

# Music Extension — Musicology 2026 v1.3

## 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.

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Applying literacy skills	4	
Expressing meaning	8	
Investigating music	8	
<b>Overall</b>	<b>20</b>	

# Conditions

<b>Technique</b>	Investigation 2
<b>Unit</b>	Unit 3: Explore
<b>Topic/s</b>	Key idea 2: Consolidate best practice
<b>Duration</b>	—
<b>Mode / length</b>	One of the following: <ul style="list-style-type: none"><li>• Written: Up to 2000 words</li><li>• Spoken (live or recorded): Up to 15 minutes, or signed equivalent</li></ul>
<b>Individual / group</b>	Individual
<b>Other</b>	Students can develop their responses in class time and their own time. The teacher must provide students with continuous time to develop the project.

## Context

You are continuing your apprenticeship, progressing towards realising your potential as a musician. You have explored potential pathways of musicological research and investigation, and you are applying techniques and strategies to master your craft in your area of interest. As a result, you are consolidating best practice as a musicologist.

## Task

With some guidance from your mentor, develop a musicological response. This response may be informed by your IA1 annotated bibliography work, or another topic of your choosing. It will be presented in a mode negotiated with your teacher. You will:

- investigate a question, issue, design, challenge or hypothesis
- research and examine evidence from primary and secondary music sources
- apply literacy skills using
  - music terminology relevant to genre/style
  - referencing conventions, e.g. citations, reference list or bibliography
  - language conventions.

**To complete this task, you must:**

- **apply** literacy skills, using music terminology relevant to genre/style, referencing and language conventions
- **express** meaning or ideas about music through musicology
- **investigate** the use of music elements and concepts and ideas about music.

## Stimulus

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## Checkpoints

- Week 3: Stimulus research check
- Week 6: Conferencing
- Week 8: Draft of musicology response

## Authentication strategies

- You will be provided class time for task completion.
- You will provide documentation of your progress at indicated checkpoints.
- Your teacher will conduct interviews or consultations as you develop the response.
- You must submit a declaration of authenticity.

# Scaffolding

You will:

- consider the research completed as part of your IA1 annotated bibliography
- develop a question, issue, design, challenge or hypothesis to focus your investigation
- consult with your teacher and/or mentor and refine your music idea
- apply techniques and/or strategies of best practice as a musicologist
- consider the choice of primary and secondary sources and their suitability to the idea
- collect source information using referencing conventions such as citations, reference list or bibliography
- consult and apply the school's referencing guidelines
- choose the mode of your response (in negotiation with your teacher), such as an essay, report, podcast or vodcast, short film or seminar presentation
- consider appropriate support for your response, e.g. score and/or audio excerpts, data, tables, diagrams, illustrations or photographs
- listen to and analyse the work of others
- engage in reflective strategies.

# Instrument-specific marking guide (IA2): Investigation 2 (20%)

Applying literacy skills	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• application of written literacy skills through articulated ideas and controlled structure of information</li> </ul>	4
<ul style="list-style-type: none"> <li>• application of written literacy skills through sequenced and connected ideas</li> </ul>	3
<ul style="list-style-type: none"> <li>• application of written literacy skills using music terminology relevant to genre/style, referencing and language conventions</li> </ul>	2
<ul style="list-style-type: none"> <li>• application of written literacy skills to describe ideas.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Expressing meaning	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• expression of meaning or ideas about music is consolidated to enable new understandings or conclusions about the topic</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• expression of meaning or ideas about music reveals a considered connection to the topic</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• expression of meaning or ideas about music</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• statement of music ideas.</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0

Investigating music	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• investigation of the use of music elements and concepts and ideas about music from a discriminating range of sources</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• investigation of the use of music elements and concepts and ideas about music from a range of sources</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• investigation of the use of music elements and concepts and ideas about music</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• selection and description of sources.</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0



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