



**ASSESSMENT & EXAMINATIONS**

Bundy Park, Schornville, KWT \* Private Bag X 4571, KWT, 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## NSC 2011 CHIEF MARKER'S REPORT

<b>SUBJECT</b>	<b>MUSIC</b>
----------------	--------------

<b>PAPER</b>	<b>1</b>
--------------	----------

<b>DATE OF EXAMINATION:</b>	<b>04/11/2011</b>	<b>DURATION:</b>	<b>3 HOURS</b>
-----------------------------	-------------------	------------------	----------------

### SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Learners fared poorly in this paper as a whole. Learners lack sufficient theory and harmony knowledge in this paper. It is evident that learners' preparation is inadequate.

It should be brought to the learners' attention that where there is a choice of questions only the first answer will be marked. The marker will not acknowledge any further correct answers.

For future recommendation: That pupils are allowed to complete their melodies in tonic solfa, as there are a number of learners who are more competent in writing melodies in tonic solfa. It is included in the theory section of the syllabus.

### 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?

This question was poorly answered. This question tested learners' basic knowledge of scales and key signatures.

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

A number of candidates were not able to recognise the key signature of question 1.1 as g minor as they did not observe the accidental or the tonic note at the end of the excerpt.



Very few candidates answered question 1.2 correctly. Learners do not have a sound knowledge of modes and how to apply it.
A number of learners could not write the key signature of question 1.3 correctly in the alto clef. Learners need to read questions carefully to ensure that they follow instructions exactly. Many learners wrote the time signature correctly but did not write the scale with the correct note values to fit in with the time signature. They also did not indicate the semitones.
Very few learners answered question 1.4 correctly. Learners showed a lack of knowledge of chord structure in minor keys.
(a) Provide suggestions for improvement in relation to Teaching and Learning
Knowledge of key signatures and scales should be taught and assessed regularly. They form the basis for any further musical knowledge.
(d) Describe any other specific observations relating to responses of learners
No other observations were noted. All observations were noted in (b) of this question.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should ensure that learners have mastered basic theory knowledge adequately in grade 10 already as it forms the foundation for the application of all other theory knowledge in the higher grades.
<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered. This question tested learners' knowledge of transposition, time signatures, rhythmic patterns, intervals and vocal scores.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In question 2.1 learners showed clearly a lack of understanding of transposing instruments.
Very few learners could write question 2.2 from compound to simple time with the correct note values. Most candidates answered the time signature correctly at least.
In question 2.3 most learners did not observe the accidental previously in the bar that affected the interval. This could be due to the interval being indicated in a box.
Question 2.4 was linked to question 2.3. Learners did not have a sound knowledge of inverting an interval or how to write pitches enharmonically.
Question 2.5 was answered very badly. To write a vocal score from open score into short score is a very easy question and an opportunity for learners to score very good marks. Learners do not write the correct notes in line with each other, thus losing unnecessary marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners should study music scores, both orchestral and vocal, in order for them to see the necessity of knowledge to be able to answer questions like these. Music theory teaching should always be taught in a practical way for learners to realize the purpose thereof.
(d) Describe any other specific observations relating to responses of learners
In question 2.4 it is obvious that learners do not understand basic music terminology such as "inversion" and "enharmonic".
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Basic knowledge of music terminology is clearly lacking. Teachers should ensure that learners are well acquainted with these.

<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered poorly. It dealt with applying knowledge of non-harmonic notes and identification of chords.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners have the knowledge to identify non-harmonic notes, but cannot apply this knowledge in writing of non-harmonic notes. In question 3.1 and 3.2 learners first had to identify the chords used, and then apply their knowledge of non-harmonic notes. These were particularly difficult questions.
Some learners answered question 3.3 poorly as they do not have a sound knowledge of basic chord structure.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Sound knowledge of chord structure and figuration of chords is needed.
(d) Describe any other specific observations relating to responses of learners
It is obvious that learners have not been taught the correct way of figuring chords.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
There are numerous ways of figuring chords. Teachers should teach one way of figuring and ensure that learners understand it properly.
<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question dealt with composing of a 12-bar melody in either a minor or major key, at the learners' choice. There were some good answers, but too many learners did not answer this question adequately.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In the minor key melody many learners did not even recognize that this melody is in a minor key and that the melodic minor form should be applied. Learners did not treat the upbeat correctly, both rhythmically and in form.  In the major key melody the main problem is that learners do not know how to group rhythm correctly in a compound time signature.
(c) Provide suggestions for improvement in relation to Teaching and Learning
A sound knowledge of chord structure and cadences are essential to write a good melody. Basic rules for melody-writing should be adhered to.
(d) Describe any other specific observations relating to responses of learners
The question states that the melody should be in ABA form. Many learners did not apply this basic principle. Many learners also did not supply their melody with dynamics and articulation. This might be due to the fact that learners do not understand these terminologies.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should encourage their learners to pay attention to the guidelines given in the rubrics. Many forfeited marks by not heeding this.

