

# Q&A

with Oliver Kurukchi, student and Maureen Cameron, teacher  
St Andrew's Catholic College

Music, Internal assessment 1: Performance

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## Oliver Kurukchi, student

### Q: What did you enjoy most about Music?

A: *While at school, Music was always my favourite subject. I enjoyed many aspects of it; however, my favourite aspect was its expressive nature. Music allowed me to explore many different genres within music, changing and shaping my own musical style, taste and interests.*

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

A: *As this assessment task was a performance, I had to practise my chosen piece as well as technical aspects that were required for the piece. As the unit was titled 'Innovations', the technical requirements of this piece were quite difficult. I was helped greatly by my hardworking and inspiring music teachers; I also practised diligently.*

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

A: *My Music teachers helped me prepare for this assessment in many ways. First, I was encouraged to listen to my piece, euphonium artists and more innovative music genres to prepare and shape my music performance. Then, my wonderful teacher went through the piece with me (many times), helping me to learn and improve my interpretation so that I could play the piece my best.*

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

A: *I chose this piece because ... it was very innovative, perfectly fitting into the requirements for this assessment.*

### Q: What is most important to you when you are preparing a response to an assessment task?

A: *There are many important things when preparing an assessment task. I found that to produce the best work, I would need to finish my assessments far before due dates to allow time to check my work. This meant my work was not rushed and therefore generally thorough. This also reduced any stress that I may have been feeling about the assessments.*

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

A: *One aspect of this particular assessment that I'm particularly proud of is my attention to the smaller details. This really required me to work hard to gain enough control over my instrument. I am proud of this because it shows all the effort that went into the performance.*

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

A: *I use what Music has taught me every day in my life. This subject has taught me (or at least significantly helped) in teamwork, attitude and has given me a medium through which I can experience and express emotions.*

## **Maureen Cameron, teacher**

**Q: What was the purpose of this assessment and what key decisions were made in the design of the task?**

*A: The students of this class were high-achieving performers who all (but one) received individual tuition on their respective instruments. Designing the performance course around actual performance sessions worked very well for this cohort.*

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

*A: We split our week into three sessions: one theoretical/listening session, one composition/listening session and one performance/listening session. I found that allowing students individual and group listening sessions worked very well, especially to discuss music as a means of communication.*

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

*A: Our school has a very strong instrumental programme; we have specialist teachers on most instruments and a piano accompanist. Our students generally achieve exceptionally well in performance as a result of years of preparation.*

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

*A: Oliver has already passed Grade 8 Euphonium with distinction, has completed AMusA, and he has been studying euphonium and trombone since Year 4. Oliver is a fine young performer and musician (as displayed in this performance) and is a high academic achiever, which also translates to his performance statement.*