Getting Started Guide

A Level Italian

Pearson Edexcel Level 3 Advanced GCE in Italian (9IN0)

Getting Started Guide:
GCE Italian 2017

Contents

1 Introduction

The A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. An inspiring and culturally relevant course has been developed, based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of Italian and Italian-speaking culture. There is an emphasis on promoting understanding of grammar in order to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, as well as some less well-known titles, both classical and contemporary.

This Getting Started guide provides an overview of the A level specifications, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are providing a package of support to help you plan and implement the new specification.

- **Planning:** mapping documents to show how your old course matches the A level; an editable course planner; a student guide; and schemes of work which you can adapt to suit your department

- **Understanding the standard:** specimen papers; example student work with examiner commentaries

- **Tracking learner progress:** specimen papers to support formative assessments and mock exams

- **Personal support:** MFL Subject Advisor

- **Teaching and learning:** a range of guides containing practical approaches to areas, such as analysing films and literature, conducting research and essay writing; film and literature PowerPoints to support you with teaching; and ideas for the independent research project.

These support documents are available on the GCE 2016 Italian pages on the Edexcel website.

2 What's changed?

2.1 How has A level changed?

Changes A level qualifications

From September 2016, A level Italian will be a fully linear qualification. This means that all examinations must be sat (and non-examination assessment submitted) at the end of the course. More information about the implications of the move to linear assessment is given on page 13.

Changes to Assessment Objectives

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

● A new AO4 has been introduced. This requires knowledge, understanding and critical and analytical response to cultural and social issues relating totarget-language communities.

● AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

AO1 20%	Understand and respond: ● in speech to spoken language including face-to-face interaction ● in writing to spoken language drawn from a variety of sources
AO2 30%	Understand and respond: ● in speech to written language drawn from a variety of sources ● in writing to written language drawn from a variety of sources
AO3 30%	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structures
AO4 20%	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken

2.2 Changes to Edexcel GCE Italian

Specification overview

Paper 1	Listening, reading and translation	Themes 1, 2, 3 and 4	2 hours	40%
Paper 2	Written response to works and translation	Literary works/film	2 hours 40 minutes	30%
Paper 3	Speaking (internally conducted and externally assessed)	Independent research, plus Themes 1, 2, 3 and 4	21–23 minutes, including 5 minutes' preparation time	30%

Changes to specification content

Specification content is now based around social, political and cultural themes, relating to the Italian language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study. The themes and assessment model are also designed to promote the development of transferable skills.

These changes are in line with reports published by the A-Level Content Advisory Board (ALCAB), informed by academics, and the Department for Education (DfE), which consulted a range of stakeholders. These reports were both strongly in favour of languages A levels which foster 'depth of knowledge, effective understanding and intercultural competence,' (DfE). The reports also identified a need for qualifications which develop transferable skills, especially research skills and 'the capacity for critical thinking on the basis of knowledge of the language, culture and society of the country or countries where the language is spoken' (ALCAB).

Students taking the A level will study four themes:

Theme 1: I cambiamenti della società italiana

Theme 2: La cultura politica e artistica nei paesi di lingua italiana

Theme 3: L'Italia: una società in evoluzione

Theme 4: Dal fascismo ai giorni nostri

There are a number of sub-themes, which can be found below. The content of thesethemes is assessed in Paper 1 (listening, reading and translation) and Paper 3 (speaking).

Students at A level are also required to study either two texts, or one text and one film, which will be assessed in Paper 2 (writing).

Moreover, at A level students will also be required to undertake an Independent Research Project, which will be assessed in the second part of the speaking exam. Further detail on this can be found in Section 5.4.

