



Hillcrest high School  
Dramatic arts  
Grade 12  
June exam 2013

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EXAMINER: Mrs G. Giorko

MODERATOR: Miss C. Morgan

TIME: 3 Hours

MARKS: 150

SECTION A- ABSURDISM

Question 1

*Waiting for Godot* does not tell a story; it explores a static situation. “Nothing happens, nobody comes, nobody goes; it’s awful”

- 1.1 In a well-structured essay of  $\pm$  three pages, analyse the play *Waiting for Godot* in terms of how it expresses the Absurdist philosophy of the “awful” condition of humanity. (30)
- 1.2 Name the philosophy that Absurdism is based on. (2)
- 1.3 Explain the term non-sequiter’ and provide an example from the play. (4)
- 1.4 Explain the possible reason for the tree on the set of the play to have grown leaves in Act two of the play. (4)
- [40]

SECTION B- 20<sup>TH</sup> CENTURY 'ISMS'

Question 2

2.1 List four conventions of futurism.

(4)

2.2 In a short paragraph discuss Surrealism. Your analysis should include its aim and how it achieves this aim theatrically.

(6)

2.3 Briefly describe a constructivist set.

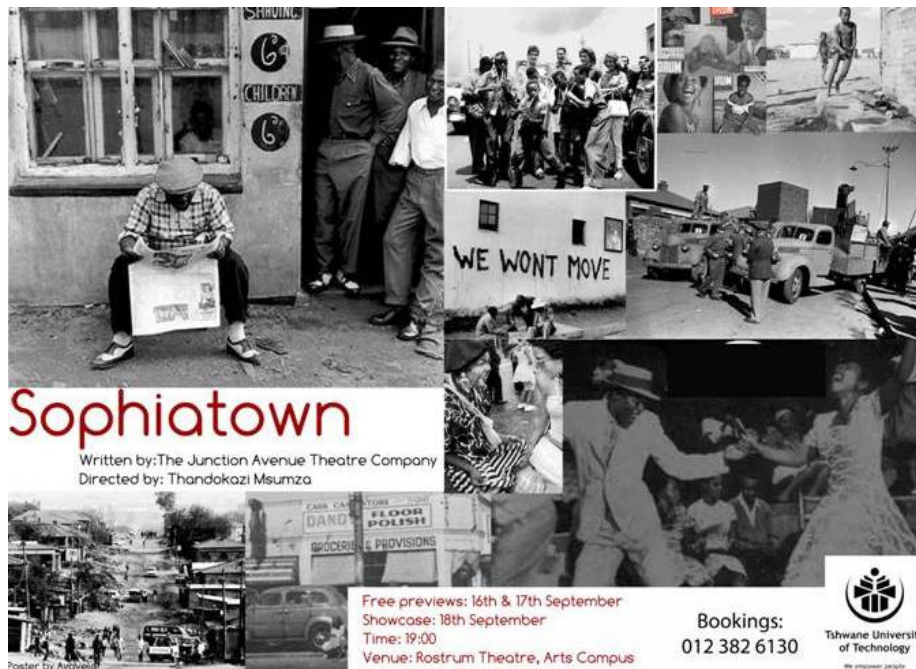
(5)

[15]

SECTION C – SOPHIATOWN

Question 3

SOURCE A



Analyse Source A carefully and answer the questions that follow

3.1 Discuss the various different inhabitants of Sophiatown.

(5)

3.2 What made Sophiatown different to other “native” locations and how did it come to be like this? Your answer should make reference to the founding of Sophiatown.

(10)

3.3 Discuss the forced removals of Sophiatown and possible reasons why the resistance did not succeed.

(10)

[25]

SOURCE B

Mingus

Ruth

Fahfee

Jakes

Charlie

Mamaritti



3.2 Analyse

Source B

carefully. Choose three characters from Source B and write a detailed character sketch for all three. Your analysis should include information such as how they reflect the stereotypes found in Sophiatown, the issues their characters bring to light and their contribution to the play as a whole.

(30)

[55]

## SECTION D-PRACTICAL ANALYSIS

### I Know Why The Caged Bird Sings

The free bird leaps	1
on the back of the wind	2
and floats downstream	3
till the current ends	4
and dips his wings	5
in the orange sun rays	6
and dares to claim the sky.	7
But a bird that stalks	8
down his narrow cage	9
can seldom see through	10
his bars of rage	11
his wings are clipped and	12
his feet are tied	13
so he opens his throat to sing.	14
The caged bird sings	15
with fearful trill	16
of the things unknown	17
but longed for still	18
and its tune is heard	19
on the distant hill for the caged bird	20
sings of freedom	21

Maya Angelou

#### Question 4

4.1 Read the poem through twice and identify four places where you would include *verbal dynamics* if your group was using this poem as a choral verse for your theme programme. Describe the verbal dynamic you would use and provide a reason for your choice.

(4x4=16)

4.2 Identify one place in the poem where a dramatic pause would be appropriate. Provide a reason for your choice.

(3)

4.3 List in full sentences four things a group should do when performing choral verse in order to create a dynamic and polished performance.

(4)

4.4 What pace would you use for line 28 of the poem? Provide a reason for your choice.

(2)

[25]

SECTION D- CULTURAL PERFORMANCE AND MOVEMENT

SOURCE C



Question 5

5.1 Analyse Source C. In a well-structured paragraph of  $\pm 100$  discuss what skills a performer needs in order to create the performance above.

(10)

5.2 Discuss the symbolism used in the above performance.

(5)

[15]

TOTAL MARKS: 150