The Governor’s Honors Program (GHP) Interview/Audition Event is by invitation only for state semi-finalists. Finalists will be selected based on their individual performances at the interview/audition event. The process will vary based on the area of nomination.

This guide has been compiled to provide each semi-finalist with helpful information prior to the event. Each semi-finalist is strongly encouraged to carefully read the information and seek additional guidance from either the school/district GHP Coordinator or representatives of the Governor’s Office of Student Achievement (GOSA): Mr. Ricky Parmer at rparmer@georgia.gov or Mrs. Marlo Mong at mmong@georgia.gov. GHP does not currently maintain a social media presence and cannot verify statements about the interview process made on social media sites (Twitter, Facebook, etc.).

All interviews/auditions will be held on Saturday, February 25, 2017, at Berry College, in Rome, Georgia.

Students must make every effort to arrive on time, with all their required materials and in proper attire (as noted in the following guide). It is strongly encouraged that all semi-finalists arrive at least 30 minutes prior to their scheduled interview/audition time.

GHP admits students of any race, color, nationality, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the program. It does not discriminate on the basis of gender, sexual orientation, religion, age, disability, race, color, or national or ethnic origin in administration of its educational policies, or admissions decisions.
Agricultural Science

Interview:

The student will answer carefully prepared questions presented by adult interviewers to determine the student's intellect, choices, habits, plans, ambitions and knowledge of agricultural science. Semi-finalists must be prepared to discuss items such as previous experiences in agricultural science, their current knowledge level and plans for the future, and their expectations for a rigorous program of this nature. Dress in a manner that is professionally appropriate for an interview. Note: The Governor's Honors Program Agricultural Science interviews are not associated with any 4H or FFA competition and do not call for official uniform or dress. Semi-finalists should anticipate being on site at least 2 hours.

Use of Technology:

The use of electronic devices (cell phones, tablets, projectors, etc.) is prohibited during the interview process. Possession of these devices during the interview, performance task, or exam, will result in disqualification.

Performance Task:

Students will be required to complete a written performance task at the interview site. They must utilize information and/or data from approved peer-reviewed articles to construct a written response with the following proposal in mind:

What applications and methods are available to encourage sustainable practices and food security? How do these applications relate to the current status of American agriculture?

At least one of the following articles must be analyzed in preparation for the performance task. Two additional articles will be provided on site. Students must include information and/or data from (at least) one pre-site and one on-site article in their written response.


Students will have 90 minutes to compose their response at the interview location. Students are allowed to bring ONLY annotations of the pre-site articles to the performance task. The constructed written response will be evaluated on utilization of information and/or data, overall organization of thoughts, and grammar. In-text and resource citations should be present.
Multiple Choice Exam:

Students will be required to complete a 50-item multiple choice exam to test their basic agricultural science knowledge. To prepare, students can review information in the following: Plant Science, Animal Science, Environmental Science, Soil Science, and Biotechnology / Applications. The exam will contain a mixture of beginning, intermediate, and advanced questions. The exam results will be utilized for summer curricular planning purposes.

Communicative Arts

Semi-finalists will participate in a 15-20 minute interview and will complete a 55-minute writing sample, based on a literary/media excerpt or selection that will be provided, in a monitored classroom. Students should not bring additional writing samples to the interview event. Semi-finalists should anticipate being on-site for 90-120 minutes. Paper and writing instruments will be provided to all semi-finalists.

Dance

Semi-finalists at the state level will participate in a three (3) hour process. Students will complete an individual interview and participate in a performance class for 2 hours. The performance class will include ballet, modern and jazz technique components.

Female students must dress in a solid color leotard and pink stirrup or footless tights. Female semi-finalists should bring pink ballet shoes and jazz shoes (no pointe shoes). Male students must dress in a solid color fitted t-shirt and black or grey footless tights. Male semi-finalists should bring black ballet shoes and jazz shoes. In every instance, hair should be securely fastened away from face and neck.

The attire requirements apply to both parts of the audition process. There is no need to bring a change of clothing for the interview portion.

