



Music 2025 v1.2

IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Using music elements and concepts	7	
Applying compositional devices	5	
Resolving music ideas	5	
Statement of intent	3	
Overall	20	

Conditions

Technique	Composition
Unit	Unit 3: Innovations
Topic/s	Area of study: Innovations
Mode / length	Composition: at least one minute Statement of intent: one of the following: <ul style="list-style-type: none">• Written: up to 500 words• Spoken (live or recorded): up to 3 minutes, or signed equivalent.
Individual / group	Individual
Other	<p>Students can develop their responses in class time and their own time.</p> <p>The teacher must provide students with continuous class time to develop the performance.</p> <p>Composition tasks should allow students to respond in any genre/style in the context of the unit.</p> <p>Students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary) or both.</p>

Context

In this unit, you have been studying the ways in which music traditions have been challenged, further developed or reconceptualised to represent, reflect and even shape cultural, societal and technological change.

Task

Compose a work that demonstrates an innovation from any genre/style in the context of the unit.

Complete a statement of intent analysing and evaluating the use of music elements and concepts, and compositional devices to communicate the intent in the composition.

To complete this task, you must:

- **use** music elements and concepts to reflect the genre/style
- **apply** compositional devices in the creation of your own work
- **resolve** music ideas to communicate meaning in your composition
- **analyse** music elements and concepts, and compositional devices in your composition
- **evaluate** the use of music elements and concepts, and compositional devices to communicate the intent in your composition
- **apply** literacy skills, using music terminology relevant to genre/style and language conventions to communicate ideas in your composition.

Checkpoints

- ☐ Week 2: Individual consultation to discuss planning stages
- ☐ Week 6: Progress check of composition component
- ☐ Week 8: Discussion and viewing of composition and statement of intent with feedback provided

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft.
- Your teacher will conduct interviews or consultations as you develop the response.

Scaffolding

You will:

- gather stimulus for inspiration
- consider musical elements and concepts to reflect innovative compositional practices
- consider and use conventions associated with your chosen genre
- journal composition ideas
- record your composing sessions
- listen to and analyse the work of others
- experiment with innovations
- reflect on your use of music elements and compositional devices to communicate meaning in your composition
- analyse and evaluate the use of music elements and compositional devices in your composition to communicate ideas in your statement of intent.

Instrument-specific marking guide (IA2): Composition response (20%)

Using music elements and concepts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • use of music elements and concepts shows <ul style="list-style-type: none"> – perceptive understanding of genre/style – sensitivity towards the genre/style through sustained synthesis of stylistic nuances 	6–7
<ul style="list-style-type: none"> • use of music elements and concepts <ul style="list-style-type: none"> – is integrated – incorporates genre/style-specific characteristics – makes the genre/style explicit 	4–5
<ul style="list-style-type: none"> • use of music elements and concepts <ul style="list-style-type: none"> – to reflect the genre/style – throughout the composition 	2–3
<ul style="list-style-type: none"> • some selection of music elements and concepts 	1
The student response does not satisfy any of the descriptors above.	0

Applying compositional devices	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • application of compositional devices is synthesised to create a polished work 	5
<ul style="list-style-type: none"> • application of compositional devices creates a unified and cohesive work 	4
<ul style="list-style-type: none"> • application of idiomatic compositional devices develops the work 	3
<ul style="list-style-type: none"> • application of compositional devices in the creation of the work 	2
<ul style="list-style-type: none"> • application of a selection of compositional devices 	1
The student response does not satisfy any of the descriptors above.	0

Resolving music ideas	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • resolution of music ideas is perceptively synthesised and reveals subtleties of meaning 	5
<ul style="list-style-type: none"> • resolution of music ideas is sustained and consolidates meaning 	4
<ul style="list-style-type: none"> • resolution of music ideas is integral to communicate meaning 	3
<ul style="list-style-type: none"> • resolution of music ideas to communicate meaning 	2
<ul style="list-style-type: none"> • demonstration of music ideas 	1
The student response does not satisfy any of the descriptors above.	0

Statement of intent	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> analysis of music elements and concepts, and compositional devices in the composition is detailed and specific application of literacy skills through sequenced and connected ideas evaluation shows insightful judgments about the use of music elements and concepts, and compositional devices to communicate the intent in the composition 	3
<ul style="list-style-type: none"> analysis of music elements and concepts, and compositional devices in the composition application of literacy skills using music terminology relevant to genre/style and language conventions to communicate ideas in the composition evaluation of the use of music elements and concepts, and compositional devices to communicate the intent in the composition 	2
<ul style="list-style-type: none"> explanation of the choices made in the composition application of literacy skills that communicate ideas about the composition statements made about the use of music elements and concepts, and compositional devices to communicate the intent in the composition. 	1
The student response does not satisfy any of the descriptors above.	0



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