

Candidate's No .....



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

# **SPEECH AND PERFORMANCE THEORY**

## **THIRD GRADE**

2:00 PM TO 3:30 PM

THURSDAY, 12 MAY 2005

Time Allowed : One and a half hours

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NB The Candidate's written expression will be taken into consideration.  
The paper may be written in 2B pencil.

## QUESTION 1

Read the following text and then complete the six tasks.

*An Occasion of parting* by Elizabeth Riddell

**TEXT:** Riddell, E. *An Occasion of parting* in Scott-Mitchell, C. & Griffith, K. (eds) *100 Australian Poems for Children* (Australia: Random House, 2002)

(a) What is the tone of the narrator?

[2 marks]

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(b) Give reasons for your decision.

[5 marks]

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- (c) There are five voices heard in this poem apart from the narrator. Their comments are underlined. What vocal adjustments would you make to suggest each of these?

[10 marks]

(i) smoke

(ii) wind

(iii) bird

(iv) clouds

(v) fish

- (d) Where is the climax in the poem?

[2 marks]

- (e) How would you suggest this vocally?

[5 marks]

- (f) Discuss the variations in pitch, pause, emphasis, volume and intonation you consider would result in a meaningful reading of the text to an audience.

[16 marks]

## QUESTION 2

Using the Phonetic Symbols Chart as reference (see last page which you may detach):

- (a) (i) Transcribe the following into English.

[10 marks]

'ouɪd 'ʌŋkɪ 'sæmjʊəl | fɛlɪŋ 'tri:z | kʌt hɪz 'lɛgz 'ɒf ət  
ðə 'ni:z |-|

- (ii) Transcribe the following into Phonetics to represent Cultivated Australian speech, indicating primary stress and vowel length.

[10 marks]

Julie wants a pair of Sass and Bide jeans.

Tulips are my favourite flowers.

(b) (i) Are the following statements true or false? [10 marks]

e.g. a is a long pure vowel	TRUE
ɒ is short pure vowel	
p is a nasal consonant	
ə is a short pure vowel	
dʒ is an affricative consonant	
m is a nasal consonant	

(ii) Write two words in phonetics [5 marks]

one containing a clear l

the other containing a dark ɫ

(c) Mark the pauses with | in the following text to communicate the meaning when it is spoken aloud. [5 marks]

The title of the poem is *Going Fishing* and it was written by.....

I can't remember who wrote it, but I like it.

### QUESTION 3

Read the following three texts and then

[20 marks]

- (a) State the theme you would select to unite them;
  - (b) Select the order of presentation of the texts and give reasons for the order you have chosen;
  - (c) Devise an introduction which establishes your theme and leads to the first text and write links to the second and third texts.
  - (d) Draw a stage plan and on it, indicate the position for the introduction, first text, link, second text, link and third text.
  - (e) Give reasons for the staging you have selected. Consider the use of levels e.g. floor, stool/s, bean bag, rostrum, high stool, chair/s, ladder and the use of any props which you believe would add to the impact of the overall presentation.
1. **TEXT:** C. Thiele. *Grasshopper One* in *Songs for my Thongs* (Adelaide: Rigby Publishing, 1982)
  2. **TEXT:** C. Theile. *Seashores and Shadows* (Australia: Penguin Books, 1980) 88-89
  3. **TEXT:** C. Thiele. *Chadwick's Chimney* (Great Britain: Methuen Children's Books, 1982) 68-69



1. The first part of the document discusses the importance of understanding the context of a speech or performance. This includes the audience, the occasion, and the speaker's purpose. Understanding these elements helps the audience to interpret the message correctly and appreciate the speaker's intent.

2. The second part of the document focuses on the structure of a speech or performance. This includes the introduction, the main body, and the conclusion. A well-structured piece is easier to follow and more engaging for the audience.

3. The third part of the document discusses the use of language in a speech or performance. This includes the choice of words, the use of metaphors and similes, and the overall tone. Effective use of language can make a speech or performance more powerful and memorable.

4. The fourth part of the document focuses on the delivery of a speech or performance. This includes the speaker's posture, eye contact, and vocal delivery. Good delivery is essential for capturing the audience's attention and conveying the message effectively.

5. The fifth part of the document discusses the importance of practice and rehearsal. A well-rehearsed speech or performance is more confident and polished, which can lead to a more successful outcome.

6. The sixth part of the document focuses on the evaluation of a speech or performance. This includes the audience's feedback and the speaker's self-reflection. Evaluation is a crucial part of the learning process, as it allows the speaker to identify areas for improvement and make adjustments for future performances.

7. The seventh part of the document discusses the role of the audience in a speech or performance. The audience's reaction can influence the speaker's delivery and the overall success of the performance. Understanding the audience's needs and expectations is key to creating a successful speech or performance.

8. The eighth part of the document focuses on the importance of feedback and criticism. Constructive feedback is essential for growth and improvement. It allows the speaker to see their performance from the audience's perspective and make necessary changes.

9. The ninth part of the document discusses the role of the speaker in a speech or performance. The speaker is responsible for conveying the message and engaging the audience. This requires a deep understanding of the subject matter and the ability to communicate effectively.

10. The tenth part of the document focuses on the overall importance of speech and performance in education. These skills are essential for students to become effective communicators and leaders. They are also important for students to develop their self-confidence and public speaking abilities.



## PHONETIC SYMBOLS CHART

### (a) Pure vowels (monophthongs)

i as in 'peat'	/pit/	ʊ as in 'put'	/put/
ɪ as in 'pit'	/pɪt/	u as in 'pool'	/pul/
ɛ as in 'pet'	/pɛt/	ɜ as in 'pert'	/pɜt/
æ as in 'pat'	/pæt/	ə as in 'apart'	/ə'pat/
ɑ as in 'part'	/pat/		
ɒ as in 'pot'	/pɒt/		
ʌ as in 'but'	/bʌt/		
ɔ as in 'port'	/pɔt/		

### (b) Diphthongs

aɪ as in 'buy'	/baɪ/	oʊ as in 'hoe'	/hoʊ/
eɪ as in 'bay'	/beɪ/	ɪə as in 'here'	/hɪə/
ɔɪ as in 'boy'	/bɔɪ/	ɛə as in 'hair'	/hɛə/
aʊ as in 'how'	/haʊ/	ʊə as in 'tour'	/tuə/

### (c) Consonants

p as in 'pet'	/pɛt/	tʃ as in 'choke'	/tʃoʊk/
b as in 'bet'	/bɛt/	dʒ as in 'joke'	/dʒoʊk/
t as in 'tale'	/teɪt/		
d as in 'dale'	/deɪt/		
k as in 'came'	/keɪm/		
g as in 'game'	/geɪm/	m as in 'mile'	/maɪl/
		n as in 'neat'	/nɪt/
f as in 'fine'	/faɪn/	ŋ as in 'sing'	/sɪŋ/
v as in 'vine'	/vaɪn/		
θ as in 'thin'	/θɪn/		
ð as in 'then'	/ðɛn/		
s as in 'seal'	/sɪt/	j as in 'you'	/ju/
z as in 'zeal'	/zɪt/	w as in 'woo'	/wu/
ʃ as in 'show'	/ʃoʊ/		
ʒ as in 'measure'	/ˈmɛʒə/		
h as in 'heat'	/hɪt/	l as in 'last'	/last/
r as in 'rain'	/reɪn/	ɹ as in 'well'	/wɛɹ/

### (d) Stress

Primary stress: ˈ as in clatter      /ˈklætə/