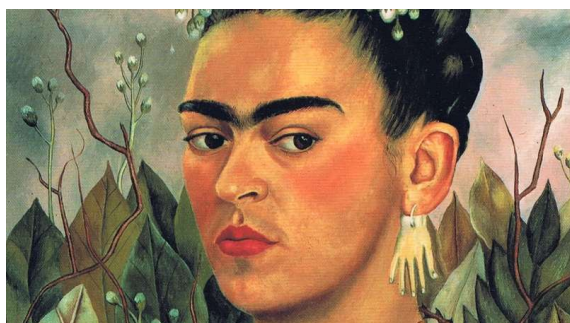


INDEPENDENT RESEARCH PROJECT

AQA SPANISH

GUIDANCE BOOKLET



What is the individual research project (IRP)?

The IRP is one element of the speaking component of the A-level examinations.

Students choose a subject or a key question which interests them and which relates to a Spanish speaking country. You must select relevant information in the target language from a range of sources, including the internet. One aim of the IRP is to develop research skills. You are required to show your ability to analyse and summarise your findings, in order to present and discuss them in the A-level speaking assessment (Paper 3).

Selecting a suitable topic

The subject matter should be challenging enough to allow a serious discussion to take place. The candidates who will go on to achieve highly in the IRP will seek to answer a question related to the issue. They will not simply describe the issue but will critically analyse it.

An example of this might be a student interested in 'El Clásico' the derby football match between Barcelona and Real Madrid, who frames their IRP title to a question such as "*To what extent is 'el clásico' Spanish politics played out on the football pitch?*". The candidate may then research the politics behind the rivalry and answer their question in their IRP.

Topics could include: politics, sport, the fashion industry, a historical event, immigration in the target language country, a political figure, a musical performer, a region, gastronomy, specific major news events etc. The list is not exhaustive and these are just a few examples.

You could also choose an alternative work by a writer or director you have covered with the teacher. For example, if you have studied *Volver* by Pedro Almodóvar, you would be able to talk about another of Almodóvar's film.

The scope and depth of the research

Once you have decided on a topic, create a specific task or title that will help you define the scope of your research project and conduct your research in an achievable and realistic way. For example, '*The life and times of Manuel Azaña*' is far too broad a topic-area, whereas '*What was the impact of Azaña's reforms on Spanish society of the II Republic?*' is more manageable and sets a clear agenda.

The chosen topic should be framed as a question, eg 'How effective is drugs legislation in Spain?', 'What demographic challenges are faced by Mexico City and how is the city responding?', 'The Spanish Civil War: what were its causes and consequences?'. This approach has the advantage of immediately inviting an analytical discussion.

Examples of IRP titles from previous years

1. Franco exhumation: why has Spain moved a dictator's remains after 44 years?
2. Illegal adoptions and baby trafficking – are Spanish families coming to terms with the horrors of Franco's regime to this day?
3. Does linguistic in Spain enrich its patrimony or spark conflict?
4. To what is the Mexican government responsible for the childhood obesity epidemic?
5. Javier Bardem: to what extent should famous people use their influence to impact on the environmental issue?
6. Should Spanish countries continue to celebrate 'El Día de la Hispanidad'?
7. Has Mexico produced the best boxers in the world?
8. What is the impact of tourism over the city of Barcelona?
9. To what extent has the history of Flamenco reflected the political changes in Spain?
10. Has Rosalía appropriated the Gypsy and Flamenco culture?
11. Why are the lives of indigenous tribes in Peru under threat?
12. Cuban Revolution - to what extent was the outcome positive and negative?
13. An analysis of wind energy in Spain.
14. Why is Salvador Dalí so well-known as an artist? An analysis of three major works.

Timing and guidance

You should start thinking about a topic area for your IRP at the end of the first year of study, and do some initial research over the summer break.

You will be asked to submit your project topic earlier in Year 13 (October half-term). Once you have submitted your final project title (December) you will no longer be able to change it.

Your IRP will be monitored regularly by a MFL teacher, who will meet with you individually once per half-term. In these sessions the teacher will be able to offer advice on sources and study techniques. However, teachers cannot give advice on language or correct any work you may have written down.

Research sources

You will need to use and reference a minimum of two and a maximum of ten sources, at least one of which must be an internet source. You should not neglect sources of listening, both audio (eg radio archive podcasts) and video (eg YouTube, Daily Motion and the many news web sites with archived video).

You may find the following websites useful:

www.mec.es (Ministerio de educación, cultura y deporte)

<http://londres.cervantes.es> (Instituto Cervantes)

www.elpais.es (Spanish newspaper)

www.bbc.co.uk/mundo/ (BBC World News in Spanish)

www.ver-taal.com/

www.scoop.it/t/spanish-a-level-independent-work

You may use English sources when doing your research but they should not be primary sources, that is the 2 sources you are going to base your main research on. Extensive reading and listening both in English and Spanish is advisable but adapt the English resources to Spanish in order to use them in your IRP.