Comparison of the new specification to the Edexcel A1 and A2 2008

New specification		Previous specification
Theme 1	I cambiamenti della società italiana ● L'evoluzione della famiglia italiana ● L'istruzione ● Il mondo del lavoro	The world around us: […] environmental issues and the Italian-speaking world Education and employment Youth culture and concerns: relationships
Theme 2	La cultura politica e artistica nei paesi di lingua italiana ● La musica ● I Media ● Il patrimonio culturale	Youth culture and concerns Customs, traditions, beliefs and religions
Theme 3	L'Italia: una società in evoluzione ● L'impatto positivo dell'immigrazione in Italia ● I problemi della migrazione in Italia ● Il divario Nord/Sud	National […] events: past, present and future (Geographical area) (Aspects of modern society)
Theme 4	Dal Fascismo ai giorni nostri ● L'ascesa di Mussolini al potere ● Il Fascismo durante la Seconda Guerra Mondiale ● Dalla dittatura alla democrazia	National […] events: past, present and future (Historical period)
Literary works	Prescribed list of works ● Characterisation ● Structure ● Stylistic features ● Concepts and issues	Free choice of work ● different characters ● key themes/issues ● social and cultural setting ● styles/techniques employed
Films	Prescribed list of films ● Characterisation ● Structure ● Contexts ● Techniques	Free choice of film ● different characters ● key themes/issues ● social and cultural setting ● styles/techniques employed
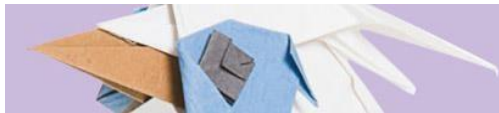
Independent research	Must be linked to the social and cultural context of the Italian-speaking world	Completely free choice – no requirement for research to relate to target-language culture or community
		Lifestyle: health and fitness Travel, tourism International events

3 Planning

3.1 Planning and delivering linear A level courses

Naturally, the key difference of linear qualifications is that students need to retain all that they have learned for examination at the end of the course. In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

In terms of planning, teachers will need to consider the following:

- A level assessment is at the end of year 2.
- retakes are only possible for the entire qualification, not for individual modules.

Course planning needs to cover:

- four themes
- either two texts, or a text and film
- sufficient practice in listening, speaking, reading, writing and translation
- a broad range of grammar and opportunities to use this to generate language independently
- independent research
- development of critical and analytical thinking.

3.2 Suggested resources

The Edexcel A level course is supported by a range of resources: Our free

online support for teachers includes:

- vocabulary for literature and film
- guides on literature and film analysis, carrying out research and essay writing
- PowerPoints to support the teaching and learning of film and literature.

Other useful resources include:

Grammar

Mike Zollo and Derek Aust, *Edexcel Italian Grammar for A Level*, Hodder Education 2008

Vocabulary

Tony Giovanazzi, *Parola Per Parola: New Advanced Italian Vocabulary*, Hodder Education, second edition, 2010

Newspapers, television and radio

http://www.onlinenewspapers.com/italy.htm

http://streema.com/tv/country/Italy

Other

http://www.icilondon.esteri.it/iic_londra/it

3.3 Delivery models

Possible models for course planning include:

Model 1

Year 1	Theme 1	Literary work/film	Grammar revision	Skills	Transferable listening, speaking, reading, writing, translation, thinking	Students carry out independent research
	Theme 2		Grammar development			
	Revision					
Year 2	Theme 3	Literary work/film	Grammar revision			
	Theme 4		Grammar development			
	Revision					

Model 2

Year 1	Theme 1	Grammar	Skills
	Theme 2	Revision/ development	Transferable listening, speaking, reading, writing, translation, thinking
	Literary work/film		
	Revision		
Year 2	Theme 3		
	Theme 4		
	Independent research		
	Literary work/film		
	Revision		

Model 1 offers a more integrated learning experience, developing all skills together, whereas Model 2 presents a clearer order. Model 1 is potentially more complex to manage, but Model 2 could result in teachers and students running out of time on the second literary work/film and independent research.

More detailed Schemes of work and other useful planning documents are available as free resources on the Edexcel website.

4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Assessment will take place within the themes and sub-themes. Students will need to demonstrate knowledge, understanding and critical – and at A level, analytical – response relating to the target language community and culture.

4.1 Themes and sub-themes

Theme 1	I cambiamenti della società italiana	L'evoluzione della famiglia italiana	- cambiamenti nell'atteggiamento verso il matrimonio, la coppia e la famiglia - i mammoni
		L'istruzione	- il sistema scolastico e i problemi degli studenti - la fuga dei cervelli
		Il mondo del lavoro	- la parità tra i sessi - la disoccupazione - le imprese familiari - i nuovi modelli di lavoro
Theme 2	La cultura politica e artistica nei Paesi di lingua italiana	La musica	- cambiamenti e sviluppi - impatto sulla cultura popolare
		I media	- libertà di espressione - la stampa cartacea e online - l'impatto sulla società e la politica
		Il patrimonio culturale	feste, usi e costumi
Theme 3	L'Italia: una società in evoluzione	L'impatto positivo dell'immigrazione in Italia	il contributo di immigrati e migranti all'economia e alla cultura
		I problemi della migrazione in Italia	- marginalizzazione e alienazione - integrazione - impatto dell'emigrazione
		Il divario Nord/Sud	- spostamenti tra Nord e Sud - il ruolo delle industrie italiane - le differenze socio-culturali - la criminalità

