

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

SECOND GRADE

2:00 PM TO 3:00 PM

THURSDAY, 18 MAY 2006

Time Allowed : One hour

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

QUESTION 1

Read the following poem and then complete the six tasks.

TEXT: Lysyk, J. *The north wind* from *The New Oxford Treasury of Children's Poems* (Oxford University Press, 1998)
75

- (a) On the above text, mark the places you would pause in the first stanza (first seven lines) when speaking this poem aloud to an audience.

Use | to indicate each pause.

[6 marks]

- (b) Discuss why you would pause where you have marked |. Deal with two examples.

[6 marks]

- (c) Indicate with || where it is appropriate to take breath pauses in the rest of the poem when speaking the poem aloud to an audience.

[8 marks]

- (d) Alliteration is the repetition of the same consonant sound in close proximity. Indicate two examples in the poem.

[4 marks]

- (e) Assonance is the repetition of the same vowel sound in close proximity. Indicate two examples in the poem.

[4 marks]

- (f) The poet used many dynamic words. Select four of these and discuss how you would emphasise them to convey meaning and mood.

[12 marks]

e.g.	r ʌ f	rough
	tʃ a t	
	b ʌ k t	
	d r i m z	
	s m u ð	
	h j u d ʒ	

- | | | |
|------|--------|-------|
| e.g. | harsh | h a ʃ |
| | shed | |
| | swing | |
| | leaves | |
| | jump | |
| | wealth | |

- (b) (i) Underline the pure vowel sounds (monophthongs) heard in the following words and indicate the appropriate phonetic symbol for each. [5 marks]

- | | | |
|------|-------|---|
| e.g. | ban | æ |
| | fond | |
| | nurse | |
| | pan | |
| | loop | |
| | book | |

- (ii) Identify the following consonant sounds as either voiced or voiceless (breathed). [5 marks]

- | | | |
|------|---|--|
| e.g. | h | |
| | ø | |
| | 3 | |
| | r | |
| | l | |
| | k | |

- (iii) Identify the following consonant sounds as either plosive or continuant. [5 marks]

- e.g. g plosive
- k _____
- m _____
- r _____
- d _____
- p _____

- (iv) Indicate all the instances where the neutral vowel is heard in the following sentence when it is spoken aloud and mark stress at the beginning of each stressed syllable. [5 marks]

e.g. 'She 'changes 'sides 'quicker than a 'wind'screen 'wiper.

No matter what goes wrong, she's never responsible.

- (c) A change in stress may change meaning.

e.g. Look before you leap.

(Look before you leap, not run.)

Write the following sentence twice. Indicate and explain two possible meanings by altering the stress in each example. [10 marks]

There are ten races in the swimming carnival.

.....

.....

.....

.....

.....

.....

.....

.....

QUESTION 3

Select one of the following to present to an audience of your choice:

a portrayal of one character;

OR

the telling of a story using a puppet or puppets;

OR

a talk of your choice;

OR

the telling of an Aboriginal story.

Answer the following five questions using examples from your selection to support your comments.
Your answers should be presented in sentences and the sentences should be grouped in paragraphs where appropriate. You may support your answers with a diagram and/or drawing.

- (a) How did you prepare for the performance/presentation? [4 marks]

- (b) What did you consider when planning your vocal approach? [4 marks]

- (c) How did you stage your performance/presentation? [4 marks]

(d) How did you decide where the climax should occur?

[3 marks]

(e) What adjustments did you make vocally and physically to achieve this climax?

[5 marks]

PHONETIC SYMBOLS CHART

(a) Pure vowels (monophthongs)

i as in 'peat'	/pit/	U as in 'put'	/pUt/
I as in 'pit'	/pIt/	u as in 'pool'	/pul/
E as in 'pet'	/pEt/	œ as in 'pert'	/pœt/
Q as in 'pat'	/pQt/	' as in 'apart'	/˘pat/
a as in 'part'	/pat/		
Å as in 'pot'	/pÅt/		
√ as in 'but'	/b√t/		
ç as in 'port'	/pçt/		

(b) Diphthongs

aI as in 'buy'	/baI/	oU as in 'hoe'	/hoU/
eI as in 'bay'	/beI/	I' as in 'here'	/hI'/
çI as in 'boy'	/bçI/	E' as in 'hair'	/hE'/
aU as in 'how'	/haU/	U' as in 'tour'	/tU'/

(c) Consonants

p as in 'pet'	/pEt/	tS as in 'choke'	/tSoUk/
b as in 'bet'	/bEt/	dZ as in 'joke'	/dZoUk/
t as in 'tale'	/teI/		
d as in 'dale'	/deI/		
k as in 'came'	/keIm/		
g as in 'game'	/geIm/	m as in 'mile'	/maI/
		n as in 'neat'	/niI/
f as in 'fine'	/faIn/	N as in 'sing'	/sIN/
v as in 'vine'	/vaIn/		
T as in 'thin'	/TIIn/		
D as in 'then'	/DEIn/		
s as in 'seal'	/siI/	j as in 'you'	/ju/
z as in 'zeal'	/ziI/	w as in 'woo'	/wu/
S as in 'show'	/SoU/		
Z as in 'measure'	/»mEZ'/		
h as in 'heat'	/hiI/	l as in 'last'	/laI/
r as in 'rain'	/reIn/		

(d) Stress

Primary stress: » as in clatter /»klQt'/