

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

Example Research Projects from AQA for German include:

- A Film (Not Das Leben der Anderen)
- A literary work (Not Die Verwandlung)
- 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 issues does Germany face with regard to migration? An analysis of events from 2015 onwards
 - 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
 - Hamburg
- A contrast
 - Die Ausbildung zum Dolmetscher 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 be around 23 minutes in length. This includes 5 minutes preparation time, a 5-6 minute discussion of the stimulus card (25 marks), a two minute presentation of your IRP and then a discussion on your project with the examiner for around 9 minutes (35 marks)
- The two minute presentation should cover some key findings of the research (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

2 Minute Presentation- 5 marks (A04)

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
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.	

Discussion of individual research project - 10 marks (A01) (Knowledge and understanding)

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
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.	

Discussion of individual research project- 10 marks (A03) (Language)

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 3
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.	

Discussion of individual research project- 10 marks (A04) (Critical and analytical response)

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
9-10	Excellent critical and analytical response 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.
7-8	Good critical and analytical response 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.
5-6	Reasonable critical and analytical response 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.
3-4	Limited critical and analytical response 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.
1-2	Very limited critical and analytical response 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.
0	The student fails completely to engage with the discussion.

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?
 - ☐ 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?
 - ☐ Have I prepared notes, revision cards or a powerpoint to organise my material?