INTEGRATED PERFORMING ARTS

| 6150 |
| Paper 1 |

1. GENERAL COMMENTS

Amongst all the Papers for this examination, Paper 1 was the weakest with many failures.

Take note of the following in order to improve:

- The section on Listening was poorly answered especially the part on music theory. Candidates have done this as from Grade 8 and they lack the basic skills, such as knowing what a 'bar' and 'time signatures' are.
- All teachers are in possession of the notes on the films as well as background information. Candidates had little background knowledge to the films and music, especially the questions on drama and the musical.
- Spelling errors were less.
- Language used was acceptable.

2. COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

1 (a) Candidates were mostly correct although 'voice' is the more correct answer

  (b) (i) Candidates were familiar with the song, but not with the meaning.

   (ii) Candidates seem unfamiliar with the term 'time signature'. Very few correct answers.

   (iii) Candidates seem unfamiliar with the term 'genre'

  (c) (i) Both the genre and the artist seem to be unfamiliar.

   (ii) Most candidates could recognize the type of voice.

   (iii) Candidates could recognise the instrument.

   (iv) Few candidates could describe the mood of the song and none the message of the song.

2 (a) (i) Candidates could not identify this song

   (ii) Few correct answers.

   (iii) Candidates could not identify the instrument.

   (vi) Some correct answers.

   (v) No candidate wrote piccolo, many came close with 'flute' which is not correct.

  (vi)-vii) Most candidates could not give a reference to 'tempo'. Some referred to dynamics.

   (viii) Some identification of the composer was given, but the spelling of Tchaikovsky was problematic.

  (b) (i) Very few candidates could recognise the symphony. Many wrote Symphony Nr 9 which is not prescribed for NSSCO.

   (ii) Most candidates could not identify the family of instruments.

   (iii) Candidates could not recognise the instrument.

(c)(i-iii) The Italian terminology seems to be unfamiliar to nearly all the candidates. Some could identify the rest sign.

(iv-v) No candidate could answer these questions. Most did not even attempt and seems to be unfamiliar with any of the terminology.

SECTION B

3 **(a)** Most candidates could answer this question correctly.

(b) **(i)** Candidates could identify mostly confidence and improvisation.

(ii) Examples given were not from *The Daywalker* but from Trevor Noah's other shows. Some could give answer referring to Question (b)(i)

(c) **(i)** Some correct answers.

(ii) Some candidates could answer this question for marks. Candidates seem to struggle to understand the questions.

4 **(a)** No candidates could answer this question. Some reference were given to masks, which was not asked.

(b)(i-ii) No candidates could answer these questions even though it is in the notes on the 'History of mime'.

c) **(i)** Most candidates answered 'Bip the Clown' correctly but some only referred to 'Bip' which resulted in no marks given.

(ii) Many candidates answered correctly with stripe shirt and hat, but few got the other sections of the costume correct. Many referred to clown outfits in general which is not correct.

(iii) In some centres all the candidates could answer this question, but in other centres none could answer the question.

5 **(a)** **(i-ii)** In general candidates could not identify these ballet moves

(b) B   Some correct answers

(c) **(i)** Some correct answers

(ii) No candidates could answer correctly.

(d) This question proved to be easy as most candidates could answer it correctly.

(e) Most candidates could give the correct answer.

(f) Candidates knew very little on the development of the tango. Some referred to the countries of origin but that was not the question. A more in depth study is needed on this topic.

6 **(a)** Most candidates could recognise the narrator although they got confused with the actor 'Tom Hanks'.

(b) **(i)** Most candidates identified centuries instead of decades.

(ii) Most candidates answer 'ping-pong' champion but there were some that referred to the 'All American Football team' It is vital for candidates to make notes while watching films.

(iii) Mostly correct answers.

(iv) Some references were made on how he copied the 'Southern Drawl' or how he expressed himself but few candidates wrote both to obtain 3 marks.

(c) (i) Candidates in general could answer this question.

   (ii) No candidate could answer this question. Most did not even attempt and seems to be unfamiliar with how to create 'mood' on stage.

   (iii) Candidates showed lack of experience on stage when answering this question. They mostly described how one would do this action on paper, not on stage.

7 **(a)(i-ii)** No candidates could answer this question. It seems that the history of musicals were not discussed in class.

  (b) Candidates could identify Andrew Lloyd Webber as the composer.

  (c) (i-ii) Candidates identified the differences well.

  (d) Some candidates could answer this question for 2 marks.

  (e) Candidates described the story of *Phantom of the Opera* or *Beauty and the Beast* instead of how Christine broke free from her father, the actions leading to this release and the consequences of her decision.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Encourage candidates to take notes during the watching of a film.
- Do all history and other research together with the film. It is vital to do assessments after each component to strengthen knowledge
- Use music terminology as much as possible during class for candidates to familiarize themselves with it. Music theory should be revised at least once a month to lay down the foundations of basic music knowledge.
- Candidates can bring usb's to class for you to copy the listening sections. The more they listen to the prescribed music on their own, the better they will be able to identify the songs.
- If possible make 'movie' afternoons closer to the examinations where candidates can rewatch the films in order to remember them better.