Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Valid for April/May 2019

Paper Reference
1IN0/2F
1IN0/2H

Italian

Paper 2: Speaking in Italian
General instructions to the teacher

Speaking assessment instructions and sequencing grids

Please read these instructions in conjunction with the Specification and Administrative Support Guide

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Valid for April/May 2019

Paper Reference **1IN0/2F**

Italian

Paper 2: Speaking in Italian
General instructions to the teacher

Foundation Tier

Speaking assessment instructions and sequencing grid

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FOUNDATION TIER

General instructions to the teacher conducting the speaking assessment

- The assessment is made up of **three** tasks.
- The tasks **must** be conducted in the following order:

  Task 1: Role play, **Task 2:** Picture-based task, **Task 3:** Conversation
- The total assessment for **Foundation tier** candidates will last between **7 to 9 minutes**.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and picture-based task.
- The preparation time must be immediately before the assessment time.
- Candidates must **only** be provided with the stimuli cards at the start of the preparation time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and assessment time.
- Candidates **must** return their notes and the stimuli cards to the Teacher-Examiner after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October 2019, after which time they should be securely destroyed.
- It is the Teacher-Examiner's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the ***Sequencing Grid*** provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the assessment if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the alternative card on the same theme.

The speaking assessment must begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one and one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated, but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half and three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated, but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half and four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, the teacher has a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- In order to facilitate a genuine and spontaneous interaction throughout the conversation, the nature of questions should enable candidates to:
    - answer questions freely, in turn allowing them to produce extended sequences of speech
    - develop conversations and discussions
    - give and justify own thoughts and opinions
    - refer to past, present and future events

GCSE Italian Foundation Tier Sequencing Grid

Please use the sequencing grid on the following pages when arranging and conducting speaking assessments for Foundation tier candidates.

For example:

Candidate 1 Foundation tier

- Role play FR1
- Picture card FP1
- Conversation 1: (Candidate-selected) Theme 2
- Conversation 2: Theme 4 OR Theme 5

If Candidate 1 has selected Theme 4 for Task 3 – Conversation Part 1, refer to the relevant row of information in the grid for Candidate 1– i.e. row 4 (highlighted in yellow for illustration purposes).

The candidate selection of theme and topic for Conversation Part 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation Part 1 theme.

If conducting more than 10 assessments in a day, return to the beginning of the sequence after the 10th candidate.

If conducting assessments on more than one day, please ensure as far as possible that the assessments take place on consecutive days, and start each new day at the beginning of the sequence.

Themes

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, study and work

Theme 5 – International and global dimension

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	FR1 (Theme 3)	FP3 (Theme 2)	Theme 1	Theme 4 OR Theme 5
	Theme 2	FR4 (Theme 1)	FP5 (Theme 4)	Theme 2	Theme 3 OR Theme 5
	Theme 3	FR3 (Theme 2)	FP10 (Theme 1)	Theme 3	Theme 4 OR Theme 5
	Theme 4	FR6 (Theme 3)	FP6 (Theme 5)	Theme 4	Theme 1 OR Theme 2
	Theme 5	FR2 (Theme 4)	FP4 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 2	Theme 1	FR8 (Theme 4)	FP7 (Theme 2)	Theme 1	Theme 3 OR Theme 5
	Theme 2	FR9 (Theme 1)	FP9 (Theme 3)	Theme 2	Theme 4 OR Theme 5
	Theme 3	FR2 (Theme 4)	FP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
	Theme 4	FR1 (Theme 3)	FP6 (Theme 5)	Theme 4	Theme 1 OR Theme 2
	Theme 5	FR5 (Theme 2)	FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 3
Candidate 3	Theme 1	FR10 (Theme 2)	FP4 (Theme 3)	Theme 1	Theme 4 OR Theme 5
	Theme 2	FR8 (Theme 4)	FP10 (Theme 1)	Theme 2	Theme 3 OR Theme 5
	Theme 3	FR7 (Theme 1)	FP7 (Theme 2)	Theme 3	Theme 4 OR Theme 5
	Theme 4	FR6 (Theme 3)	FP2 (Theme 5)	Theme 4	Theme 1 OR Theme 2
	Theme 5	FR9 (Theme 1)	FP5 (Theme 4)	Theme 5	Theme 2 OR Theme 3
Candidate 4	Theme 1	FR2 (Theme 4)	FP9 (Theme 3)	Theme 1	Theme 2 OR Theme 5
	Theme 2	FR1 (Theme 3)	FP1 (Theme 1)	Theme 2	Theme 4 OR Theme 5
	Theme 3	FR3 (Theme 2)	FP8 (Theme 4)	Theme 3	Theme 1 OR Theme 5
	Theme 4	FR6 (Theme 3)	FP6 (Theme 5)	Theme 4	Theme 1 OR Theme 2
	Theme 5	FR7 (Theme 1)	FP7 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 5	Theme 1	FR1 (Theme 3)	FP5 (Theme 4)	Theme 1	Theme 2 OR Theme 5
	Theme 2	FR8 (Theme 4)	FP9 (Theme 3)	Theme 2	Theme 1 OR Theme 5
	Theme 3	FR9(Theme 1)	FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
	Theme 4	FR10 (Theme 2)	FP2 (Theme 5)	Theme 4	Theme 1 OR Theme 3
	Theme 5	FR6 (Theme 3)	FP10 (Theme 1)	Theme 5	Theme 2 OR Theme 4