Engineering (Design, Mechatronics, & Programming)

Semi-finalist in Engineering will participate in an individual interview with a portfolio review portion. The Engineering portfolio must include examples (pictures, drawings, etc.) of the student’s interests and work products in engineering (design, mechanical/mechatronics, or software). Portfolios may also be presented on a device or electronic medium (i.e. mobile phone, tablet, or laptop) as long as the device does not exceed laptop size. Projectors are not necessary and will not be permitted. Semi-finalists should be mindful that electronic portfolios or demonstrations must fit within the interview time limits. GOSA cannot guarantee that internet access (e.g. Wi-Fi) will be available at the interview site. Semi-finalists should anticipate being on site for at least 90-120 minutes.
Mathematics

Students selected to attend the state-level interviews in Mathematics will participate in a panel interview with two interviewers. Students should anticipate being on-site for approximately 90-120 minutes. Semi-finalists will be assessed in a variety of ways inclusive of the following.

- High aptitude and achievement in mathematics as evidenced by the student transcript and teacher recommendation.
- Standardized achievement scores (based on national norms), ACT, PSAT and/or SAT scores. All mathematics semi-finalists MUST bring a paper copy of their scores to the interview.
- Exhibition of high level of original thinking in learning new ideas, solving problems or finding discrepancies, including the ability to tolerate ambiguity and to postpone closure in the process as evidenced by the student interview.
- Demonstration of a genuine curiosity and enjoyment in the study of mathematics and the ability to work well with others who share the same.

Music

All semi-finalists in Music will participate in an individual interview after their auditions. Students should anticipate being on-site for at least 90 minutes. It is strongly recommended that students consult an instructor prior making a final choice of repertoire.

*PLEASE NOTE: Use of accompaniment is not required, and is not a part of the audition score; however, some students may choose to perform with accompaniment when appropriate. We cannot guarantee that pianos will be available or tuned appropriately, and we will not provide an MP3 player or CD player. Students choosing to perform to a prerecorded accompaniment should bring their own playback equipment.

Brass semi-finalists: The student should be prepared to perform a short selection from a single movement of a solo piece from the standard repertoire not to exceed two (2) minutes. A movement of a concerto or sonata is preferred. It is not required to start at the beginning of the piece. Please choose a selection that best represents your abilities. The student will be given two (2) short excerpts to sight-read that will be provided by the adjudicator. The student will have thirty (30) seconds to review the etude prior to performance.

Jazz semi-finalists: The student should be prepared to perform a 90-second (or less) jazz composition/partial composition or jazz etude of his/her own choice and sight-read appropriate jazz music that will be provided by the adjudicator. Drummers will be asked to play “time” in swing, funk, Latin, and rock styles. Jazz nominees will be expected to improvise. Recorded accompaniment will be provided for the improvisation. Jazz drummers must provide their own drum sets. Jazz guitarists and bassists must provide their own amplifiers.

Percussion semi-finalists (non-jazz): The student should be prepared to perform one 90-second (or less) composition/partial composition of his/her own choice for each of the following percussion areas: snare, timpani, and keyboard percussion. The student also will be required to sight-read appropriate music that will be provided by the adjudicator in all three areas listed above.
Percussionists proficient on drum set are encouraged to demonstrate that proficiency. (Please refer to the jazz audition criteria listed above.) Percussionists wishing to demonstrate proficiency on drum set must provide their own drum sets.

**Piano semi-finalists:** The student should be prepared to perform:
- One Etude from either Liszt, Lees, Brahms, Debussy, Ligeti, or Chopin;
- 2. 3 minutes of a piece chosen by the student, preferably the 1st movement of a classical sonata;
- 3. Two (2) major and two (2) harmonic minor scales and arpeggios, 4 octaves, hands in parallel motion, as rapidly as possible; and
- 4. Sight-reading examples that will be provided by the interviewer at the difficulty level of the Bach 2-part inventions, Schumann Album for the Young, and the Bartok Mikrokosmos book 3.

**Strings semi-finalists:** The student should be prepared to perform a 90 second (or less) composition/partial composition of his/her choice and sight-read a challenging piece that will be provided by the adjudicator.

**Voice semi-finalists:** The student should be prepared to perform a memorized aria, art song, or folk song from any of the all-state chorus audition books (www.gmea.org), or a piece of comparable difficulty. The student will also sight-read two (2) passages that will be provided by the adjudicator and that exceed all-state sight-reading difficulty, using whichever system they choose. Students should be prepared to sight-read in major and minor keys at reasonable tempi. Sight-reading is a vital part of the audition process and comprises approximately half of the final audition score.

**Woodwinds semi-finalists:** The student should be prepared to perform a short selection from a single movement of a solo piece from the standard repertoire not to exceed two (2) minutes. A movement of a concerto or sonata is preferred. It is not required to start at the beginning of the piece. Please choose a selection that best represents your abilities. Each student will be given two (2) short excerpts to sight-read that will be provided by the adjudicator. The student will have thirty (30) seconds to review the etude prior to performance.

