



BOTSWANA
EXAMINATIONS
COUNCIL

JUNIOR CERTIFICATE EXAMINATION

ASSESSMENT SYLLABUS

MUSIC
CODE 034



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034
CODE

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FOREWORD

The Botswana Examinations Council is pleased to release the assessment syllabus for the revised Junior Secondary Education curriculum implemented in January 2010.

The purpose of this assessment syllabus is to guide schools, teachers and other educational institutions on what will be assessed in the subject area and how the assessment will be carried out for certification of students completing the Junior Secondary Education.

The curriculum at junior secondary level, puts emphasis on understanding and application of concepts; development of high order thinking skills (HOTS) such as inquiry, decision making, reasoning, creative, analytical, problem solving and process skills. It also calls for the acquisition of hands on experience that should increase the participation and performance of all groups e.g. groups of different abilities, learners with special needs, girls and boys.

All these skills entail more practical and challenging content and tasks that require higher levels of engagement of a learner's cognitive ability. The assessment syllabus has been designed to allow these higher order thinking skills to be assessed. It assesses what candidates know, understand and can do, enabling them to demonstrate their full potential.

The assessment syllabus is intended to promote a variety of styles of teaching, learning and assessment to enable candidates to progress to higher levels of learning. Therefore, teachers must be proficient in planning and directing a variety of learning activities. They should be conscious of the need for the students to be accountable and responsible for their own learning to some extent. They must also take into account the widening different levels of achievement which they aspire to. This implies active participation by both students and teachers, the creation of rich and diverse learning environments and the use of relevant assessment procedures to monitor the development of each learner.

It is important then that we value the student's own experiences, build upon what they know and reward them for positive achievement.

This assessment syllabus is the outcome of a great deal of professional consultation and collaboration. On behalf of the Botswana Examinations Council, I wish to express my sincere gratitude to all those who contributed to the development and production of this assessment syllabus.



Executive Secretary

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1. Introduction

As part of the Botswana Junior Secondary Education Programme, this Music syllabus is designed to provide a framework for the assessment of candidates who have completed the three-year course based on the revised Junior Secondary Music teaching syllabus.

The Junior Secondary Education Music Assessment Syllabus aims to afford the candidate an opportunity to fully demonstrate their potential and exhibit the knowledge and skills they possess through a variety of assessment modes. The syllabus also aims at providing information on what will be assessed and how it will be assessed with the intention of comparable standards from year to year.

Candidates will be assessed on a scale of A – E. Candidates who fail to meet the minimum requirement will be awarded a U.

This syllabus should be read in conjunction with:

- (a) the Junior Secondary School Music Teaching syllabus;
- (b) the specimen question papers and marking schemes.

This syllabus is not available for private candidates.

The outcome of instruction in the content prescribed by the Music teaching Syllabus will be assessed through two written papers, a practical examination and centre-based assessment.

2. General Aims

The syllabus embraces the subject aims defined in the Music teaching syllabus.

The assessment syllabus has the following additional aims:

- To ensure proper assessment of all the important skills in the curriculum
- To enable both teaching and assessment to cater for all ability levels
- To provide an efficient evaluative mechanism of the curriculum
- To encourage an investigative approach to learning
- To provide internationally recognised standards
- To enable the students to realise their full potential

3. Assessment Objectives

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into three broad skill areas known as assessment objectives. Brief descriptions of the assessment objectives are given below.

Assessment Objective 1: Knowledge and Understanding

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

- 1.1 the characteristics of musical sound;
- 1.2 the performance possibilities of music;
- 1.3 sound sources and classification of voices and instruments;
- 1.4 musical traditions and history of African, Botswana Indigenous, Botswana Popular and Western music;
- 1.5 composers and compositions of all styles;
- 1.6 musical forms and genres;
- 1.7 musical notation systems.

Assessment Objective 2: Handling of Information, Creativity and Problem Solving

Candidates will be assessed on their ability to;

- 2.1 read, write and interpret musical notation symbols;
- 2.2 explore and discriminate between musical styles, genres and traditions;
- 2.3 compose and arrange musical pieces;
- 2.4 imagine and create new ideas in composing and arranging of music;
- 2.5 discriminate African, Botswana indigenous and popular music in relation to aural perception.

