A Level German



Name: _____

What is the IRP?

- One element of the speaking exam
- The aim is to develop research skills (sources should be in German and a different range, including the internet)

Choosing a topic

- Topic must focus on an aspect of a German speaking country
- It cannot be a topic you have already covered
- Choose something you are interested in
- It must be something you can give your opinion on and we can have a debate about

Example Research Projects from AQA for German include:

- A Film (Not Goodbye Lenin!)
- A literary work (Not Der Vorleser)
- An historical event/period/character
 - 'Berlin am 13. August 1961', 'Der Reichstag'
- An historical building
 - Der Reichstag
 - Brandenburger Tor
- A political figure
 - Angela Merkel- The role of Angela Merkel in modern Germany
 - Willy Brandt
- A writer/artist/singer/group/movement
 - Bertolt Brecht
 - Goethe
- An issue
 - Tierrecht in Deutschland
 - Einwanderung in der Schweiz
 - What is Germany's energy policy and how effective is it in tackling climate change?
 - Gender equality in Germany
 - What has been the contribution of Turkish Gastarbeiter to German society?
 - The importance of tourism to the Austrian economy: successes and challenges
- A case study
 - Das Phänomen Aldi und Lidl
 - Volkswagen
 - BMW
 - What does the car industry contribute to the German economy? An analysis of past achievements and current challenges.
- A region/city/river
 - Munich
 - Berlin- The development of post-war Berlin
- A contrast
 - Die Ausbildung zum Dolmetscher/Lehrer/Arzt in Deutschland und Großbritannien
 - Bundesliga v Premier league
 - Education system

- Deutsche und englische Mode
- A topic related to a personal interest
 - Deutsche Computerspiele

Sources

- Sources should be in German
- Use a variety of different sources (internet, books, magazines, newspapers, YouTube, Film, radio, podcasts, etc.)
- A minimum of 2 sources need to be used and a maximum of 10 (one must be an internet source). These should be presented to the examiner before the assessment with headings for what you are covering

The Assessment

- The speaking assessment will include preparation time, a discussion of the stimulus card, a two minute presentation of your IRP and then a discussion on your project with the examiner
- The two minute presentation should cover some key findings of the research and you must mention your two main references in German (marks for quality not quantity here!)
- The discussion will put an emphasis on:
 - eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given.
 - The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student.
 - This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.”
- An “excellent level of performance “ during the discussion is defined as:
 - The student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.
 - Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge.
 - Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions.
 - Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.

Mark Scheme Presentation

One mark grid is applied to this part of the task:

responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4–6	<ul style="list-style-type: none">• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	<ul style="list-style-type: none">• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.• Gives a relevant personal response to the written sources supported with some justification.
10–12	<ul style="list-style-type: none">• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.• Gives a convincing personal response to the written sources supported with clear justification.

Discussion of individual research project

Marks	Description
0	No rewardable material
1-3	<ul style="list-style-type: none"> • Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4-6	<ul style="list-style-type: none"> • Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context, • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7-9	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Discussion of individual research project-

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language
1-3	<ul style="list-style-type: none">• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.• Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.• Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.• Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Discussion of individual research project- Interaction

Interaction (AO1)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Useful websites

- ZDF Zoom- <https://www.zdf.de/dokumentation/zdfzoom>
- Spiegel- <https://www.spiegel.de/>
- Goethe-Institut- <https://www.goethe.de/en/index.html>
- Deutsche Welle- <https://www.dw.com/en/top-stories/s-9097>

IRP INITIAL RESEARCH

1. Topic area:

2. Key resources:

3. Identify specific questions for the question words below you will be able to answer at the END of your research to ensure you achieve marks for ANALYSIS:

a) Was

b) Wo (MUST be related to German-speaking country)

c) Wer

d) Wann – including past and present situations

e) Wieviele (mit Statistiken)

f) Warum / Aus welchem Grund

g) Welche Folgen gibt es

h) Wie erfolgreich/bedeutend

i) Zukunft

Checklist

- Select a topic**
 - What interests me most?
 - Background reading in German and English
 - Make a list of possible topics and discuss with your teacher which is the most suitable
- Suitability of topic**
 - Is my topic relevant to the target language country?
 - Can I access appropriate resources?
 - Does the topic allow me to develop interesting information, analysis, ideas and opinions?
- Choosing sources and gathering information**
 - Gather all research in one place
 - Have I found and printed any internet sources?
 - Have I annotated resources?
 - Have I looked or asked about any resources at school?
 - Have I used any audio or video sources?
 - Have I noted key points and vocabulary?
 - Have I noted any key facts, statistics or quotes that I can cite?
 - Have I kept a list of references which I can refer to?
- Organisation of ideas**
 - What will I include in my 2 minute presentation? (INCLUDING 2 SOURCES IN GERMAN)
 - Have I highlighted any questions I might be asked in the follow-up discussion in relation to the headings provided? Have I prepared answers to these headings?
 - You must give the examiner a list of a maximum of ten headings showing the outline of your presentation/research
 - I have handed in a form which shows a maximum of 10 headings (bullet points), showing the outline of your presentation/research for the examiner..
 - Are my headings for the examiner clear?
- Answering questions during the discussion**
 - Do I have enough knowledge on the topic?
 - Can I precisely quote my sources?
 - Have I focused on analysis and evaluation of information and not just description?
 - Am I prepared to answer any counter arguments?
 - Do I have the language to maintain the discussion?
 - Am I prepared to include advanced grammatical structures and idioms?
- Revision**
 - Have I practiced with someone?
 - Have I recorded myself speaking to check for speed, clarity, pronunciation and intonation?