



Viva Exam – Yr 8 Design & Technology

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 – Puppet Project– Year 8 – Term1 (carousel dependant)
Student Name:
Expectations:
-To speak unaided and without interruption on the subject of ‘ Puppet Design and Manufacture ’. Tell the listening why you chose the character Explaining to the audience how you designed and produced your puppet, explaining clearly all the stages involved.
-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.
-Your Puppet.

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 unevidenced.
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 how and why you designed your Puppet. You must explain what nursery rhyme you have selected and the character. Why did you choose this? 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.**

Stage 1

When deciding on the subject of your speech you should:

- Ensure you choose a nursery rhyme whose origin genuinely interests you.
- Ensure that you are confident in your existing knowledge about the nursery rhyme and its meaning.
- Ensure that you are confident in your knowledge of sewing and embroidery.

Stage 2

When planning your speech you should consider:

- A hook, how will you begin your speech to captivate your audience?
- Rhetorical devices, how will you use rhetorical questions, metaphor, hyperbole, analogy and other metaphorical devices in your speech?
- 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.
- 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.

Tools, Materials and Equipment

Item	Description
 <p>A close-up photograph of a hand holding a silver sewing needle between the thumb and index finger.</p>	To sew thread for tacking / for embroidery
 <p>A photograph showing several spools of embroidery thread in various colors, including shades of red, pink, and white.</p>	Used to sew the puppet and for various decorative stitches and techniques like cross-stitch.
 <p>A photograph of a blue-handled seam ripper, a tool used for removing stitches from fabric.</p>	Used to remove stitches from fabric to correct sewing mistakes.
 <p>A photograph showing several pieces of yellow paper patterns laid out on a wooden surface, used for cutting fabric.</p>	A template for cutting and assembling fabric to create a specific garment or project.
 <p>A photograph of a pair of silver-handled scissors resting on a wooden surface, used for cutting fabric.</p>	To safely cut out the pattern and the felt
 <p>A photograph showing a stack of colorful felt sheets in various colors like blue, green, yellow, orange, and red.</p>	Make the puppet body and features
 <p>A photograph of a small box containing many colorful pins, with several pins shown fanned out in front of it.</p>	To hold the felt in place to aid sewing
 <p>A photograph showing a piece of light-colored felt with red thread being used to tack down a feature, likely a puppet's eye or mouth.</p>	To temporarily attach the features after pinning, before sewing - to ensure they are in the correct position.

Humpty Dumpty



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses
and all the king's men
Couldn't put Humpty together again.

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Humpty Dumpty was in fact believed to be a large cannon! It was used during the English Civil War (1642 - 1649) in the Siege of Colchester (13 Jun 1648 - 27 Aug 1648).

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got,
and home did trot,
As fast as he could caper,
To old Dame Dob,
who patched his nob
With vinegar and
brown paper.



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The roots of the story, or poem, of Jack and Jill are in France. Jack and Jill referred to are said to be King Louis XVI - Jack - who was beheaded (lost his crown) followed by his Queen Marie Antoinette - Jill - (who came tumbling after).

