

Subject report: Endorsement

Music Extension — 2026 cohort

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

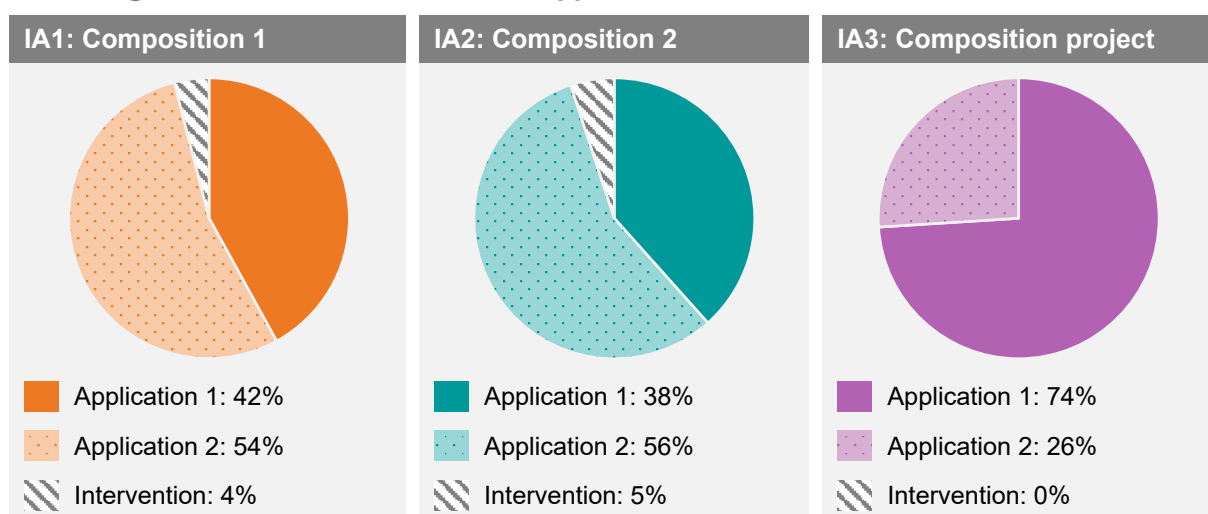
Summary for the 2026 cohort: Composition

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
113	112	102

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	90	Alignment	93	Alignment	33
Authentication	0	Authentication	0	Authentication	1
Authenticity	2	Authenticity	1	Authenticity	1
Item construction	6	Item construction	5	Item construction	8
Scope and scale	2	Scope and scale	2	Scope and scale	8

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	1	Language	0
Layout	0	Layout	1	Layout	0
Transparency	1	Transparency	1	Transparency	2

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

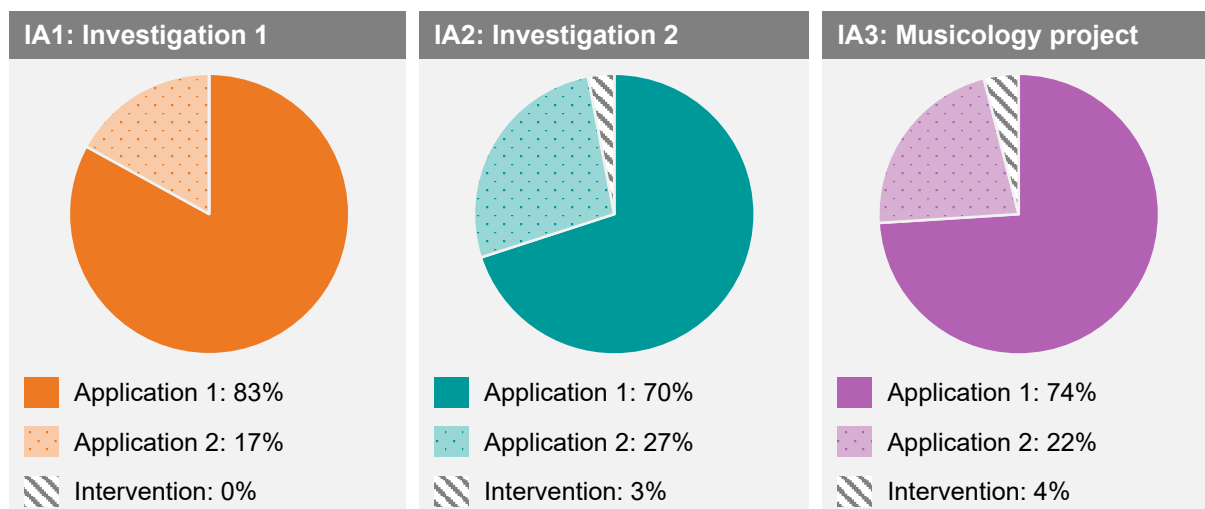
Summary for the 2026 cohort: Musicology

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
30	30	27

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	6	Alignment	6	Alignment	8
Authentication	0	Authentication	0	Authentication	0
Authenticity	0	Authenticity	0	Authenticity	1
Item construction	0	Item construction	2	Item construction	1
Scope and scale	0	Scope and scale	1	Scope and scale	3

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	0
Layout	0	Layout	0	Layout	0
Transparency	1	Transparency	1	Transparency	0

