



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

SEVENTH GRADE

9:30 AM TO 12:30 PM

THURSDAY, 25 AUGUST 2005

Time Allowed : Three hours

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

QUESTION 1

(a) Transcribe phonetically (using narrow form IPA symbols) the

following text to represent General Australian speech.

Indicate primary stress, vowel length, syllabic consonants, linking **r** and dark **Ũ** as they occur.

[10 marks]

- (b) Transcribe the following text into phonetic script representing Educated Southern English speech (R.P.).

[7 marks]

- (c) Draw the Cardinal Vowel Diagram and on it indicate:

- (i) one open, front pure vowel
- (ii) one close, back pure vowel
- (iii) one diphthongal glide

heard in Cultivated Australian speech.

[8 marks]

QUESTION 2

The texts printed on the following pages come from *A Book of Answers*. Professor A.D. Hope has written an 'answer' to William Shakespeare's Sonnet IX. Hope's text has imitated the original as he says, "...imitation in the eighteenth century sense of the word: the basing of a poem on an admired model."

Discuss your vocal interpretation of each sonnet.

Consider particularly the demands the verse structure makes on breath control, and the necessity for a flexible vocal range.

[25 marks]

MR W.S. to MR W.H.
(only begetter of the ensuing sonnet)

Is it for fear to wet a widow's eye,
That thou consum'st thyself in single life?
Ah; if thou issueless shalt hap to die,
The world will wail thee like a makeless wife,
The world will be thy widow and still weep,
That thou no form of thee hast left behind,
When every private widow well may keep,
By children's eyes, her husband's shape in mind:
Look what an unthrift in the world doth spend
Shifts but his place, for still the world enjoys it:
But beauty's waste hath in the world an end,
And kept unus'd the user so destroys it:
 No love toward others in that bosom sits
 That on himself such murd'rous shame commits.

MR W.H. to MR W.S.
(only begetter of the ensuing retort)

Hope, A.D. *A book of Answers* (Australia: Angus & Robertson, 1978)

QUESTION 3

Sir Tyrone Guthrie states

[excerpt deleted]

Taking this opinion into account and referring to the text printed below or your own selection, to be appended to the examination booklet, discuss how you would 'arrive' at your performance.

Consider such elements as sense, language, structure, period, movement and manners.

[25 marks]

From *The Rivals* by R.B. Sheridan

- Sir Anth. In my way hither, Mrs. Malaprop, I observed your niece's maid coming forth from a circulating library! – She had a book in each hand – they were half-bound volumes, with marble covers! – From that moment I guessed how full of duty I should see her mistress!
- Mrs Mal. Those are vile places, indeed!
- Sir Anth. Madam, a circulating library in a town is as an evergreen tree of diabolical knowledge! It blossoms through the year! – And depend on it, Mrs. Malaprop, that they who are so fond of handling the leaves will long for the fruit at last.
- Mrs Mal. Fie, fie, Sir Anthony, you surely speak laconically.
- Sir Anth. Why, Mrs. Malaprop, in moderation, now, what would you have a woman know?
- Mrs Mal. Observe me, Sir Anthony. – I would by no means wish a daughter of mine to be a progeny of learning; I don't think so much learning becomes a young woman; for instance, I would never let her meddle with Greek, or Hebrew, or Algebra, or Simony, or Fluxions, or Paradoxes, or such inflammatory branches of learning – neither would it be necessary for her to handle any of your mathematical, astronomical, diabolical instruments: – But, Sir Anthony, I would send her, at nine years old, to a boarding-school, in order to learn a little ingenuity and artifice. Then, sir, she should have a supercilious knowledge in accounts; – and as she grew up, I would have her instructed in geometry, that she might know something of the contagious countries; – but above all, Sir Anthony, she should be mistress of orthodoxy, that she might not mis-spell, and mis-pronounce words so shamefully as girls usually do; and likewise that she might reprehend the true meaning of what she is saying. This, Sir Anthony, is what I would have a woman know; – and I don't think there is a superstitious article in it.

Sheridan R.B. *The School for Scandal and The Rivals* (London: Macmillan & Co., 1917)

QUESTION 4A – FOR ALL CANDIDATES EXCEPT VOICE AND COMMUNICATION

The playwrights who wrote Comedy of Manners plays in the seventeenth and eighteenth centuries aimed to represent general features and types in the society of their own times. They focused on the codes of the middle and upper classes, the elegance, the wit and the sophistication.

Discuss two plays which you consider reflect this observation using specific illustrations from the plays to support your observations. [25 marks]

QUESTION 4B – FOR VOICE AND COMMUNICATION STUDENTS ONLY

What do you regard as audio-visual aids?

Discuss how they may impact positively or negatively on verbal communication.

Deal with specific examples of audio-visual equipment in your answer. [25 marks]