

AQA GERMAN A-LEVEL

# INDIVIDUAL RESEARCH PROJECT



**Self study booklet**

# WHAT IS THE INDIVIDUAL RESEARCH PROJECT?

## Oral exam overview

Duration: 21–23 minutes (including 5 minutes supervised preparation time); total raw mark: 60 The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5–6 minutes, and Part 2 will be the presentation and discussion of the student's individual research project.

## Requirements

Students should:

- develop research skills in the language of study, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where the language is spoken
- identify a key question or subject of interest and select relevant information in the language of study from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research subject
- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion

## Ideas

Here are some ideas provided by the exam board for the independent research project:

- Identität und Integration im deutschsprachigen Raum (Identity and integration in the German-speaking world)
- Die Beziehung zwischen Religion, Kultur und/oder Staat im deutschsprachigen Raum (The relationship between religion, culture and/or the state in the German-speaking world)
- Standort Deutschland (Location Germany)
- Debatten zu Umweltfragen im deutschsprachigen Raum (Environmental debates in the German-speaking world)
- Naturwissenschaftliche und/oder technologische Kontroversen im deutschsprachigen Raum (Scientific and/or technological controversies in the German-speaking world)
- Bildung und Ausbildung im deutschsprachigen Raum (Education and training in the German-speaking world)
- Mediale Kommunikation – Debatten im deutschsprachigen Raum (Media communication – debates in the German-speaking world)
- Sport in der deutschen Gesellschaft (Sport in German society)
  
- Staatliche Systeme im deutschsprachigen Raum (State systems in the German-speaking world)
- Deutschlands Bezug zu Europa (Germany's relationship with Europe)
- Bekämpfung der Armut in der Innen- und Außenpolitik der deutschsprachigen Länder (Combating poverty in the domestic and foreign policy of the German-speaking countries)
- Die DDR – Ideale und Realitäten (The GDR – ideals and realities)
- Museen und Gedenkstätten im deutschsprachigen Raum (Museums and memorial sites in the German-speaking world)
- Aspekte und Persönlichkeiten der deutschsprachigen intellektuellen Tradition (Aspects and personalities of the German-speaking intellectual tradition)
- Deutsche Sprachen? (German languages?)
- Das Berliner Kulturleben damals und heute (Berlin cultural life then and now)
- Theater und Cabaret im deutschsprachigen Raum (Theatre and Cabaret in the German-speaking world)
- Der Neue Deutsche Film (New German Film)
- ☒ A historical event or building such as: 'Berlin am 13. August 1961', 'Der Reichstag'
- A political figure (e.g. 'Angela Merkel'), writer or artist (e.g. 'Bertolt Brecht', 'Käthe Kollwitz'), group (e.g. 'Kraftwerk') or movement (e.g. 'Bauhaus')
- ☒ An issue such as 'Tierrecht in Deutschland' (Animal rights in Germany),
- 'Einwanderung in der Schweiz' (Immigration in Switzerland)

- A case study such as 'Das Phänomen Aldi und Lidl' (The Aldi and Lidl phenomenon), 'Azubis bei Volkswagen' (Trainees at Volkswagen)
- A topic related to a personal interest such as 'Der Nürburgring' (The Nürburgring), 'Deutsche Hunderassen' (German dog breeds), 'Deutsche Computerspiele' (German computer games), 'Die X. deutschsprachige Poetry Slam Meisterschaft' (The Xth German National Poetry Slam)
- A comparative topic such as 'Die Ausbildung zum Dolmetscher in Deutschland und Großbritannien' (Training for a career as interpreter in Germany and the UK), 'Premier League und Bundesliga' (Premier League and Bundesliga), 'Deutsche und englische Mode' (German and English fashion)

The independent research project **must not** be based on one of the literary works or films studied for Paper 2. Students will receive a mark of zero for Task 2 if their independent research project focuses on a work studied for Paper 2.

### Appendix 2: Prescribed literary texts and films

For *Paper 2*, students are required to study two works from the list below. This can be either two literary texts or one literary text and one film.

#### Task 2 (presentation and discussion on student's independent research project)

This task is in two parts. Content for this task will be based on the subject of interest that students have chosen for their independent research project. This may be based on any of the four themes of or on a subject of interest of the student's choosing. However, it **must** relate to the cultural and social context of the language studied.

- Students have approximately 10 to 11 minutes for this task.
- There are two parts to this task.

o **Part 1:** The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must **not** exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.

o **Part 2:** The discussion must be broadened out to a wider exploration of the content of the student's presentation and of their research as a whole.

In **both** tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Students are also expected to take the lead in the discussions. The teacher/examiner will cover all parts of each task and ask appropriate questions to ensure

that the student is able to access the maximum amount of marks available. The speaking assessment will last between 16 to 18 minutes in total and the teacher/examiner will ensure that timings are followed.

