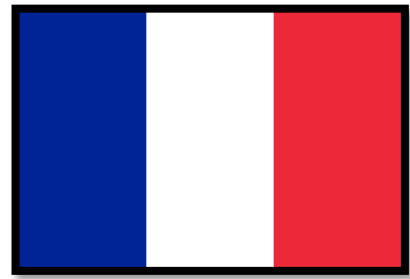


Digital Workbook



IRP

Individual Research Project

Name: _____

What is the Individual Research Project?

The IRP is **one** element of the speaking component of the A-level examinations (paper 3)

- You must choose a subject or a key question which interests you and which relates to a country or countries where the target language is spoken.
- You must select relevant information in the target language from a range of sources, including the Internet.
- The aim of the IRP is to develop research skills.
- You need to show your ability to initiate and conduct individual research by analysing and summarising your findings, in order to present and discuss them in the A-level speaking assessment.

How it is assessed:

- This element of the speaking examination is worth 35 marks (out of 60).
- You must start with a 2 minutes presentation.
- The follow-up discussion will last 9-10 minutes.

Assessment Criteria for the IRP

Research-based topic presentation: 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.

Notes:

Thorough knowledge: A presentation that demonstrates that you have **fully** understood and assimilated research-based knowledge through the development, in the time available, of key findings.

Good knowledge: A presentation that demonstrates that you have **mostly** understood and assimilated research-based knowledge through the development, in the time available, of key findings.

Reasonable knowledge: A presentation that demonstrates that you have 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.

Assessment Criteria for the IRP

Research-based topic discussion: 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.

Research-based topic 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.

Assessment Criteria for the IRP

Research-based topic discussion: AO4 (10 marks)

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.

Notes:

The examiner may use points made in your presentation as well as information given on your Individual Research Project Form to initiate the discussion.

From there on, the examiner proceeds on the basis of points made in response to questions. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from you: explain, develop further, justify, illustrate and defend.

The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on your appreciation of the topic area – its appeal and interest, and the insights the study has brought to you.

The process

Your teacher is allowed to:

- provide suggestions for the subject of your individual research.
- discuss with you your proposed project title, guiding and advising on the title (including language of the title) and the scope of the research.
- where necessary, correct the language of the project title.
- give feedback on the extent to which your provisional titles will or will not meet the assessment criteria.
- suggest sources of reference, including but not limited to websites, books and magazines.
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched.
- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked.
- monitor your progress according to such deadlines or milestones.
- provide general advice on the type of language you might use in the presentation and discussion.

Your teacher is not allowed to:

- provide you with material that they have designed specifically for your project.
- download and give you specific source materials or copied and pasted extracts thereof.
- provide specific advice on the language of the your presentation and discussion, apart from the language of the project title.
- give feedback orally or in writing on any written notes, drafts or preparatory work produced by you for the presentation or discussion.
- give feedback orally or in writing on any oral practice presentation, beyond informing you if it exceeds two minutes.

Step 1: choosing a topic

Possible areas:

- **Politics**
- **Sport**
- **The fashion industry**
- **A historical event or building**
- **Immigration in the target language country**
- **A political figure**
- **A musical performer**
- **A director**
- **A writer**
- **The computer games industry in the target language country**
- **A region**
- **Gastronomy**
- **A specific major news event**
- **Art**
- **The environment and climate changes**
- **The media**
- **Voluntary organisations**
- **Economic issues (such as employment or poverty)**
- **Education**
- **Science and technology**
- **Multiculturalism**
- **Law and order**
- **Health policies**
- **Agriculture**
- **Lifestyle changes**
- **Energy policy**
- **Migration**
- **The role of the EU**
- **Housing**
- **Tourism**
- **An alternative work by the writer you study**
- **An alternative work by the director you study**

Step 1: choosing a topic

Select 3 areas which are of interest to you and fill in the table to explain your choices.

