

GRADE 8 CREATIVE ARTS: DRAMA

18 JUNE 2014

50 MARKS

1 HOUR

INSTRUCTIONS AND INFORMATION TO CANDIDATES

1. You have been allocated TEN minutes reading time before the start of the examination.
2. This question paper consists of FOUR sections, each consisting of ONE question:

SECTION A: Dramatic Skills Development (10 marks)
SECTION B: Elements of Drama in Playmaking (15 marks)
SECTION C: Dramatic Forms – Praise Poetry (20 marks)
SECTION D: Appreciation and Reflection (5 marks)
3. ALL questions are COMPULSORY.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Pay attention to the number of marks allocated to each question.
6. While classroom knowledge can be used to answer the questions, independent and creative thinking will be to your advantage.
7. Write neatly and legibly.
8. Start each new section on the new side of a page.
9. The presentation of your examination must comply with the “Springfield Guidelines for Written Submissions”. All methods of intervention mentioned in that document as well as those applicable to irregularities in examinations apply to this task.

Last Year Creative Arts Question Paper Grade 9

Markham May, Sue Warr



Last Year Creative Arts Question Paper Grade 9:

Resources in Education ,1998 **EBOOK: Teaching Creative Arts & Media 14+** Markham May,Sue Warr,2011-04-16 This book will explore the nature of the creative and media sector and describe issues and debates surrounding creative and media teaching and learning It will provide teachers with support in differentiating between Creative and Media qualifications and suggest appropriate strategies for the delivery and assessment as well as the integration of functional skills and wider key skills within Creative and Media programmes Research in Education ,1971-12 **Perspectives on the IB Diploma Core** Jeff Thompson,Judith Fabian,Mary Hayden,2019-10-15 The Diploma Programme was the first programme to be devised and implemented by the International Baccalaureate over fifty years ago Since its creation the curriculum upon which the programme is based has been continuously developed to take into account the rapidly changing needs of students schools higher education and employment contexts For much of that time the programme has included three essential components that must be undertaken by students who wish to graduate with the Diploma Theory of Knowledge Extended Essay and Creativity Activity Service CAS Taken together over time these have come to be regarded as a core of the Diploma Programme although they were not described as such at the outset This edited collection is intended to provide input into the current review of the IB Diploma Programme It comprises contributions from experienced authors researchers and practitioners who were invited to reflect upon the nature of the core as it exists at present to raise issues in relation to the future development of the core and to share experience in the learning and teaching of the core components across a wide range of schools in both national and international systems of education Questions concerning the concept of the core as a whole developing students as internationally minded thinkers and the challenges of bringing coherence to the core in establishing a holistic approach to the curriculum underpin the individual chapters throughout Contributors Edward Allanson Tom Brodie John Cannings Christian Chiarenza Mary Donnellan Jenny Gillett Robin Julian Julian Kitching Justin Laleh Ann Lautrette James MacDonald Shona McIntosh Heather Michael Paul Regan John Royce John Sprague George Walker **Catalog** University of Colorado Boulder,2009 **Graduate Programs in Business, Education, Information Studies, Law & Social Work 2014 (Grad 6)** Peterson's,2013-12-20 Peterson's Graduate Programs in Business Education Information Studies Law Social Work 2014 contains comprehensive profiles of more than 11 000 graduate programs in disciplines such as accounting finance business administration management education human resources international business law library information studies marketing social work transportation management and more Up to date info collected through Peterson's Annual Survey of Graduate and Professional Institutions provides valuable data on degree offerings professional accreditation jointly offered degrees part time evening weekend programs postbaccalaureate distance degrees faculty students requirements expenses financial support faculty research and unit head and application contact information There are helpful links to in depth descriptions about a specific graduate

program or department faculty members and their research and more Also find valuable articles on financial assistance the graduate admissions process advice for international and minority students and facts about accreditation with a current list of accrediting agencies **Resources in Education** ,1993 **The Schenley Experiment** Jake Oresick,2017-04-14 The Schenley Experiment is the story of Pittsburgh s first public high school a social incubator in a largely segregated city that was highly even improbably successful throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace s reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America s oldest public schools Commonwealth Universities Yearbook ,1992
Normal Instructor and Teachers World ,1928

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