



**UMnyango WezeMfundo
Department of Education**

**Lefapha la Thuto
Departement van Onderwys**

GAUTENG DEPARTMENT OF EDUCATION

MUSIC

SCHOOL-BASED ASSESSMENT

PORTFOLIO

GAUTENG DEPARTMENT OF EDUCATION

CONTINUOUS ASSESSMENT

MUSIC

CONTENTS

- 1. What is a portfolio?**
- 2. Purpose**
- 3. Assessment in Grade 12**
- 4. Content for Portfolios**
- 5. Programme of Assessment in Grade 12**
- 6. Learner Evidence Portfolio**
- 7. Teacher Evidence Portfolio**
- 8. Evaluating Portfolios**

1. What is a portfolio?

A portfolio is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format which will then form the learner's portfolio. It should be freely available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Items, which can be included in such a portfolio, include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of products which represent milestones in the learner's journey towards excellence. This collection includes items, which represent the whole terrain, and also shows how the learner's journey has progressed towards a specific aim.

The collection of portfolio items and from different components of the curriculum makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Portfolios enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves. It is a report on the learner's progress, as well as a report of that which the learner perceives to be important.

Arter and Spandrel summarise the main characteristics of portfolios when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a portfolio is an arrangement of the characteristics of authentic assessment. It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do.

The content of portfolios can be created within realistic contents. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the portfolio as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

2. Purpose

The primary reasons for using portfolios as one type of authentic assessment tool include:

- assessing learner's accomplishment of learning outcomes
- assessing the quality of learner's sustained work
- allowing learners to turn their own special interests and abilities into a show-case
- encouraging the development of qualities such as pride in quality workmanship, ability to self-evaluate, and ability to accomplish meaningful tasks
- providing a collection of work learners may use in the future for college or university application and job seeking
- documenting improvement of learners' work

3. Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for MUSIC (CASS) and external assessment which makes up the remaining 75% (EXAMINATION). The Programme of Assessment for MUSIC comprises seven tasks which are internally assessed. The external assessment component comprises two components: a Practical Assessment Task and one written theory paper.

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

The following diagram shows the annual assessment plan for MUSIC:

Annual assessment plan for MUSIC, Grade 12

PROGRAMME OF ASSESSMENT		
ASSESSMENT TASKS (25%)	EXTERNAL ASSESSMENT (75%)	
100 Marks	300 Marks	
<ul style="list-style-type: none"> • 2 tests • 2 exams (midyear and trial) <ul style="list-style-type: none"> ~Written paper ~Performance • 3 integrated performance tasks 	EXTERNAL EXAMINATION	
	150 Marks	150 Marks
	~Written examination (LO3&4)	~Performance examination (LO1&2)

4. Content for portfolios

The content for portfolios for MUSIC is guided by the programme of assessment as stipulated in the Subject Assessment Guidelines (SAG).

The portfolio comprises:

- Two tests (first and third term)
- Two written examinations (midyear and trial)
- Three practical tasks (one per term in terms 1, 2 and 3)

An example of an annual assessment plan for Grade 12:

Term 1	Term 2	Term 3	Term 4
Task 1: Integrated task (50) <ul style="list-style-type: none"> • Preparation • Performance (Focus on coordinating a performance)	Task 3: Integrated task (50) <ul style="list-style-type: none"> • Preparation • Performance (Focus on composing, arranging and use of technology)	Task 5: Integrated task (50) <ul style="list-style-type: none"> • Preparation • Performance (Focus on composition, performance and registering of a work)	External exam <ul style="list-style-type: none"> • Written paper (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance
Task 2: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	Task 4: Midyear exam (300) <ul style="list-style-type: none"> • Written paper (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance 	Task 6: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	
		Task 7: Trial exam (300) <ul style="list-style-type: none"> • Written paper (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance 	
100	+ 350	+ 400 = 850 / 8.5	300
	100 + 300 = 400		

The annual Work Schedule in Appendix 3 will guide teachers as to when and what to assess in Grade 12.

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Music in Grade 12 comprises seven tasks:

- Two tests (first and third term)
- Three integrated performance tasks (one per term 1–3)
- Two exams (midyear and preparatory where both include a written and a performance examination)

NOTE: Learners may choose between composition and arrangement.

Tests

The tests in Music Studies must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include music theory, history of the music genres, arranging, composing and improvisation.

Integrated performance tasks

The integrated tasks include both preparatory work and a performance based on this preparation. A portfolio must be developed to provide evidence of the preparatory work undertaken prior to a performance. This preparatory work could include planning, research or any other written tasks required to be

Annual assessment plan for MUSIC, Grade 12

Term 1	Term 2	Term 3	Term 4
Task 1: Integrated performance task (group) (50) <ul style="list-style-type: none"> • Preparation • Performance (Focus on coordinating a performance)	Task 3: Integrated performance task (individual) (50) <ul style="list-style-type: none"> • Preparation • Performance (Focus on composing, arranging and use of technology)	Task 5: Integrated performance Task (combined individual and group) (50) <ul style="list-style-type: none"> • Preparation • Performance (Focus on composition, performance and registering of a work)	External exam (300) <ul style="list-style-type: none"> • Written exam (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance
Task 2: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	Task 4: Midyear exam (300) <ul style="list-style-type: none"> • Written exam (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance 	Task 6: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	
		Task 7: <ul style="list-style-type: none"> • Written exam (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance 	
$100 + 350 + 400 = 850 / 8.5$			300
$100 + 300 = 400$			

5. Programme of Assessment in Grade 12

5.1 Tests

Two of the assessment tasks should be tests written under controlled conditions at a specified time. A **test should last at least 60 minutes and count a minimum of 50 marks**. Tests should include theory, history, arranging, composing and improvisation.

