



## Viva Exam – Yr.7 History– HT 3.1

Your Viva exam supports you in developing your confidence, self-expression and curricular understanding. It does so by improving your oracy.

When a university student writes a thesis (their final paper or exam), they must defend what they have written whilst their professors ask questions. This is often referred to as a Viva exam.

Viva is short for Viva Voce, this is the Latin for ‘with living voice’, or in other words spoken not written.

Across this Half Term you will prepare for a Viva exam on the curricular area we are studying, this will be instead of your End of Term exam.

Your teacher will support you in preparing by suggesting what you may speak about, providing materials to support you, checking in on your planning and progress and giving you feedback after you have spoken so that you know what you have done well and what you will need to improve, next time.

This pack contains the basic materials and guidance you will need, to prepare for your Viva exam.

### **‘Viva’ Exam – History Yr.7 Term 3.1**

**Student Name:**

**Expectations:**

**Team objectives:**

- To taking responsibility for the teaching of one Women from History.
- To decide what information you want the rest of the class to learn by the end of your Viva. Be the expert in the room and teach them about your allocated historical women.
- To prepare a shared PowerPoint slide that includes a map and a timeline showing the key dates when the women existed. You may also have images to support your presentation.
- To gather your research on \_\_\_\_\_.
- You will have 1-2 computer room lessons and 1-2 classroom lesson to prepare.
- Date of presentation: \_\_\_\_\_

**Individual Viva objective:**

- You will be given a specific area to research by your teacher and present.
- You will have 2 minutes to speak confidently about your area of expertise.
- You may have 1 cue card to support your presentation.
- You will need to answer 2-4 unknown questions following your presentation.
- You will be given a source pack, but you may also use any books or websites in your research at home.

<b><u>Joan of Arc</u></b>	<b><u>Queen Elizabeth I</u></b>	<b><u>Queen Amina</u></b>	<b><u>Mary, Queen of Scots</u></b>	<b><u>Boudicca</u></b>
<ol style="list-style-type: none"> <li>1. Introduction to Joan of Arc- Where was she from? When was she alive? What is she known for?</li> <li>2. What did Joan of Arc do? Timeline of her life.</li> <li>3. How Was Joan of Arc Killed? Why?</li> <li>4. How has Joan of Arc been remembered why? Why is she such a big deal?</li> <li>5. What does the Story of Joan of Arc tell us about attitudes towards women when she was alive?</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Elizabeth I- Where was she from? When was she alive? What is she known for?</li> <li>2. What did Elizabeth I do? Timeline of her life.</li> <li>3. Why was Elizabeth able to defeat the Spanish Armada?</li> <li>4. How has Elizabeth I been remembered? Why is she such a big deal?</li> <li>5. What does the story of Elizabeth I tell us about women rulers and the attitude towards them, at the time?</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Queen Amina- Where was she from? When was she alive? What is she known for?</li> <li>2. What did Queen Amina do? Timeline of her life.</li> <li>3. How did Queen Amina change things in Zazzau (Nigeria)?</li> <li>4. How has Queen Amina been remembered? Why is she such a big deal?</li> <li>5. What does the story of Queen Amina tell us about life for Nigerian women in the Middle Ages?</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Mary Queen of Scots- Where was she from? When was she alive? What is she known for?</li> <li>2. What did Mary Queen of Scots do? Timeline of her life.</li> <li>3. Why was Mary Queen of Scots killed By Elizabeth I?</li> <li>4. How has Mary, Queen of Scots been remembered? Why is she such a big deal?</li> <li>6. What does the story of Mary, Queen of Scots tell us about women rulers and the attitude towards them, at the time?</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Boudicca- Where was she from? When was she alive? What is she known for?</li> <li>2. What did Boudicca do? Timeline of her life.</li> <li>3. Why was Boudicca a threat to the Romans?</li> <li>4. How has Boudicca been remembered? Why is she such a big deal?</li> <li>5. What does the Story of Boudicca tell us about attitudes towards women when she was alive?</li> </ol>

**Marking and Grading:**

As with your End of Term, your Viva will be given a 0-9 grade, students should always aim to meet or exceed their target grade. However, there is no need to feel bad if you don't, all this means is that you are learning and making progress!