#### Guidance on the independent research project

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers.

The independent research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied.

The independent research project must **not** be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or film-maker of those works studied. For example, if studying a novel by a particular author for Paper 2, the independent research must not focus on that novel as it would be a duplication of content. However, it could focus on the life of the author or the aspects that motivated the author in the broader sense.

The independent research project **must**:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities
- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet
- enable the student independently to contextualise, analyse and summarise findings
- enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation.

The table below gives guidance on the process that could be followed.

<b>1 Pre-Independent Research</b>
● Teacher instruction on how to conduct research, teacher gives advice on suitable resources and how to analyse information.
● Initial conversations with the teacher on possible questions or statements that the student may use for their independent research project.
● Subsequent to the above, the student should independently develop the focus of their question or statement.
● The teacher checks that the student's question or statement will allow the student to access the full range of marks.
<b>2 Independent Research</b>
● The student conducts research to find and select appropriate sources (including written sources).
● The teacher monitors the project by giving general feedback.
<b>3 Analysis of information</b>
● Students record the 6–10 key findings of their research on <i>Form RP3</i> and prepare to give information about and analyse their findings, ensuring that all material is clearly linked to the target language culture.
● In preparation for their two-minute presentation, students prepare to summarise the main points/ideas from at least two of the written sources they have used as part of their research and to give a relevant personal response.

### Controls relating to student independence and teacher guidance to students for the independent research project

Teachers **can**:

- give guidance on developing research skills (including methodology and analytical tools)
- give guidance on selecting a subject and question or statement for the student's independent research project
- explain what independence means (see definition in *Guidance on the independent research project*)
- comment on the suitability of the area of research (availability of resources, time constraints)
- give guidance and advice on completing *Form RP3*
- advise and direct students to the assessment objectives
- provide a selection of resources for student access.

Teachers **must**:

- confirm that the question or statement has the potential to meet the requirements of the assessment criteria and offer general guidance on any necessary amendments
- ensure that the question or statement does **not** correspond with one of the literary works or films that the student has studied for Paper 2. Teachers will be able to identify this from the information given on *Form RP3*. Students will receive a mark of zero for Task 2 if their independent research project focuses on a work studied for Paper 2

- review each student's *Form RP3*. Teachers should ensure that the research can suitably access the specification requirements and give general guidance on the methodology and analytical tools that the student could use
- promote good practice such as referencing and using a bibliography system
- sign the student's *Form RP3* before the examination to declare that the independent research project is wholly the student's work
- monitor the different research projects being undertaken in a centre to ensure that independence is being maintained. If more than one student chooses to research the same topic, the teacher must ensure that each student has a different question or statement and therefore an independent focus.

Teachers **must not**:

- give students a choice of questions or statements from which they then choose, including a group question or statement for whole-class research
- give detailed feedback or guidance to individual students about how to improve their work to meet the requirements of the assessment criteria. The guidance provided should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made
- rehearse or provisionally assess the student's presentation and give feedback so that the student may then improve it
- provide access to, or rehearse, questions that will be used in the assessment of the student's independent research.

If the above is not adhered to, the awarding organisation will investigate this as a potential case of malpractice. If malpractice is found to have taken place, a penalty will be applied dependent on the circumstances and severity of the malpractice.

Students **must**:

- initiate and conduct their own research and develop their research skills when investigating their subject of personal interest
- include **written** sources for their research that are **in the assessed language** (students must refer to at least **two** written sources in their presentation); these could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced. However, students can use and refer to other authentic sources they have used in their research during the discussion that follows the presentation. These could include films, television, radio, online audio-visual material and interviews
- complete and sign the independent research project form and submit it no later than three weeks in advance of the date of the assessment (see *Appendix 1: Independent research project form (RP3)*).

**In summary:**

- Assessed as part of the speaking exam
- 2 minute presentation and 9-10 min discussion
- Independent research
- Topic must relate to France or a French-speaking country
- Use at least 2 sources and at least one must be an online source
- Can be linked to a topic you study as part of the A-level but must not overlap too much
- Cannot use the film or book you are studying for the essay paper.

**POSSIBLE TOPICS**

**Which topics interest me?**

**CHECKLIST:** Selecting a topic

- Which topic interests me most?
- Have I done some background reading in my first language and the target language?
- Have I made a list of possible topics, presented them to my teacher and discussed which ones would be the most suitable?

	<b>Topic/question</b>	<b>Sub-topics/areas to research</b>	<b>Possible background reading/sources</b>	<b>Teacher's feedback on idea</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				

**CHOSEN TOPIC**

<b>WORKING TITLE:</b>	
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- CHECKLIST: Suitability of topic**
- Is my topic rooted completely in the target language society?
  - Is it easy to access appropriate resources?
  - Does the topic allow me to develop interesting information, analysis, ideas and opinions?
  - Is the topic of the right scale (not too broad, not too narrow)?