	Area of interest	Why did you choose this area?
e.g:	<i>Education</i>	<i>Unfortunately, the topic of education is not covered in the specification and I would like to learn more about the French education system (especially since I would like to become a teacher in the future). I have heard that there has been some changes made recently with « le baccalauréat ».</i>
1		
2		
3		

Step 1: choosing a topic

For your first chosen area, write 3 topics within that area (and a short description) that you think you could select for your IRP. For each topic, go through the checklist and answer Y (yes) or N (no).

Area 1: _____

	Topic:	Checklist: Y or N?
1		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?
2		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?
3		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?

Step 1: choosing a topic

For your second chosen area, write 3 topics within that area (and a short description) that you think you could select for your IRP. For each topic, go through the checklist and answer Y (yes) or N (no).

Area 2: _____

	Topic:	Checklist: Y or N?
1		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?
2		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?
3		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?

Step 1: choosing a topic

For your third chosen area, write 3 topics within that area (and a short description) that you think you could select for your IRP. For each topic, go through the checklist and answer Y (yes) or N (no).

Area 3: _____

	Topic:	Checklist: Y or N?
1		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?
2		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?
3		<ul style="list-style-type: none">• Have you done some background reading in English and French?• Is this topic rooted in the target language society?• Is it easy to access resources?• Does this topic allow you to develop interesting information, analysis, ideas and opinions?

Step 1: choosing a topic

Please note:

You should **avoid** considering any topics you previously selected if you have answered 'no' to any of the questions from the checklist.

Your teacher will advise and guide you to create a specific title that will help you define the scope of your research in an achievable and realistic way.

For example:

Title:

The contribution of Francis Cabrel to modern French popular music: a study of three albums

This might include:

a detailed biography, facts and figures about his record sales in France and elsewhere, musical collaborators, detailed reference to song styles, themes and lyrics, a discussion of a particular song.

On the next slide:

Write 5 different titles (these can be framed as questions) that you think will be appropriate for your IRP (they can be on different areas/ topics). You will be discussing these titles with your teacher during your first progress session.

Step 1: choosing a topic

1	Title: This might include:
2	Title: This might include:
3	Title: This might include:
4	Title: This might include:
5	Title: This might include:

Progress Session 1:

This section is to be filled in by the student.

Key points discussed during the Progress Session:

Strengths:

Areas for development:

Teacher's comment:

Step 1: choosing a topic

Following on from your Progress Session1,
write your IRP title below.

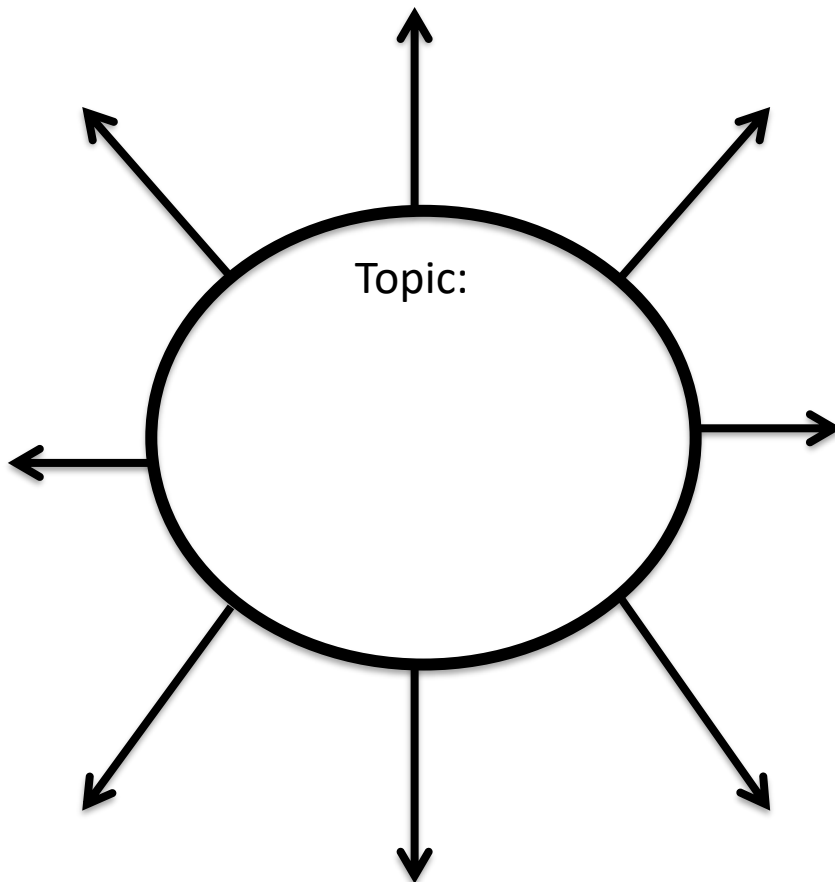
Title:

