

# TEACHERS WITHOUT BORDERS PROGRAMME

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Department:  
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REPUBLIC OF SOUTH AFRICA

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In Bill Gates words, at the Mandela Day 'Living Together' address: "Maintaining the quality of this country's higher education system while expanding access to more students will not be easy. But it's critical to South Africa's future" – working together, we can help achieve this."

## Contributing schools to date:

Clifton School	Milnerton High	Rustenburg Girls' High	St Peter's
Durban Girls'	Northwood High	St Anne's DC	St Stithians
Fairmont High	Roedean	St John's DSG	Wynberg Boys' High
Herzlia High	Rondebosch Boys'	St Mary's DSG Kloof	Wynberg Secondary

**GRADE 9**

**CREATIVE ARTS - DRAMATIC ARTS MEMORANDUM**

**MAY/ JUNE 2019**

**Time: 1 Hour**

**Total: 50**

**Examiner: Ms. J. Keevy-Muir**

**Moderator: Ms V. Selley**

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This paper consists of 4 pages (including this one). Please ensure your question paper is complete.
  2. Make sure that you number your answers correctly.
  3. It is in your best interests to write legibly.
  4. Use the mark allocation for each question as a time guideline.
  5. Independent, creative thinking and the application of knowledge will be to your benefit.
  6. Underline ALL play titles.
  7. Remember to use academic language and tone.
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## SECTION 1: Early Communication and Ritual

### QUESTION 1

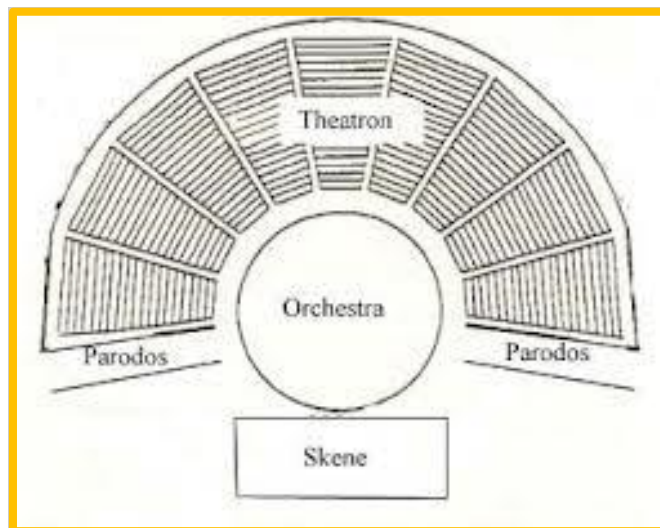
- 1.1. What is Ritual? [4]  
It is a series of actions and/or words and sometimes music done in the same way. Words and actions are repeated. It is an action or procedure followed solemnly by a single person, group or community. It is always done with energy and a sense of belief in what is being done.
- 1.2. In a paragraph, discuss why rituals began. [6]  
In primitive times, rituals developed to give meaning to an event or to the faith and beliefs of the community: Rituals developed from folk ceremonies and religious ceremonies. Primitive man worshipped gods of the earth and sky and believed that they assisted him in his daily life, for example, with hunting and fishing. Rituals began because of primitive man's need to call upon the gods to ask for things such as rain and to thank the gods or spirits or ancestors.
- 1.3. What are the elements involved in a ritual? [6]  
The use of strong rhythmical dance  
The use of musical instruments, for example, the drums  
Chanting words together  
Miming an event  
Celebration/ requesting something from the gods  
Clapping and foot-stamping – the procedure would have a repetitive nature and would always build up to a dramatic climax. Often the participants would be exhausted at the end.  
Rituals would bind a community together – giving them a sense of belonging.
- 1.4. In a paragraph, explain how Ritual changed into Drama. [6]  
Ritual became Drama when the performers were no longer priests worshipping the gods, nature or ancestors' spirits but were actors who spoke a dialogue in which conflict came to be addressed. Tribal rites evolved into elements of drama – dance, song and mime.



## SECTION 2: Greek Theatre

### QUESTION 2

2.1. Look carefully at the following diagram of the parts of a Greek Theatre:



Give a translation and an explanation for each of the parts of the Greek Theatre.

[4 x 2 = 8]

**Theatron/ Auditorium: Stadium-like seating provided by setting stones into the hillside. Seated around 14,000 people and was curved around the circular orchestra. VIEWING PLACE**

**Parodos/doi: The audience and chorus entered through these passages. Any characters coming from far-away lands would also enter through these paradoi/ passageways. PASSAGEWAYS**

**Skene: This stage-house was used for actors to dress in and retire to; later it would be used as scenic background. TENT**

**Orchestra: Flattened circular area where performances would take place. DANCING SPACE**

2.2. Plays were cast in a very particular way in Ancient Greece. Describe who acted in the plays AND describe the acting method used by Greek actors.

[4]

**All actors were men – no women allowed. The actor's voice was all important. Voice had to be audible and had to express emotion very clearly. Actors used large**

gestures and simple, clear cut actions in order to be seen at the back of the auditorium. The acting method was not realistic.

2.3. The pictures below come from productions of Oedipus the King and feature the Chorus.

What were the roles of the Chorus in a Greek Tragedy?

[10]

Chorus in a tragedy would stand aside from the action and comment on it.

The chorus gave advice, offered opinions and was usually on the hero's side.

The chorus was an ideal spectator – reacting as the playwright would like the audience to react.

To set the mood of the play and heighten its dramatic effects.

To add colour and movement



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**SECTION 3: Reflection and Evaluation**

**QUESTION 3**

- 3.1. This term, for your practical exam, you have performed in an adapted version of Sophocles' Oedipus the King. Name the character/s you performed as your practical examination. [2]

**This is dependant entirely on the candidate and what character/s they played. Should be able to correctly identify their character. Spelling at this stage not vital.**

- 3.2. In a paragraph, explain what challenges **you** had in preparing for your practical examination and what you think **you** could do to overcome similar challenges in your next practical examination.

[4]

**This is a personal response from the candidate – must identify some difficulties e.g. learning lines, getting into character, remembering blocking. Must identify some solutions – being more organised, more rehearsal etc.**