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

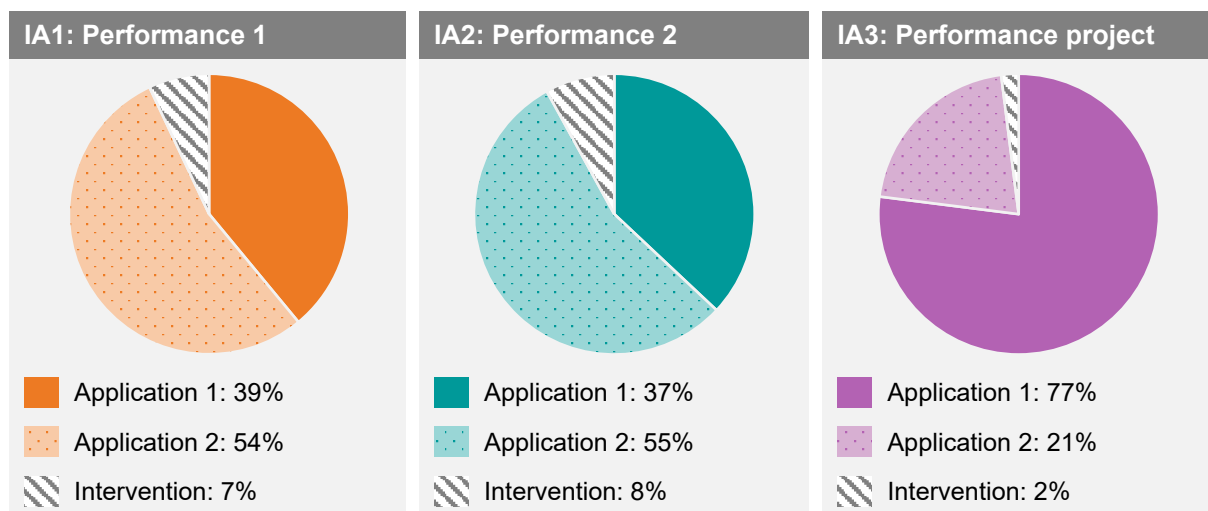
Summary for the 2026 cohort: Performance

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
134	132	127

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	85	Alignment	79	Alignment	28
Authentication	1	Authentication	3	Authentication	1
Authenticity	4	Authenticity	4	Authenticity	1
Item construction	5	Item construction	5	Item construction	10
Scope and scale	8	Scope and scale	7	Scope and scale	3

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	1	Language	0
Layout	0	Layout	0	Layout	0
Transparency	1	Transparency	1	Transparency	3

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: Composition 1, Investigation 1 and Performance 1 (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- for Musicology, they used the correct response requirements from the syllabus, i.e. annotations 'up to 200 words' (**alignment**)
- for Performance, they referred to 'statement of intent' and 'communicate the intent' rather than the language of the previous syllabus, 'expressing meaning' (**alignment**).

Practices to strengthen

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

- including the assessment objectives of the specialisation from the relevant 2026 syllabus in their entirety, so students have clarity about the cognitive processes being assessed (**alignment**)
- ensuring the scaffolding aligns with the language of the syllabus, while removing any terminology from the previous syllabus, e.g. examine, meaning (**alignment**)
- for Composition, removing 'arrange' as an option, as this is not permitted in the 2026 syllabus (**alignment**).

■ IA2: Composition 2, Investigation 2 and Performance 2 (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- for Musicology, they used the correct language from the syllabus for the technique, asking students to develop a 'musicological response' (**alignment**)
- for Performance, they referred to 'statement of intent' and 'communicate the intent' rather than the language of the previous syllabus, 'expressing meaning' (**alignment**).

Practices to strengthen

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

- including the assessment objectives of the specialisation from the relevant 2026 syllabus in their entirety, so students have clarity about the cognitive processes being assessed (**alignment**)
- ensuring the scaffolding aligns with the language of the syllabus, while removing any terminology from the previous syllabus, e.g. examine, meaning (**alignment**)
- for Composition, removing 'arrange' as an option, as this is not permitted in the 2026 syllabus (**alignment**).

■ IA3: Composition project, Musicology project and Performance project (35%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- for Musicology, they included the requirement to provide evidence to support the viewpoint with audio and/or visual excerpts of repertoire (**alignment**)
- they included the assessment objectives for the correct instrument and specialisation in their entirety, as stated in the syllabus (**alignment**)
- the task was formatted clearly, including headings and lists that made it easy for students to understand the different components of the task. This is especially important in IA3, as there are three components for students to complete for the Performance and Composition specialisation and two components for students to complete for the Musicology specialisation (**layout**).

Practices to strengthen

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

- ensuring the explanation of the task matches the language of the syllabus and assessment objectives listed, especially when describing what students must do for the statement of intent component for the Performance and Composition specialisations (**alignment**).

Additional advice

- When schools choose to include the wording of the specifications from the syllabus, it is important to ensure all components of the task and all assessment objectives are clear for students and included in their entirety. The specifications are similar to the assessment objectives but are not designed to be used in their place.
- Before submitting assessment instruments, check that errors have not been introduced when copying from different Music Extension specialisations, especially in the context and scaffolding sections.
- 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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