Candidate 6	Theme 1 →	FR3 (Theme 2) →	FP5 (Theme 4) →	Theme 1 →	Theme 3 OR Theme 5
	Theme 2 →	FR2 (Theme 4) →	FP2 (Theme 5) →	Theme 2 →	Theme 1 OR Theme 3
	Theme 3 →	FR4 (Theme 1) →	FP3 (Theme 2) →	Theme 3 →	Theme 4 OR Theme 5
	Theme 4 →	FR6 (Theme 3) →	FP1 (Theme 1) →	Theme 4 →	Theme 2 OR Theme 5
	Theme 5 →	FR8 (Theme 4) →	FP4 (Theme 3) →	Theme 5 →	Theme 1 OR Theme 2
Candidate 7	Theme 1 →	FR1 (Theme 3) →	FP6 (Theme 5) →	Theme 1 →	Theme 2 OR Theme 4
	Theme 2 →	FR7 (Theme 1) →	FP9 (Theme 3) →	Theme 2 →	Theme 4 OR Theme 5
	Theme 3 →	FR2 (Theme 4) →	FP7 (Theme 2) →	Theme 3 →	Theme 1 OR Theme 5
	Theme 4 →	FR10 (Theme 2) →	FP10 (Theme 1) →	Theme 4 →	Theme 3 OR Theme 5
	Theme 5 →	FR6 (Theme 3) →	FP8 (Theme 4) →	Theme 5 →	Theme 1 OR Theme 2
Candidate 8	Theme 1 →	FR8 (Theme 4) →	FP3 (Theme 2) →	Theme 1 →	Theme 3 OR Theme 5
	Theme 2 →	FR1 (Theme 3) →	FP8 (Theme 4) →	Theme 2 →	Theme 1 OR Theme 5
	Theme 3 →	FR8 (Theme 4) →	FP1 (Theme 1) →	Theme 3 →	Theme 2 OR Theme 5
	Theme 4 →	FR3 (Theme 2) →	FP2 (Theme 5) →	Theme 4 →	Theme 1 OR Theme 3
	Theme 5 →	FR4 (Theme 1) →	FP4 (Theme 3) →	Theme 5 →	Theme 2 OR Theme 4
Candidate 9	Theme 1 →	FR5 (Theme 2) →	FP6 (Theme 5) →	Theme 1 →	Theme 3 OR Theme 4
	Theme 2 →	FR6 (Theme 3) →	FP10 (Theme 1) →	Theme 2 →	Theme 4 OR Theme 5
	Theme 3 →	FR2 (Theme 4) →	FP7 (Theme 2) →	Theme 3 →	Theme 1 OR Theme 5
	Theme 4 →	FR7 (Theme 1) →	FP9 (Theme 3) →	Theme 4 →	Theme 2 OR Theme 5
	Theme 5 →	FR1 (Theme 3) →	FP8 (Theme 4) →	Theme 5 →	Theme 1 OR Theme 2
Candidate 10	Theme 1 →	FR6 (Theme 3) →	FP5 (Theme 4) →	Theme 1 →	Theme 2 OR Theme 5
	Theme 2 →	FR8 (Theme 4) →	FP1 (Theme 1) →	Theme 2 →	Theme 3 OR Theme 5
	Theme 3 →	FR10 (Theme 2) →	FP2 (Theme 5) →	Theme 3 →	Theme 1 OR Theme 4
	Theme 4 →	FR6 (Theme 3) →	FP3 (Theme 2) →	Theme 4 →	Theme 1 OR Theme 5
	Theme 5 →	FR9 (Theme 1) →	FP4 (Theme 3) →	Theme 5 →	Theme 2 OR Theme 4