Assessment Objective 3: Practical Skills and Techniques

Candidates will be assessed on their ability to;

- 3.1 apply new technological advancements in music;
- 3.2 make expressive use of tempo, dynamics, phrasing and timbre during performances;
- 3.3 technically play an instrument;
- 3.4 technically sing any given piece using any voice range;
- 3.5 sight-sing different melodies;
- 3.6 play at sight different melodies;
- 3.7 perform any genre as an individual and in an ensemble.

4. Scheme of Assessment

The JCE Music syllabus will be assessed through two written papers, a practical examination and centre-based assessment.

Paper 1		Listening	
Time	1 hour	Marks	35
Weighting	25%		

This will be a written paper mainly assessing aural skills. The paper will address knowledge and understanding, handling of information, creativity and problem solving in music. There will be three sections; **A, B, C**, and candidates will be required to answer **all** questions.

Candidates will be given questions based on a CD recording supplied by Botswana Examinations Council on a variety of musical extracts, depicting the nature and quality of sound, different musical styles and traditions.

Section A: This section will present short-answer items based on **two** pieces of Western music based on Renaissance, Baroque or Classical periods. This section will be worth **10 marks**.

Section B: This section will present short-answer and structured items based on **three** pieces featuring African music, Botswana Indigenous music and Botswana Popular music. This section will be worth **15 marks**.

Section C: This section will present **four** structured items on Practical Musicianship focusing on aural skills and perception in relation to rudiments and music concepts. This section will be worth **10 marks**.

Paper 2

Short-answer and Structured Items

Time	1 hour 30 minutes	Marks	50
Weighting	25%		

This will be a written paper assessing knowledge and understanding of musical concepts and music theory as well as handling of information, creativity and problem solving in music. There will be three sections; **A, B, C**, and candidates will be required to answer all questions.

Section A: This section will present short-answer items based on music appreciation, introduction to music, music technology, music traditions and music notation. This section will be worth **10 marks**.

Section B: This section will present structured and notational items based on music notation, composing and melody analysis. A skeletal score and stimulus materials will be provided for composing and melody analysis. This section will be worth **20 marks**.

Section C: This section will present short essays items assessing music traditions (Botswana, African and Western), music technology and ethno-music. This section will be worth **20 marks**.



Paper 3

Practical Examination

Time	10 minutes per candidate	Marks	50
Weighting	30%		

Candidates will be assessed on technical, reading and performing skills in music.

Candidates will be presented with two repertoires; **Repertoire A** and **Repertoire B** and each repertoire will have two pieces. Candidates will be required to perform **one** piece from each repertoire.

Repertoire A: Singing 25 marks

Repertoire B: Instrument playing 25 marks

A team of external examiners from BEC will mark the practical examination. The examination will be conducted in October of the final year.

Centre-Based Assessment

Time	May Form 1 to April Form 3	Marks	70
Weighting	20%		

The purpose of this component is to afford candidates a wider opportunity to demonstrate their skills and technique on practical musicianship (appreciation and awareness of musical concepts), competence in playing the keyboard or piano, recorder and individual performance within a group or group performance coordination over a period of time. Candidates will be assessed by teachers throughout the course of study starting in Form 1. Candidates will be presented with tasks, set by BEC, for each criteria to be assessed.

Marks awarded by the centre will be moderated by BEC in November/December.

Note: See Appendix A for marking criteria for each of the tasks and Appendix B for materials needed.



5. Assessment Grid

The grid below shows the assessment objectives that will be mainly assessed in each paper.

ASSESSMENT OBJECTIVES	COMPONENTS			
	Paper 1	Paper 2	Paper 3	Paper 4
1.1	√	√		
1.2	√	√		
1.3	√	√		
1.4	√	√		
1.5	√	√		
1.6	√	√		
1.7	√	√		
2.1	√	√	√	
2.2	√	√		
2.3		√		
2.4	√	√		
2.5	√			
3.1			√	√
3.2			√	√
3.3			√	√
3.4			√	√
3.5			√	√
3.6			√	√
3.7				√

6. Grade Descriptors

The descriptions below provide a general indication of the skill acquisition expected of candidates for the award of key grades A, C and E.

