

Music Extension — Musicology

2026 v1.2

IA3: 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
Analysing music	10	
Investigating music	10	
Synthesising information	9	
Reflective statement	6	
Overall	35	

Conditions

Technique	Musicology project
Unit	Unit 4: Emerge
Topic/s	Key idea 3: Independent best practice
Mode / length	<p>Musicology</p> <p>One of the following:</p> <ul style="list-style-type: none">• Written: Up to 2000 words• Spoken (live or recorded): Up to 15 minutes, or signed equivalent. <p>Reflective statement</p> <p>One of the following:</p> <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 time to develop the project.</p>

Context

As an emerging artist, you are critically reflecting on your musicianship and refining your practice as you endeavour to discover your personal style as a musician. Your aim is to operate with increasing independence and sophistication, and demonstrate best practice independently, working towards an individual approach in your specialisation.

Task

You will develop a musicological response that argues a hypothesis or defends a music viewpoint about a topic of your choice. You will:

- select a music idea
- investigate a question, issue, design, challenge or hypothesis
- analyse and synthesise stimulus and collected information from primary and secondary music sources that are relevant to your idea
- provide evidence using audio and/or visual excerpts of repertoire.

You will complete a reflective statement that evaluates at least two techniques and/or strategies of best practice that influenced the musicological response, supported by referencing conventions.

To complete this task, you must:

- **analyse** music elements and concepts and ideas about music from sources
- **investigate** ideas about music from sources
- **synthesise** information to justify a viewpoint
- **apply** literacy skills, using music terminology relevant to genre/style and language conventions
- **evaluate** two techniques and/or strategies of best practice.

Checkpoints

- ☐ Week 3: Stimulus research check
- ☐ Week 5: Conferencing
- ☐ Week 7: Discussion and viewing of musicology response with feedback provided
- ☐ Week 9: Draft of musicology response and reflective statement

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:

- develop a question, issue, design, challenge or hypothesis to focus your investigation
- consider the choice of primary and secondary sources and their suitability to the idea
- apply techniques and/or strategies of best practice as a musicologist
- conduct research around the topic
- consider appropriate support for your response, e.g. data, tables, diagrams, illustrations or photographs
- provide audio and/or visual excerpts of repertoire as evidence for your ideas, using in-text referencing as required
- consult and apply the school's referencing guidelines
- listen to and analyse the work of others
- engage in reflective strategies
- collect source information for your reflective statement using referencing conventions such as citations, reference list or bibliography
- develop your reflective statement using documentation collected during Units 3 and 4, selecting at least two techniques and/or strategies of best practice
- refine your reflective statement with minimal consultation with your teacher and/or mentor.

Instrument-specific marking guide (IA3): Musicology project response (35%)

Analysing music	Marks
The student response has the following characteristics:	
• analysis of music elements and concepts and ideas about music is consistently accurate	10
• analysis of music identifies interconnections between music elements and concepts and ideas about music	9
• analysis of music elements and concepts and ideas about music <ul style="list-style-type: none"> – is detailed – shows specificity 	7–8
• analysis of pertinent music elements and concepts and ideas about music from sources	5–6
• analysis of music elements and concepts and ideas about music from sources	3–4
• identification of music elements and features within sources.	1–2
The student response does not satisfy any of the descriptors above.	0

Investigating music	Marks
The student response has the following characteristics:	
• investigation of ideas about music <ul style="list-style-type: none"> – determines the relationships between primary and secondary sources – supports the refinement of the chosen question, issue, design, challenge or hypothesis 	9–10
• investigation of ideas about music <ul style="list-style-type: none"> – from primary and secondary sources – supports the chosen question, issue, design, challenge or hypothesis 	7–8
• investigation of ideas about music <ul style="list-style-type: none"> – uses a range of sources – makes connection to the chosen question, issue, design, challenge or hypothesis 	5–6
• selection and description of sources	3–4
• identification of music source/s.	1–2
The student response does not satisfy any of the descriptors above.	0

Synthesising information	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • synthesis of information is consolidated to enable new understandings or conclusions about a music idea • consistent use of credible evidence to support the viewpoint 	8–9
<ul style="list-style-type: none"> • synthesis of information provides conclusions that are clear and logical • use of credible evidence to support the viewpoint 	6–7
<ul style="list-style-type: none"> • synthesis of information to justify viewpoint • use of relevant evidence to support the viewpoint 	4–5
<ul style="list-style-type: none"> • organisation of analytical information related to a hypothesis or a music viewpoint • use of evidence 	2–3
<ul style="list-style-type: none"> • inclusion of analytical information. 	1
The student response does not satisfy any of the descriptors above.	0

Reflective statement	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • evaluation provides evidence of metacognition that informs independent best practice 	6
<ul style="list-style-type: none"> • application of literacy skills through sequenced and connected ideas, and referencing conventions • evaluation examines the logic of the two selected techniques and/or strategies 	4–5
<ul style="list-style-type: none"> • application of literacy skills using music terminology relevant to genre/style and language conventions to communicate ideas • evaluation of two techniques and/or strategies of best practice 	2–3
<ul style="list-style-type: none"> • application of literacy skills to identify techniques or strategies of best practice. 	1
The student response does not satisfy any of the descriptors above.	0



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