This might include:

Getting ready to move onto

Step 2: collecting information

Fill in the mind map to record aspects/ facts you already know about your chosen topic.



Click and drag the numbers 1 to 8 next to each aspects you have written. (the numbers represent the level of importance: 1 = most important)

Step 2: collecting information

Start searching information about your topic and use the table below to keep a record of the sources you come across and find useful.

You must have at least one internet source. Don't forget that you can also use books, videos and audio files such as radio podcasts.

Use sources which are in **FRENCH** and write your comments in French too!

Source:	Commentaire:
e.g: https://www.franciscabrel.com/	<i>C'est le site officiel de Francis Cabrel. Il y a sa biographie, le titre de tous ses albums et les paroles de ses chansons.</i>

Continue on the next slide...

Step 2: collecting information

Source:	Commentaire:

- You will need to submit and refer to a minimum of 2 sources and a maximum of 10 sources on your IRP form. Don't forget to come back to this page and amend if necessary.
- You are advised to print, highlight and annotate any useful online sources.
- Use the next slide to gather information. (Write in French!)

Step 2: collecting information

You can copy and paste this slide as many times as necessary.

Source:

Les aspects principaux:

Le vocabulaire essentiel:

**Les faits importants/
statistiques:**

Les citations:

Progress Session 2:

This section is to be filled in by the student.

Key points discussed during the Progress Session:

Strengths:

Areas for development:

Teacher's comment:

Step 3: organising ideas

Go back to the slides you have produced to gather information from your sources and highlight the important aspects. This will give you a better idea of what you could include in your 2 minutes presentation. Then, write a plan.

Example of a plan

IRP title: Veganism in France: an analysis of its trend

1. Présentation du sujet:

- Définition du véganisme
- La contradiction avec la culture française
- annonce du sujet

2. L'histoire du véganisme

- l'apparition du véganisme
- Les chiffres de nos jours
- Une popularité croissante évidente

3. Les mentalités

- les raisons pour: cruauté envers les animaux, santé, environnement
- les raisons contre: santé/ carence, nature humaine

4. Les controverses liées au véganisme

- les militants végans attaquent les boucheries
- la végéphobie

5. Les limites du véganisme en France

- accès aux produits végans: les restaurants/ supermarchés
- À Paris

6. L'avenir du véganisme

- l'ampleur du mouvement et les prédictions
- un effet de mode qui va s'estomper?

Note: You will not need to cover every aspect in details in your presentation. Some aspects can be briefly mentioned and further developed during the discussion.

Step 3: organising ideas

Produce a plan in French below. You can always amend/ modify it later if necessary.

IRP title:

Plan

Progress Session 3:

This section is to be filled in by the student.

Key points discussed during the Progress Session:

Strengths:

Areas for development:

Teacher's comment:

Step 4: Presentation and Headings

Reminder:

- The presentation is worth 5 marks and must last a maximum of 2 minutes.
- It must demonstrate that you have **fully** understood and assimilated your research-based knowledge through the development, in the time available, of key findings.

Here are some expressions you might find useful for your presentation:

Introductory phrases:

- La question que je voudrais aborder...
- Je parlerai tout d'abord de...
- Il s'agit ici de...
- Par rapport à...
- Tout d'abord/ premièrement...

