



# VIVA Exam - English – Year 8 – HT6

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 – English – Year 8 – HT6

### **Student Name:**

### **Expectations:**

- To make a speech - unaided and without interruption – in which you argue either for or against a statement provided by your teacher.
- To accept and respond to two unknown questions following your speech and within this three-minute period.

### **Resources Permitted:**

An A5 cue card is permitted; however, higher marks will be received for speaking without aides.

Cue cards can be prompts only and must not include full sentences or paragraphs.

## 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>Level 3 – Award 4-5 Marks</b>  Complete and exemplary evidence of written preparation.
<b>Mark:</b>	<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>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>Mark:</b>	<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>Level 3 – Award 4-5 Marks</b>  Projects and modulates consistently, uses rhetorical skill, body language and positioning throughout and with exemplary effect.
<b>Mark:</b>	<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 unevoked.
<b>Response to questioning</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>Mark:</b>	<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 where you argue for or against the statement about footballer salaries. 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 viewpoint you will take and brainstorm your arguments.**
- 2. Stage 2 – Plan your speech using the ‘introduction, because, because, but, so model’ 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:**

- Brainstorm ideas for and against the statement and then commit to a viewpoint
- Develop three main arguments for or against the statement and back up with evidence / details
- Consider counter arguments ('but') and how you can discredit these

### **Stage 2**

#### **When planning your speech you should consider:**

- A hook, how will you begin your speech so as 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 more heavily on a rhetorical device.

## Stage 1

Stage	Content	Other: rhetorical devices and presentation skills
Introduction		
Because		
Because		
But		
So		