

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
and Training and Minister for the Arts in Queensland.

SPEECH AND PERFORMANCE THEORY

FOURTH GRADE

2:00 PM TO 4:00 PM

THURSDAY, 17 MAY 2007

Time Allowed : Two hours

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

Question 1

- (a) Transcribe the following sentence from phonetic script into English. [5 marks]

ʃ i s ə d | 'g aː d ə n ɪ ŋ ə z 'g u d f ə ð ə 's oʊ t | - |

- (b) Transcribe the following two sentences into phonetic script representing Cultivated Australian speech. Indicate primary stress, vowel length, syllabic consonants, linking [r] and dark [ɤ] as they occur. [10 marks]

Here are the latest fashion magazines but I can't see anything I like.

Have you eaten any of the little cakes I made you?

- (c) (i) Describe the formation of the semi-vowel [j] [2 marks]
- (ii) Describe the formation of the diphthong [aʊ] [2 marks]
- (iii) Classify all of the consonant sounds heard in the following: [6 marks]
- basic

Question 2

Public speaking can cause anxiety and therefore create physical tension in many people.

- (a) (i) Suggest two relaxation exercises that a speaker might employ prior to speaking in public that would assist in overcoming excessive physical tension. Consider posture in your answer. [8 marks]
- (ii) Describe an effective breathing method for the speaker to use for public speaking. [7 marks]
- (b) Draw a sketch of the human head and neck and on it indicate the moveable speech organs. [5 marks]
- (c) Explain how the effective use of the soft palate and uvula can help to achieve a good quality resonant voice. [5 marks]

Question 3

You are to play one of the characters in the scene from the play *Boss of the pool* by Mary Morris, printed below.

Read the scene and consider the staging of it.

The scene will be presented in theatre-in-the-round.

A diagram may be useful in illustrating your ideas.

Discuss:

- (a) How you will suggest the presence of a pool on stage? [5 marks]
- (b) How will you use lighting to feature the pool area? [5 marks]
- (c) Select **one** of the characters and outline how you will develop your characterisation. Consider the physical, vocal and emotional adjustments you will need to make. [10 marks]
- (d) The **two** actors in this scene will need to work closely to create the necessary tension about whether or not Ben will get back into the water. How will you work with your acting partner to achieve this? [5 marks]

From the play, *Boss of the pool*

BEN Ben DROWN!

Ben pushes Shelley in the chest, she falls backward into the pool. Ben watches, appalled, as she sinks. She does not come up again.

Come out now Smerry.
[Pause]

Smerry, come out! SMERRY! BAD POOL, NO DROWN SMERRY! SMERRY!

Ben runs up and down, not knowing what to do. Finally he jumps in the pool, heaves Shelley out and lays her on her back on the pool-side. She lies immobile. Ben stares at her in agony. Suddenly a long stream of water spouts upwards from Shelley's lips. She sits up and smiles at Ben.

SHELLEY Only kidding.

BEN Jelly not drown?

SHELLEY Nope. I was holding my breath. That's what you do when you fall in the water. Hey, you know how

come I'm boss of this pool?

BEN No.

SHELLEY 'Cos I learned to swim. I can teach you, if you like.

BEN How?

SHELLEY First, by going in the deep end.

BEN Okay.

SHELLEY Okay what?

BEN Okay, Ben go in the deep end.

SHELLEY You already are, dumb-brain.

BEN Aaaarrggghhh! [*He jumps out of the pool.*]

SHELLEY Get back in there!

BEN Ben scared.

SHELLEY You are not scared. You jumped in the deep end when you thought I was drowning, didn't you?

BEN Yeh.

SHELLEY Well, that makes you the bravest person in the world, doesn't it?

BEN Yeh.

SHELLEY And you did it without drowning, didn't you?

BEN Yeh.

SHELLEY 'Cos I told the pool not to drown you, right?

BEN Yeh.

SHELLEY You want to be boss of the pool too, don't you?

BEN Yeh.

SHELLEY And you want to win a gold star for the Eagles?

BEN Yeh.

SHELLEY Well, get back over here then.

BEN No.

SHELLEY Come on, hold my hand and we'll jump in together.

BEN No.

SHELLEY Come on, I know you're not really scared any more, you just think you are. It's just a habit.

BEN Ben not scared?

SHELLEY I don't reckon. Come on, I'll be your girlfriend....
One... two...

BEN [*rushing to the pool's edge.*] Five, eleventy, TEN!

*They jump in together. They jump up and down
splashing each other.*

Morris, M. *Boss of the pool* (Currency Press, 1993) 58–60.

Question 4a – related to the Drama and Performance syllabus

- (a) Draw a diagram of a classical Greek amphitheatre and on it indicate the following: [10 marks]
- (i) orchestra
 - (ii) parados
 - (iii) altar
 - (iv) proscaenium
 - (v) skene
- (b) Read the following extract, spoken by the Chorus of Oriental women, devotees of Dionysus and elaborate on the role of the Chorus in Greek Drama. Refer to the text to support your answer. [10 marks]

From the play, *The Bacchae*

Justice, now be revealed! Now let your sword
Thrust – through and through – to sever the throat
Of the godless, lawless, shameless son of Echion,
Who sprang from the womb of Earth!

[*Then with growing excitement, shouting in unison, and
dancing to rhythm of their words*]

Come, Dionysus!

[*Epode*]

Come, and appear to us!

Come like a bull or a

Hundred-headed serpent,

Come like a lion snorting

Flame from your nostrils!

Swoop down, Bacchus, on the

Hunter of the Bacchae;

Smile at him and snare him;

Then let the stampeding
Herd of the Maenads
Throw him and throttle him,
Catch, trip, trample him to death!
Enter a MESSENGER.

Euripides, *The Bacchae*, from *The Bacchae and other plays* (Penguin Books, 1954) 228–229.

- (c) On your diagram indicate where the chorus would be placed **and** where the messenger would enter during the above scene. [5 marks]

Question 4b – related to the Voice and Communication syllabus

You have been asked to speak to a group of your peers on a significant topic.

Your aim is to stimulate the audience's interest in your chosen topic.

- (a) What topic will you select? [3 marks]
- (b) What time limit will you set yourself for your speech and how will you ensure that you keep within that time limit? [5 marks]
- (c) How will you engage audience attention in the introduction? [4 marks]
- (d) How will you sustain audience attention during the delivery of your speech? [6 marks]
- (e) What do you understand by the term 'manner of presentation'? How will you apply this understanding to the presentation of your speech? [7 marks]