

# COLLEGE OF SOCIAL SCIENCES, THEOLOGY, HUMANITIES AND EDUCATION

HEN 426 DRAMA AND MUSIC FOR SOCIAL DEVELOPMENT

**END OF FIRST SEMESTER EXAMINATIONS** 

**NOVEMBER/DECEMBER 2018** 

**LECTURER: T. KUTURE** 

**DURATION: 3 HRS** 

# **INSTRUCTIONS**

1. ANSWER **ALL** QUESTIONS IN THE SPACES PROVIDED ON THIS PAPER.

#### HEN 426 DRAMA AND MUSIC FOR SOCIAL DEVELOPMENT

\*Answer ALL questions on this paper in the spaces provided\*

1. Study the text of the song below and do the task/s that follow

# A Child Is A Child

i) A child is born; girl or boy,One is created; girl or boy,Born to this world; boy or girl;Welcome to this world; boy or girl.

# Chorus

So what's our problem? A child is a child,
So what's the big deal? A child is a child,
So what's our problem? A child is a child,
Treat them both the same; a child is a child

One child favoured, another is condemned,
 One treated mean, another treated well,
 One is incidental, another is preferred,
 One gets a raw deal, another gets the whole cake.

# Chorus

Do the right thing; give them both a chance,

Do the right act; educate them both,

Do the good thing; love and cherish both,

Embrace them both; a child is a child.

### Chorus

(Composed by Tendekai Kuture for HEN 426 Class of 2018)

| Above is a song you may hear on your country's radio and television stations, or one you may buy as a compact disc and play. |
|--|
| With a Social Development background and context, expose the message and intent of such a song. [15]                         |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| •  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

| 2. i) Using your own knowledge and experience, describe Community Theatre. [5]                              |  |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
| ii) Explain any two advantages of Community Theatre in the dissemination of Soc<br>Development issues. [10] |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
| <b>a</b> .  |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

|                 | <u></u>   |
|-----------------|---|
|                 |   |
|                 |   |
|                 |   |
|                 |   |
|                 |   |
|                 |   |
| _               |   |
| 3.              | Given the title: THESE STREET KIDS; NOT A TOTAL MESS  |
| 3.              | Given the title: THESE STREET KIDS; NOT A TOTAL MESS  |
|                 | Ose suitable four - line text for a three stanza song that addresses the given title.   |
| Compo           |   |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.   |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |
| Compo<br>Make u | ose suitable four - line text for a three stanza song that addresses the given title.  use of a Refrain for each of your composed verses [10] |

| 1 i) Write your professed title for an intended Conicl Development Development             |
|--|
| 4. i) Write your preferred title for an intended Social Development Drama [5]              |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| ii) Plan and write an Act 1 Scene 1 text for the drama title in 4 (i) above. Start with an |
|  |
| informative Soliloquy and then develop the rest of Scene 1 [15]                            |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |