

Subject report: Endorsement

Music — 2026 cohort

This resource identifies strengths and opportunities to improve the development and submission of internal assessment instruments for Music (General subject and alternative sequence (AS)). Refer to *QCE and QCIA policy and procedures handbook v7.0*, [Section 9.5](#).

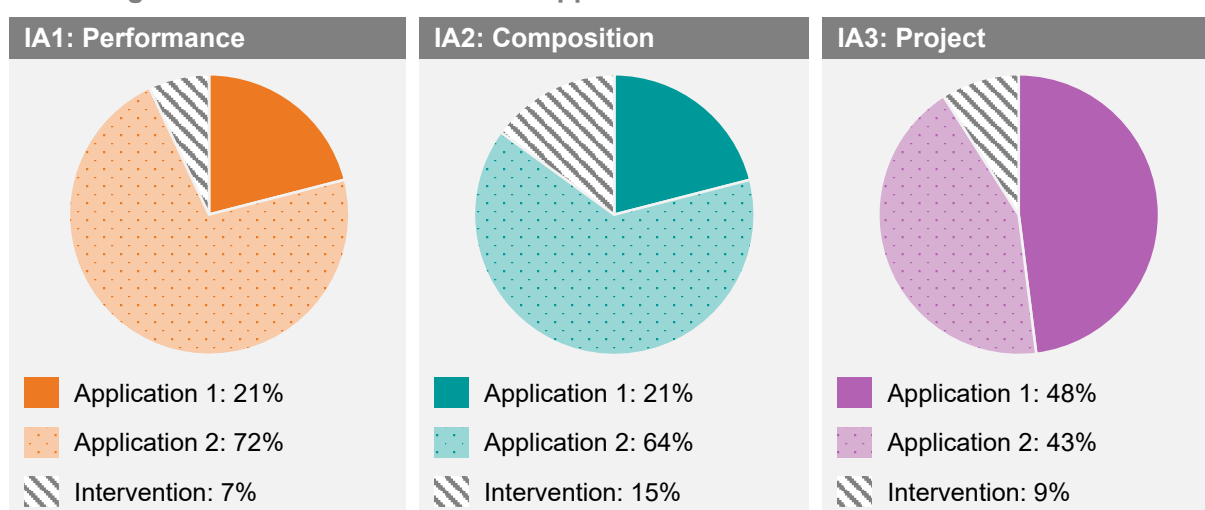
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
270	269	266

Note: Number of instruments may vary due to changes in schools offering the subject after the endorsement process started.

Percentage of instruments endorsed at Applications 1 and 2



Note: Percentages have been rounded to whole numbers and, therefore, may not add up to 100%.

Validity: Reasons for non-endorsement at Application 1 by assessment priority

IA1		IA2		IA3	
Alignment	209	Alignment	210	Alignment	94
Authentication	19	Authentication	27	Authentication	44
Authenticity	17	Authenticity	3	Authenticity	26
Item construction	8	Item construction	17	Item construction	13
Scope and scale	0	Scope and scale	0	Scope and scale	42

Accessibility: Reasons for non-endorsement at Application 1 by assessment priority

IA1		IA2		IA3	
Bias avoidance	0	Bias avoidance	0	Bias avoidance	0
Language	1	Language	0	Language	3
Layout	0	Layout	0	Layout	2
Transparency	2	Transparency	1	Transparency	6

Note: A priority may be identified more than once in the endorsement decision for an assessment instrument.

Advice for assessment design

Endorsement is the quality assurance process based on the attributes of validity and accessibility. The following advice is based on the endorsement process for the 2026 completion year. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop valid and accessible assessment.

