

The Universities of Melbourne, Adelaide, Western Australia and Tasmania, the Minister for Education and Youth Affairs in New South Wales, and the Minister for Education in Queensland.

SPEECH AND PERFORMANCE THEORY

SIXTH GRADE

9:30AM TO 12:30PM

THURSDAY 21 AUGUST 2003

Time Allowed : Three hours

NB. The candidate's written expression will be taken into consideration.

1. (a) Transcribe the following short passage into phonetic script representing Cultivated Australian speech. Indicate primary stress, vowel length, syllabic consonants, linking [r] and dark [ɪ] as they occur.

The concept of public life had an extraordinary hold on the Elizabethan mind and explains the dominant role played by rhetoric and play-making in the curriculum of the public schools and the universities. Public speaking, as an art, was emphasised. The Queen herself was an acknowledged star performer at competitive set orations. In addition, her magnificent processions were unrivalled street theatre.

C. Eccles *The Rose Theatre* (London: Nick Hern Books, 1990) 4 [10 marks]

- (b) The following quotation is from *Pygmalion* in which a cockney flower seller is taught to speak 'properly'. (*My Fair Lady* was based on this play.) **Note the translation below.**

Ow, eez ye-ooa san, is e? Wal, fewd dan y'de-ooty bawmz a mather should, eed now bettern to spawl a pore gel's flahrzn than ran awy athaht pyin. Will ye-oo py me f' them?

Eliza from *Pygmalion* by George Bernard Shaw Act 1 Scene I

[Translated: *Oh, he's your son, is he? Well if you'd done your duty by him as a mother should, he'd know better than to spoil a poor girl's flowers and then run away without paying. Will you pay me for them?*]

1. Cont'd (i) Pick out one example of each of the following:
- assimilation
- elision
- consonant substitution
- vowel substitution [4 marks]
- (ii) Explain how these processes have arisen [8 marks]
- (iii) *Pygmalion* was written in 1912. Is any of these examples considered acceptable in 2003? [3 marks]

2. You are to present a programme of narrative material (verse and/or prose) at your local library for a group of younger primary students. Subsequently this performance will be repeated in a studio as a videotaped record.

Specify the material you will use and how you will prepare the material, then discuss the differing vocal demands for the live performance and the video recording. [25 marks]

3. "The place, the time and the precise circumstances in which the characters find themselves affect the physical, vocal, intellectual and emotional interpretation of a scene."

Discuss this statement using

[25 marks]

Either

The text printed below from *Macbeth* by Shakespeare.

Or

Your own selection, to be appended to the examination booklet.

[25 marks]

Macbeth
Act 2 Scene 2

(Enter Lady Macbeth)

Macbeth I have done the deed. Didst thou not hear a noise?

Lady Macbeth I heard the owl scream and the crickets cry.

Did not you speak?

Macbeth When?

Lady Macbeth Now.

Macbeth As I descended?

Lady Macbeth Ay.

Macbeth Hark!—Who lies i' th' second chamber?
Lady Macbeth Donalbain.
Macbeth (*looking at his hands*) This is a sorry sight.
Lady Macbeth A foolish thought, to say a sorry sight.
Macbeth There's one did laugh in 's sleep, and one cried
 "Murder!"
 That they did wake each other. I stood and
 heard them.
 But they did say their prayers and addressed
 them
 Again to sleep.
Lady Macbeth There are two lodged together.
Macbeth One cried "God bless us" and "Amen" the
 other,
 As they had seen me with these hangman's
 hands.
 List'ning their fear I could not say "Amen"
 When they did say "God bless us."
Lady Macbeth Consider it not so deeply.
Macbeth I had most need of blessing, and "Amen"
 Stuck in my throat.
Lady Macbeth These deeds must not be thought
 After these ways. So, it will make us mad.
Macbeth Methought I heard a voice cry "Sleep no more,
 Macbeth does murder sleep" — the innocent sleep,
 Sleep that knits up the ravelled sleeve of care,
 The death of each day's life, sore labour's bath,
 Balm of hurt minds, great nature's second course,
 Chief nourisher in life's feast —
Lady Macbeth What do you mean?
Macbeth Still it cried "Sleep no more" to all the house,
 "Glamis hath murdered sleep, and therefore Cawdor
 Shall sleep no more, Macbeth shall sleep no more."
Lady Macbeth Who was it that thus cried? Why, worthythane,
 You do unbend your noble strength to think
 So brain-sickly of things. Go get some water
 And wash this filthy witness from your hand.
 Why did you bring these daggers from the place?
 They must lie there. Go, carry them, and smear
 The sleepy grooms with blood.
Macbeth I'll go no more.
 I am afraid to think what I have done,
 Look on 't again I dare not.
Lady Macbeth Infirm of purpose!
 Give me the daggers.

