

Subject report: Endorsement

Drama — 2026 cohort

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

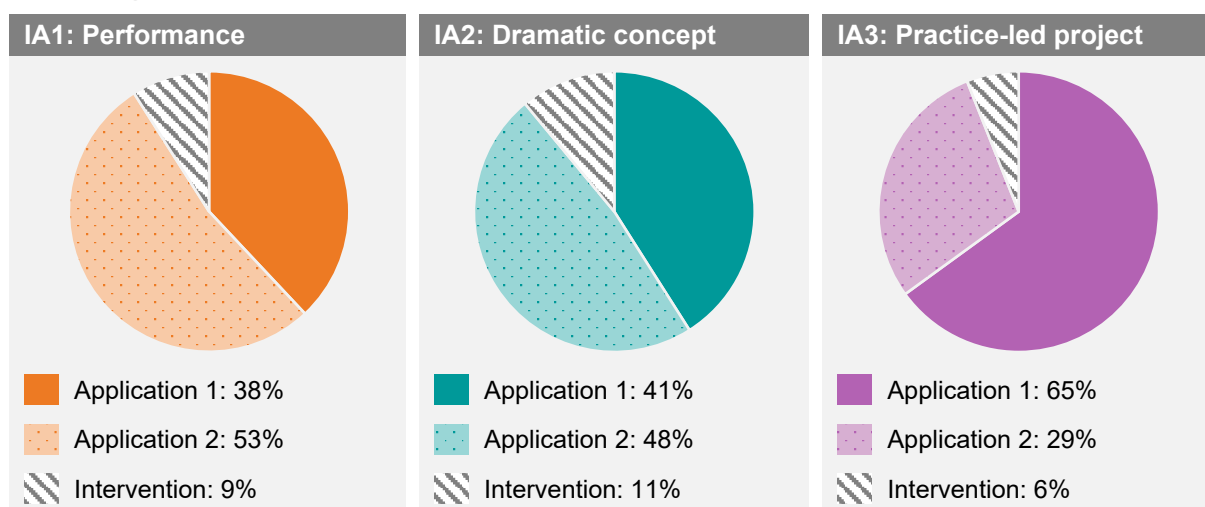
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
237	237	234

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	136	Alignment	128	Alignment	69
Authentication	2	Authentication	2	Authentication	1
Authenticity	3	Authenticity	9	Authenticity	2
Item construction	5	Item construction	44	Item construction	26
Scope and scale	58	Scope and scale	43	Scope and scale	7

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

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

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:

- explicitly stated that students were required to work, as actor, to collaboratively create a polished performance of the stimulus text that makes social comment for a chosen audience (**transparency**)
- provided an appropriate stimulus text that makes social comment, with consideration of suitability within the school context across both teaching and learning, and assessment purposes (**authenticity**)
- instructed students to develop an annotated script with role/s highlighted and brief annotations identifying
 - stylistic characteristics of the chosen excerpt
 - purpose, context and dramatic meaning to be communicated
 - choices in skills of acting, elements of drama, stagecraft and conventions in relation to purpose, context and meaning (**language**).

Practices to strengthen

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

- providing scope in the scaffolding section for students to manipulate any element of drama, stagecraft or conventions to communicate stylistic characteristics in relation to the selected text and create dramatic action and meaning that communicates a social comment (**alignment**).

■ IA2: Dramatic concept (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- explicitly stated that students were required to devise an original dramatic concept of a theatrical work that expresses a social comment (**transparency**).

Practices to strengthen

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

- aligning the statement of intent with syllabus specifications, instructing students to
 - describe the dramatic languages used in the professional live or recorded live performance that were drawn upon as inspiration for the original devised dramatic concept
 - outline the social comment to be made in the original devised concept and identifying the
 - intended purpose and context
 - dramatic form to be used to structure the work
 - stylistic characteristics to be communicated
 - analyse, evaluate and justify how the elements of drama, stagecraft and conventions are manipulated to communicate a social comment through the intended purpose and context (**alignment**)
- considering the appropriateness of the stimulus text and its suitability within the school context across both teaching and learning, and assessment purposes. Schools should ensure they provide accurate details for the stimulus, i.e. if a school nominates a live performance as the stimulus, they should include an alternative option of a specified recorded live performance. If the live performance is unknown at the time of endorsement, the school must submit an amendment via the Endorsement application (app) in the QCAA Portal as soon as a relevant live performance is identified and before implementing IA2 with students (**authenticity**).

IA3: Practice-led project (35%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- explicitly stated that students were required to work as director and actor, with clear instructions indicating the difference between the components of the project, i.e.
 - as director, students create a directorial vision for the transformation of the selected inherited text into a contemporary performance
 - as actor, students perform a reframed excerpt of the selected inherited text, derived from directorial vision/s, as an ensemble (up to four people) or one-person show (**transparency**)
- provided a maximum of two text options, within the same inherited style, as stimulus (**scope and scale**)
- enabled students to choose which dramatic languages to use, rather than specifying elements of drama and conventions, so students could demonstrate their knowledge and understanding of how dramatic languages work together to communicate stylistic characteristics of contemporary performance in the transformation, as director and actor (**scope and scale**).

Practices to strengthen

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

- selecting a stimulus text that is an appropriate inherited published text in its original form, which has not already been altered. The stimulus should include the title of the play, the playwright and the publication details (**alignment**)
- including instructions for students working in role, as director, to
 - identify purpose, context and meaning within the inherited stimulus to be reframed as a contemporary performance
 - experiment with elements of drama, stagecraft and conventions across a range of forms and styles to reimagine, adapt and transform the inherited text. Students may edit, reframe and/or re-sequence the text; they may not rewrite the text
 - synthesise their ideas to develop a multimodal pitch that communicates their directorial vision, including
 - excerpts of the inherited text
 - still and/or filmed key moments of staged original dramatic action that best capture their directorial ideas in transforming the inherited text
 - evaluation of directorial choices in communicating purpose, context, stylistic characteristics and meaning for a contemporary audience (**alignment**)
- including instructions for students working in role, as actor, to develop an annotated script with role/s highlighted and brief annotations identifying
 - stylistic characteristics of the chosen excerpt
 - purpose, context and dramatic meaning to be communicated
 - choices in skills of acting, elements of drama, stagecraft and conventions in relation to purpose, context and meaning (**alignment**).

Additional advice

- Instruments should provide a clear context, aligned with the subject matter of the unit, that also clarifies the learning undertaken in the school's specific context.
- Schools should ensure the cognitions of the assessment objectives are included in the task description. The assessment objectives may be included exactly as they are written in the syllabus or rephrased into clear statements that do not alter the cognitive processes required.
- Before submitting an instrument, check the formatting using the Print preview function in the Endorsement app, in addition to checking spelling, grammar and punctuation. 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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