The A-level speaking assessment

The **IRP** is assessed as part of the A-level Speaking assessment (Paper 3). The whole assessment lasts 21–23 minutes (including 5 minutes' preparation time).

There are 60 marks in total, representing 30% of A-level marks. There are two parts:

- discussion of a sub-theme based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- presentation (2 minutes) and discussion of the findings of the student's research (9–10 minutes) of **individual research project** (35 marks). You should remember that, as well as offering factual information, you will be expected to evaluate, analyse and offer your own ideas and opinions for 9-10 minutes. Only by doing this will you be able to access the highest marks.

Students are not allowed access to a dictionary during the assessment, including the 5 minutes preparation time.

In summary:

- Assessed as part of the speaking exam
- 2 minute presentation and 9-10 min discussion
- Independent research
- Topic must relate to Spain or a Hispanic country
- Use at least 2 sources in the target language
- Can be based on any of the 4 themes studied as part of the course
- Cannot use the film or book you are studying for the essay paper

Mark scheme

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
Mark	Descriptors	
5	Thorough knowledge and understanding of the area of study are evident in the presentation.	
4	Good knowledge and understanding of the area of study are evident in the presentation.	
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.	
2	Limited knowledge and understanding of the area of study are evident in the presentation.	
1	Very limited knowledge and understanding of the area of study are evident in the presentation.	
0	Nothing in the presentation is worthy of a mark.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 1
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.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 3
Mark	Descriptors	
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.	
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	

3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

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

POSSIBLE TOPICS

Which topics interest me?

CHECKLIST: Selecting a topic	✓
1. Which topic interests me most?	
2. Have I done some background reading in my first language and the target language?	
3. Have I made a list of possible topics, presented them to my teacher and discussed which ones would be the most suitable?	

	Topic/question	Sub-topics/areas to research	Possible background reading/sources	Teacher's feedback on idea
1				
2				
3				

CHOSEN TOPIC

WORKING TITLE:	
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CHECKLIST: Suitability of topic	✓
1. Is my topic rooted completely in the target language society?	
2. Is it easy to access appropriate resources?	
3. Does the topic allow me to develop interesting information, analysis, ideas and opinions?	
4. Is the topic of the right scale (not too broad, not too narrow)?	

Possible sources (at least one must be web-based)	

<p>MAIN ASPECTS OF THE TOPIC TO RESEARCH:</p> 	<p>Feedback</p>
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RESEARCH LOG

Choosing sources and collecting information in the TL

DRAFT TITLE	
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Use these pages to record the research you do and the progress you make.
 You should spend at least 1 hour of independent study each week (over the next 8 weeks) on your Individual Research Project and will need to be able to show progress each week.
 Remember to keep your research manageable.

CHECKLIST: Choosing sources and collecting information in the target language	✓
1. Have I kept a separate file or section within my A-level file?	
2. Have I identified and printed sources? Or have I kept a record of sources used?	
3. Have I printed off online sources to highlight and annotate?	
4. Have I used any audio or video sources?	
5. Have I noted key points and new vocabulary on printed sources?	
6. Have I noted key statistics, facts and/or quotations I can cite?	
7. Have I kept a list of references which I can refer to precisely in the speaking test?	

Date	Action	Teacher Feedback

PRESENTATION

FINAL TITLE	
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MAIN POINTS FOR THE 2 MINUTE PRESENTATION:

CHECKLIST: Organising ideas	✓
1. Have I planned which parts will I include in my two minute presentation?	
2. Have I anticipated questions I might be asked in the follow-up discussion, bearing in mind the headings I provided?	
3. Have I prepared answers to possible questions?	
4. Have I anticipated and prepared answers to other questions which might arise?	

FEEDBACK

KEYWORDS/PHRASES AND TOPIC SPECIFIC VOCABULARY NEEDED

DISCUSSION

Follow up questions that could be asked as part of the 9-10 minute discussion....

- 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 that 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?

CHECKLIST: Answering questions during the discussion	✓
1. Can I support the discussion with ample knowledge?	
2. Can I precisely quote my sources?	
3. Have I focused on analysis and evaluation of information?	
4. Am I prepared to defend any counter arguments I may hear?	
5. Do I have the language needed to describe, analyse and evaluate?	
6. Am I prepared to give longer, developed responses?	
7. 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...', 'if you compare...')	
8. Am I prepared to include advanced grammatical structures and interesting idioms?	