Theme 4	Dal Fascismo ai giorni nostri	L'ascesa di Mussolini al potere	● la nascita del Partito Fascista
		Il Fascismo durante la Seconda Guerra Mondiale	● il governo di Mussolini e la dittatura ● la vita sotto Mussolini durante la seconda guerra mondiale
		Dalla dittatura alla democrazia	● la caduta di Mussolini ● la liberazione ● le 6 nazioni
Literary works	● *Io non ho paura*, Niccolò Ammaniti, 2001 (novel) ● *Marcovaldo*, Italo Calvino, 1963 (short stories) ● *Senza sangue*, Alessandro Baricco, 2002 (novel) ● *Volevo i pantaloni*, Lara Cardella, 1989 (novel) ● *Il giorno della civetta*, Leonardo Sciascia, 1961 (novel) ● *Il giorno della civetta*, Leonardo Sciascia, 1968 (novel) ● *Jack Frusciante è uscito dal gruppo*, Enrico Brizzi, 1994 (novel) ● *Lessico famigliare*, Natalia Ginzburg, 1963 (novel) ● *Sei personaggi in cerca d'autore*, Luigi Pirandello, 1921 (play)		
Films	● *Il Postino*, Michael Radford (1994) ● *Nuovo Cinema Paradiso*, dir. Giuseppe Tornatore (1988) ● *Va' dove ti porta il cuore*, dir. Cristina Comencini (1996) ● *I cento passi*, dir. Marco Tullio Giordana (2000) ● *La grande bellezza*, Paolo Sorrentino (2013) ● *La vita è bella*, dir. Roberto Benigni (1997)		

Themes 1, 3 and 4 relate to Italy only. Theme 2 relates to the wider Italian-speaking world. This means that in the listening, reading and translation papers, the content may be related to a country other than Italy, though only standard Italian will be used. In the speaking test, students will not be asked to demonstrate specific knowledge about one particular country, but they must be able to justify their viewpoints in relation to an Italian-speaking country they have studied.

Teachers should refer to the guides and other resources available on the Edexcel website for support on how to approach the themes.

Ideas on how to approach the themes and suggested activities can be found in the document *Teaching and learning activities*. Note that these are suggestions only and are not prescriptive.

5 Assessment guidance

5.1 Implications of linear assessment

- A level assessment is at the end of year 2.
- Retakes are only possible for the entire qualification, not for individual modules.

5.2 Breakdown of Assessment Objectives

The breakdown of Assessment Objectives bypaper will be as follows:

Paper	AO1	AO2	AO3	AO4	Total
1 Listening, reading and translation	15	25	-	-	40%
2 Written response to works and translation	-	-	20	10	30%
3 Speaking	5	5	10	10	30%
Total	**20**	**30**	**30**	**20**	**100%**

5.3 Assessment overview

Paper 1: Listening, reading and translation

Written examination: 2 hours

40% of the qualification

80 marks

Section A is a Listening assessment based on a recording, featuring a range of Italian speakers, covering Themes 1, 2, 3 and 4. Students will respond to comprehension questions in the target language, based on a variety of contexts and sources.

Historical texts

Our interpretation of historical is that the text was written at least 10 years ago. We do not interpret a historical text as one which was written in the last 10 years about events which took place more than 10 years ago. The text will relate to this specification's themes.

Literary text

An extract from a literary text will be used and will relate to one of the themes of this specification as much as possible. Literary texts are defined as texts written in Italian, for the Italian-speaking audience, for purposes of fiction or non-fiction. This includes texts written by authors who may have Italian as their second language. It naturally excludes materials such as readers written for English learners of Italian in UK classrooms.

Question formats require multiple-choice and open responses.

Responses in the target language are required, but students will not be marked on their quality of language. They will also be required to produce a short summary in Italian. Questions do not require students to respond in full sentences. They can respond using single words of phrases.