Comparing and contrasting:

- Bien que/ quoique...
- En revanche/ cependant/ par contre/ toute fois
- Tandis que/ alors que...
- Néanmoins...
- D'un côté...d'un autre côté...
- D'une part... d'autre part...
- Il y en a qui pensent que...
- Il faut considérer aussi que...
- Aussi surprenant que cela puisse paraître...

Connectives:

- D'ailleurs...
- En plus / Ensuite / Puis...
- Enfin /Finalement...
- Auparavant...
- De nos jours...
- Aussitôt que/ dès que...
- Au niveau de...
- Parce que/ car/ puisque...

Justifying:

- Selon les études...
- À titre d'exemple/ par exemple...
- Jusqu'à preuve du contraire...
- J'ai lu que...
- Mes recherches ont montré que...
- Il faut dire que...

Drawing conclusions:

- Donc/ par conséquent/ pour conclure/ en guise de conclusion/ tout compte fait...
- Il est clair que/ il est évident que/ il va sans dire que...
- On ne peut pas nier que...
- On pourrait aller jusqu'à dire que...
- Tous ses facteurs semblent indiquer que...
- Il est essentiel/ important/ intéressant de...
- On est ainsi mené à penser que...
- Pour ma part/ en ce qui me concerne/ il me semble que/ selon moi...

Step 4: Presentation and

Headings

Here is an example of a presentation.

Listen to the audio recording as you read through the transcript.

Example of a presentation

Le véganisme est considéré comme un mode de vie qui consiste à ne consommer aucun produit issu des animaux ou de leur exploitation. Dans un pays tel que la France, où la gastronomie fait partie intégrante de la culture et du patrimoine, il est intéressant d'essayer d'analyser son évolution et sa popularité.

Il y a peu de temps encore, la tendance était rare et perçue comme extrême et austère. Pourtant depuis 2016, on peut remarquer une évolution. En effet, en 2015, selon les données INCA, la France comptait environ 90 000 végétariens, ce qui représentait 0,13% de la population française. De nos jours, on estime que ce chiffre a plus que doublé avec 0,4%. Il est donc difficile de nier l'augmentation de sa popularité.

D'après mes recherches, il existe trois grands aspects qui expliquent ce mouvement. À titre d'exemple, en 2014 et 2015, la diffusion de nombreuses enquêtes avaient révélé les souffrances des animaux dans les élevages et les abattoirs. La propagation de ces images par les médias et sur les réseaux sociaux semble donc avoir encouragé l'envie chez les français de modifier leurs habitudes alimentaires.

Cependant, le nombre de personnes véganes en France reste inférieur aux pays avoisinants. Bien que près de 80% des français accordent beaucoup d'importance au bien-être animal et se disent capables de changer de magasin pour accéder à des produits plus respectueux de leur bien-être, il sembleraient qu'ils ne soient pas encore prêts à abandonner la viande, le lait et les œufs complètement. En réalité, les réactions négatives à l'encontre des végétariens et des végétariens sont si communes qu'il existe même un terme : la végéphobie. Celle-ci existe dans tous les pays européens, mais elle a récemment augmenté en France en particulier à cause des militants qui vandalisent régulièrement les boucheries.

Il y a donc ceux qui pensent que le véganisme n'est qu'une mode absurde qui va finir par s'estomper et d'autres qui croient que le mouvement va s'accroître. Pour ma part, je suis persuadée que d'ici une centaine d'années, les futures générations auront beaucoup de mal à croire que nous étions capables de tuer des animaux simplement pour notre plaisir gustatif.

Step 4: Presentation and

Headings

Read through the model presentation again and comment on these different aspects:

Structure:	Content:
Knowledge demonstrated:	Language used:
Intonation/ pronunciation/ fluency:	

Step 4: Presentation and

Headings

Write your presentation here. (You can always amend it later.)

