

## NWDoE 23 Moderator’s Report for Publishing

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|  **CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S REPORT FOR PUBLISHING** |
| **SUBJECT** | MUSIC | PAPER | 2 |
| **INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/balance)** **There was a CD attached to the paper which the learners had to listen to, to identify the facts. The average for this paper is 62,6%. The paper was not too long, so there were plenty time to play the tracks.** **The music examples that were used were not typical examples of the genres that were prescribed** **eg: Question 6.** **Only 6 marks (24%) of the question paper were Grade 12 work. Question 5 (9%) was in the Grade 10 syllabus and Question 7 (12%) is in 2014 (Grade 11) syllabus.****Because it is a listening paper it is difficult to prepare the learners. Question 1,2 and 3 (24%) are always a surprise because it is always asked in a different way.** **Question 8: Form: (30%) The teachers asked for certain prescribed works that the learners can prepare. In Unisa Grade 5 there are five (very short and easy) pieces to prepare.** **The learners were tired after the maths paper that was written in the first session that morning.** **General: Due to the fact that the whole paper is a surprise, this paper can be the reason why a learner can miss his distinction or pass.**  |

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The average for PAPER 2 is 62.6%.

**SECTION 2: Comment on candidates’ performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

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| **QUESTION 1**  |
| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The average of question 1 is **76.6%** - Satisfied.   |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Not applicable. |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Learners have to be prepared for questions like this. Questions of this nature prove to be more difficult for learners who don’t make use of staff notation.  |
| (d) Describe any other specific observations relating to responses of learners The learners have to be prepared to identify different rhythms in a melodic score.  |
| e) Any other comments useful to teachers, subject advisors, teacher development etc.In this paper, the teachers tend to pay less attention to this paper because the marks allocated to this paper are much less than the other paper. This paper is breakpoint for a distinction or to pass.  |

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| **QUESTION 2** |
| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 2: The average is **40%** - Difficult.   |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

There was a small difference between the three examples and the learners struggle to identify the correct example.  |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Learners have to be prepared for questions like this. Questions of this nature prove to be more difficult for learners who don’t make use of staff notation.  |
| (d) Describe any other specific observations relating to responses of learners The learners have to be prepared to identify different rhythms in a melodic score.  |
| e) Any other comments useful to teachers, subject advisors, teacher development etc.This paper is breakpoint for a distinction or to pass.  |

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| **QUESTION 3** |
| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The average of this question is **60%**.   |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Learners struggle with melodic dictation. |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Learners have to be prepared for questions like this. Questions of this nature prove to be more difficult for learners who don’t make use of staff notation.  |
| (d) Describe any other specific observations relating to responses of learners Learners struggle with rhythmic and melodic dictation. |
| e) Any other comments useful to teachers, subject advisors, teacher development etc.The teachers and laerners must do a lot of dictation every week..  |

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| **QUESTION 4**  |
| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The average of this question was **73%**. The reason for the good performance was that it was in the grade 12 syllabus!  |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Not applicable  |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Learners have to be prepared for questions like this |
| (d) Describe any other specific observations relating to responses of learners Not applicable |
| e) Any other comments useful to teachers, subject advisors, teacher development etc.Broaden your knowledge.  |

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| **QUESTION 5:** |
| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The average is **67%**. This was Grade 10 work.   |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The learners had to identify instruments, which was in the grade 10 syllabus. (African instruments)  |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Teachers must know whow much knowledge to give the learners.  |
| (d) Describe any other specific observations relating to responses of learners The learners could not identify the instruments/ can not remember from grade 10. |
| e) Any other comments useful to teachers, subject advisors, teacher development etc.Not applicable. |

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| **QUESTION 6:** |
| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The average is **65%.** This was Grade 12 work.   |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The learners had to identify genres, which were in the grade 12 syllabus, but the examples were not the familiar ones.  |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Teachers must know whow much and which examples to give to the learners.  |
| (d) Describe any other specific observations relating to responses of learners Not applicable |
| e) Any other comments useful to teachers, subject advisors, teacher development etc.Not applicable. |