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie 'Candidate Selection' columns.**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Valid for April/May 2019

Paper Reference **1IN0/2H**

Italian

Paper 2: Speaking in Italian
General instructions to the teacher

Higher Tier

Speaking assessment instructions and sequencing grid

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HIGHER TIER

General instructions to the teacher conducting the speaking assessment

- The assessment is made up of **three** tasks.
- The tasks **must** be conducted in the following order:

  Task 1: Role play, **Task 2:** Picture-based task, **Task 3:** Conversation
- The total assessment for **Higher tier** candidates will last between **10 to 12 minutes**.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and picture-based task.
- The preparation time must be immediately before the assessment time.
- Candidates must **only** be provided with the stimuli cards at the start of the preparation time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and assessment time.
- Candidates **must** return their notes and the stimuli cards to the Teacher-Examiner after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October 2019, after which time they should be securely destroyed.
- It is the Teacher-Examiner's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the ***Sequencing Grid*** provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the assessment if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the alternative card on the same theme**.**

The speaking assessment must begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two and two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated, but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three and three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated, but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five and six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, the teacher has a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- In order to facilitate a genuine and spontaneous interaction throughout the conversation, the nature of questions should enable candidates to:
    - answer questions freely, in turn allowing them to produce extended sequences of speech
    - develop conversations and discussions
    - give and justify own thoughts and opinions
    - refer to past, present and future events

GCSE Italian Higher Tier Sequencing Grid

Please use the sequencing grid on the following pages when arranging and conducting speaking assessments for Higher tier candidates.

For example:

Candidate 1 Higher tier

- Role play HR3
- Picture card HP9
- Conversation 1: (Candidate-selected) Theme 2
- Conversation 2: Theme 4 OR Theme 5

If Candidate 1 has selected Theme 4 for Task 3 – Conversation Part 1, refer to the relevant row of information in the grid for Candidate 1– i.e. row 4 (highlighted in yellow for illustration purposes).

The candidate selection of theme and topic for Conversation Part 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation Part 1 theme.

If conducting more than 10 assessments in a day, return to the beginning of the sequence after the 10th candidate.

If conducting assessments on more than one day, please ensure as far as possible that the assessments take place on consecutive days, and start each new day at the beginning of the sequence.

Themes

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, study and work

Theme 5 – International and global dimension

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	HR9 (Theme 4)	HP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
	Theme 2	HR3 (Theme 1)	HP9 (Theme 3)	Theme 2	Theme 4 OR Theme 5
	Theme 3	HR2 (Theme 2)	HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
	Theme 4	HR4 (Theme 3)	HP2 (Theme 5)	Theme 4	Theme 1 OR Theme 2
	Theme 5	HR6 (Theme 2)	HP5 (Theme 4)	Theme 5	Theme 1 OR Theme 3
Candidate 2	Theme 1	HR7 (Theme 4)	HP7 (Theme 2)	Theme 1	Theme 3 OR Theme 5
	Theme 2	HR8 (Theme 3)	HP10 (Theme 1)	Theme 2	Theme 4 OR Theme 5
	Theme 3	HR6 (Theme 2)	HP8 (Theme 4)	Theme 3	Theme 1 OR Theme 5
	Theme 4	HR1 (Theme 1)	HP6 (Theme 5)	Theme 4	Theme 2 OR Theme 3
	Theme 5	HR3 (Theme 1)	HP4 (Theme 3)	Theme 5	Theme 2 OR Theme 4
Candidate 3	Theme 1	HR10 (Theme 2)	HP6 (Theme 5)	Theme 1	Theme 3 OR Theme 4
	Theme 2	HR5 (Theme 1)	HP5 (Theme 4)	Theme 2	Theme 3 OR Theme 5
	Theme 3	HR2 (Theme 2)	HP10 (Theme 1)	Theme 3	Theme 4 OR Theme 5
	Theme 4	HR8 (Theme 3)	HP3 (Theme 2)	Theme 4	Theme 1 OR Theme 5
	Theme 5	HR9 (Theme 4)	HP4 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 4	Theme 1	HR2 (Theme 2)	HP9 (Theme 3)	Theme 1	Theme 4 OR Theme 5
	Theme 2	HR3 (Theme 1)	HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
	Theme 3	HR9 (Theme 4)	HP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
	Theme 4	HR5 (Theme 1)	HP2 (Theme 5)	Theme 4	Theme 2 OR Theme 3
	Theme 5	HR4 (Theme 3)	HP7 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 5	Theme 1	HR7 (Theme 4)	HP7 (Theme 2)	Theme 1	Theme 3 OR Theme 5
	Theme 2	HR8 (Theme 3)	HP10 (Theme 1)	Theme 2	Theme 4 OR Theme 5
	Theme 3	HR6 (Theme 2)	HP8 (Theme 4)	Theme 3	Theme 1 OR Theme 5
	Theme 4	HR3 (Theme 1)	HP2 (Theme 5)	Theme 4	Theme 2 OR Theme 3
	Theme 5	H10 (Theme 2)	HP9 (Theme 3)	Theme 5	Theme 1 OR Theme 4