Your total marks will be multiplied by five to produce a percentage, just like you get in your other End of Term exams, the teacher will then convert this percentage so that your termly report can show a grade in this area.

Viva exams are marked in four categories, please see the mark scheme below:

<b>Preparation</b>  <b>Mark:</b>	<b>Level 3 – Award 4-5 Marks</b> Complete and exemplary evidence of written preparation.
	<b>Level 2 – Award 2-4 Marks</b> Purposeful but incomplete evidence of written preparation.
	<b>Level 1 – Award 0-2 Marks</b> Limited or no written evidence of preparation.
<b>Timing and Content</b>  <b>Mark:</b>	<b>Level 3 – Award 4-5 Marks</b> Speaks for the full allocated time, without pause or interruption. Speaks exclusively on the subject selected, is precise, concise and purposeful. Speaks without the use of any written or visual aids.
	<b>Level 2 – Award 2-4 Marks</b> Speaks for more than half of the allocated time, with limited pause or interruption. Speaks exclusively on the subject selected, but lacks precision and focus at times.
	<b>Level 1 – Award 0-2 Marks</b> Speaks for less than half of the allocated time and or fails to focus on the subject and lacks purpose.
<b>Manner and Presentation</b>  <b>Mark:</b>	<b>Level 3 – Award 4-5 Marks</b> Projects and modulates consistently, uses rhetorical skill, body language and positioning throughout and with exemplary effect.
	<b>Level 2 – Award 2-4 Marks</b> Projects well but modulates and uses body language inconsistently, increasing evidence of rhetorical skill.
	<b>Level 1 – Award 0-2 Marks</b> Fails to project or modulate voice, use of body language is limited, rhetorical skill is largely unevicenced.
<b>Response to questioning</b>  <b>Mark:</b>	<b>Level 3 – Award 4-5 Marks</b> Responds convincingly and thoughtfully to both questions, in line with the Level 3 criteria for Timing and Content and Manner and Presentation.
	<b>Level 2 – Award 2-4 Marks</b> Responds convincingly to elements of both questions or to just one question but not the other.
	<b>Level 1 – Award 0-2 Marks</b> Is unable to respond at all or convincingly enough, to either question.

### Overview:

During this Viva you will need to plan and prepare to speak on one of the topics assigned to you in your group. You will also need to answer one question (which you won't know in advance) from the audience, in other words, your peers and teacher.

1. **Stage 1 – Research your area of expertise.**
2. **Stage 2 – Plan your speech and condense this plan into notes. You can have 1 Cue card to use in your presentation.**
3. **Stage 3 – Practise your speech, learn to do it without notes and with greater confidence.**

#### 4. Stage 4 – Deliver your speech to the class and your teacher.

##### Stage 1

###### Research your area of expertise:

- You have been given 1 sheet of contextual information as a starting point. You should read, understand and summarise the 10 key points of information that you think are important enough to share with the class.
- Consider any information that a) you do not understand AND b) you would like to know a little more about. Use the internet, books in school or the library to help you to feel confident about this topic.

##### Stage 2

###### Plan your speech and condense this into notes. You can have 1 Cue card to use in your presentation:

- Create a clear structure with an introduction, main points and conclusion that answers your given question.
- You only have 2 minutes to speak- therefore carefully select your information- ask yourself does the rest of the class need to know this'?
- Complete your cue card with prompts, key words and dates that will help you in your presentation.

##### Stage 3

###### Practise your speech, learn to do it without notes and with greater confidence:

- Watch and listen to yourself, for instance speak out loud, use a mirror, record yourself, you will need to be comfortable with the sound of your own voice and the value your opinion carries.
- Focus on pace, rhythm, modulation and tone, as much as the content of your speaking, become comfortable pausing throughout your speech, rather than saying 'um'.
- Ask a friend or family member to hear your speech and in the 2 minutes using a timer.

##### Stage 4

###### When delivering your speech, you should:

- Have your cue card with you in case you get stuck.
- Position yourself in the room, standing, at the front, use the space project your voice.
- Make eye contact with the people in the room, look for signs as to whether they are engaged or excited, consider whether you need to modulate your tone, increase volume, or lean move heavily on a rhetorical device.
- Once your speech ends, be prepared to answer one unseen question from your teacher, using what you know from class.