This section is worth 30 marks.

Students will have control of the listening player and we recommend they spend no more than 50 minutes on this section.

Section B is a reading assessment based on a variety of text-types and genres, including historical and literary texts.

Question formats require both multiple-choice and open response. Questions are set in Italian and responses in Italian are required, though students will not be marked on their quality of language.

The reading comprehension will require students to:

● understand the main points, gist and detail from spoken and written material
● infer meaning from complex spoken and written material, including factual and abstract content; in this context, abstract means ideas beyond the norm: e.g. moral, ethical, political values and opinions
● assimilate and use information from spoken and written sources, including material from online media.

Section B is worth 30 marks.

We recommend students spend no more than 50 minutes on this section.

Section C is a translation into English. This will be an unseen passage and is worth 20 marks.

We recommend students spend no more than 20 minutes on this section.

Note: students are not permitted access to a dictionary during the examination.

Paper 2: Written response to works and translation

Written examination: 2 hours and 40 minutes

30% of the qualification

120 marks

Section A is a translation into Italian and is worth 20 marks. The content of the passage is related to any of the four themes. We recommend students spend no more than 30 minutes on this section.

Sections B and C comprise a written response to works.

At A level, students are required to respond to two questions on two different works. For each question the maximum mark is 50, totalling 100 for this section. The works may comprise one book and one film, or two books. The works are listed in Appendix 2 of the specification: Prescribed literary texts and films. The literary texts listed include a range of novels, plays and a series of short stories. All of the films are feature-length.

There are two questions for each work and students choose one for each of their chosen works.

Note: students are not permitted access to a dictionary during the examination.

Frequently-asked questions on the writing paper

How much knowledge are students required to have beyond the novel?

We would expect that students acquire some background information in the teaching and learning of the works, including, but not limited to, the following:

- author
- historical and/or political context
- any particular movement to which the work may belong.

Some background information may be essential to the understanding of the plot, in some cases.

Can students study more than two works? Do they declare all the works on the RP3 form?

If there is time, students can certainly study as many of the set works as they wish, and this would then, of course, afford them a greater choice in the assessment. However, it is important that students have in-depth knowledge of the works studied, including the ability to use quotations. On the RP3 form they should list all the works from the set list that they have studied, and on which, therefore, they can possibly answer in the written examination, especially as the oral assessment will take place before the written assessment. Students should therefore be encouraged to conduct their independent research away from the set lists of works in order to ensure they can meet the criteria of both assessments.

How many quotations do students need to use?

There is no requirement for a specific number of quotations, although quotations are needed to provide a critical analysis with convincing interpretations. This is made clear in the mark scheme *Critical and analytical response (AO4)*:

> Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, **predominantly justified with appropriately selected evidence from the work.**

Paper 3: Speaking

The speaking assessment is conducted internally or by a visiting examiner and is externally assessed. It is worth 72 marks and comprises 30% of the qualification.

Total assessment time: between 21 and 23 minutes, which includes 5 minutes' formal preparation time

Task 1 requires students to choose one theme from a choice of two (these can be any of the four themes). They will then discuss one of the two statements on their chosen stimulus. Task 1 is worth 30 marks.

Task 2 is the Independent Research Presentation and requires students to give a short summary of their chosen topic, followed by a discussion with the examiner on their research. Task 2 is worth 42 marks.

Full details of the expectations of the speaking assessment can be found in the next section.

NB: All mark schemes can be found in the specifications.

5.4 Further details on the speaking assessment

Paper 3 is the speaking assessment, which is technically considered anon-examination assessment. In both cases, either the teacher or a visiting examiner will conduct the assessment and send the recordings to Edexcel for marking.

The total assessment time will be between 21 and 23 minutes, including five minutes' preparation time.

Task 1

Before the assessment

The centre will inform Edexcel of the date(s) on which it intends to conduct the speaking assessment. Three days before the centre's assessment window, the teacher/examiner will be able to download the secure material in order to ensure smooth running of the examination. The teacher/examiner must not share information about the material with students in advance of the assessment. Edexcel will provide the centre with a grid detailing which student has which card (an example can be found on page 122 of the Sample Assessment Materials). The teacher can use this grid to plan for the assessment, but must not share details with students.

