

POSSIBLE ANSWERS FOR :

SPEECH AND DRAMA HG

2002

SECTION A

All questions in this section will be assessed on the outcomes addressed in this rubric. Each question will be expected to address a particular focus which must be acknowledged in the introductory and concluding paragraphs.

STRUCTURE, FORM	CHARACTER	DIALOGUE, LANGUAGE	THEMATIC CONCERNS	SPACE, SETTING
OUTCOMES: Identify the structure of the play Name the structure – linear, episodic, circular	OUTCOMES: Place the characters on a scale ranging from realistic to stylised (stereotypical)	OUTCOMES: Place the language on a scale ranging from realistic to stylised (poetic) Address the matter of appropriate-ness	OUTCOMES: Identify the issues that the dramatist chose to address	OUTCOMES: Identify the spatial demands of the play by interpreting the stage directions in the text
The relevant dramatist's theories on structure OUTCOMES Explore the nature of the theory Apply to the text	The relevant dramatist's theories on characterisation OUTCOMES Identify unique theories on characters Refer to examples in the text	The relevant dramatist's theories on the use of language in creating dialogue OUTCOMES Identify unique aspects concerning the dramatist's use of language Refer to examples in the text	The thematic concerns of the dramatist OUTCOMES Identify themes Refer to the text	The relevant dramatist's theories on the treatment of space OUTCOMES Identify those aspects that are unique to the dramatist as regards treatment of space Refer to the text
The way in which the socio-political background to the play influenced structure	The dramatist's world vision influences his concept of character	The use of dialogue comments on the world in which the play was created	The dramatist takes a stance from which he/she interprets the world in which the play is written	The dramatist's treats space as a reflection of the world in which the play was created

The following scale of marks will be applied to each of the essays in section A according to the way in which the outcomes have been addressed.

Structure	Character and acting style	Dialogue	Thematic concerns	Space and setting
Identify the structure 0-1-2-3	Identify the style 0-1-2-3	Identify characteristics of the dialogue 0-1-2-3	Mention relevant themes 0-1-2-3	Describe the treatment of space 0-1-2-3
Apply to the text 0-1-2-3	Apply to the text 0-1-2-3	Refer to examples in the text 0-1-2-3	Relate to the text 0-1-2-3	Relate to the text 0-1-2-3
Relate to socio-political context 0-1-2-3	Place in the socio-political context 0-1-2-3	Justify the influence of the socio-political climate 0-1-2-3	Place in the socio-political context 0-1-2-3	Address the influence of the socio-political climate 0-1-2-3

Appropriate introduction and conclusion:	0-1-2-3-4-5
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FOCUS

Question 1 – Existentialism

Question 2 – Marxism

Question 3 – South African Characteristics

Question 4 – Post modernism

SECTION B - SPEECH

QUESTION 5

A good vocal warm-up is regarded as part of the preparation for a performance.

Write a paragraph on the challenges that you have to face in a performance and refer to at least TWO exercises that you will include in your warm-up. Give reasons for your choice.

Learners must mention suitable exercises.

Performance demands could refer to the following aspects:

Voice/Body Integration

- Learners should demonstrate an understanding of optimal voice/body integration.
- Learners should understand how to develop control over the body in order to release unnecessary tension and establish optimal alignment and balance so that voices and bodies support one another in performance and in life.
- They should understand the effects of a lack of integration on the voice and on the performance in general.

Use of pitch

- Learners should understand the importance of using a comfortable pitch for healthy voice use and be able to employ a degree of flexibility depending on meaning, character and emotion.
- They should be able to demonstrate a basic understanding of how the vocal folds function to sustain and change pitch and therefore be aware of the dangers of forcing pitches which are uncomfortable.

Use of Volume

Learners understand how to create a certain amount of volume without vocal strain and how to control volume appropriate to meaning, character and emotion within the performance environment.

QUESTION 6

A fellow student has lost her voice due to vocal abuse.

Give her some advice on healthy vocal practices and explain what she could do to regain the use and full strength of her voice.

Responses could include the following:

Vocal Health

Learners should understand how to look after their voices.

They should have some basic knowledge of those things that can interfere with or contribute towards healthy voice use.

Some aspects they should consider are the effects of smoking on the voice; the effects of what we eat and drink (water, medications, foodstuffs) on the voice; avoiding vocal abuse and misuse (excessive throat-clearing, glottal attacks, coughing, shouting, straining, over-use).

Learners must understand the importance of a warm-up before strenuous vocal activity and a cool-down afterwards; balancing voice use time with voice recovery time.

Phonation

Learners should demonstrate an understanding of healthy vocal fold function, which avoids breathiness and excessive effort or tension.

They should understand the importance of using their voices in a free but healthy fashion, particularly when demands are made in terms of volume usage or emotional intensity.

QUESTION 7

A fellow student's performance has been described as "vocally monotonous and boring".

Give this person some tips on how to communicate the meaning of a text clearly and expressively to an audience.

Learners could address some of the following aspects:

Resonance/Vocal tone

Learners should demonstrate an understanding of resonance and vocal tract shaping, and be able to apply this understanding to their exploration of text and character.

They should develop an awareness of how resonance contributes to projection, characterisation and healthy, pleasant voice use.

Muscularity/Clarity

Learners should understand the importance of speaking distinctly and audibly for clear communication.

They should demonstrate a general understanding of how the articulators work to make speech sounds.

They should be able to explore and utilise the expressive, interpretative and musical aspects of speech sounds and be able to adapt their use of these aspects to create differences between characters or express subtleties of meaning.

Use of Rhythm

Learners should be aware of how appropriate pace enhances clarity in communication and be able to demonstrate an understanding of how rhythmic changes (pace, pause, climax, emphasis) contribute to establishing meaning, character and emotion.

Expression of Meaning

Learners should demonstrate an understanding of how to convey meaning through such elements as phrasing, pause, emphasis, intonation and vocal tone,

and be able to interpret a text using these elements in order to communicate the meaning of the text clearly and expressively.

SECTION C
STAGING - 20 marks

QUESTION B

- This section requires a response directly based on one of the prescribed text and is directly related to the practical component of the subject.
- Learners must be creative within the constraints of the style of the text they select to answer.
- The response must bear evidence of some knowledge of an acting space or theatre.