

Music — Individual study

2012 Chief Assessor's Report



Government
of South Australia

SACE
Board of SA

MUSIC — INDIVIDUAL STUDY

2012 CHIEF ASSESSOR'S REPORT

OVERVIEW

Chief Assessors' reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

GENERAL COMMENTS

In 2012, students from 73 schools undertook this subject. As in past years, there were a great range of topics and many highly successful projects.

It is clear that many students appreciate the learning in this subject because it is self-directed. Students are encouraged to plan to manage their time and to communicate with others in various forms. Many students make decisions about their future employment or study based on the skills they develop during the program.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

In this assessment type, students are expected to document in a range of multimedia forms their processes of planning, researching, surveying, teaching, making, reflecting, communicating, and working independently and in collaboration, as applicable to the particular project topic. Teachers who assisted students in deciding which processes were relevant to their topic and gave guidance in setting up and maintaining the folio set their students on the path for successful completion of the assessment task.

Teachers who support students to design topics afford them the opportunity to demonstrate against KU1 and either KU2 or KU3 at the highest level.

Topics included building or restoring a musical instrument; tutoring individuals or classes on a musical instrument; a series of lessons in class tutoring; writing and/or recording a demo CD; preparing or participating in a music event; and researching a musical area of interest, including the music of another culture.

The range of responses for this task was very varied. In the most successful folios, students presented well-organised and comprehensive work that demonstrated evidence of planning and ongoing review and reflection. Teachers are encouraged to monitor students' work during its development and to suggest alternative ways of presenting work to best demonstrate students' learning.

Assessment Type 2: Product

Students submitted many highly successfully completed products inspired by a wide range of topics. The most successful students were supported with careful task design. Teachers are encouraged to mentor and scaffold students during the product development.

Students who made contact with experts or professionals in their field of interest, either in person or in many cases through well-directed research, gained real inspiration and direction.

EXTERNAL ASSESSMENT

Assessment Type 3: Report

Part 1: Documentation of Skills; Part 2: Evaluation

Successful evaluations were concise and detailed. They documented the product development and evaluated the research findings and application of acquired knowledge and skills. The best reports made independent conclusions and reflected on the outcome.

OPERATIONAL ADVICE

Teachers should use the addendum where deviation from the approved learning and assessment plan has been necessary for the class or for a student.

Packaging and presentation of materials for final moderation should include:

- a copy of the approved learning and assessment plan, plus addendum if required
- each requested students' completed folio and project (separately) clearly labelled with their SACE number on every loose element
- a copy of the task design sheet for the class or individual student, as appropriate
- copies of the shaded assessment rubric for each assessment type and for each student
- a completed 'Variation — Moderation Materials' form, if applicable.

Where instruments are not sent for moderation, there should be video and photographic evidence of all aspects of the finished product, including playing demonstrations.

For details of the learning requirements, and information about dates and assessment processes, teachers should download the 2013 subject outline and subject operational information, available on the subject minisite.

Teachers are encouraged to attend clarifying forums, which will be held in 2013, and also consult the support materials available on the SACE Board website.

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