Grade A

Candidates should be able to:

- compose melodies and harmonise song concepts and compositional principles;
- analyze 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;
- analyze musical vocabulary, terminology and expressions;
- apply new technological advancements in music;
- critically evaluate any musical performance.

Grade C

Candidates should be able to:

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

Candidates 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.

7. Inclusive Assessment

BEC intends to ensure all assessment offered is inclusive of all candidates regardless of their ability or challenges. This will afford all candidates the opportunity to display what they know without fear or prejudice. The assessment will therefore ensure that in the written papers items cater for all ability levels. Special needs candidates will be catered for through modification of assessments to suit visually challenged candidates, learners with hearing impairment as well as learners with learning disabilities. Candidates will also be accommodated as much as possible to gain access into the practically oriented syllabuses.

Centres are however requested to;

- inform BEC of any candidates who need special arrangements by March every year;
- ensure familiarity with the BEC special arrangements manual;
- make the necessary accommodations for learners with disabilities during the teaching and learning;
- modify learners assessments according to their various needs during the teaching and learning.

This will ensure that the special arrangements carried out by BEC do not come as a shock to candidates during examination time.

8. Coursework

Centres are expected to mark candidates' work according to the marking criteria provided by BEC (see Appendix A). The marking criteria is intended to ensure standardised marking at a national level. It is essential that the marking criteria is adhered to in order to facilitate the moderation of centre scores by BEC. Where there are indications that the marking criteria has not been adhered to, centres will be required to re-mark. BEC is responsible for the training of teachers on the application of the marking criteria.

Where there is more than one teacher in a centre, teachers are expected to standardise their marking before marking their individual students to ensure that all students are marked to a common standard. It is essential that the marking from different teaching groups in a centre is standardised for the whole centre entry. The centre marks will then be externally moderated by BEC.

Centres are required to ensure that:

- Appropriate equipment is provided for each candidate
- The work presented is the candidate's own work and that the work is only carried out within the school premises.
- For each task presented;
 - each candidate has enough practice except for sight reading/playing and sight singing
 - each candidate should be identified/introduced on video
- During performance;
 - video clips are captured;
 - marks are recorded using forms provided in the coursework materials booklet;
 - reference is made to the assessment criteria;

- each candidate is video shot individually in the exception of an ensemble;
- video shooting is done in a conducive environment preferably sound proofed rooms;
- marks for each video clip are crosschecked after awarding;
- the video clips are reviewed;
- the cassette is not edited;
- video order form is completed.

The following should be sent to BEC by July of each final year:

- Well labeled video cassette/DVDs
- Individual mark sheets
- Center register forms

Moderation of Coursework

BEC will send individual mark sheets and summary mark sheets to centres around July every year. Centres are expected to transfer candidate's marks into the individual mark sheets and the summary mark sheets by the end of September in preparation for the moderation in November. The completed and signed mark sheets should be submitted to the Head of Centre by 15 October. All the mark sheets should then be submitted to BEC.

Before conducting the moderation, the moderator will ensure that:

- the marking criteria have been applied;
- the marking is accurate and consistent;
- the marking has been standardised if more than one marker has been used.

9. Appendix A: Marking Criteria for Centre-Based Assessment

Task	Technical Demand	Mark Allocation	Total Marks
1.1 Play at sight a two-bar rhythmic-pattern in simple time.	Entirely correct rhythm throughout	3	3
	Moderate rhythmic mistakes	2	
	Inaccurate rhythmic mistakes	1	
	Entirely inaccurate rhythm throughout	0	

Task	Technical Demand	Mark Allocation	Total Marks
1.2 Sing at sight a short melody in simple time.	Entirely accurate pitch throughout	3	3
	Moderate pitch mistakes	2	
	Inaccurate pitch	1	
	Entirely inaccurate pitch throughout	0	

Task	Skill	Technical Demand	Mark Allocation	Total marks
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1.3 Play a scale with one hand (RH or LH) ascending. One octave only.	Fingering skill	Excellent fingering throughout	2	2
		Good fingering with one or two mistakes	1	
		No fingering skill shown	0	
	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	

