

# Solo Performance

2013 Chief Assessor's Report



Government  
of South Australia

**SACE**  
Board of SA

# **SOLO PERFORMANCE**

## **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: First Performance**

Most students performed successfully in their first performance, in accordance with the approved requirements of the learning and assessment plan.

Students whose teachers provided them with a clear and concise task sheet had the opportunity to prepare adequately for this assessment.

Most students performed solo literature successfully and met the time requirements of the task sheet successfully. The solo literature presented by most students enabled them to demonstrate their skills at the highest level.

The less successful students presented works of an ensemble nature, often with recorded backing tracks where the role and prominence of the solo instrument were not clearly defined.

#### **Assessment Type 2: Second Performance**

The most successful students presented musical works that showed contrast in styles and enabled them to demonstrate their skills against the performance standards at the highest level.

The less successful students often presented a work or works in just one style that offered limited opportunity to demonstrate ability at the highest level against all performance standards.

Teachers enabled their students to demonstrate evidence of their learning most successfully when the video of the performance was close to the student and the audio recording was of good quality.

## **EXTERNAL ASSESSMENT**

### **Assessment Type 3: Final Performance**

The most successful students were those who had rehearsed adequately with their accompanist.

Teachers helped their students to feel comfortable and confident by providing external markers with performance notes sheets and repertoire lists, and by preparing a program that allowed sufficient time in the allocated schedule for the assessment of each student.

## **OPERATIONAL ADVICE**

Teachers who referred to the learning and assessment plan and presented well-written task sheets made the expectations clear for their students, and the evidence of performance standards clear for moderators.

Teachers are advised to organise the video files of their students by assessment type and to label all files and paperwork clearly.

## **GENERAL COMMENTS**

There was a slight increase in enrolments in Solo Performance in 2013. Most students successfully completed the course. Teachers who prepared their students to present assessment items in Terms 2 and 3 gave them time to reflect on feedback and to improve/refine their performance skills in readiness for the externally assessed final performance.

Solo Performance  
Chief Assessor