**QUESTION 7**

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| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

 **(50%)** is in 2014 (Grade 11) syllabus. |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Learners have to be prepared for questions like this. Questions of this nature prove to be more difficult for learners.  |
| (d) Describe any other specific observations relating to responses of learnersThe learners have to be prepared to identify different instruments in an orchestra score.  |
| e) Any other comments useful to teachers, subject advisors, teacher development etc. Not applicable.  |

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| **QUESTION 8** |
| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The average of this question was **52.5%.**  |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The learner had to analyze the form structure (5 out of 10 marks) It proved to be difficult for the learners to identify the form. They could identify some of the keys. Modulation was asked which is NOT in the syllabus.  |
| 1. Provide suggestions for improvement in relation to Teaching and Learning

Analyze all the forms in the syllabus. (eg. Rondo form) |
| (d) Describe any other specific observations relating to responses of learnersIdentify the form structure. (eg. Sonata form) |
| e)Any other comments useful to teachers, subject advisors, teacher development etc.Not applicable  |

**SECTION 3**

 **(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

 Already discussed above.

**(b) GRAPHS TO COMPARE DISTRICTS' PERFORMANCES PER QUESTION**

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| **DISTRICT** |  | **SECTION A** | **SECTION B** | **SECTION C** |
| BOJANALA |  | 67.8% | 73.3% | 61% |
| NGAKA MODIRI MOLEMA |  | 61% | 61.3% | 60 % |
| DR KENNETH KAHUNDA |  | 67.5 % | 66.6% | 69.2% |

**(c) GRAPH TO COMPARE OVERALL PERFORMANCE PER DISTRICT**

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| **DISTRICT** |  | **SECTION A** | **SECTION B** | **SECTION C** | **TOTAL** |
| BOJANALA |  | 67.8% | 73.3% | 61% | 68.25% |
| NGAKA MODIRI MOLEMA |  | 61% | 61.3% | 60 % | 60.6 % |
| DR KENNETH KAHUNDA |  | 67.5 % | 66.6% | 69.2% | 68.1% |

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

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| **QUESTION 1,2** | **LEVEL 5 - 6** |
| **QUESTION 3,4,5** | **LEVEL 2 - 3**  |
|  **QUESTION 6** | **LEVEL 4- 5** |

1. **COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS (TABLE)**
* The whole learning area and assessment standards were covered in section A, B and C.

 A.J. LE ROUX INTERNAL MODERATOR: MUSIC P2

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 NAME DESIGNATION Moderator

 Chief Marker)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5/12/2013

 SIGNATURE DATE

J.M. ZANDBERGH CHIEF MARKER: MUSIC P2

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 NAME DESIGNATION Moderator

 Chief Marker)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5/12/2013

 SIGN DATE

**MAKE USE OF ADDITIONAL PAGES TO WRITE A FULL REPORT**

**(The comments about learner performance must be done per Question following Item (a) to (e) above.**



## REPORT ON MARKING

**INSTRUCTIONS FOR COMPLETION**

1. The report on marking is a comprehensive report that will serve the following two objectives:
	1. Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
	2. Provide an evaluation of the question paper and marking guideline, which would serve as inputs into standardization process, conducted by Umalusi.
2. This report must be completed by the internal moderator in conjunction with the chief marker and senior markers, incorporating inputs from markers as well. The internal moderator is however, finally responsible for this report.
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved by the Head of Examinations in the province.
6. The report must be submitted to the Department of Education (for attention: Mrs BT Mangcipu: email: Mangcipu.b@dbe.gov.za ; fax: 0865410127 fax hours after marking is completed.

