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Music Individual Study

2016 Chief Assessor’s Report

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## 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

Folios were presented in a number of different formats in 2016. Some students elected to present their folio in written format, and had to carefully select evidence of their learning in order to meet the limits of 1500 words and twenty A4 pages. Other students elected to present their folio as a multimedia presentation in a variety of forms, while adhering to equivalent limits; some made a simple video where they spoke to the camera and discussed the evidence of their learning, while others made a short PowerPoint presentation or movie and recorded a voiceover explaining and discussing the images presented in order to demonstrate their learning against the performance standards.

**The more successful responses**

* demonstrated evidence of research, knowledge and understanding developed while undertaking the individual study
* resulted when students had prepared a schedule or timeline and regularly reflected on their progress against this, adapting and adjusting their project timeline as necessary
* demonstrated high levels of musical knowledge, musical literacy, and understanding
* showed evidence that students had prepared their individual study in a carefully structured and organised manner, documenting their progress throughout.

**The less successful responses**

* were found in folios with simple narrative of what the students did, with no reference to skills, knowledge, planning, negotiation, or reflection
* resulted when an individual study focused on the project work and/or the product rather than the student’s own knowledge, reflection, and understanding
* provided limited evidence of their learning against the performance standards.

Assessment Type 2: Product

**The more successful responses**

* were products presented in the format specified in their Application for Approval of Topic form
* were completed in a timely manner that enabled the student to edit and refine their final product
* provided a brief commentary for each track in the submitted music recordings or files explaining the work.

**The less successful responses**

* resulted when the presented products were simplistic and/or incomplete
* where submitting music recordings or files, provided products that were incomplete, or not mastered or edited properly, or not in a format accessible to the moderators
* presented products that failed to demonstrate musical knowledge and understanding as evidenced against the performance standards.

## External Assessment

Assessment Type 3: Report

The report must be attached to a cover sheet and must be clean, that is, with no teacher marks or edits on it. The report should be in two distinct sections, each a maximum of 500 words: a documentation of skills and an evaluation.

**The more successful responses**

* provided a well-written and succinct report that reflected upon their learning and provided evidence of their achievement against the performance standards.

**The less successful responses**

* presented their report as a simple narrative and repeated sections in both the documentation of skills and the evaluation
* did not discuss their learning and achievement during the course.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

Teachers need to ensure that where students alter their individual study from that specified and approved, the students should document this change and the need for alteration in their folio.

Recordings of student work may be submitted using a USB drive in a file format as specified by the SACE Board under ‘Submission of Electronic Files’.

## General Comments

Students access this course in many different ways and submit topic proposals on a wide variety of topics. Teachers are advised to ensure that topic proposals include significant musical content and do not solely focus on technology, event planning, or visual displays. Those teachers who attended clarifying forums or accessed assistance from colleagues tended to be better able to guide their students successfully and ensure that students were given the best opportunity to achieve at the highest levels by designing topics or projects that were both musical and engaging to the student.

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Chief Assessor