Candidate 6	Theme 1 →	HR6 (Theme 2) →	HP6 (Theme 5) →	Theme 1 →	Theme 3 OR Theme 4
	Theme 2 →	HR4 (Theme 3) →	HP5 (Theme 4) →	Theme 2 →	Theme 1 OR Theme 5
	Theme 3 →	HR1 (Theme 1) →	HP3 (Theme 2) →	Theme 3 →	Theme 4 OR Theme 5
	Theme 4 →	HR10 (Theme 2) →	HP10 (Theme 1) →	Theme 4 →	Theme 3 OR Theme 5
	Theme 5 →	HR7 (Theme 4) →	HP4 (Theme 3) →	Theme 5 →	Theme 1 OR Theme 2
Candidate 7	Theme 1 →	HR8 (Theme 3) →	HP7 (Theme 2) →	Theme 1 →	Theme 4 OR Theme 5
	Theme 2 →	HR1 (Theme 1) →	HP6 (Theme 5) →	Theme 2 →	Theme 3 OR Theme 4
	Theme 3 →	HR9 (Theme 4) →	HP1 (Theme 1) →	Theme 3 →	Theme 2 OR Theme 5
	Theme 4 →	HR10 (Theme 2) →	HP4 (Theme 3) →	Theme 4 →	Theme 1 OR Theme 5
	Theme 5 →	HR5 (Theme 1) →	HP5 (Theme 4) →	Theme 5 →	Theme 2 OR Theme 3
Candidate 8	Theme 1 →	HR6 (Theme 2) →	HP9 (Theme 3) →	Theme 1 →	Theme 4 OR Theme 5
	Theme 2 →	HR1 (Theme 1) →	HP8 (Theme 4) →	Theme 2 →	Theme 3 OR Theme 5
	Theme 3 →	HR7 (Theme 4) →	HP1 (Theme 1) →	Theme 3 →	Theme 2 OR Theme 5
	Theme 4 →	HR4 (Theme 3) →	HP2 (Theme 5) →	Theme 4 →	Theme 1 OR Theme 2
	Theme 5 →	HR3 (Theme 1) →	HP3 (Theme 2) →	Theme 5 →	Theme 3 OR Theme 4
Candidate 9	Theme 1 →	HR7 (Theme 4) →	HP6 (Theme 5) →	Theme 1 →	Theme 2 OR Theme 3
	Theme 2 →	HR1 (Theme 1) →	HP8 (Theme 4) →	Theme 2 →	Theme 3 OR Theme 5
	Theme 3 →	HR5 (Theme 1) →	HP3 (Theme 2) →	Theme 3 →	Theme 4 OR Theme 5
	Theme 4 →	HR4 (Theme 3) →	HP10 (Theme 1) →	Theme 4 →	Theme 2 OR Theme 5
	Theme 5 →	HR2 (Theme 2) →	HP4 (Theme 3) →	Theme 5 →	Theme 1 OR Theme 4
Candidate 10	Theme 1 →	HR2 (Theme 2) →	HP2 (Theme 5) →	Theme 1 →	Theme 3 OR Theme 4
	Theme 2 →	HR5 (Theme 1) →	HP5 (Theme 4) →	Theme 2 →	Theme 3 OR Theme 5
	Theme 3 →	HR9 (Theme 4) →	HP1 (Theme 1) →	Theme 3 →	Theme 2 OR Theme 5
	Theme 4 →	HR10 (Theme 2) →	HP9 (Theme 3) →	Theme 4 →	Theme 1 OR Theme 5
	Theme 5 →	HR8 (Theme 3) →	HP7 (Theme 2) →	Theme 5 →	Theme 1 OR Theme 4

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie 'Candidate Selection' columns.**

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