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| **SUBJECT**  |  |  **MUSIC** |
| **PAPER**  | **2** |
| **DURATION OF PAPER :**  | **1 HOUR 30 MIN**  |  |
| **PROVINCE**  |  **NORTH WEST** |
| **NAME OF THE INTERNAL MODERATOR**  |  | **ME J.M. ZANDBERGH** |
| **NAME OF THE CHIEF MARKER** |  | **ME.J.LE ROUX**  |
| **DATES OF MARKING**  |  | **30/11/2013 – 5/12 /2013** |
| **HEAD OF EXAMINATION:**  |  | **DR. J.A. MYBURGH**  |

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|  **REPORT 1: ANALYSIS OF LEARNERS’ RESPONSE** |

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2012.

In order to assist the internal moderator with the analysis of learner responses, the internal moderator must analyze, per question, a random sample of 100 scripts. This entails recording the responses (i.e. marks obtained) by learners from these 100 scripts on a per question basis. From the analysis, a detailed explanation must be provided **per question** on this template. You may include sub questions where necessary. **Please use a separate sheet for each question**

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

**Section 2:** Comment on candidates’ performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)

1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
2. Why the question was poorly answered?

(c) Provide suggestion for improvement in relation to teaching and learning

(d) Describe any other specific observations relating to responses of learners

(e) Any other comments useful to teachers, subject advisors, teacher development

**REPORT FORMAT**

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

* There was a CD attached to the paper which the learners had to listen to, to identify the facts. The average for this paper is 62,6%. The paper was not too long, so there were time to play the tracks.
* The music examples that were used were not typical examples of the genres that were prescribed
* eg: Question 6.
* Only 6 marks (24%) of the question paper were Grade 12 work. Question 5 (9%) was in the Grade 10 syllabus and Question 7 (12%) is in 2014 (Grade 11) syllabus.
* Because it is a listening paper it is difficult to prepare the learners. Question 1,2 and 3 (24%) are always a surprise because it is always asked in a different way.
* Question 8: Form: (30%) The teachers asked for certain prescribed works that the learners can prepare. In Unisa Grade 5 there are five (very short and easy) pieces to prepare.
* The learners were tired after the maths paper that was written in the first session that morning.
* General: Due to the fact that the whole paper is a surprise, this paper can be the reason why a learner can miss his distinction or pass. This paper is mostly based on general knowledge from grade 10-12.

**SECTION 2: Comment on candidates’ performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

**QUESTION 1**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

* **Average: 2,3/3 = 76,6%**
* **Marks allocated: 3/33**

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated.**

* This was a much beter dictation than last year.
* The learners perform much beter in this question.

**(c) Suggestions for improvement in relation to teaching and learning.**

* All the teachers and learners can put in greater effort.

**(d) Other specific observations relating to responses of learners.**

* Not apliccable

 **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

None.

**QUESTION 2:**

**(a) General comment on the performance of learners in the specific question.**

* Average: **40%**
* Marks allocated: 1/33

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated.**

* There was a small difference between the three examples and the learners struggle to identify the correct example.

**(c) Suggestions for improvement in relation to teaching and learning.**

Learners have to be prepared for any dictation. Questions of this nature prove

to be difficult for all learners.

**(d) Other specific observations relating to responses of learners.**

* Prepare different types of dictation.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* None.

**QUESTION 3:**

**(a) General comment on the performance of learners in the specific question.**

* **The average for** this question is: **60%**
* Marks allocated: 5/33

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **Errors and misconceptions are indicated.**

* Learners did much beter in the dictation than last year, but there are a lot that struggle with the melodic dictation.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Practise dictation the whole year in the classroom and at home.

**(d) Other specific observations relating to responses of learners.**

* Do as much different types of dictation.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Already discussed above.

**QUESTION 4:**

**(a) General comment on the performance of learners in the specific question.**

* The average for Question 4 is: **73%**
* Marks allocated: 6/33

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated.**

* Learners did exceptionally well in this question due to the fact that Bebop was in the grade 12 syllabus.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Listen to as much different genres and instruments, not only the prescribed ones.

**(d) Other specific observations relating to responses of learners.**

* Do as much different types of genres.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Already discussed above.

