

Performance Special Study

2013 Chief Assessor's Report



Government
of South Australia

SACE
Board of SA

PERFORMANCE SPECIAL 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: First Performance

Most students managed to perform the first section of their approved work for the assessment of the first performance. Teachers who provided students with clear and precise task sheets, in accordance with the approved learning and assessment plan, enabled students to prepare well for this assessment.

Most students performed literature at a very high standard and met the time requirements of the subject outline.

The less successful students presented works with little, or no, written music or guidelines, making it difficult for them to achieve at the highest levels in accuracy of notes/rhythms/tempo/pulse/intonation.

The most successful students presented literature that enabled them to demonstrate their skills at the highest levels.

Teachers should ensure that a video is made of the student being assessed, and that the balance between soloist and accompanist is appropriate.

Assessment Type 2: Second Performance

The most successful students presented the remainder of their approved musical works for the assessment of the second performance and showed contrast in style/tempo. This enabled students to demonstrate their skills against the performance standards at the highest level.

The less successful students found it difficult to sustain an extended performance of their approved work.

Teachers enabled their students to best demonstrate evidence of learning when the video of the performance was focused on the student being assessed and the balance between soloist and accompanist was appropriate.

Assessment Type 3: Commentary

The most successful commentaries focused on the music and demonstrated an in-depth understanding of the structural and stylistic elements of the approved work. These commentaries considered the aspects of form, melody, rhythm, harmony, tonality, texture, dynamics, and instrumentation relevant to the work. Students who achieved at the highest levels referred in their text to properly notated musical fragments (with the appropriate clef) and/or annotated scores, and presented their findings in a clear and concise manner.

Successful commentaries included only relevant paragraphs, which gave details about the composer of the work. The inclusion of correctly used musical terms and notation examples assisted students to discuss the musical elements of their approved work.

EXTERNAL ASSESSMENT

Assessment Type 4: 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 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. A folder should be created for each student by assessment type.

GENERAL COMMENTS

Enrolments in Performance Special Study in 2013 were generally consistent with those of 2012. Most students successfully completed the course and had their selected extended work approved by the SACE Board early in the year. 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.

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Chief Assessor