<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners had a choice between traditional harmonisation and non-traditional harmonisation. Most learners answered the traditional harmonisation and answered this question fairly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In the traditional harmony some learners wrote three-part harmony instead of four-part. In this case they forfeited all their marks for this question. There were some learners that merely copied the first four bars of the given passage in which case they forfeited all their marks as well as these chords do not fit in with the melody line.
In the non-traditional harmony learners did not identify the form as 12-bar blues even though the instruction stated that it is a 12-bar blues.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should ensure that learners know the basic chord progressions and the correct application of cadences in traditional harmony.
Learners should have a general knowledge of the construction of 12-bar blues.
(d) Describe any other specific observations relating to responses of learners.
Learners do not recognize a fermata as a cadence point. They should be able to recognize it as the end of a phrase.
Learners answered the non-harmonic question fairly well as it was an easy question, except for question 5.2.2 where they struggled to construct the chords as it was required.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
It seems that some teachers do not have a sound knowledge of harmony themselves and thus cannot teach this properly to their learners. It is suggested that workshops should be held for teachers whose knowledge of harmony is inadequate.
In the non-traditional harmony teachers should ensure that their learners have a sound knowledge of the construction of the types of chords required for this kind of harmony.
<b>QUESTION 6</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was a multiple choice question testing the learners' general music knowledge. This question was answered fairly well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This was a very easy question and an opportunity for learners to score some marks. Unfortunately some learners do not read the instructions at the start of questions properly. In some cases the learners answered all thirteen questions, but the question states to answer any five. As a result some learners forfeited some marks as the marker only marks the first five answers.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should make sure that learners read the instructions of questions properly and follow them exactly.
(d) Describe any other specific observations relating to responses of learners
This has been noted already at (b) of this question.

e) Any other comments useful to teachers, subject advisors, teacher development etc.
When teachers ask multiple choice questions in their own test and exam papers, they should ensure that learners follow the proper instructions and be strict in their marking of these questions.
<b>QUESTION 7</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was fairly well answered. This question dealt with giving definitions for general music terms and vice versa.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners do not know the basic terminology in music and this was evident in some of their answers.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should regularly test learners' knowledge of terminology through assessment and music appreciation thus making music knowledge more practical and enjoyable.
(d) Describe any other specific observations relating to responses of learners
Learners do not observe the mark allocation of questions, thus forfeiting marks even though they do possess the knowledge to answer the questions properly. For example, one fact equals one mark.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should draw their learners' attention to mark allocation in assessments, thus ensuring that they answer questions properly.
<b>QUESTION 8</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 8.1 was poorly answered. It dealt with the National Anthem. Question 8.2 was answered fairly well. It dealt with Swing Bands.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 8.1 was poorly answered because learners did not pay enough attention to the score and accompanying information.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers must encourage their learners to study music scores and accompanying information thoroughly in order to properly prepare themselves for in depth questions such as these.
(d) Describe any other specific observations relating to responses of learners
It is obvious that learners cannot always interpret resource material adequately.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers and learners are advised to do more research on prescribed topics.
<b>QUESTION 9</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered. It dealt with Brahms' 4 <sup>th</sup> Symphony, 4 <sup>th</sup> movement. It is a compulsory topic. This question required a rather in depth analysis of this work.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners do not have an in depth understanding of this work. They do not know how to apply the knowledge they have on this work.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers and learners are encouraged to study and analyze all prescribed works according to the compositional techniques as outlined in the Subject Assessment Guidelines. Teachers need to ensure that learners can interpret the terminology correctly.
(d) Describe any other specific observations relating to responses of learners
Learners did not understand the terminology used in this question, especially terms such as texture and dynamics.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers are advised to do more research on prescribed topics in order to properly prepare their learners for in depth questions.
<b>QUESTION 10</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was generally answered well. Question 10.1 dealt with African choral music and question 10.2 dealt with South African Popular Music.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners did not understand question 10.1 properly, thus providing the wrong information in their answers. Question 10.2 was answered well.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers and learners should make an effort to study the prescribed scores and analyze them thoroughly in order to have sufficient information to answer questions properly.
(d) Describe any other specific observations relating to responses of learners
Learners omitted to specify which work they discussed in questions 10.1. Learners must ensure that they cover all the aspects when answering questions, not just answering on one aspect and expect to receive all the marks.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Learners should be encouraged to listen to a wide range of African choral and South African popular music in order to have a better understanding of the different styles.
<b>QUESTION 11</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The answers to this question was of an average standard. The learners needed to draw comparisons between two Jazz styles, namely Ragtime and Bebop.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners did not read the instructions to this question properly. They had to draw comparisons between the two styles, which they did not adhere to.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should advise learners to pay attention to the different types of questions in an exam paper, in order for them to sufficiently answer the questions in the manner required.

(d) Describe any other specific observations relating to responses of learners
Some learners did not follow the instructions of the question to draw comparisons between the styles, thus forfeiting marks and enabling them to score full marks for this question.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should set questions in different ways in order to prepare their learners sufficiently for external examinations.
<b>QUESTION 12</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered fairly well. It dealt with popular music genres.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners provided answers on specific artists in the genre instead of on the genre in general.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners should read the instructions in questions thoroughly and adhere to it.
(d) Describe any other specific observations relating to responses of learners
Learners were required to briefly describe the style characteristics. Many learners did not answer the question in full sentences as required, thus forfeiting some marks.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should properly prepare their learners on the different kind of questions and how to answer it correctly.
<b>QUESTION 13</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was generally answered very well. It dealt with South African Traditional Music.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners did not follow the instruction that the presentation of the answer should be in essay format.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners should get enough exercise in writing answers in essay format and present their facts in a logical manner.
(d) Describe any other specific observations relating to responses of learners
Learners answered this question particularly well, especially if they selected to answer the question on Kwaito.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should broaden learners' knowledge of South African Traditional Music by making use of media resources such as DVDs to make the teaching of the topic more interesting to the learners.

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_



**SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING**  
*Quest for Excellence through high powered performance*