**Science**

Semi-finalists will be allowed approximately 20 minutes before the interview to: (1) analyze a data set and draw conclusions from it; and (2) propose a possible research investigation within the constraints of a broadly defined topic. Students will be able to choose from data sets and research topics within a variety of science fields. Their analyses and proposals will be discussed during the individual interviews. Students will be provided with writing materials to make notes during the 20 minute preparation period. The interviewers will not examine these notes.

Examples of data that could be presented for analysis at the on-site interview include but are not limited to: (1) a periodic chart showing the electrical conductivities of the elements; (2) graphs of the position, velocity, and time of a roller coaster car; and (3) a chart showing the daily locations of a pod of whales in the North Pacific.
An example of a broadly defined research topic would be the following. *The Department of Homeland Security wants to increase the efficiency of screening passengers at airports while maintaining its ability to identify correctly dangerous items in passengers’ luggage.* Propose a scientific research investigation that would assist the Department in meeting this goal.

**Please note that neither these sample data sets nor the sample research topic will be choices on the day of the interview.**

Students should anticipate being on-site for approximately 90-120 minutes.

**Social Studies**

All social studies semi-finalists will participate in a two-part selection process including an individual interview and a topic simulation. The individual interview is 15-20 minutes. The simulation scenarios will be based on the four general topics below. Semi-finalists are strongly encouraged to research all the topics and be well prepared. Each specific simulation scenario will be set in a United States Senate Committee. On the interview day, students will be randomly assigned a state and political party. Semi-finalists will be tasked with actively participating and playing the assigned roles as well as possible. Students are not allowed to use any printed, written or electronic research information during the actual simulation. The simulation takes approximately 20-30 minutes. Students should anticipate being on-site between 90-120 minutes.

**2017 Simulation Topics:**

All simulations will be set in a US Senate Committee hearing. The social studies nominees will be randomly assigned a state and party (or possibly independent) status. The specific bill or Constitutional amendment will come from the following four general topics:

1. Changes in US foreign and/or defense policies.
2. Revisions in existing social, health, environmental or educational policies/laws.
3. Proposed changes in the existing system of electing US federal offices (President/Vice-President, members of Congress).
4. Changes in US trade and economic policies, procedures or laws.

**Theatre**

Semi-finalists in theatre (with an emphasis on performance only) will participate in a 3-step process.

- Semi-finalists will first participate in a group improvisation exercise.
- Students must perform a selected “cold read” from the play *Bus Stop* by William Inge (ISBN # 978-0822201663). This title is readily available in public libraries and may be purchased at a very modest price. Students should familiarize themselves with the play, its characters, setting, etc. and be prepared to perform a selection.
  - Students may arrive up to 30 minutes before their specified time in order to receive their assigned reading.
  - Semi-finalists must be able to discuss their piece in depth and to modify their approach as redirected by the judges.
• Finally, theatre semi-finalists will participate in a one-on-one interview.

Semi-finalists with an emphasis on performance should anticipate being on-site up to 120 minutes.

**Semi-finalists in theatre (with an emphasis on theatre design only) will participate in an individual interview and present a portfolio.** The portfolio presentation will consist of the student discussing his/her original work and the process used in developing it, and an assigned script review. Semi-finalists with an emphasis on theatre design should anticipate being on-site for at least 60 minutes.

**Student Portfolio Contents (for those with an emphasis on theatre design only):**
- One set design (elevation) or three costume plates for a play, musical, or performance piece in which the student has not been involved.
- No fewer than five sketches for the above design(s), showing how the student’s conception developed. The sketches may be in a notebook or be loose.
- Photos of a set, costume, or property that the student has built or worked on (but not necessarily designed).
- One other example of the student’s interest and ability in the design area. (This example can be sketches, set elevations, set models, prop designs, lighting plots, floor plans/construction drawings, etc.)
- Materials (no fewer than five items) representing the student’s research of the assigned script. These items can be visual or textual.

**Assigned Script Review (for those with an emphasis on theatre design only):**
The student is responsible for researching Lorraine Hansberry’s, *A Raisin In The Sun* and for researching up to five different productions of this script to see how designers responded to the script. As part of the portfolio, the student should bring articles, photos, drawings, reviews, etc., of these productions and be prepared to discuss how the designers of these productions solved the problems of theatrical design.

