

FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of the revised assessment procedures for the Junior Certificate Examination programme. According to the Revised National Policy on Education, the main intentions of the three year Junior Secondary programme are to provide the learners with opportunities for pre-vocational preparation and to enable the learners to take advantage of further education and training. These goals are reflected in the current Junior Secondary curriculum and accordingly, were taken into account when the assessment procedures were revised.

The range of ability of the learners has also influenced the design and revision of the assessment procedures. As a result of the ten year basic education policy, the ability range of the learners in Junior Secondary schools is much greater than previously. The revised assessment procedures are designed to ensure that all learners, regardless of their ability, have the opportunity of demonstrating what they know, understand and can do.

Another important aspect of assessment meant to be fostered through this revision is the alignment of assessment with the specific requirements of the teaching programme. This has been addressed through the restructuring of the scheme of assessment for individual subjects, whilst ensuring the reliability of the outcomes. The revised procedures use a standardised format across all subjects, whilst meeting the specific requirements of each subject.

The revised procedures are not intended to replace the existing teaching syllabuses. Rather, they provide a specification of the knowledge and skills which are to be assessed in each subject. Through the scheme of assessment, the procedures provide information on: the number of question papers in each subject, the marks allocated to each paper, paper and section weightings, etc.

These procedures are the outcome of the efforts of many professionals in the education system, and I wish to extend my thanks to all those who made their contribution. I would also like to encourage a continuation of this valuable collaboration.



Executive Secretary

1. INTRODUCTION

As part of the Botswana Junior Secondary Education Programme, the Music Assessment Procedures are designed to provide a framework for assessing candidates who have completed a three-year course based on the Junior Secondary Music Teaching Syllabus.

The Music examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Music programme. The assessment will be designed in a way that encourages candidates to show their level of understanding and what they know and can do. Furthermore, the procedures offer a general framework for syllabus content representation in examination papers and assure comparability of sampled content from year to year.

The outcome of instruction in the content prescribed by the Music Syllabus will be assessed through **two** written papers and **one** practical paper. In addition to the three papers, candidates will be required to complete a coursework component introduced at **Form 1 Term 2**.

2. DIMENSIONS

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into two broad skill areas called dimensions. Brief descriptions of the dimensions are given below.

Dimension 1: Knowledge and Understanding

Candidates will be assessed on their ability to recall and understand:

- the characteristics of musical sound;
- the performance possibilities of music;
- sound sources and classification of voices, instruments and movement;
- musical traditions, music history, composers, compositions, instruments, forms and genres;
- musical notation systems.

Dimension 2: Application

Candidates will be assessed on their ability to:

- perform – take an active part in singing, playing musical instruments, and moving to music;
- compose – use their basic knowledge of musical concepts and skills in creative activities;
- appraise – identify different styles of music and musical forms of expression
- write musical notation systems;
- organise, direct and record musical performances and projects;
- identify methods of preserving traditional music and musical instruments.

3. STRUCTURE OF THE EXAMINATION

The syllabus is assessed by two written papers, one practical paper and a coursework component. The subject grades will be reported on a five-point scale of **A** to **E**.

Paper 1	Listening	Marks	50
Time	1 Hour 30 Minutes	Weighting	30%

This will be a written paper assessing aural skills and application of musical concepts.

Candidates will be required to listen to a variety of musical extracts, depicting the nature and quality of sound, different styles and periods of music.

There will be three sections in this paper and candidates must attempt **all** questions.

Section A:	Structured + short-answer questions (Western, popular)	- 15 marks
Section B:	Structured + short-answer questions (African, popular)	- 20 marks
Section C:	Appraising questions	- 15 marks

Paper 2	Music Theory	Marks	70
Time	2 Hours	Weighting	40%

This will be a written paper assessing knowledge, understanding and application of musical concepts.

There will be three sections in this paper and candidates must attempt **all** questions.

Section A:	Short-answer questions	- 20 marks
Section B	Notational questions	- 30 marks
Section C	Structured + short -answer questions	- 20 marks

Paper 3	Performance Assessment	Marks	50
Time	10 minutes per candidate	Weighting	30%

This will be a practical paper assessing technical, reading and performing skills. The paper is comprised of summative assessment and coursework.

Summative: There will be two repertoires in this section and each repertoire will have two pieces. Candidates will be required to perform one piece from each repertoire.

Repertoire 1: Singing	25 marks
Repertoire 2: Instrument Playing	25 marks

Coursework: Coursework will contribute 10% of this paper. Schools will be responsible for awarding coursework grades. The assessment of coursework will start at **Form One Term 2 through to Form Three Term 1**. Schools are required to record a composite score for each student per Form.

In addition to the composite score, schools will be required to provide the following:

- (i) evidence of students performance on video
- (ii) written record of scores for each of the tasks

All the scores recorded per student and evidence of student performance should be sent to Botswana Examinations Council by July of the final year.