Possible sources (at least one must be web-based)	

<b>MAIN ASPECTS OF THE TOPIC TO RESEARCH:</b>	<b>Feedback</b>
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# RESEARCH LOG

<b>DRAFT TITLE</b>	
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Use these pages to record the research you do and the progress you make.

You should spend at least 1 hour of independent study each week on your Individual Research Project and will need to be able to show progress each week.

Remember to keep your research manageable.

- CHECKLIST:** Choosing sources and collecting information in the target language
- Have I kept a separate file or section within my A-level file?
  - Have I identified printed and internet sources?
  - Have I printed off online sources to highlight and annotate?
  - Have I used any audio or video sources?
  - Have I noted key points and new vocabulary on printed sources?
  - Have I noted key statistics, facts and/or quotations I can cite?
  - Have I kept a list of references which I can refer to precisely in the speaking test?

DATE	Action	Teacher feedback





## PRESENTATION PREPARATION

FINAL  
TITLE

**MAIN POINTS FOR THE 2 MINUTE PRESENTATION:**

### **CHECKLIST: Organising ideas**

Have I planned which parts I will include in my two minute presentation?

Have I highlighted questions I might be asked in the follow-up discussion, bearing in mind the headings I provided?

Have I prepared answers to possible questions?

Have I anticipated and prepared answers to other questions which might arise?

### **FEEDBACK**

**KEYWORDS/PHRASES AND TOPIC SPECIFIC VOCABULARY NEEDED**

# DISCUSSION PREPARATION

## Follow up questions that could be asked as part of the 9-10 minute discussion....

- When you say..., what exactly do you mean?
- But some people believe ... what do you think of that?
- How do you react to that?
- Do you think that is really true?
- How do you feel about that?
- What about..., for example?
- What if I said that...?
- Why did you choose this topic?
- Tell me more about...?
- What was the most interesting thing you discovered in your research?
- Where did you find your information?

## **CHECKLIST: Answering questions during the discussion**

- Can I support the discussion with ample knowledge?
- Can I precisely quote my sources?
- Have I focused on analysis and evaluation of information?
- Am I prepared to defend any counter arguments I may hear?
- Do I have the language needed to describe, analyse and evaluate?
- Am I prepared to give longer, developed responses?
- Do I have good 'stock phrases' to maintain the discussion? (e.g. 'on the one hand... on the other', 'some claim...', 'you could say...', 'according to...', 'I don't agree because...', 'in my view...', 'it is possible that...', 'I am not sure, but...', 'the figures show that...', 'if you compare...' etc.)
- Am I prepared to include advanced grammatical structures and interesting idioms?

## **KEY OPINION & DISCUSSION PHRASES:**

## **TOPIC SPECIFIC QUESTIONS** *(write 5 or 6 questions in French that your teacher-examiner could ask you)*

1.

2.

3.

4.

5.

6.

## EXAM PREPARATION

During the presentation and discussion of your research project, you may only have access to your completed Individual Research Project form. No other notes are allowed.

### **CHECKLIST: REVISION**

- Have I prepared my IRP form and are my headings for the examiner absolutely clear?
- Have I prepared notes, mind maps or a PowerPoint to organise my material?
- Have I practised with someone else (a teacher, assistant or friend)?
- Have I recorded myself speaking to check for speed, clarity, pronunciation and intonation?

**PREPARE AND PRACTISE YOUR PRESENTATION AND DISCUSSION ANSWERS. LOOK AT THE MARK CRITERIA AND REFLECT UPON HOW WELL YOU ARE DOING. TIP: ASK ANOTHER MEMBER OF THE CLASS TO GIVE YOU THEIR FEEDBACK AND A MARK**

**Notes/key words**

**Notes/key words**

### **SUGGESTED TOPICS (FROM AQA)**

<ul style="list-style-type: none"><li>• Politics</li><li>• Sport</li><li>• the fashion industry</li><li>• a historical event or building</li><li>• immigration in the target language country</li><li>• a political figure</li><li>• a musical performer</li><li>• the computer games industry in the target language country</li><li>• a region</li><li>• gastronomy</li><li>• a specific major news event</li><li>• the field of art</li><li>• the environment and climate change</li><li>• the media</li><li>• voluntary organisations</li><li>• economic issues such as employment or poverty</li><li>• education science and technology</li></ul>	<ul style="list-style-type: none"><li>• multiculturalism</li><li>• law and order</li><li>• health policies</li><li>• agriculture</li><li>• lifestyle changes</li><li>• energy policy</li><li>• migration</li><li>• the role of the EU</li><li>• housing</li><li>• tourism</li> <li>• an alternative work by a writer or director you have covered with your teacher</li> <li>• a general theme related to a work you have studied. For example, you have studied the film <i>au revoir les enfants</i> by Louis Malle, so you would be to talk about another Malle film</li></ul>
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## MARK CRITERIA

### PRESENTATION OF INDIVIDUAL RESEARCH PROJECT

#### Research-based topic presentation

The maximum mark available for the presentation is 5.