For example, if the assigned script had been Shakespeare’s, *Timon of Athens*, then the student might find a production set in the American West, one in Edwardian England, and one using clowns. The student should then be prepared to use the research materials in the portfolio to discuss how the designer (in collaboration with the director) used the script to design the show.

**Visual Art**

Art semi-finalists will report to the designated interview center at the designated interview time. At registration, each student will receive instructions for displaying artworks. At the appointed interview time, a team of interviewers will view each student’s art portfolio and will engage in a discussion with the student. The student MUST place the art from the portfolio on the floor for the interviewers to view; easels, tables and other display supplies may not be used at the interview center. Upon completion of the interview, the student will remove his/her artworks from the display area. The student will then proceed to the testing area to take a written exam (approximately 30 minutes). Students should anticipate being on-site for at least 90-120 minutes.
**Portfolio Specifications**

The portfolio is a vehicle through which students can demonstrate the ability to deal with the fundamental elements of the visual arts. Evaluation of the portfolio will provide the interview team a sense of the quality of a student’s work, and a sense of the student artist’s breadth of experience in the formal, technical and expressive means.

Each student should bring to the interview a portfolio containing the following required artworks:

- Three (3) drawings
- Two (2) color works
- Two (2) designs
- One (1) three-dimensional work

A minimum of eight (8) artworks must be included in the portfolio.

The student may **NOT** submit the same work in more than one category.

A maximum of five additional artworks selected by the student may be added to the portfolio. Examples of other artworks may include photographs and pottery if **NOT** included in other categories. A sketchbook may be included for one of the five additional artworks.

**Drawings (3)**
The group of three drawings should include works in which: a) both line and tone (shadow, shading) are used; and, b) a range of expression, as well as an exploratory use of materials, are demonstrated. The drawings may be produced using a variety of media separately and in combination. Tools, materials and approaches may include, but are not limited to, the following: pencil, pen and ink, brush, pastel, chalk, conte’ crayon, crayon, charcoal, and wash.

Each drawing should be labeled “**Drawing**” on the back.

**Color Artworks (2)**
The color category requires each student to include in the portfolio two artworks in which color is the major component and in which the various means of color organization are demonstrated. Semi-finalists should include color organization via a specific color theory, contrast of color, color as a primary means of expression, or effects of various color schemes on similar subjects in terms of expressive quality.

Each color artwork should be labeled “**Color**” on the back.

**Designs (2)**
This category requires each student to submit two artworks in which the principles of visual organization are the major components being displayed. Examples that should be considered are positive/negative space or the development of a repeat pattern or modular design.

Each design should be labeled “**Design**” on the back.

**Three-Dimensional Work (1)**
This category requires a student to submit one (1) three-dimensional artwork using traditional, found or created materials. Works submitted may include, but are not limited to, figurative or non-figurative sculpture, furniture, jewelry, containers, woven and metallic forms.

Each three-dimensional work should be labeled “3-D” on the back.

**PLEASE NOTE: ALL TWO-DIMENSIONAL ARTWORKS SHOULD BE MOUNTED OR MATTED ON NEUTRAL, WHITE, OFF-WHITE OR GREY BOARD.**

**World Languages**

**French, German and Spanish**

The state-level selection process will consist of an individual interview (conducted in the target language for modern languages) and a writing sample in the targeted language. A portion of the interview will consist of oral language picture prompts. The purposes of the interview and writing sample are to determine the level of linguistic proficiency attained by the student and to measure commitment and interest. Semi-finalists should anticipate being on-site for 90-120 minutes.

**Chinese**

The state-level selection process will consist of an individual interview conducted in the target language, listening and reading comprehension exercises, and a brief writing sample. Semi-finalists should anticipate being on-site for 90-120 minutes.

**Latin**

GHP Latin Interview Format

I. Reading Comprehension Test
   a. Authentic Latin text, either prose or poetry
   b. Questions will be subjective and in Latin
   c. Responses are to be written in English

II. Interview
   a. Introductory Questions
   b. Picture ID
      i. Candidate will be given six pictures, from which they will choose three
      ii. Candidate is encouraged to describe and discuss aspects of each of the three images
   c. Passage summary
      i. Candidate will be given a short authentic (or slightly adapted) Latin passage to look over for about 3-5 minutes
      ii. Candidate will then have 1-2 minutes to give a brief summary of the passage to the best of their ability

Semi-finalists should anticipate being on-site for 90-120 minutes.