



# Viva Exam – Yr 8 Drama Terrible fate of Humpty Dumpty

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**.

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## ‘Viva’ Exam – Terrible Fate of Humpty Dumpty– Year 8

**Student Name:**

**Expectations:**

-To speak unaided and without interruption for one to two minutes performing a monologue as a member of Stubbs gang. The subject is how you feel as a member of Stubbs group when you witness the bullying of Terry Dumpton or Humpty Dumpty. Terry is being bullied in several different ways. Physical, emotional and verbal. You are to include what you know so far that has happened in the play using your knowledge of what you have explored in your drama lessons.

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

**Resources Permitted:**

-Prompting is 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:

<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.

**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 a monologue as a character from the terrible fate of Humpty Dumpty. The character you have chosen to research and create in the form of a monologue needs to take the audience on a journey as well as learning the speech and performing it to an audience. 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 for.**
2. **Stage 2 – Plan your monologue speech and condense this plan into lines of dialogue (script).**
3. **Stage 3 – Practice your monologue speech and learn to do it without your script and with greater confidence.**
4. **Stage 4 – Share your monologue speech and script you have written with parents, peers and your teacher, for feedback.**
5. **Stage 5 – Deliver and perform your monologue speech to the class and your teacher.**

**Stage 1****When deciding on the subject of your monologue speech you should:**

- Ensure you choose a character that genuinely interests you and you want to explore.
- Ensure that you are confident in knowing the character and their relationship with the other characters by taking the audience on a journey.
- Ensure that you are confident in your knowledge of the relationship between the other characters and how you got to be in the gang and whether you agreed with the bullying of Terry.

**Stage 2****When planning your speech you should consider:**

- A hook, how will you begin your monologue speech to captivate your audience?
- How will you use your voice to show what your character is thinking and feeling using pitch, pace, pause and projection as well as tone?
- Precision and timing, what will the purpose of your speech, its key theme, be, how will you capture this in the time you have?

**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. This will help you learn your monologue of by heart
- 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 monologue speech, rather than saying 'um' and act out the monologue using physical performance skills.

**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 monologue than other parts?
- 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 monologue speech, you should:**

- give your written monologue to another class member in case you get stuck, so they can prompt you or you could improvise so that you do not lose the flow of the monologue and the journey you are taking the audience on, attempt to go by memory as much as possible.
- Position yourself on the stage, standing, at the front, use the space and consider how your character would walk around 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 to show how your character is thinking and feeling about the situation and also make sure that the audience can hear you by, increasing your volume through voice projection.

#### **The story so far**

"The Terrible Fate of Humpty Dumpty" tells the story of Terry Dumpton, nicknamed Humpty Dumpty, who is relentlessly bullied at a new school. The play explores the consequences of bullying, peer pressure, and the failure of authority figures to intervene. Terry's tragic death, caused by an electrical shock while retrieving a frisbee from a pylon, is initially presented as an accident, but the play reveals it was a deliberate act instigated by the bully, Stubbs, and his gang. The play delves into themes of responsibility, guilt, and the impact of silence, as some characters grapple with their complicity in Terry's death. The monologue takes the audience on a journey showing how each character felt about bullying Terry as well as making up an alibi of where the gang were when Terry was Electrocuted as each member of the gang is interviewed by the police in a hot seating task. Include what you said to the police and where you said you was on that day. Also include how they verbally bully Terry by speaking directly to him in a negative way and also by telling him what his new name is. Physically grabbing Terry as seen in the picture to make him listen to the group and then debt collecting – Kathy tries to get Money out of Terry as payment for Stubbs not beating him up.



**Performance Questions you might want to ask yourself when writing your monologue as your character**

**Who are you? My name is ...**

**Why you feel unable to stop the bullying? I wish I could stop the bullying because...**

**I won't stop bullying Terry because.....**

**What is it you are most afraid of? I am afraid of ... because ...**

**What you think is going to happen to you? I think that ... will happen because ...**

**Why did you choose to pick on Terry? I decided to bully Terry (explain)**

**Why didn't you defend him? I didn't help Terry because ...**

**Imagine you keep a diary as the character you are playing. Write down your thoughts and feelings based on the interview you had with the police and what you thought when Terry was getting bullied.**

**You can also include in your monologue about what you said to the police officers about where you were when Terry Died and how you felt either bullying Terry or watching Terry getting bullied**