#### AO4 (5 marks)

Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

#### AO4 (10 marks)

Mark	Descriptors
9–10	<p>Excellent critical and analytical response.</p> <p>From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.</p>
7–8	<p>Good critical and analytical response.</p> <p>From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.</p>
5–6	<p>Reasonable critical and analytical response.</p> <p>From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.</p>
3–4	<p>Limited critical and analytical response.</p> <p>From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.</p>
1–2	<p>Very limited critical and analytical response.</p> <p>From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.</p>
0	The student fails completely to engage with the discussion.

**AO3 (10 marks)**

Mark	Descriptors
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

**Research-based topic discussion**

The maximum mark available for discussion of the research topic is 30.

**AO1 (10 marks)**

Mark	Descriptors
9–10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.
7–8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.
5–6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3–4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1–2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.



## Assessment of Individual research project

Students will provide a two-minute presentation of their chosen research project. This will be followed by a discussion lasting 9–10 minutes.

The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

### The presentation

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

Level	Descriptor
Thorough knowledge	A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings.
Good knowledge	A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings.
Reasonable knowledge	A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings.
Limited knowledge	A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge.
Very limited knowledge	The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge.

### The discussion

The examiner may use points made in the presentation as well as information given on the *Individual research project form* to initiate the discussion.

From there on, the examiner proceeds on the basis of points made in response to questions. Questions can be informed by knowledge of the topic area, or lack of knowledge of the topic area.

The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which they 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, evaluate and draw conclusions on those aspects of the topic area that have been researched.

Level	Descriptor
Excellent level of performance	<ul style="list-style-type: none"> <li>• The student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.</li> <li>• Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge.</li> <li>• Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions.</li> <li>• 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.</li> </ul>
Good level of performance	<ul style="list-style-type: none"> <li>• The student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.</li> <li>• Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion.</li> <li>• Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge.</li> </ul>
Reasonable level of performance	<ul style="list-style-type: none"> <li>• The student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.</li> <li>• Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion.</li> <li>• Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge.</li> </ul>
Limited level of performance	<ul style="list-style-type: none"> <li>• The student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful.</li> <li>• The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning.</li> <li>• There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.</li> </ul>
Very limited level of performance	<ul style="list-style-type: none"> <li>• The examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion.</li> <li>• Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.</li> </ul>

# CHECKLIST

- Selecting a topic**
  - I have identified topics that interest me.
  - I have done some background reading in my first language and the target language.
  - I have made a list of possible topics, presented them to my teacher and discussed which ones would be the most suitable.
  
- Suitability of topic**
  - My topic is rooted completely in the target language society.
  - It is easy to access appropriate resources.
  - The topic allows me to develop interesting information, analysis, ideas and opinions.
  - The topic is of the right scale (not too broad, not too narrow).
  
- Choosing sources and collecting information in the target language**
  - I have kept a separate file or section within my A-level file.
  - I have identified printed and internet sources.
  - I have printed off online sources to highlight and annotate.
  - I have used any audio or video sources.
  - I have noted key points and new vocabulary on printed sources.
  - I have noted key statistics, facts and/or quotations I can cite.
  - I have kept a list of references which I can refer to precisely in the speaking test.
  
- Organising ideas**
  - I have planned which parts I will include in my two-minute presentation.
  - I have highlighted questions I might be asked in the follow-up discussion, bearing in mind the headings I provided.
  - I have prepared answers to possible questions.
  - I have anticipated and prepared answers to other questions which might arise.
  
- Answering questions during the discussion**
  - I can support the discussion with ample knowledge.
  - I can precisely quote my sources.
  - I have focused on analysis and evaluation of information.
  - I am prepared to defend any counter arguments I may hear.
  - I have the language needed to describe, analyse and evaluate.
  - I am prepared to give longer, developed responses.
  - I have good 'stock phrases' to maintain the discussion? (e.g. 'on the one hand... on the other', 'some claim...', 'you could say...', 'according to...', 'I don't agree because...', 'in my view...', 'it is possible that...', 'I am not sure, but...', 'the figures show that...', 'if you compare...' etc)
  - I am prepared to include advanced grammatical structures and interesting idioms.
  
- Revision**
  - I have prepared my IRP form and my headings for the examiner are absolutely clear.
  - I have prepared notes, mind maps or a PowerPoint to organise my material.
  - I have practised with someone else (a teacher, assistant or friend).
  - I have recorded myself speaking to check for speed, clarity, pronunciation and intonation.