

# Q&A

with Olivia Folland, student and Christine Taylor, teacher  
St Peters Lutheran College, Indooroopilly

Music Extension — Musicology, Internal assessment 1: Investigation 1

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**Olivia Folland, student**

**Q: What did you enjoy most about Music Extension — Musicology?**

*A: The thing I enjoyed most about musicology in Music Extension was the flexibility it provided with assessment topics. I was able to combine two of my passions: music and psychology.*

**Q: How did you prepare for this assessment task?**

*A: I prepared for this assessment task by researching different topics to find one that not only was of interest to me but also provided a multitude of research around it. A lot of background research went into the preparation of this task. I had to make sure that there was enough evidence of musical elements rather than just medical terms as this was a risk combining the topic of psychology with a Music Extension assessment.*

**Q: How did your teacher prepare you for this assessment?**

*A: My teacher prepared me for this assessment through many musicology writing exercises for practice and showing me past students' writing to draw inspiration from. My tutor also helped me to prepare me for this assessment by talking me through different writing structures and formatting in order to present my work in a succinct yet thorough manner.*

**Q: What made you choose the topic or method of presentation?**

*A: I chose the topic of music therapy for dementia patients' cognition because music and psychology have both always been very interesting to me. This assessment seemed like a great opportunity for me to combine both those interests, leading me to the topic of music therapy.*

**Q: What are your thoughts about this assessment and the approach you took when responding to the task?**

*A: Choosing a topic of interest and then ensuring that there is enough information to be found on the topic — from many varying types of sources — allows for a more in-depth analysis.*

**Q: How will you use what you have learnt in this subject?**

*A: I am now studying Psychology at university and my research obtained through Music Extension — Musicology has given me a greater interest in the area of music therapy. Besides this, Musicology taught me a lot about writing styles. This subsequently improved my own writing significantly, which I will be applying to all further assessment at university.*

## **Christine Taylor, teacher**

**Q: How did your teaching and the student learning experiences prepare the students to complete this assessment?**

*A: I made a proforma to assist with the process of creating an annotated bibliography. The student studied exemplars of annotated bibliographies and had the opportunity to be mentored by a musicologist. The topic was chosen after discussion on possible areas of interest for research (with the thought that this might be used for the IA2 task) and then the student chose the topic for research. The task was submitted via Turnitin to verify authenticity.*

**Q: How does this assessment reflect the unique characteristics of your school and your students?**

*A: The task itself is reflective of the syllabus; however, the student's choice of topic reflected an interest in the use of music as a therapy. Many students at our College are interested in Medicine and related areas.*

**Q: Can you explain the exemplary aspects of Olivia's response?**

*A: Olivia has researched widely using a wide variety of sources. The annotated bibliography has been presented very clearly using an outstanding application of written literacy skills through articulated ideas and controlled structure of information. The student has expressed meaning or ideas about music therapy through the precise and informative summary of key findings. The student has demonstrated excellence in the investigation and selection of a wide variety of sources, which have then been very closely examined for relevance and value.*