Time yourself when reading through your presentation. (It needs to be 2 minutes long maximum.)

Step 4: Presentation and

Headings

You will be allowed your headings the day of the examination. This is what the Candidate Record Form will look like. Fill it in as a draft.

Candidate number	Candidate's full name
_____	_____
To be completed by the candidate	
Subject/title of research project	

Provide at least one online source which you have used	
1	_____
Provide one further resource which you have used	
2	_____
List below further sources and/or headings to indicate the scope of your research. Apart from the titles of published sources, the headings must be in English. You may list up to 8 sources and/or headings. These may include online sources. The total number of words should be no more than 80 words.	
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
The individual research project must not be based on a book or film which you have studied for Paper 2.	
Books/film studied for Paper 2:	
1	_____
2	_____

Progress Session 4:

This section is to be filled in by the student.

Key points discussed during the Progress Session:

Strengths:

Areas for development:

Teacher's comment:

Step 5: answering questions

During the discussion, your teacher-examiner will use points you raised in your presentation, as well as information provided on your Candidate Record Form, to ask questions and take part in a discussion about the findings of your research.

To allow you to access the higher mark bands, your teacher-examiner will follow up on your responses which will require you to develop ideas and show spontaneity.

Be careful: Delivering lengthy sections of rehearsed material will have an adverse effect on your mark.

Here are some examples of open-ended questions which your teacher-examiner might use:

- 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 this 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?

Step 5: answering questions

Example of possible questions arising from the model presentation on page 25

Possible questions for the discussion

1. Pourrais-tu clarifier la différence entre le végétarisme et le véganisme?
2. Mis à part pour la viande, peux-tu donner des exemples concrets d'exploitation des animaux?
3. De quand date l'apparition du véganisme en France exactement?
4. Pour quelles raisons selon toi, le véganisme a-t-il longtemps été perçu comme austère?
5. De nos jours en France, qui sont les végétariens? Existe-t-il un profil?
6. Tu as mentionné qu'il y avait trois aspects qui pourraient expliquer la nouvelle tendance, quels sont les deux autres aspects?
7. Quels sont les impacts positifs/ négatifs d'un régime végétarien sur la santé?
8. Comment le véganisme est-il lié à l'environnement?
9. J'ai entendu parler de la possibilité des repas végétariens dans les cantines scolaires? Quel est ton point de vue là-dessus?
10. Les français en général mangent-ils beaucoup de viande?
11. Sais-tu si c'est facile pour les végétariens en France d'accéder à des produits?
12. Et les militants qui vandalisent les boucheries, tu en penses quoi?
13. Que pourraient-ils faire selon toi pour influencer plus de personnes à devenir végétariens?
14. Est-ce qu'on pourrait considérer la végéphobie comme une forme de discrimination?
15. Tu dis qu'il y a moins de végétariens en France que dans les pays avoisinants? À quoi cela est-il dû? Est-ce que c'est pareil dans tous les pays francophones?
16. Le véganisme est-il un danger pour la gastronomie française?
17. Tu as conclu ta présentation en disant que tu pensais que le mouvement allait s'accroître, as-tu des preuves pour renforcer cette prédiction?

Step 5: answering questions

Now write a list of 15 questions which could arise from your presentation and headings. Write them in French.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Step 5: answering questions

Prepare answers to your list of possible questions.

1.

2.

3.

Step 5: answering

questions

Prepare answers to your list of possible questions.

4.

5.

6.

Step 5: answering

questions

Prepare answers to your list of possible questions.

7.

8.

9.

Step 5: answering

questions

Prepare answers to your list of possible questions.

10.

11.

12.

Step 5: answering

questions

Prepare answers to your list of possible questions.

13.

14.

15.

Step 5: answering questions

Checklist

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?	
Am I prepared to include advanced grammatical structures and interesting idioms?	

If you have answered, 'No' to any of the questions above, you must ensure you go through your prepared answers again and improve them.

Progress Session 5:

This section is to be filled in by the student.

