



Hillcrest High School
Dramatic Arts
Grade 10
June exam 2018

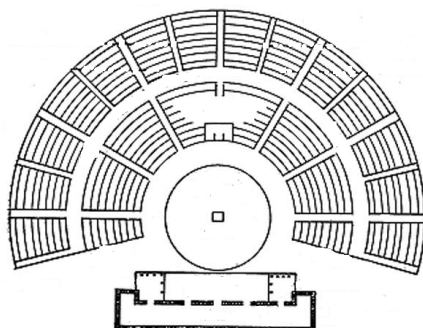
Examiner: Ms. G Giorko
Time: 2 hours

Moderator: Mr. K Alexander
Total Marks: 100

Section A

Greek Theatre

1. Identify the name of the festival that took place in Athens and two dramatic genres that would have been included in this contest. (3)
2. Provide two functions of the masks that ancient Greek actors used. (2)
3. Name two of the Greek playwrights. (2)
4. Provide four functions of the chorus in Greek theatre (4)
5. Theatre as we know it developed from ancient Greek theatre, which started out as a ritual in celebration of a particular god. Name the god and indicate what 'he' was god of. (2)
6. Comment on the acting style of an Ancient Greek performer. (4)
7. What was a Greek theatre called and how many people could it seat approximately? (2)
8. Where would the chorus have entered and exited through? (1)
9. Label the diagram below of a Greek theatre. (5)



11. Choose **one** of the themes below, found in *Oedipus the King*. Now write a well-structured essay on the topic, making close reference to examples from the text.

- Blindness vs sight
- Fate vs Free Will

Your essay should have an introduction, body and conclusion. (20)

[45]

Section B

Attributes of speech.

1. Read the poem and answer the questions that follow.

'My teacher wasn't half as nice as yours seems to be. 1.
His name was Mister Unsworth and he taught us history.
And when you didn't know a date he'd get you by the ear
And start to twist while you sat there quite paralysed with fear.
He'd twist and twist and twist your ear and twist it more and more. 5.
Until at last the ear came off and landed on the floor.
Our class was full of one-eared boys. I'm certain there were eight.
Who'd had them twisted off because they didn't know a date. 8.
So let us now praise teachers who today are all so fine
And yours in particular is totally divine.'

Roald Dahl

1. Indicate where in the poem you would alter your volume. Make sure you explain how your volume would be altered and why. (3)

2. The performance of this poem would benefit from some physical action by the actor. Describe two gestures you would incorporate into your performance. Be sure to indicate accurately where you would put the action and how it will add to the meaning of the poem. (8)

3. What pace would you use for line 5 and why? (2)

6. What is the function of a dramatic pause? (2)

7. What tone of voice would you use for the poem and why? (3)

8. What facial expression would be appropriate for the first line of the poem and why? (2)

[20]

Section D
Practical Analysis

Tableaux's are frozen images used to tell a story. You were tasked with making a tableaux based on a theme you and your group came up with.

1. Write a paragraph of ± 20 lines that explains some of the dramatic conventions that are needed in order to create an interesting, polished and entertaining 'tableaux story'. (10)

2. What three life skills has Drama taught you so far this year? (3)

3. Explain the difference between blocking and masking? (2)

4. Explain the term 'motivated movement' and provide an example from your tableaux to illustrate your answer. (5)

5. Describe how you physically characterised the role you played in your tableaux. Your answer should include information on posture, gait, gesture and facial expression. (10)

6. Describe a resonance exercise that you have performed this year. (5)

[35]

Total: 100 marks