



Music Extension — Composition 2026 v1.2

IA1: 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

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

Conditions

Technique	Composition 1
Unit	Unit 3: Explore
Topic/s	Key idea 1: Initiate best practice
Mode / length	Composition: At least 2 minutes 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	Students can develop their responses in class time and in their own time. The teacher must provide students with continuous class time to develop the composition. Students can respond in any genre/style. Students must present their compositions as a sound recording, or a score (traditional, graphic or contemporary) or both.

Context

You have started an apprenticeship and are working towards realising your potential as a composer. Your aim is to use techniques and develop strategies to master your craft. You will engage in best practice to compose music.

Task

Compose one complete work or section/movement of a much larger work under the guidance of your mentor or another source. You may compose in any genre and/or style. You may compose for any sound source/s including instrument/s, voice/s and contemporary technologies.

Complete a statement of intent that analyses and evaluates the use of music elements, concepts and compositional devices to communicate the intent in the composition.

To complete this task, you must:

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

Checkpoints

- ☐ Week 3: Individual consultation
- ☐ Week 5: Conferencing
- ☐ Week 7: Discussion and viewing with feedback provided

Authentication strategies

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

Scaffolding

You will:

- gather stimulus for inspiration
- explore compositional approaches as guided by your mentor
- consider and use conventions associated with your chosen genre/style
- develop techniques and/or strategies of best practice as a composer
- journal composition ideas
- record your composing sessions
- listen to and analyse the work of others
- engage in reflective strategies to consider the intent of your composition
- develop your statement of intent by analysing and evaluating the use of music elements, concepts and compositional devices to communicate the intent
- refine your statement of intent through consultation with your teacher and/or mentor.

Instrument-specific marking guide (IA1): Composition 1 response (20%)

Applying compositional devices	Marks
The student response has the following characteristics:	
• application of compositional devices is synthesised to create a polished work	5
• application of compositional creates a unified and cohesive work	4
• application of idiomatic compositional devices to develop the work	3
• application of compositional devices in the creation of their work	2
• application of a selection of compositional devices.	1
The student response does not satisfy any of the descriptors above.	0

Manipulating music elements and concepts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> manipulation 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"> manipulation 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"> manipulation of music elements and concepts <ul style="list-style-type: none"> for the chosen genre/style throughout the composition 	2–3
• some selection of music elements and concepts.	1
The student response does not satisfy any of the descriptors above.	0

Resolving music ideas	Marks
The student response has the following characteristics:	
• resolution of music ideas is perceptively synthesised and reveals subtleties of meaning	5
• resolution of music ideas is sustained and consolidates meaning	4
• resolution of music ideas is integral to communicate meaning	3
• resolution of music ideas to communicate meaning	2
• demonstration of music idea/s.	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, 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 in the composition. 	1
The student response does not satisfy any of the descriptors above.	0



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