4. Answer ONE of the following topics. Support your discussion by referring to at least ONE dramatist and ONE of their works. [25 marks]

Either

At the end of the examination paper there is a sketch of an Elizabethan Playhouse. On this sketch label the following items:

The stage

The posts

The entrance doors

The trap door

The balcony

The yard

The heavens

The groundlings

The tiring house

The galleries

Select three of these features and discuss in detail how these would have been used in one play from the Elizabethan or Jacobean period.

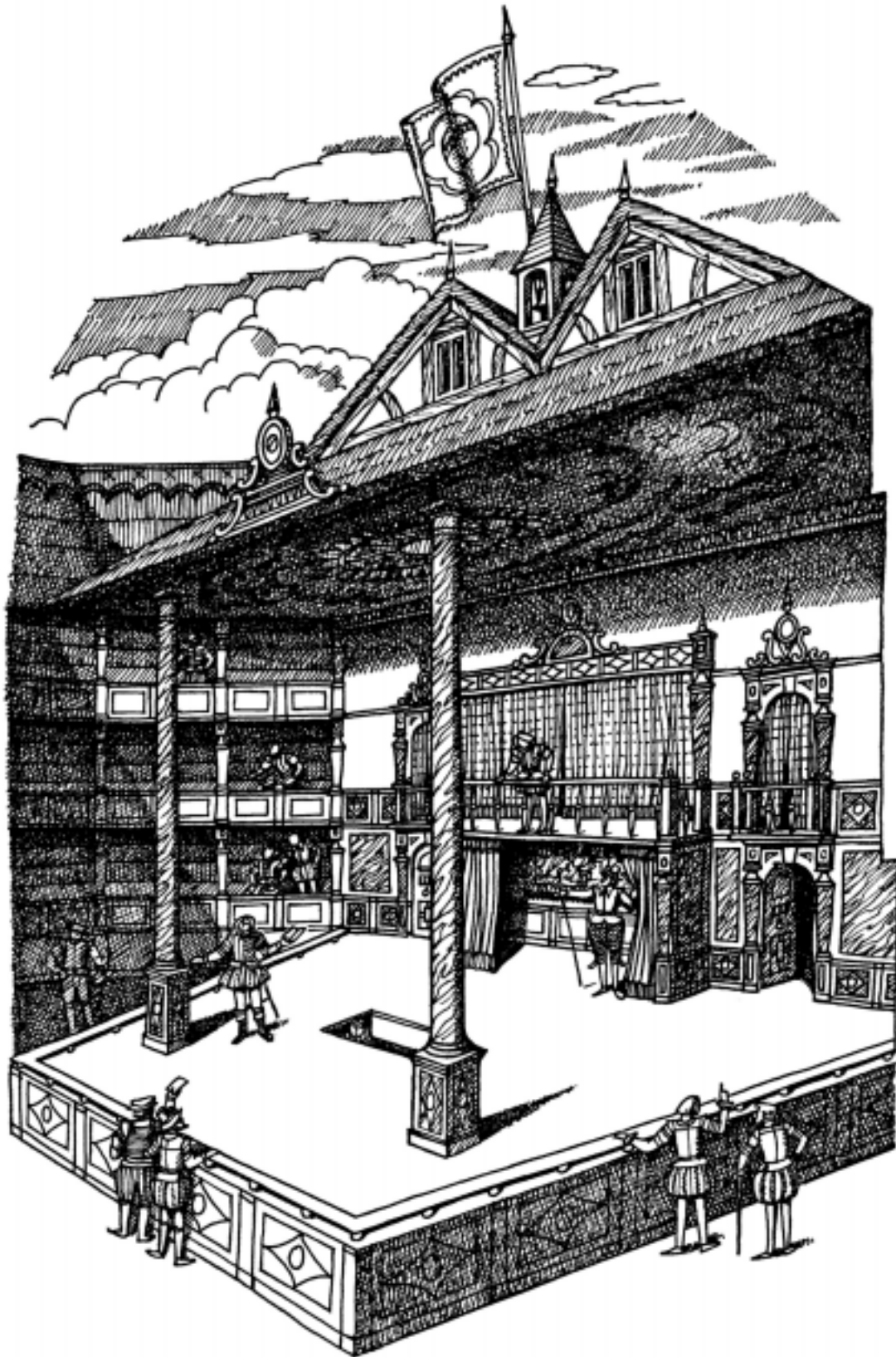
If you are answering Question 4a) remember to detach the sketch and hand it in with your examination answer booklet

Or

Discuss the supernatural and/or other 'other worlds' in Elizabethan or Jacobean theatre. Relate the discussion to one or more plays of the period.

Or

Discuss two contrasting characters in an Elizabethan or Jacobean play. [25 marks]



If you are answering Question 4a) remember to detach this sketch and hand it in with your examination answer booklet.