

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 and Training and Minister for the Arts in Queensland.

## **DRAMA AND PERFORMANCE**

### **ASSOCIATE - SECTION II (TEACHER)**

9:30 AM TO 12:30 PM

THURSDAY, 17 MAY 2007

Time Allowed : Three hours

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

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#### **Question 1**

- (a) Transcribe the following passage into phonetic script (using narrow form IPA symbols) to represent Cultivated Australian speech. Indicate primary and secondary stress, vowel length, syllabic consonants, linking [r] and dark [ɨ] as they occur. [10 marks]

The English language has always been prey to fashion, and on the evidence so far we should not fear for its survival. Fashions come and go, but the language moves on, taking with it whatever remains useful or interesting, discarding what is colourless or vain. The language has proved much stronger than any human attempt to contain it; Samuel Johnson and on the other side of the Atlantic, Noah Webster, both tried to tie it down and both failed magnificently.

Watson, D. *Death sentence* (Vintage, 2006) 11.

- (b) (i) What do you regard as the elements of pronunciation that need to be considered to achieve acceptable speech? [5 marks]
- (ii) Discuss possible causes of negligences and unacceptable pronunciations with specific reference to assimilation, elision and intrusion. [8 marks]
- (iii) Suggest strategies the teacher may implement to assist a student who consistently demonstrates elision of initial and medial sounds in conversational speech. [7 marks]

## Question 2

- (a) You have an eleven-year-old student who speaks with strident, harsh tone and as a consequence tends to use only the upper vocal range in conversation. You have observed that the lower jaw pushes forward during speech. [15 marks]

Discuss your approach to overcoming these habits and indicate three exercises you would implement with the student.

- (b) (i) Describe your approach to introducing verbal dynamics to a small group of nine-year-old boys who are new to the study of speech and drama. [10 marks]
- (ii) You have a ten-year-old student whose reading aloud is stilted and lacks rhythmic flow. [10 marks]  
Outline your approach when assisting her with overcoming this reading weakness.  
Suggest two exercises/activities that you would implement with the student to assist this process.

## Question 3

You have been asked to teach a twelve-year-old girl who experiences difficulty with reading aloud and as a consequence avoids the activity. You decide to devote the first term to developing skills other than reading with the girl to help her find enjoyment in the subject area. [20 marks]

- (a) Specify the skills you will focus on developing during the term.
- (b) Devise a detailed plan for the first session indicating your aims for the session, and details of its duration, content and evaluation.

## Question 4

You have an enthusiastic group of nine-year-old students who wish to create a group-devised drama performance for their friends and family. [15 marks]

You would like to introduce the students to a range of texts to stimulate their approach to the development of the programme.

Discuss the factors you will consider when selecting literature for these students.

Indicate at least three titles of texts you would choose.