

# LTCL Communication Skills (Public Speaking)

## Sample paper

### Unit 1 – Supporting Theory

#### INSTRUCTIONS TO CANDIDATES

1. The time allowed for answering this paper is 2 HOURS 30 MINUTES.
2. Fill in your name and the registration number printed on your appointment form in the appropriate space on the front of the answer booklet.
3. DO NOT OPEN THIS PAPER UNTIL YOU ARE TOLD TO DO SO.
4. Read each question carefully before answering it.
5. Your answers must be written in ink in the answer booklet provided.
6. You are reminded that you are bound by the regulations for written examinations displayed at the centre. In particular, you are reminded that you are not allowed to bring books or papers into the examination room. Bags must be left at the back of the room under the supervision of the invigilator.
7. If you leave the examination room you will not be allowed to return.
8. At the end of the examination, fix together all your work – including rough work – using the tag provided.

Examiners' use only:

1	
2	
3	
Total	

# LTCL Communication Skills (Public Speaking) written paper

## Unit 1 – Supporting theory

Time allowed: 2 hours 30 minutes

Answer **ONE** question from each of three sections.

Please ensure that the section and question number of each question attempted is clearly marked on your answer paper.

Section 1 is worth 40% of the marks. Sections 2 and 3 are worth 30% each.

Candidates are advised to use specific examples in answering their questions.

Candidates are advised not to repeat material from one answer in other answers.

**Note:**

This is a sample exam paper. In some instances there are more options than in the real exam, where there may not be any at all.

**Section 1**

Compare and contrast the following two speeches with particular reference to purpose, use of language, rhetorical devices, rhythm, tone, and the possible response from their audiences.

The first speech was delivered by Queen Elizabeth I, rallying her troops at Tilbury in 1588, gathered to fight an expected Spanish invasion.

The second speech, written as part of a play about 10 years later, is from Shakespeare’s *Henry V*. Henry rallies his troops before the battle of Agincourt (1415). The English are greatly outnumbered by the French and Henry has overheard one of his followers wishing for more men. It is likely that a number of those who first saw the play would have known Agincourt as a famous English victory against overwhelming odds.

**Extract A**

**QUEEN ELIZABETH I:** My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit ourselves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people.

5

Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down my life for my God, and for my kingdom, and for my people, my honour and my blood, even in the dust.

10

I know I have the body of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my stead, than whom never prince commended a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

15

20

25

**Extract B**

HENRY V:	O, do not wish one* more! Rather proclaim it, Westmoreland, through my host, That he which hath no stomach to this fight, Let him depart; his passport shall be made And crowns for convoy* put into his purse: We would not die in that man's company That fears his fellowship to die with us. This day is called the feast of Crispian*: He that outlives this day, and comes safe home, Will stand a tip toe when the day is named, And rouse him at the name of Crispian. He that shall live this day, and live old age, Will yearly on the vigil feast his neighbours, And say 'To-morrow is Saint Crispian.' Then will he strip his sleeve and show his scars. And say 'These wounds I had on Crispin's day.' Old men forget: yet all* shall be forgot, But he'll remember with advantages What feats he did that day: then shall our names. Familiar in his mouth as household words Harry the king, Bedford and Exeter, Warwick and Talbot, Salisbury and Gloucester, Be in their flowing cups freshly remember'd. This story shall the good man teach his son; And Crispin Crispian* shall ne'er go by, From this day to the ending of the world, But we in it shall be remember'd; We few, we happy few, we band of brothers; For he to-day that sheds his blood with me Shall be my brother; be he ne'er so vile, This day shall gentle* his condition: And gentlemen in England now a-bed Shall think themselves accursed they were not here, And hold their manhoods cheap whiles any speaks That fought with us upon Saint Crispin's day.	<p><i>*ie one soldier</i></p> <p><i>*journey</i>                    5</p> <p><i>*Saint Crispin's day, 25th October</i></p> <p>10</p> <p>15</p> <p><i>*all else</i></p> <p>20</p> <p>25</p> <p>30</p> <p><i>*ennoble</i></p> <p>35</p>
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– William Shakespeare (1564-1616)

**Note:** In the real exam this section may contain only 3-4 questions.

**Section 2**      EITHER

1. Contrast the effectiveness of a renowned public speaker from the past with a contemporary speaker. Discuss both the similarities and the differences, with specific references to style, language and content.
- OR
2. Discuss ways in which you can achieve and retain spontaneity in a speech, while at the same time ensuring you are fully prepared.
- OR
3. Outline the benefits and potential difficulties of using technical aids when giving a presentation in various public speaking contexts?
- OR
4. What do you understand by the term 'semiotics'? Using specific examples, discuss possible synergies between semiotics and public speaking techniques and how these might be exploited to enhance effective communication in a range of contexts.
- OR
5. Discuss the use of 'politically correct' language, and other notions of 'correctness' in oral contexts in your culture.

**Note:** In the real exam this section usually contains only 1 question.

**Section 3**      *EITHER*

1. Set out your views on the composition and vocal delivery of effective public speaking, using the following quotations as points of reference:

'The head cannot take in more than the seat can endure.' (Winston Churchill, 1874-1965, UK prime minister and writer)

'If you haven't struck oil in your first three minutes, stop boring.' (George Jessel, 1898-1981, entertainer)

'She talks more and says less than anybody I ever met. She is made to be a public speaker.' (Oscar Wilde, 1854-1900, playwright)

'A speech is like a love affair. Any fool can start it, but to end it requires considerable skill.' (Lord Mancroft, 1914-1987, writer)

*OR*

2. Write the draft of a speech of approximately 400 words on one of the following:
- a) a bid for a major international artistic OR sporting event in your town/city/country  
*OR*
  - b) a call for direct action to address an urgent social issue  
*OR*
  - c) a plea to 'vote for me' in a forthcoming election  
*OR*
  - d) a justification of an unpopular policy or course of action

Identify your audience, your intention in making the speech and any technical aids you might require to make your presentation effective and memorable for the audience.

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