On the day

Part 1 (discussion on a Theme): Students have approximately 6 to 7 minutes' discussion time for this task.

- Content for this task will be based on any of the **12 sub-themes** from one of the four overall themes listed on pages 8–9 of the specification. For example, *L'istruzione, La musica, I media*, etc.
- The invigilator offers the student a choice of two cards just before the preparation time begins. The invigilator will ask the student, for example, whether he or she wants the card on *World of work* or the card on *Music*. N.B. the student must **not** see the card until the choice has been made.
- On each card are two statements. The student chooses one of these to prepare.
- The student is then given five minutes to prepare.
- After the five minutes' preparation time, the assessment begins:
  1 The examiner will start by asking which statement the student has chosen.
  2 The examiner will then ask the two compulsory questions relating to the statement.
  3 The examiner will then ask follow-up questions relating to the subject matter on the card.
     For example, student 1 is given the choice of *Work* or *Education*. The student choses

     Education. There are two statements on the card with prompts:

> **A** Troppi compiti a casa per gli studenti italiani.
>
> Da considerare:
> - Le ragioni per cui nella scuola italiana si assegnano molti compiti.
> - Il punto di vista degli studenti e dei genitori riguardo alle ore di studio a casa.
>
> **B** Gli studenti italiani si ribellano ai compiti a casa.
>
> Da considerare:
> - I motivi per cui gli studenti vogliono meno compiti.
> - L'atteggiamento degli insegnanti verso le ore di studio a casa.

Student 1 decides to speak about homework, as in statement A.

The examiner will confirm the choice with the student in the assessment and then ask the two questions on the card:

> **A** Troppi compiti a casa per gli studenti italiani.
>
> 1   Secondo te, perché nella scuola italiana si assegnano molti compiti a casa?
>
> 2   Qual è il punto di vista degli studenti e dei genitori riguardo alle ore passate a fare i compiti?

The examiner will then follow up with additional questions relating to the subject matter on the stimulus card.

Part 2

● The examiner must then broaden the discussion to cover aspects of the overall theme. In the example above, this would mean the examiner could ask questions on education, family structures or other aspects of work.

The questions must enable the student to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context, and to analyse aspects of the theme by developing and justifying arguments and forming conclusions. The examiner may use some of the generic questions as provided in the Sample Assessment Materials. For example: *Puó farmi un esempio di…?*

Frequently-asked questions

In part 1 do students need to adopt a 'for/against' position on the statement?

No, this is not necessary, as the statement might not necessarily allow them to do this. However, they must be able to justify their opinions.

How much factual knowledge do students need to have?

Teachers should consult the *Knowledge and understanding mark grid* in the specification or the Sample Assessment Materials, as this provides detail on how students are rewarded. There is no requirement for students to be able to list facts. However, they do need to provide examples and justify these examples.

Note also that Task 1 is marked as a whole, so it might be possible for students to provide fuller detail in the follow-up questions.

In the speaking assessment, can the examiner change the formal question to the informal form, or is that considered to be rephrasing?

Questions should be asked as they are written on the card.

If a student says "Do you mean …?"after the examiner asks the question, can you answer "Yes" or "No"?

We would encourage the examiner to repeat the question as phrased on the card. However, if the student is struggling, then we would expect there to be some additional support, though this may affect the mark the student is ultimately awarded.

Can you ask the invigilator which cards students have chosen, or do you have to wait until the students tell you?

It is fine for the invigilator to tell you which card students have chosen.

Task 2: independent research project (IRP)

Students have approximately 10 to 11 minutes for this task.

Prior to the exam

Choosing the project

The independent research project (IRP) allows students to conduct in-depth research into an aspect of Italian-speaking culture or life in which they are particularly interested. Students should be encouraged to think carefully about what they want to research, as the subject must allow them not only to showcase what they have learned about the subject, but also to analyse the subject in some depth.

The IRP 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 Italian-speaking cultural and social context. Should students choose a subject relating to one of the specification themes, it is possible that the same theme could come up in Task 1. Students should therefore go beyond the specification sub-themes and should ensure they have conducted wider reading on their chosen subject.

The IRP 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 IRP focuses on a work studied for Paper 2. However, an IRP could 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 IRP must not focus on that novel, as this would be a duplication of content. However, the independent research could focus on the life of the author, or the aspects of society which motivated the author in the broader sense.

