



Viva Exam – Yr 8 PE

Benefits of Warming up and Cooling Down.

Your supports

Viva exam

you in developing confidence, self-expression and curricular understanding.

your

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 – PE Benefits of Warming Up and Cooling Down– Year 8

Student Name:

Expectations:

- 1) To speak unaided and without interruption for one minute describing the 4 different stages of warming up and how this helps performance. Students will also explain the process of cooling down.
- 2) To Speak unaided and without interruption for one minute describing the rules and structure of one sport they have performed so far this term. Students will also highlight a strength and weakness within this sport identifying the impact it has on performance.

(2 minute speech in total)

Resources Permitted:

You can have up no more than five bullet point sentences to prompt you.

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:

For this exam you will need to prepare how you are going to describe the process of warming up and how it helps you perform better in sport. You will need to state the four different stages- pulse raiser, stretching, skill-based activity and mental preparation explaining each stage in detail. After describing the warmup, you will then explain what cooling down is.

You will then choose one sport that you have participated in Term 1 explaining the rules and structure of that sport. For this sport you will then identify a strength of yours when performing and an area for development explaining how the strength and weakness impact your performance when playing.

Stage 1 – Name the four different stages of a warm-up explaining what to do in each stage and how this will help improve performance.

Stage 2 – Explain what a cool down is and how this helps the process of recovery.

Stage 3 – Choose one sport from term 1 that you feel most knowledgeable in explaining the rules and structure and identifying your strength and area for development within that sport.

Stage 4 – Condense all your work into 5 bullet point sentences.

Stage 5 – Practice reading aloud your presentation

Stage 1
<p>Name the four different stages of a warmup.</p> <ul style="list-style-type: none"> - Explain what to do for each stage. (Pulse raiser, stretching, skill based activity, mental preparation) - Memorise at least two benefits of performing a warm up will have on performance. - Provide examples of what you do at each stage of the warm up.
Stage 2
<p>Define what cooling down is.</p> <ul style="list-style-type: none"> - Explain the two different stages of cooling down - Provide examples of the benefits that cooling down has on a performer.
Stage 3
<p>Choose from Football, Netball, Basketball, Trampolining or Rugby and explain the structure of the game and rules that are in place.</p> <ul style="list-style-type: none"> - Identify 3 key rules of your chosen sport and explain how to be successful within the sport. - Analyse one key skill that is your strength identifying the impact it has on the performance. (Passing, dribbling, shooting, somersaults etc) - Analyse one key skill for development identifying how it may negatively impact performance and what can be done to improve that skill.
Stage 4
<p>Condense all your work into 5 bullet point sentences.</p> <ul style="list-style-type: none"> - Write out the key words that would prompt you to read the extra information that you have written
Stage 5
<p>Practice reading aloud your presentation:</p> <ul style="list-style-type: none"> - Practice your presentation in front of friends, family and in front of the mirror. Try not to stumble with your words and speak as fluent as possible when describing the history of the blues and five points about a famous composer/singer - Practise your presentation again but this time with just the five bullet pointed sentences

STAGE 1: STATE THE 4 DIFFERENT STAGES OF A WARM-UP

- 1.
- 2.
- 3.
- 4.

STAGE 1B: DEFINE EACH STAGE OF THE WARM UP AND GIVE A BENEFIT EACH STAGE HAS ON PERFORMANCE

STAGE OF WARM UP	DEFINITION (REFER TO KNOWLEDGE ORGANISER)	BENEFIT ON PERFORMANCE
1.		
2.		
3.		
4.		

STAGE 2: DEFINE THE TWO STAGES OF COOLING DOWN

1. GRADUAL REDUCTION IN INTENSITY-
2. STATIC STETCHING-

WHAT IS THE PURPOSE OF A COOL DOWN-

STAGE 3: EXPLAIN THE RULES AND REGULATIONS OF YOUR CHOSEN SPORT IDENTIFYING AT LEAST 3 KEY RULES

SPORT:

THREE KEY RULES

- 1.
- 2.
- 3.

STRENGTH FOR CHOSEN SPORT:

WHY IS IT YOUR STRENGTH?

WEAKNESS FOR CHOSEN SPORT:

WHY IS IT YOUR WEAKNESS?