5.2 Integrated Performance Tasks

The integrated performance tasks include both preparatory work and a performance based on this preparation. This should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways.

5.3 Examinations

The mid-year and trial examinations for Grade 12 should consist of a written paper and a performance examination and will count 300 marks.

See the Subject Assessment Guidelines for an outline of the Grade 12 examination paper.

6. Learner Evidence portfolio

The learners' portfolio should be well planned, organised and presented in a neat manner, for example, a file. It should include the following:

- a contents page;
- a continuous moderation report;
- a declaration by the learner;
- a summary of marks;
- the assessment tasks

7. Teacher Evidence portfolio

It is required from the Department of Education that a teacher evidence portfolio should accompany the learner evidence portfolios. This portfolio should include the following:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks (e.g. practical tasks, tests and examination papers);
- the tools used for assessment for each task (e.g. memorandums, checklists, rubrics); and
- record sheets for each class (working mark sheets).

8. Evaluating portfolios

Periodic evaluation of portfolios should be conducted at a time predetermined by the teacher and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The teacher must make sure that every assessment task is marked and captured. Marks on the teacher's record sheets must correspond with the marks in the learners' portfolios.

Moderation of the assessment tasks should take place at three levels during the year.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

EXAMPLE OF THE ANNUAL ASSESSMENT PLAN FOR GRADE 12

SEVEN PORTFOLIO TASKS:		MARK ALLOCATION	
1.	Integrated task:		
	Concert performance presented in the following way		
	<ul style="list-style-type: none"> • 1 piece well rounded off 	40	
	<ul style="list-style-type: none"> • Written programme notes: form, composer, style 	10	50
2.	Test:		
	Music literacy assignment		
	<ul style="list-style-type: none"> • Harmonisation of 8 bars 	30	
	<ul style="list-style-type: none"> • Harmony analysis 	20	50
3.	Integrated task:		
	Improvisation performance		
	<ul style="list-style-type: none"> • Actual improvisation 	40	
	<ul style="list-style-type: none"> • Explanation of style 	10	50
4.	Mid-year examination:		
	<ul style="list-style-type: none"> • Written paper 	150	
	<ul style="list-style-type: none"> • Performance 	150	300
5.	Integrated task:		
	Own composition or arrangement		
	<ul style="list-style-type: none"> • Score must be provided (written or typed) 	40	
	<ul style="list-style-type: none"> • Recording (acoustic or electronic) or performance 	10	50
6.	Test:		
	<ul style="list-style-type: none"> • Assignment on any aspect of South African Music (Popular/Traditional/Art music) 		
	<ul style="list-style-type: none"> • A written document consisting of 1500 words (minimum) 	50	50
7.	Trial examination:		
	<ul style="list-style-type: none"> • Performance (see final practical) 	150	
	<ul style="list-style-type: none"> • Written paper (see final written paper) 	150	300
		TOTAL:	850
		25%	25

GRADE 12 PERFORMANCE EXAMINATIONS

1.	Technical development:		
-----------	-------------------------------	--	--

	<ul style="list-style-type: none"> Scales, arpeggio, exercises, studies 		20
2.	Sight reading:		10
	<ul style="list-style-type: none"> Unaccompanied 		
3.	Aural tests:		20
	<ul style="list-style-type: none"> Sight singing (5), rhythmic dictation (5), cadences (5), music comprehension (5) 		
4.	Repertoire: (4 pieces)		100
	1. Piece – own choice 25		
	2. Piece or own composition 25		
	3. Piece or improvisation 25		
	4. Piece – ensemble work 25		
		TOTAL:	150

FINAL WRITTEN EXAMINATION:	MAX MARKS	
Section A: Music literacy	60	
<ul style="list-style-type: none"> Theory of music 		
<ul style="list-style-type: none"> Harmony study 		
<ul style="list-style-type: none"> Melody study 		
Section B: Critical reflection	25	
<ul style="list-style-type: none"> Listening 		
<ul style="list-style-type: none"> Genre 		
<ul style="list-style-type: none"> Style 		
<ul style="list-style-type: none"> South African component 		
<ul style="list-style-type: none"> Music rights/industry 	65	
TOTAL:		150
GRAND TOTAL:		300
		75%

Writer and compiler: Theresa Prinsloo
Co-writers: Dr. Niel van der Watt, Marius Du Plessis, Dr. Ronel Bosman, M Mohau.