4. ASSESSMENT GRID

COMPONENT	MAJOR CONTENT AREAS					TOTAL
	Introduction to Music	Notation	Appreciation	Music Traditions	Performance	
PAPER 1	–	10%	70%	20%	–	100%
PAPER 2	10%	40%	10%	40%	–	100%
PAPER 3	–	10%	10%	–	80%	100%

5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS		TOTAL
	Knowledge and Understanding	Application	
PAPER 1	25%	5%	30%
PAPER 2	10%	30%	40%
PAPER 3	5%	25%	30%
TOTAL	40%	60%	100%

6. CONTINUOUS ASSESSMENT

This assessment will be done through coursework. Four music criteria, namely, practical musicianship, keyboard/piano, recorder and ensemble will be assessed at school level and the marks sent to BEC.

Teams of moderators will visit schools after internal marking has been completed. Moderators will mark a sample of candidates' work and the school marks together with the moderators' marks will be used to derive agreed marks for the centres.

1. Practical Musicianship

(a) FORM 1

Candidates should be able to;

- (i) reproduce rhythm- pattern of two-bar phrases in simple time played by the teacher
- (ii) sing at sight a 2-bar melody in simple time. The key-note will be sounded before singing
- (iii) improvise with voice and or instrument, two-bar answering phrase to a two-bar phrase played or sung by the teacher

(b) FORM 2

Candidates should be able to;

- (i) sing a two-bar phrases in simple time played by the teacher, whilst continuously tapping a repeated rhythm pattern (i.e an ostinato) previously indicated by the teacher

- (ii) sing at sight a four-bar melody in 4/4, 2/4 or 3/4 time. The keynote will be sounded before singing
- (iii) improvise the voice and/or instrument, a four-bar answering phrase to a four-bar phrase played by the teacher
- (iv) Identify and explain from the printed score, the three or four changes made to pitch, dynamics and note values in a melody played twice by the teacher

(c) **FORM 3**

Candidates should be able to;

- (i) sing, a four-bar phrases in simple time played by the teacher, whilst continuously tapping a repeated rhythm pattern (i.e an ostinato) previously indicated by the teacher
- (ii) play a two bar melody from memory on an instrument chosen by the candidate played twice by the teacher
- (iii) sing at sight a short melody in 2/4, 3/4, 4/4 and 6/8 time
- (iv) Identify and explain from printed score pitch, note value, dynamics, tempo, articulation and phrasing in a short piece played twice by the teacher
- (v) perform a free improvisation based on a given guidelines chosen by the teacher. The teacher to look for imaginative use of the given materials, effective use of the voice or instrument and sense of structure

2. Keyboard/Piano

(a) **FORM 1**

Candidates should be able to;

- (i) play with each hand separately ascending and descending in key C and G using correct fingering(one octave)

(b) **FORM 2**

Candidates should be able to;

- (i) play with each hand separately, ascending and descending in Key C, G and F (2 octaves)
- (ii) play with both hands in similar motion ascending and descending in key C, F and F major
- (iii) play chords I IV V in key C, G and F major using left hand only
- (iv) play a short melody in simple time in key C, F and G

(c) **FORM 3**

Candidates should be able to;

- (i) play with each hand separately ascending and descending in key C, F and G Major (two octaves)
- (ii) play in contrary motion with both hands beginning and ending on the key-note in the key of C and G
- (iii) play a short piece in simple time using both hands in key C, G and F major. The left hand playing chords I IV V while the right hand plays the melody.

3. Recorder

(a) **FORM 1**

Candidates should be able to;

- (i) play a short melody using notes B A G E D C

(b) **FORM 2**

Candidates should be able to;

- (i) play at sight **two** short melodies in 2/4, $\frac{3}{4}$ or 4/4 time in Key C and G

(c) **FORM 3**

Candidates should be able to;

- (i) play at sight **three** short melodies from the given melodies

4. An Ensemble (duets, trios and quartets)

(a) **FORM 1**

Candidates should be able to;

- (i) sing a short melody from the given list

(b) **FORM 2**

Candidates should be able to;

- (i) sing a short melody from the given list
- (ii) use variety of instruments and or voice to perform an eight-bar piece from the given list

(c) **FORM 3**

Candidates should be able to;

- (i) sing a short melody from the given list

- (ii) use variety of instruments and or voice to perform an eight-bar piece from the given list
- (iii) perform a piece of own choice using variety of instruments and or voice

7. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the skill acquisition expected of candidates for the award of particular grades.

Grade A

The candidate should be able to:

- compose melodies and harmonies using musical concepts and compositional principles;
- analyse musical concepts in a composition;
- apply the three types of musical notations accurately;
- demonstrate high level of aural skills;
- Appropriately interpret and discuss the functional uses of music;
- demonstrate high level of technical skills in any instrument;
- analyse musical vocabulary, terminology and expressions.
- apply new technological advancements in music;
- critically evaluate any musical performance.

GRADE C

The candidate should be able to:

- show appreciation and comprehension of different musical genres and traditions;
- explain musical vocabulary, terminology and expressions;
- identify and define musical concepts in a composition;
- demonstrate technical skills in any instrument;
- demonstrate aural skills;

- evaluate any musical performance;
- use three types of music notation;
- use basic technological skills in music;
- compose simple melodies using basic composing principles;
- discuss functional uses of music;

GRADE D

The candidate should be able to:

- identify different musical instruments;
- list types of musical notation;
- demonstrate basic skills in any instrument;
- list musical genres and traditions;
- use basic technologic skills in music with assistance;
- compose simple melodies with assistance all the way;
- list functional uses of music.