



# RCM Examinations

## Speech Arts Technical Theory Level 2 Sample Exam

Answer all questions directly on the examination paper, in the spaces provided.

Confirmation Number

Maximum Marks

10 1. a. Transcribe the following words phonetically, using the symbols listed in the syllabus.

spoil \_\_\_\_\_

jeer \_\_\_\_\_

earthly \_\_\_\_\_

flat \_\_\_\_\_

book \_\_\_\_\_

2 b. Define the term vowel as it relates to speech sounds.

\_\_\_\_\_  
\_\_\_\_\_

2 c. Give a definition of the term diphthong.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1 d. Classify **ONE** of the following vowel sounds.

[ow] \_\_\_\_\_

[u] \_\_\_\_\_

# Speech Arts Technical Theory Level 2

## Sample Exam

15

2. Read the poem below and use it to answer the question that follows.

*It is the End of a School Day*  
by Wes Magee

It is the end of a school day  
and down the long driveway  
come bag-swinging, shouting children.  
Deafened, the sky winces.  
The sun gapes in surprise.

Suddenly, the runners skid to a stop,  
stand still and stare  
at a small hedgehog  
curled up on the tarmac  
like an old, frayed cricket ball.

A girl dumps her bag, tiptoes forward  
and gingerly, so gingerly  
carries the creature  
to the safety of a shady hedge.  
Then steps back, watching.

Girl, children, sky and sun  
hold their breath.  
There is a silence,  
a moment to remember  
on this warm afternoon in June.

Write a paragraph analysing the poem, *It is the End of a School Day*. Comment on the imagery, rhythm, figurative language, and poetic devices, and explain how you would use them in a performance of the poem.

---

---

---

---

continued.....



Speech Arts Technical Theory Level 2  
Sample Exam

5

3. a. Define **FIVE** of the following terms.

rhythm \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

foot \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

anapest \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iamb \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

one-syllable ending \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

run-on line \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

continued.....

Speech Arts Technical Theory Level 2  
Sample Exam

---

Question 3 continued

5

- b. Scan the lines of poetry below, including any run-on lines (→) or caesura pauses (||).  
Give the metre of the lines.

from *Stopping By Woods on a Snowy Evening*  
by Robert Frost

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

Metre \_\_\_\_\_

# Speech Arts Technical Theory Level 2

## Sample Exam

10 4. a. Mark each of the following statements about body and voice as True (T) or False (F).

- \_\_\_\_\_ A speaker should aim to think of exhalation as a gentle release.
- \_\_\_\_\_ Shyness may cause a speaker to use avoid using a strong, loud voice.
- \_\_\_\_\_ Speaking at too high a pitch may cause loudness problems.
- \_\_\_\_\_ A desire to communicate is an essential aspect of effective projection.
- \_\_\_\_\_ The support for a loud voice comes from the throat and neck.
- \_\_\_\_\_ Speaking slowly and clearly increases the carrying power of the voice.
- \_\_\_\_\_ The most important muscle in breathing is the diaphragm.
- \_\_\_\_\_ Speakers naturally breathe in the quantity of air required to speak any given phrase.
- \_\_\_\_\_ The lungs play an active role in inhalation.
- \_\_\_\_\_ Tension in the body does not affect breath capacity.

15 b. Answer each of the following questions.

Describe the process of inhalation, including the muscles involved.

---

---

---

---

---

---

---

---

---

---

continued.....

# Speech Arts Technical Theory Level 2 Sample Exam

Question 4 continued

Explain the importance of controlling exhalation to speakers.

---

---

---

---

---

---

---

---

---

---

Explain the importance of breath support to a speaker.

---

---

---

---

---

---

---

---

---

---

# Speech Arts Technical Theory Level 2

## Sample Exam

---

- 15
5. a. Mark each of the following statements about performance and presentation as True (T) or False (F).
- Audiences maintain a certain detachment from the action on stage as they know they are not watching something real.
  - Aesthetic distance is the result of poor interpretation.
  - Rubbing the stomach to indicate hunger is an example of an effective gesture.
  - The audience should be aware of the technical skills of the interpreter.
  - A successful interpreter may choose to focus on delivering only the intellectual content of a piece.
  - An interpreter stays in control of emotion.
  - Eye contact should be established before the speech begins.
  - A speaker's clothing choice is an element of non-verbal communication.
  - Nervousness will destroy a presentation.
  - Knowing your audience will help reduce anxiety.
  - Acknowledging sources is an element of ethical speaking.
  - Ethics are only essential in speeches to persuade.
  - Using emotion and coercion are ethical methods of persuasion.
  - Visualizing success and deep breathing are strategies that help reduce anxiety.
  - Facial expression should remain fixed and pleasant during a speech.



# Speech Arts Technical Theory Level 2 Sample Exam

Question 5 continued

20

b. Write a paragraph on **TWO** of the following topics.

i. Reasons for nervousness and three strategies to build confidence.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

ii. The “three touchstones” for choosing a selection for oral interpretation.

---

---

---

---

---

---

---

---

---

---

---

---

continued.....

# Speech Arts Technical Theory Level 2

## Sample Exam

Question 5 continued

---

---

---

---

---

---

---

---

---

---

iii. Effective use of gestures in public speaking.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---