Australian Music Examinations Board

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 in Queensland.

DRAMA AND PERFORMANCE

ASSOCIATE - SECTION II (TEACHER)

9:30 AM TO 12:30 PM THURSDAY, 18 MAY 2006

Time Allowed : Three hours

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

QUESTION 1

(a) Transcribe the following text 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 (ɫ) as they occur.

An old lady told me once that she had lunched with the Dickens family when she was a child (you must imagine a table full of children) and that Dickens had sat down without a word, leaning his head on his hand in an attitude of profound despondency. One of the Dickens children whispered to her, in commiseration and explanation, 'Poor Papa is in love again!' [10 marks]

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(b) (i) Pronunciation of some words is continually changing. Discuss the way in which you determine acceptable modifications. [5 marks]

(ii) Define assimilation, elision and intrusion. Give an example of each that you regard as unacceptable in spoken communication. [8 marks]

(iii) You have a student whose dark (ɫ) modifies adjacent vowel sounds (e.g. ˈ g ɒ ɫ f instead of ˈ g ʌ ɫ f, ˈm ʊ ɫ k instead of ˈm ɪ ɫ k).
What strategies will you apply to achieve appropriate pronunciations of such words in your student's speech? [7 marks]

QUESTION 2

(a) You have a seven-year-old student who has a consistently nasal voice.
Describe your approach to securing a clear vocal quality and specify three activities/exercises you would apply with the student to achieve your goal. [15 marks]

(b) (i) In verse reading, what are the elements of voice that contribute to communicating meaning? [10 marks]

(ii) Discuss your approach to developing a flexible vocal range in an individual student's interpretation of verse. [10 marks]

QUESTION 3

You have a small group of 9-10 year old boys attending Speech and Performance classes at the beginning of the school year. [20 marks]

(i) What will be the content and duration of your first class with them?

(ii) How will you gauge their strengths and weaknesses in relation to communication skills?

(iii) Indicate your aims for the term and the methods, material, strategies you will implement to achieve those aims.

QUESTION 4

You have a twelve-year-old student who enjoys interpreting humorous, short poems only. [15 marks]

(a) Discuss how you would attempt to extend her response.

(b) Indicate at least three poems that you would introduce her to.

(c) What are the criteria for selection of these poems?