KEY OPINION & DISCUSSION PHRASES :

TOPIC SPECIFIC QUESTIONS *(write 5 or 6 questions in Spanish that your teacher-examiner could ask you)*

1.
2.
3.
4.
5.
6.

EXAM PREPARATION

During the presentation and discussion of your research project, you may only have access to your completed candidate record form. No other notes are allowed.

Headings

- Are my headings for the examiner absolutely clear?

Answering questions during the discussion

- Can I support the discussion with ample knowledge?

CHECKLIST: REVISION	✓
1. Have I prepared my IRP form (CRF) and are my headings for the examiner absolutely clear?	
2. Have I prepared notes, mind maps or a PowerPoint to organise my material?	
3. Have I practised with someone else (a teacher, assistant or friend)?	
4. Have I recorded myself speaking to check for speed, clarity, pronunciation and intonation?	

PREPARE AND PRACTISE YOUR PRESENTATION AND DISCUSSION ANSWERS. LOOK AT THE MARK CRITERIA AND REFLECT UPON HOW WELL YOU ARE DOING. TIP: ASK ANOTHER MEMBER OF THE CLASS TO GIVE YOU THEIR FEEDBACK AND A MARK

Notes/key words

Notes/key words

Useful expressions for the oral examination

Conversation fillers

A ver - well, let's see
Bueno - well
De hecho - in fact
De verdad - really
Déjame / déjeme pensar... - let me think...
Entonces - so, then
Es decir - that is to say, meaning
Es que - well, the thing is
Es una pregunta un poco difícil, pero... - It's a difficult question, but
Mira/mire - look, listen
O sea - I mean, or rather
Pues - well

Connectives

A la larga - in the long run
Antes - before
Aunque - although
Debido a / a causa de - due to
Después - after
De todos modos - anyway
De todas maneras - anyway
Dicho eso - having said that
En cierta manera /en cierto modo - in a way
En realidad - in reality / actually
Finalmente - finally
Luego - then, next
Mientras - whilst
Para comenzar - to start
Para concluir - in conclusion
Para empezar - to begin
Para que / a fin de que - so that
Para resumir - to sum up
Por consiguiente - as a result, hence
Por el contrario - on the other hand
Por eso / por lo tanto - so, therefore
Por último - lastly
Por un lado...por otro lado... - on one hand...on the other hand
Primero / en primer lugar - first
Segundo / en segundo lugar - secondly
Se trata de - it's about
Sin embargo - however
Tan pronto como - as soon as
Tercero / en tercer lugar - thirdly

Expressing and justifying opinions

Considero... - I consider...

Creo /pienso que... - I believe / think that...

Desde mi punto de vista... - the way i see it is...

El problema más preocupante es... - the most worrying issue is...

En mi opinión / a mi modo de ver / como lo veo yo... - in my opinion...

En un artículo / un estudio reciente

publicado... - in a recent article / study

Es de poca importancia... - It's of little importance

Es imprescindible / importante / interesante... - It's essential / important / interesting...

Está claro que... - it's clear that

Estoy convencido/a... I am sure / convinced

Estoy / no estoy de acuerdo con... - I agree / don't agree with...

He leído / he oído decir que... - I've read / I have heard that...

Lo que creo yo es... - What I think is...

Me han dicho que... - I have been told that...

Me parece que... - it seems that...

Mucha gente piensa/ cree/opina que... - Many people think / believe that...

No cabe duda de que... -there is no room for doubt that

No creo que (+subj)... I don't think that...

No está muy claro si... - It's not very clear whether...

No estoy seguro/a de que... - I'm not sure that

No me sorprende que (+subj)... - It doesn't surprise me that...

No se puede negar que... - it is difficult to deny that...

Por mi parte / en cuanto a mí... - as far as I am concerned

Parecería que... - it would seem that

Que yo sepa... As far as I am aware

Según una encuesta /una investigación reciente... according to a recent survey / research

Visto que... - seen that

Ya que / dado que / puesto que... - given that / since

Other useful phrases

2 minutes presentation Examples and examiner's comments.

Example 1:

Individual research project

Presentation

Ex *Bueno vamos a pasar al tema que has elegido para tu Proyecto de investigación.
¿Qué has escogido?*

St *Mi tema es la región de Castilla y León.*

Ex *Vale, muy bien. Tienes dos minutos para presentar este tema,*

St *Castilla y León es la comunidad más extensa de España con nueve provincias. Está ubicada en el norte de la península ibérica. Las provincias son Avila, Burgos, León, Palencia, Salamanca, Segovia, Soria, Valladolid y Zamora. La población en muchas zonas es muy baja porque los jóvenes se han mudado porque no hay puestos de trabajo porque tradicionalmente era un lugar agrícola y los jóvenes no gustan hacer esto tipo de trabajo y se han ido a las ciudades más grandes como Madrid o Barcelona a trabajar.*

Ahora la población de Castilla y León representa el 5,69 % de la población de España, aunque su vasto territorio es una quinta parte de la superficie total del país. Ahora hay más mayores y jubilados viviendo allí y la población ha envejecido. Ha visto muchos cambios en la última década en cuanto a la economía. En julio de 2009, en plena crisis económica, el paro alcanzó el 14,14 % de la población, cuando en 2007 era la mitad en un 7%.