Ideas for the IRP can be found on the Edexcel website.

Once students have chosen the subject which they wish to research, they will need to decide upon a question or statement which they will then investigate individually. This might also help students to narrow down their choice of subject.

When to start the independent research project (IRP)

The IRP can be started at any point within the two-year course. However, the IRP form must be submitted to Edexcel at least three weeks before the start of the assessment. This form requires students to note down key findings, as well as sources. This is to allow visiting examiners the time to prepare their questions.

Sources

As part of the assessment, students must refer to at least two **written** Italian-speaking sources and the student's declaration form provides space for up to four. These could, of course, be from newspaper articles, perhaps found on the internet. We advise students to keep a record of all the sources they have used, and teachers to give some support in how to use sources. There are many websites to which students can be directed, and it is also advisable that teachers help students locate resources.

The assessment

Part 1: Students give a presentation of a maximum of two minutes. This presentation must include:

● a summary of at least two of the written Italian-speaking sources they have used as part of their research

● the authors' main points/ideas

● a personal response.

Part 2: Following on from the presentation, the examiner then moves on to a discussion of the student's research, including a wider exploration of the content of the student's presentation and of the research as a whole. The examiner should use the *RP3 form,* completed by the student, to identify questions in advance, in order to ensure that the discussion remains focused on the research.

In **both** tasks, students are expected to ask questions which elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. A list of suggested questions has been provided in the specification and should be shared with students.

Examiners should not give lengthy answers, but acknowledge the question and move on. If the student does not ask a question, this can be prompted by the examiner.

Frequently-asked questions

Can students make comparisons with the home country?

There may, of course, be instances where it is necessary or interesting to bring in examples or comparisons with the home country. For example, this could be used to strengthen an argument. However, the assessment criteria for *Knowledge and understanding of society and culture* (AO4) clearly rewards students who focus on Italian-speaking cultural and social contexts, so we would recommend that comparison with the home country is limited.

Can students refer to their literary works/films as evidence to support their argument?

Quotations from the literary works or close reference to the films may be applicable for use as evidence to support an argument. However, students must refer to two other written Italian-speaking sources in order to access marks from the grid *Responding to written language in speech (AO2)*

Can all my students cover the same topic?

It is envisaged, especially in large centres, that some students might have similar interests and might therefore wish to cover the same topic. This is acceptable and encourages teamwork. However, the statement or question for each student's project **must** be different, as well as the angle from which they are approaching it.

What can teachers help their students with?

Below is a list of what teachers must and must not do. Further clarification can also be sought from the assessment team and the [FAQs](#) on Conducting the A level speaking exam.

What sources should my students use?

Teachers should help their students in identifying suitable sources, and also help them analyse sources. Students should be encouraged to use a variety of sources, including (but not limited to):

● newspaper articles
● videos from the period in time (such as news reports or speeches)
● academic articles
● critical reviews for books and films.

Independent research – Can and can't do's for teachers supporting students

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 IRP
- explain what independence means (see definition in *Guidance on the independent research project* in the specification)
- comment on the suitability of the area of research (availability of resources, time constraints)
- give guidance and advice on completing *Form RP3*
- advise on 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 which 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 IRP focuses on a work studied for Paper 2
- review each student's *Form RP3*; teachers should ensure that the research can suitably fulfil the specification requirements and should give general guidance on the methodology and analytical tools which 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 IRP 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; this could include:
  - suggesting additional sources to consult
  - broadening or narrowing their topic of research
- rehearse or provisionally assess the student's presentation
- provide access to, or rehearse, questions which will be used in the assessment of the student's independent research.

Examining technique checklist

The following guidelines will be helpful for teacher-examiners in preparing to administer the speaking assessments.

- The examiner's opening should put the student at ease.
- The examiner should remain friendly and encouraging throughout.
- The examiner should keep input to a minimum.
- There should be a predominance of open questions and encouragement.
- The examiner should refrain from proffering anecdotes, opinions, advice or information.
- The conversation/discussion should flow naturally.
- The examiner should take the student beyond learned or prepared material.
- The examiner should interrupt any pre-rehearsed sections.
- The examiner's interventions should be sufficiently demanding.
- The examiner should take the student to his/her linguistic ceiling.
- The closing should be upbeat, but not effusive.
- The examiner should keep to time for all elements of the assessments.