**Candidate number:** ……………………… **Candidate’s name:** ……………..………………………………………



**A Level FRENCH 7652**

Paper 3: Speaking & **Individual research project**

**October 2017 - Year 2 Review**

**A reminder:** The IRP has two parts: a presentation (2 minutes) and a discussion (9–10 minutes).

You will start by presenting the findings of your research for up to two minutes. This will be followed by a discussion of the findings of your research. It will be the quality of these findings rather than their quantity that will determine your mark. You will have to demonstrate that you have fully understood and assimilated research-based knowledge.

In the discussion you will explain, develop further, justify and defend opinions and views expressed about your topic. You will have to **evaluate critically** aspects of what has been researched with **supported evidence** and **relevant factual knowledge**. Your knowledge will have to be used consistently and effectively to support your views and opinions.

The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from you which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic 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 your appreciation of the topic– its appeal and interest, and the insights the study has brought to you. This will naturally generate opportunities for you to analyse and evaluate critically those aspects of the research and will invite conclusions to be drawn.

Remember also that you need to use and reference a minimum of **two** and submit a maximum of **ten** sources, at least one of which must be an internet source. Apart from the two required sources, any remaining sources and/or headings must not exceed 80 words. Sources could be visual, audio or written (in any combination) and must be capable of leading to findings that will form the basis of a 9–10 minute discussion.

* **What is your title of research?**
* **How confident am I in my knowledge research at this stage?**
* **How many sources do you have so far?**

In French:

In English:

**Complete this step-by-step checklist:**

|  |
| --- |
| **Selecting a topic**   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? |
| **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)? |

**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 (minimum 2, maximum 10)?

 Have I checked the school or college library/resource centre?

 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?

**Headings**

 Have I got enough headings yet? (maximum 10)

 Are my headings for the examiner absolutely clear?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**What you should concentrate on next:**

**Organising ideas**

 Have I planned which parts will I 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 the above questions?

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

**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? (eg '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?