**QUESTION 5:**

**(a) General comment on the performance of learners in the specific question.**

* Average for **Question 5** is **67%**
* Marks allocated: 3/33

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated.**

* Learners did well in this question although it was in the grade 10 syllabus..

**(c) Suggestions for improvement in relation to teaching and learning.**

* Listen to different genres and instruments not the prescribed ones.

**(d) Other specific observations relating to responses of learners.**

* Do as much different types of genres.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Already discussed above.

**QUESTION 6:**

**(a) General comment on the performance of learners in the specific question.**

* Average for **Question 6**: **65%**
* Marks allocated: 2/33

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated.**

* Learners did well in this questions due to the fact that it was in the grade 12 syllabus although the examples played were not all familiar to the learners.There are to much examples and the syllabus do not indicate spesific examples.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Listen to different genres and instruments not only the prescribed ones.

**(d) Other specific observations relating to responses of learners.**

* Listen to all the examples of a spesific genre, styles and popular music..

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Already discussed above.

**QUESTION 7:**

**(a) General comment on the performance of learners in the specific question.**

* Average for **Question 7**: **50%**
* Marks allocated: 4/33

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated.**

* Learners did not fair well in this questions due to the fact that it is in the grade 11 syllabus for 2014.The example played was not familiar to the learners.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Stick to the syllabus.

**(d) Other specific observations relating to responses of learners.**

* Stick to the syllabus.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Not applicable.

**QUESTION 8:**

**(a) General comment on the performance of learners in the specific question.**

* Average for **Question 8**: **58%**
* Marks allocated: 10/33

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated.**  Form: Due to the fact that there are no spesific prescribed works the learners struggled with this question..

**(c) Suggestions for improvement in relation to teaching and learning.**

* Give a list of prescribed works.

**(d) Other specific observations relating to responses of learners.**

* Already discussed above.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Already discussed above.

**1.** **STANDARD OF THE QUESTION PAPER:**

 Was the paper of an appropriate standard for Grade 12? Substantiate using the following

 headings:

**(a) Compliance to NCS, SAG and Examination guidelines:**

The paper was of an appropriate standard for grade 12 according to the NCS, SAG and Examination guidelines

**(b) Cognitive skills assessed:**

 Was there an appropriate distribution of questions in terms of low, middle and higher order cognitive skills? (If No Please attach a weighting grid to show the distribution of the cognitive skills assessed)

 Yes.

 Were choice questions assessing similar cognitive skills?

 Yes.

**(c) Difficulty level of question paper:**

 In general do you think the paper was difficult, fair or easy? Please provide examples with reasons.

 In general the paper was not difficult but 24 marks of the 33 was general knowledge.

 Were choice questions of equal level of difficulty?

 Yes.

**(d) Coverage of prescribed learning Outcomes and Assessment**

Does the paper cover the learning outcomes and assessment standards as prescribed in the NCS? If your answer is no, indicate which learning outcomes or assessment standards were not adequately covered?

 Yes.

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| **REPORT 2: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE**   |

**2. FAIRNESS OF QUESTIONS:**

 Were there any questions that were unfair? List them and substantiate why each one was unfair.

 Yes due to the fact that it is general knowledge. SEE REPORT 1.

**3. LANGUAGE.**

Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

 Yes.

**4. LENGTH OF QUESTION PAPER.**

 Were candidates able to complete the examination within the allocated time?

Yes it was fair and the learners were able to complete the examination within the allocated time.

**5. USE OF APPROPRIATE TEXTS:**

 Were the texts/ contexts used appropriately? Substantiate.

 Yes.

**6. MARKING GUIDELINE.**

 Is the mark allocation for all questions appropriate? If no provide examples.

Does the marking guideline cater for all alternative responses? If No please list all correct responses which were not included in the memo (indicate the question number and response)

 Yes.

1. **RECOMMENDATION.**

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| (a) Raw Marks Accepted | Yes |
| (b) Adjustment Upwards  |  |
| 1. Adjustment Downwards
 |   |