Hay las industrias automovilísticas en la región empleando a miles de empleados, por ejemplo la fábrica de Renault en Valladolid....

Individual research project presentation

This is primarily a detailed account of the geographical summary of the region of Castilla y León but within the time available the student conveys a lot of information about the region's economy and geography in a very concise way. The content also infers an analysis has been made of the decline in the population and the reasons for this.

Assessment of performance

A0	Mark	Comments
AO4	5	Thorough knowledge and understanding of the area of study are evident in the presentation.

Example 2:

Individual research project

Presentation

Ex ¿Cuál es el tema de tu Proyecto?

St He estudiado la tema de la eutanasia en la película “Mar Adentro” de Alejandro Amenábar

Ex Vale. Tienes dos minutos para hacer tu presentación.

St Hemos visto muchas películas en clase este año y entonces he decidido ver un otro para mi tema y he elegido Mar Adentro que es una película basada en una historia verdadera. Parecía muy interesante. Se trata de la historia de Ramón Sampedro y su lucha contra la legalidad de la eutanasia. Historia de un tetrapléjico desde los 25 años que desea terminar su vida porque no es una vida digna. La película de Alejandro Amenábar, salió en el año 2004 y siguió la vida de Ramón, el actor que hace el papel de Ramón fue Javier Bardem, es un actor famoso y talentoso. Ganó un Oscar por Mejor película extranjera y fue nominada por mejor maquillaje. Ramón es el carácter principal de la película y la acción, o falta de acción tiene lugar en su dormitorio ...donde vemos la frustración de la

vida de Ramón. Es una película que nos puede influir mucho a cambiar nuestra opinión y estar en favor o en contra la eutanasia. Vemos en la película las reacciones de su familia, hay los que soportan las ideas de Ramón y los que no son de acuerdo. Luego hay dos chicas que quieren Ramón. Son Rosa y Julia. Julia es su abogada y también tiene una enfermedad peligrosa que ella puede morir en algún momento y tiene miedo de la muerte y de su enfermedad.

Individual research project presentation

The student explains the debate surrounding euthanasia in the context of the film “Mar Adentro”. He provides some factual information as well as presenting us with his judgement on why this film was both successful and controversial. He presents us with information on the plot and the main characters, and there is some element of story-telling. However, the presentation gives the examiner a number of points to explore further in the discussion.

Assessment of performance

AO	Mark	Comments
AO4	4	Good knowledge and understanding of the area of study are evident in the presentation.

2021 candidate record form

A-level French, German and Spanish NEA – Speaking test

This form must be kept with the recordings and sent to (or retained by) the AQA examiner. The declarations should be completed by the candidate and teacher as indicated.

- | | | |
|---|---|---|
| <input type="checkbox"/> A-level French
7652 | <input type="checkbox"/> A-level German
7662 | <input checked="" type="checkbox"/> A-level Spanish
7692 |
| <input checked="" type="checkbox"/> Teacher conducted
3T | <input type="checkbox"/> Visiting examiner option
3V | |

Centre number

10465

Centre name

Mossbourne Community Academy

Candidate number

[Click here to enter.](#)

Candidate's full name

[Click here to enter text.](#)

Candidate declaration

We may use examples of candidates' work for standardisation or training purposes. Please see our privacy notice for more information on how we use assessment data and on your rights under data privacy legislation.

I have read and understood the above. I confirm I produced the attached work without assistance other than that which is acceptable under the scheme of assessment and that I have not used as material for my research project either of the works I have studied for Paper 2.

Candidate signature.

Date [Click here to enter a date.](#)

Teacher declaration

I confirm the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied (to the best of my knowledge) that the work produced is solely that of the candidate.

Teacher signature.

Date [Click here to enter a date.](#)

Candidate number

Click here to enter.

Candidate's full name

Click here to enter text.

To be completed by the candidate**Subject/title of research project**

Click here to enter text.

Provide at least one online source which you have used

1 Click here to enter text.

Provide one further resource which you have used

2 Click here to enter text.

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 Click here to enter text.

4 Click here to enter text.

5 Click here to enter text.

6 Click here to enter text.

7 Click here to enter text.

8 Click here to enter text.

9 Click here to enter text.

10 Click here to enter text.

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 Réquiem por un campesino español

2 Volver

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