Key points discussed during the Progress Session:

Strengths:

Areas for development:

Teacher's comment:

Step 6: Revision

- You must be able to give your presentation in less than 2 minutes without any help or support. Use a timer to check that you are able to do that!
- Record and listen to yourself. Identify aspects you need to improve.
- If you are unsure about your pronunciation, you can use this online pronunciation checker: *voicenotebook.com*

➔ If you do, make sure you use these settings:

1. Select the language

The screenshot shows the voicenotebook.com interface with several annotations:

- 1. Select the language:** An arrow points to the 'French' dropdown menu in the 'Choose speech recognition language' section.
- 2. Paste your sentence:** An arrow points to the 'Text-to-speech' input box containing the French sentence: 'Le véganisme est considéré comme un mode de vie qui consiste à ne consommer aucun produit issu des animaux ou de leur exploitation. Dans un pays tel que la France, où la gastronomie fait partie intégrante de la culture et du patrimoine, il est intéressant d'essayer d'analyser son évolution et sa popularité.'
- 3. Select Amelie:** An arrow points to the 'Amelie' dropdown menu in the 'Choose a voice for text-to-speech' section.
- 4. Click listen:** An arrow points to the 'Listen TTS' button.
- 5. Adjust the speed:** An arrow points to the 'TTS and Audio Rate' slider.

5. Adjust the speed

4. Click listen

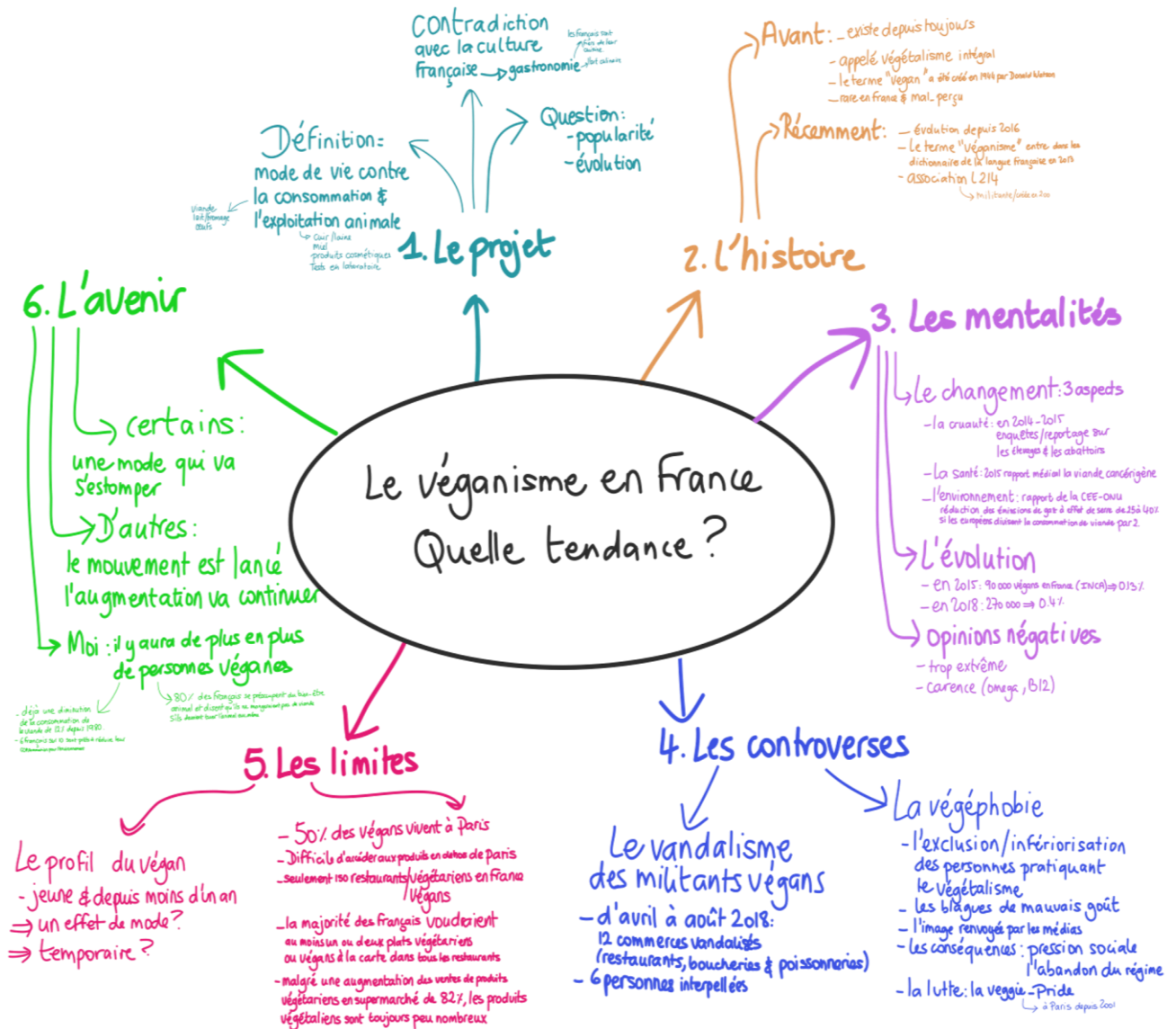
Please note:

Although the pronunciation will be quite accurate, the intonation you will hear is very poor and monotone and is NOT to be used as a model example!

Step 6: Revision

Producing a mind map is a good way to help you review the important aspects of your research and visualise your findings.

Example of a mind map



Produce your mind map on paper, then take a photo and insert it on the next page.

Step 6: Revision

Mind map

Step 6: Revision

- Practise the presentation and discussion with peers.
- Give your peer the list of anticipated questions you came up with.
- Ask them to time your 2 minutes presentation and to stop you if you go over the time limit.
- Ask them to come up with three or four other questions to ask you so you can check that you are able to answer unpredicted questions too.
- Ask them to give you a mark out of 35 and discuss the mark together. What do you need to improve?
- Make a note of their feedback and the questions they asked you.
- Make sure you are able to answer these unpredicted questions next time you practise.
- Repeat this practice with different people so you get more feedback. Have you improved?
- You can copy and paste the next slide as many time as you need to record feedback.

Step 6: Revision

Presentation- A04

5 Thorough knowledge and understanding	4 Good knowledge and understanding	3 Reasonable knowledge and understanding	2 Limited knowledge and understanding	1 Very limited knowledge and understanding	0 Nothing worthy of a mark
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Discussion

A01	A03	A04
9-10 Delivery is fluent throughout. Ideas and opinions nearly always developed.	9-10 Wide range of varied vocabulary and complex language. Good use of idioms. Application of grammar is highly accurate. Pronunciation and intonation are very good.	9-10 Excellent critical and analytical response
7-8 Delivery mainly fluent. Ideas and opinions mostly developed.	7-8 Good range of vocabulary and complex language. Examples of idioms. Application of grammar is mostly accurate. Pronunciation and intonation are good.	7-8 Good critical and analytical response
5-6 Delivery sometimes fluent. Ideas and opinions sometimes developed.	5-6 Some variety of vocabulary and complex language. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good	5-6 Reasonable critical and analytical response
3-4 Delivery occasionally fluent. Ideas and opinions occasionally developed.	3-4 Little variety of vocabulary and structures. Pronunciation and intonation mostly intelligible.	3-4 limited critical and analytical response
1-2 Delivery is rarely fluent. Ideas and opinions are rarely developed.	1-2 Very little variety of vocabulary and structures. Poor pronunciation and intonation.	1-2 Very limited critical and analytical response
0 Nothing worthy of a mark	0 Nothing worthy of a mark	0 Nothing worthy of a mark

Comments:

Progress Session 6:

This section is to be filled in by the student.

Key points discussed during the Progress Session:

Strengths:

Areas for development:

Teacher's comment: