

Music Individual Study

2013 Chief Assessor's Report



Government
of South Australia

SACE
Board of SA

MUSIC INDIVIDUAL STUDY

2013 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.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

All topics for Music Individual Study projects must be submitted to the SACE Board for approval. The folio should contain regular entries that reflect the progress of the project but should also demonstrate learning against the required specific features of the knowledge and understanding, practical application, and reflection and evaluation assessment design criteria, as identified in the learning and assessment plan and described in the task design. Students who completed research, accessed and used a range of sources to further their project, and showed evidence of planning and evaluating were able to demonstrate learning at the highest level.

Some students preferred to include carefully selected and clearly labelled photographs or diagrams in the folio. Some highly successful students presented video or audio diaries and were equally successful in demonstrating their achievements against the performance standards.

Students who referred to their product and provided extensive backup materials in their folio gave themselves more opportunities to demonstrate learning through the folio. Backup materials in the submitted folios included some of the following:

- extensive notes and initial drafts for the essay product
- multiple labelled lessons filmed in a tutoring project
- audio discs of original music recorded before the final mix
- research findings on technical or musical processes or equipment that were accessed before projects were recorded
- evaluations of findings from surveys of professionals.

Assessment Type 2: Product

The range of projects was once again very diverse, allowing students to follow their individual interests and motivations. Many students were highly engaged by their study, and their product reflected a great deal of careful planning and consistent work.

Students who had a clear music focus in at least part of their project were able to demonstrate achievement against the performance standards in this subject.

Some students produced very successful event management projects that addressed all criteria, and demonstrated music skills and knowledge, including the use of correct terminology and the ability to show creativity at a high level. These included a varied range of materials that addressed the performance standards at the highest levels.

EXTERNAL ASSESSMENT

Assessment Type 4: Report

The most successful students understood that the evaluation and the documentation of skills were opportunities to show learning in the areas described in the performance standards. These students ensured that they did repeat evidence used in the other assessment types and that the content of the report addressed the criteria rather than just recounted the progress of the study.

Most students presented their report in written form, staying within the word count. A few presented their learning in a multimedia format with great success as this suited their particular projects well.

OPERATIONAL ADVICE

In the best-presented final projects and folios, materials were clearly separated and labelled. These were easier to manage in the moderation process.

GENERAL COMMENTS

Students and teachers are advised to check the subject operational information on the Music Individual Study minisite for details of the materials to be included in the moderation packages. Most teachers submitted all the required documents, including a shaded rubric for each assessment type and task design sheets for the assessment types, as well as approved project paperwork.

Care should be taken when packaging CDs or DVDs, to ensure safe transportation.

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