



Viva Exam – Religious Studies Year 9–

HT 5

**Please keep
below for all students**

the

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 have to 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 – RS – Yr 9 – HT5

Student Name:

Expectations:

-To speak unaided and without interruption on the subject of ‘Do you think men have a say in Abortion’ for three minutes.

-To accept and respond to two unknown questions following your speech and within this three-minute period.

Resources Permitted:

-Cue card notes are permitted, however, higher marks will be received for speaking without aides.

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:

Preparation Mark:	Level 3 – Award 4-5 Marks Complete and exemplary evidence of written preparation.
	Level 2 – Award 2-4 Marks Purposeful but incomplete evidence of written preparation.
	Level 1 – Award 0-2 Marks Limited or no written evidence of preparation.
Timing and Content Mark:	Level 3 – Award 4-5 Marks 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.
	Level 2 – Award 2-4 Marks 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.
	Level 1 – Award 0-2 Marks Speaks for less than half of the allocated time and or fails to focus on the subject and lacks purpose.
Manner and Presentation Mark:	Level 3 – Award 4-5 Marks Projects and modulates consistently, uses rhetorical skill, body language and positioning throughout and with exemplary effect.
	Level 2 – Award 2-4 Marks Projects well but modulates and uses body language inconsistently, increasing evidence of rhetorical skill.
	Level 1 – Award 0-2 Marks Fails to project or modulate voice, use of body language is limited, rhetorical skill is largely unevicenced.
Response to questioning Mark:	Level 3 – Award 4-5 Marks Responds convincingly and thoughtfully to both questions, in line with the Level 3 criteria for Timing and Content and Manner and Presentation.
	Level 2 – Award 2-4 Marks Responds convincingly to elements of both questions or to just one question but not the other.
	Level 1 – Award 0-2 Marks 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 characters from Shakespeare's *Much Ado About Nothing*. You will also need to answer two questions (which you won't know in advance) from the audience, in other words, your peers and teacher.

1. **Stage 1 – Decide which character you will speak on.**
2. **Stage 2 – Plan your speech and condense this plan into notes.**
3. **Stage 3 – Practice your speech, learn to do it without notes and with greater confidence.**
4. **Stage 4 – Share your speech with parents, peers and your teacher, for feedback.**
5. **Stage 5 – Deliver your speech to the class and your teacher.**

You may make subject specific modifications to the grid below, however, anything highlighted in green must remain.

Stage 1

When deciding on the subject of your speech you should:

- Choose whether you agree or disagree with the statement.
- Ensure you can support your viewpoint using content we have studied on abortion in Christianity or Humanism
- Check that you're confident in your existing knowledge and willing to build on it.

During this stage, you will decide on your stance and the core argument of your speech. Your argument must be based on content we have studied in class on Abortion in either Christianity or Humanism, and should include specific teachings, examples or beliefs from these religions to substantiate your point of view. You should be confident in your current understanding and open to researching further to strengthen your argument.

Stage 2

When planning your speech you should consider:

- Create a clear structure with an introduction, main points and conclusion.
- Choose at least one teaching from Christianity or Humanism to support your view.
- Consider using rhetorical devices to make your argument more persuasive.
-
- At this stage, you will map out the flow of your speech. You should plan how to open with a hook, organise your key ideas, include one or more teachings from Christianity/Humanism, and draw a clear conclusion. Think about rhetorical techniques like repetition, rhetorical questions, or analogy to persuade your audience. Keep it within the two-minute time limit.
-

Stage 3

When practicing your speech you should:

- -Practice repeatedly those parts you are weakest in, do not waste time practicing again and again, what you already know.
- 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'.

Stage 4

When sharing your speech you should consider:

- What are the initial reactions of others, do they seem more interested in some parts of the speech than others?
- What questions are people asking you afterwards, could these be questions that are likely to be asked of you on the day?
- What feedback do your audience give you on the use of your voice, your body language and communication style, are you confident and present enough?

Stage 5

When delivering your speech you should:

- Have notes with you in case you get stuck but attempt to go by memory as much as possible.
- Position yourself in the room, standing, at the front, use the space and consider walking around it as you speak.
- Focus on the faces of your audience, 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.
-
- During the final stage, focus on being calm, confident and engaging. You may use brief notes but rely on memory as much as you can. Make eye contact, speak clearly, and try to connect with your audience. Once your speech ends, be prepared to answer one unseen question from your teacher, using what you know from class.

Against Abortion



For Christians, human life is sacred and is a gift from God. It is to be respected and protected. This teaching is called the sanctity of life. The Bible teaches that human beings are created in the image of God. Jesus reminded his followers that each person is precious to God, so much so that God has counted every hair on their head. Christians understand and apply the guiding principle of the sanctity of life in a variety of ways to the issue of abortion. Within the same church, views may differ. The four main positions are as follows:

For Abortion



- A woman has the right to choose whether or not she wants to have the baby. It is her body.
- In the case of rape, it would be lacking in compassion to deny a woman the right to an abortion.
- The woman might be too young to bring up a child, or she may have work or family commitments which make bringing up a child difficult or impossible.

- Anti-abortion - some Christians, including many Roman Catholics, say that abortion is morally wrong because of their belief that human life begins at conception. They may make an exception if an abortion is essential in order to save the life of the mother (the principle of double effect), assuming all efforts have been made to save the foetus.
- Pro-choice - it is up to the woman to decide whether it is right for her to have an abortion because it is her body. Some Christians believe that a woman has a right to a safe abortion, and that it shows compassion if the law allows this.
- Absolute moral - abortion is wrong in every circumstance.
- Relative moral - abortion is permitted in certain circumstances

In Jeremiah 1:5, God says to Jeremiah, **“I chose you before I gave you life, and before you were born I chose you to be a prophet to the nations.”** This shows us that Jeremiah was precious to God, and that he was a person long before he was born.

The writer of Psalms (Psalm 139:13-16) states, **“You created every part of me; you put me together in my mother’s womb.”** This teaches that God knows all about each person in minute detail, as He has created each one of us. Our souls began life long before we were actually born.

Luke 1: 39-44 describes a meeting between Mary and Elizabeth. Each woman was expecting a baby – Jesus and John the Baptist respectively. Elizabeth’s unborn child **“leapt in the womb”** in recognition of Mary’s unborn child.

- The pregnant woman's health and welfare are more important than that of the embryo or foetus.
- The embryo or foetus does not have the same rights as the mother.
- The quality of life of the unborn child or the woman's existing children could be adversely affected by the birth.
- Stopping legal abortions would mean a return to 'back street' abortions, causing a great deal of suffering to the health and wellbeing of the woman. Abortion could therefore be the lesser of two evils.