Task	Skill	Technical Demand	Mark Allocation	Total marks
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1.4 Play a short melody.	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	
	Rhythm	Entirely correct rhythm throughout	2	2
		Moderate rhythmic mistakes	1	
		Inaccurate rhythmic mistakes	0	

Task	Skill	Technical Demand	Mark Allocation	Total marks
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2.1 Sing at sight a four bar melody in simple time.	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	
	Rhythm	Entirely correct rhythm throughout	2	2
		Inaccurate rhythmic mistakes	1	
		Entirely inaccurate rhythm throughout	0	

Task	Skill	Technical Demand	Mark Allocation	Total marks
2.2 Play a scale with both hands in similar motion ascending.	Fingering skill	Excellent fingering throughout	2	2
		Good fingering with one or two mistakes	1	
		No fingering skill shown	0	
	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	

Task	Skill	Technical Demand	Mark Allocation	Total marks
2.3 Play a short melody in simple time.	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	
	Rhythm	Entirely correct rhythm throughout	3	3
		Moderate rhythmic mistakes	2	
		Inaccurate rhythmic mistakes	1	
		Entirely inaccurate rhythm throughout	0	
	Technical skill	Excellent handling of specific factors of the instrument	3	3
		Satisfactory handling of specific factors of the instrument	2	
		Inconsistence in handling specific factors of the instrument	1	
		Not adhering to all the factors of the instrument	0	



Task	Skill	Technical Demand	Mark Allocation	Total marks
2.4 Play a scale in contrary motion	Fingering skill	Excellent fingering throughout	2	2
		Good fingering with one or two mistakes	1	
		No fingering skill shown	0	
	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	



Task	Skill	Technical Demand	Mark Allocation	Total marks
2.5 Play a short melody.	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	
	Rhythm	Entirely correct rhythm throughout	3	3
		Moderate rhythmic mistakes	2	
		Inaccurate rhythmic mistakes	1	
		Entirely inaccurate rhythm throughout	0	
	Technical skill	Excellent handling of specific factors of the instrument	3	3
		Satisfactory handling of specific factors of the instrument	2	
		Inconsistence in handling specific factors of the instrument	1	
		Not adhering to all the factors of the instrument	0	



Task	Skill	Technical Demand	Mark Allocation	Total marks
<p>3.1 Play a short piece using both hands. The left hand playing chords I IV V while the right hand plays the melody. Improvise with chords I IV V to the melody below.</p>	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	
	Rhythm	Entirely correct rhythm throughout	3	3
		Moderate rhythmic mistakes	2	
		Inaccurate rhythmic mistakes	1	
		Entirely inaccurate rhythm throughout	0	
	Technical skill	Excellent handling of specific factors of the instrument	3	3
		Satisfactory handling of specific factors of the instrument	2	
		Inconsistence in handling specific factors of the instrument	1	
		Not adhering to all the factors of the instrument	0	



Task	Skill	Technical Demand	Mark Allocation	Total marks
3.2 Perform a piece of own choice using variety of instruments and or voice(s).	Pitch	Entirely accurate pitch throughout	3	3
		Moderate pitch mistakes	2	
		Inaccurate pitch	1	
		Entirely inaccurate pitch throughout	0	
	Rhythm	Entirely correct rhythm throughout	3	3
		Moderate rhythmic mistakes	2	
		Inaccurate rhythmic mistakes	1	
		Entirely inaccurate rhythm throughout	0	
	Technical skill	Excellent handling of specific factors of the instrument	3	3
		Satisfactory handling of specific factors of the instrument	2	
		Inconsistence in handling specific factors of the instrument	1	
		Not adhering to all the factors of the instrument	0	
	Coordination	Excellent ensemble coordination	3	3
		Good ensemble coordination	2	
		Lack of coordination with fluctuations	1	
		No ensemble coordination exhibited	0	

10. Appendix B: Materials for Centre-Based Assessment

Centres need the following in order to effectively implement centre-based assessment:

- Video camera
- DVD cassettes
- JCE coursework material booklet
- Keyboards
- Recorders
- Marimba
- Guitar
- Drums