■ IA1: Performance (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- contained unique context statements that were relevant to the unit (General syllabus — Unit 3: Innovations or AS — Unit 1: Designs) and offered a meaningful scenario, situation or inquiry question that resonated with the school context and student experiences (**alignment**)
- provided opportunities for unique responses in a range of styles and genres associated with innovation in music (General syllabus — Unit 3: Innovations) or the way in which music is designed (AS — Unit 1: Designs) (**alignment**)
- included considered checkpoint sequences and scaffolding that reflected the stages of task preparation and rehearsal (**item construction**)
- provided opportunity for students to select repertoire commensurate with the technique and their skills (**scope and scale**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- ensuring the word 'innovation' does not appear in relation to repertoire or style in the task description (**alignment**)
- ensuring the focus of the task is the repertoire itself. The task does not require students to perform with an innovative approach to instrumental or vocal technique; though some repertoire may include this, the task requirements specify that students 'perform repertoire' (**alignment**)
- ensuring the assessment instrument does not include a statement of intent or program notes; they are not a requirement of the task and should not form part of the task, assessed or not assessed (**alignment**)
- clearly listing all assessment objectives in a section titled 'To complete this task, you must' below the task description, or clearly embedding the objectives within the task description (**alignment**).

■ IA2: Composition (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided an authentic scenario or context relevant to the school and students, e.g. local songwriting competition, commissioned work, provision of music for local or school-based events (**alignment**)
- provided opportunities for students to respond in any style or genre of the unit, and for Unit 3: Innovations, allowed students to explore an innovation (**alignment**)
- clearly listed all assessment objectives in a section titled 'To complete this task, you must' below the task description, or clearly embedded the objectives within the task description (**alignment**)
- contained considered scaffolding that was authored by the school and relevant to the iterative and non-linear nature of compositional procedures and practices (**item construction**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- making clear that students demonstrate 'an innovation' (for General syllabus — Unit 3: Innovations); students are not required to demonstrate their own innovation, or the use of an innovation studied in the unit (**alignment**)
- clarifying the language of the task to require a 'statement of intent', rather than a 'statement of compositional intent' (**transparency**)
- ensuring they instruct students to 'analyse and evaluate' the use of music elements and concepts, and compositional devices to communicate the intent in the composition, rather than discussing other musical, contextual or historical features not related to their choices (**alignment**)
- including considered checkpoint sequences and scaffolding that reflect the stages of task preparation (**item construction**).

■ IA3: Project (35%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- considered the scope and scale of the musicology component, making recommendation that students focus on no more than two of setting (time or place), characterisation, drama and/or action, and mood or atmosphere, in the development of their viewpoint and subsequent analysis and evaluation (**scope and scale**)
- explicitly included all assessment objectives relevant to the respective assessment technique (musicology/composition, or musicology/performance) as a list in a section titled 'To complete this task, you must' below the task description, or clearly embedded the objectives within the task description (**alignment**)
- clearly stated that students must analyse and evaluate music repertoire to justify a viewpoint related to the expressive powers of music using audio and/or visual excerpts of repertoire (**alignment**)
- employed considered checkpoint sequences and scaffolding that reflected the nature of the project workflow, specifically that the musicological component precedes the composition or performance (as the musicological investigation informs, guides and shapes the performance or composition) (**item construction**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- authoring task descriptions that clearly identify both components of the project, i.e. the musicology response and composition/performance response are connected to the same topic (**transparency**)
- providing explicit instruction and cues to students about the procedures of the two assessment components and what students are required to demonstrate in each (**transparency**).
- clearly specifying that identity can include personal, social, political or cultural aspects for the musicological investigation for AS — Unit 2: Identities, and ensuring art song is included in the repertoire options for exploration in Unit 4: Narratives (**alignment**)
- removing any reference to a statement of intent (**transparency**).

Additional advice

- For IA3 instruments, it is recommended that the information in the context section of the musicology/composition and corresponding musicology/performance task is identical, and that the task description follows the same structure within their respective specifications. Further, there should be similarity between checkpoint requirements and information in the scaffolding section to ensure accessibility and equity between students completing the different assessment techniques.
- Before submitting an instrument, check the formatting using the Print preview function in the Endorsement application (app). This helps ensure assessment instruments are well presented with appropriate page breaks and other formatting features.
- If an instrument is not endorsed at Application 1, consider consulting with the lead endorser before submitting the revised instrument at Application 2. These consultations are supportive and provide feedback to school communities to strengthen the endorsement process.



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