

# ABRIDGED CHAPTER 4 OF THE CAPS

## MUSIC GRADES 10-11

IMPLEMENTATION: JANUARY 2020



# 1. Presentation Outline

1. Purpose of the Presentation
2. Background
3. Summary of the amendments
4. Framework for the Programme of Assessment in Grades 10-12
5. Contact Details

# NOTE:

- The Information in the Presentation must be read in conjunction with the CAPS of the Subject.
- Kindly refer to Section 4 of the CAPS.

## 2. Purpose of the Presentation

- To mediate the amendments of CAPS Section 4: Grade 10 and 11 for implementation in 2020 as published in government gazette no:42829



- To strengthen and improve **the quality and effectiveness of assessment** as stipulated in **CAPS Section 4** for Grades 10 & 11 from **January 2020**;
- To reduce curriculum **overload**;
- To align the **differing policy and layout** within the Arts Subjects
- To strengthen **curriculum coverage**;
- To address **assessment overload**;
- To improve the **weighting of marks per topic** versus the **teaching time spent per topic** to determine the Marks allocated per topic; and
- **Revise and improve the forms of assessment.**

# 4. Summary of the Amendments

1. A **clear and precise programme** per subject on **School-Based Assessment** includes:
  - a) A **narrative** on the nature and purpose of assessment;
  - b) Inclusion of relevant **Taxonomies** – cognitive levels;
  - c) Total **number of tasks** to be completed per annum;
  - d) The **allocation** of the number of tasks per term;
  - e) Relevant **forms / types of assessment**;
  - f) **Weighting** of assessment tasks with regards to **time** and **mark allocations**; and
  - g) **Content coverage**.
2. **Reports** containing the **short term** changes envisaged for the Arts Subjects CAPS.



## 3.1 Informal Assessment Requirements for

### Music are as follows:

- Assessment for learning has the purpose of continuously collecting information regarding a learners' achievement to improve their learning;
- Informal assessment may occur daily and be a substantive conversation between teacher and learner to facilitate feedback and feed forward;
- Daily monitoring of learners' progress can be done through conversation, critique sessions, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, case studies, etc.;
- Self-Assessment and Peer Assessment can be done but not separated from the learning activities in the classroom;
- Informal Assessment Tasks must not be formally recorded but if desired, a simple checklist used to record this assessment;
- Results may be used to provide verbal or written feedback to learners, the school management team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered; and
- The results of informal assessment tasks are not taken into account for promotion and certification purposes.



## 5.2 Formal Assessment Requirements for Music are as follows:

- Formal Assessment are all formal Programme of Assessment for the year, moderated (for quality assurance) and standardised;
- Evaluates learner-progress in a grade and in a particular subject.
- Should be appropriate to the age and developmental level of learners per subject. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.
- Examples of Formal Assessments: tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc.
- Formal Assessment Tasks form part of a year-long Formal Programme of Assessment in each grade and subject.
- Marked and formally recorded by for progression and certification purposes.





# 5.3 Revised Framework for the Programme of Assessment for Music January 2020 Grades 10-11

## 5.3.1 Weighting of Term Marks for Grades 10-11

SBA - DURING YEAR	END-OF-YEAR EXAMINATION		PAT
25%	50%		25%
Test (100) June Examination (120 + 30 + 150)=300 Test (100) <b>TOTAL: 500</b>	2 written papers: Paper 1: Theory & general music knowledge (120) Paper 2: Aural, recognition & form (30)	Practical exam: Technique, performance pieces in chosen style and aural (150)	2 PATS 50 marks each = 100 marks
25% (100 marks)	25% (100 marks)	25% (100 marks)	25% (100 marks)

## 5.3.2 Weighting of Term Marks for Grades 10-11

TERM	1	2		3	4		
TASK	TASK 1	TASK 2		TASK 3	TASK 4	TASK 5	
AREA OF ASSESSMENT	Written test	Practical exam	Written exam	Written test	PAT	Practical exam	Written exam
MARK	100	150	150	100	2x50 = 100	150	150
WEIGHTING PER TERM	100%	50%	50%	100%	100%	50%	50%
WEIGHTING PER ANNUM	20%	60%		20%	25%	25%	25%
TOTAL	SBA 100 marks =				PAT-100	FINAL EXAM - 300 marks	

Cognitive levels	Percentage of task
Lower order: knowledge	30
Middle order: comprehension and application	40
Higher order: analysis, evaluation and creativity	30

### 5.3.4 Annual Programme of Assessment for Music: Grades 10-11

TERM	SBA	PAT	FINAL EXAMINATION
1	Test (100)		
2	Practical (150) Paper 1: Theory & general music knowledge (120) Paper 2: Aural, Recognition & form (30)	PAT Starts in the 2 <sup>nd</sup> term. Ends in the 3 <sup>rd</sup> term.	
3	Test (100)		
4		PAT Recording of Final mark	Practical (150) Paper 1: Theory & general music knowledge (120) Paper 2: Aural, Recognition & form (30)
	500 ÷ 5 = 100 25%	100 5%	300 converted to 200 50%

## 5.3.5 Examinations Practical Examination

Practical component Comparable to Grade 5 of external examining bodies	Maximum Marks
<b>Technical Development:</b>	<b>25</b>
Scales, arpeggios, exercises (15), studies (10)	
<b>Performance Pieces: (Grade 5 level)</b>	
Piece 1 - Own choice (solo piece)	<b>30</b>
Piece 2 - Own choice (solo piece/ensemble)	<b>30</b>
Piece 3 - Own choice (solo piece/ensemble)	<b>30</b>
<b>Sight-reading:</b>	<b>20</b>
Unaccompanied reading of at least 12 bars	
Comparable to Grade 5 of an external examining body	
<b>Aural Tests:</b>	<b>15</b>
Sight-singing (6)	
Clapping of a played rhythm (5)	
Identify given triads: major, minor, diminished and augmented (4)	
For IAM and Jazz/Afrophonia, identify seventh chords: major 7 <sup>th</sup> , minor 7 <sup>th</sup> , dominant 7 <sup>th</sup> , half-diminished and diminished 7 <sup>th</sup>	
<b>TOTAL</b>	<b>150</b>

# Contact Details

**Phil Manana**

**CES: Arts Subjects**

**012 357 4191**

**[Manana.P@dbe.gov.za](mailto:Manana.P@dbe.gov.za)**

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