

# Subject report: Endorsement

Film, Television & New Media — 2026 cohort

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

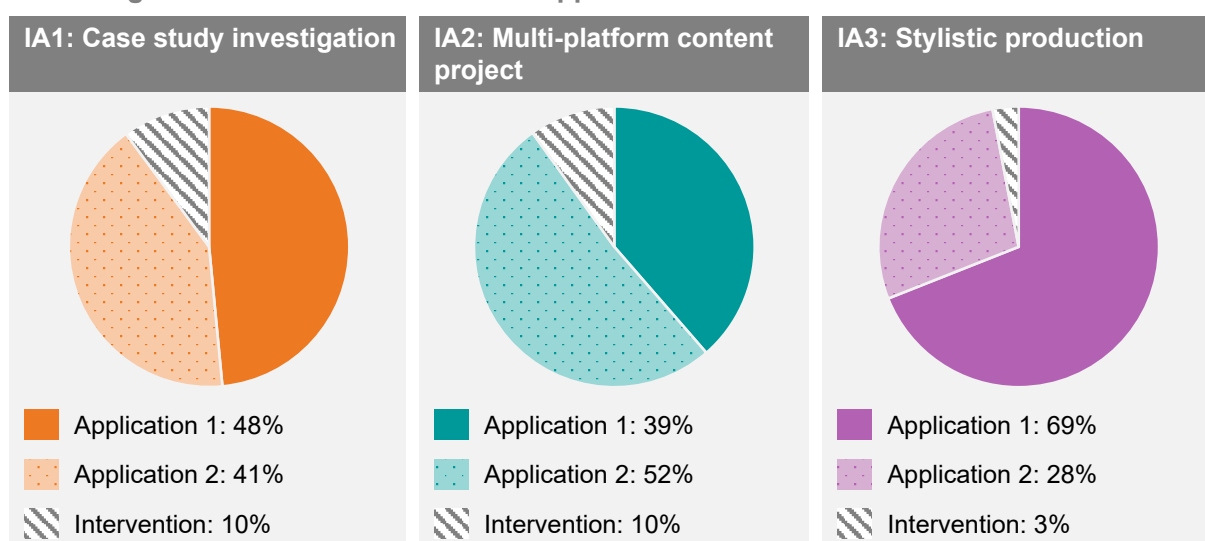
## Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
174	174	171

**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: 75	Alignment: 85	Alignment: 40
Authentication: 1	Authentication: 13	Authentication: 14
Authenticity: 3	Authenticity: 2	Authenticity: 3
Item construction: 42	Item construction: 5	Item construction: 6
Scope and scale: 4	Scope and scale: 42	Scope and scale: 4

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

IA1	IA2	IA3
Bias avoidance: 1	Bias avoidance: 0	Bias avoidance: 0
Language: 0	Language: 1	Language: 0
Layout: 0	Layout: 0	Layout: 0
Transparency: 7	Transparency: 5	Transparency: 4

**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: Case study investigation (15%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- all components (task description, scaffolding, checkpoints) used the correct assessment objectives (apply, analyse and evaluate) from the 2025 syllabus, with wording aligned directly to the objectives (**alignment**)
- students were required to select a specific **moving-image media** case rather than an institution, e.g. Netflix, Disney (**scope and scale**)
- selected cases were age-appropriate and cued students to select a moving-image media case with a rating of MA 15+ or below (**item construction**)
- checkpoints were designed to ensure students receive feedback on only one draft in line with the *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.5) (**authentication**).

### Practices to strengthen

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

- including the correct assessment objectives, copied directly from the syllabus, in the task section under a subheading, 'To complete this task, you must'. Avoid using the assessment specifications on their own, as they do not include all objectives explicitly (**alignment**)
- ensuring subject matter aligns with Unit 3 and the IA1 task requirements, e.g. IA1 does not require students to evaluate intent, technical and symbolic codes or artistry (**alignment**)
- removing the requirement to evaluate the impact of audiences participating, as this phrasing aligns with the appraising objective from the 2019 syllabus. The evaluating objective in the 2025 syllabus requires students to evaluate audience participation (**alignment**)
- considering scope and scale to support students to develop unique responses. The authenticity of student responses is affected when
  - the task is too broad, e.g. students are provided with examples such as post-broadcast streaming or video-on-demand services, audience experiences of multiplayer video game platforms, or the impact of new screen technologies. These do not direct students to select a specific moving-image media case (**scope and scale**)
  - the task is too narrow (e.g. students are required to all study the same prescribed case such as Harry Potter or *Stranger Things*), limiting students' ability to construct unique responses (**scope and scale**)
  - only one stimulus is provided on the instrument. If schools choose to fill out the stimulus section of the instrument, they must provide multiple options to ensure unique student responses (**authenticity**).

## ■ IA2: Multi-platform content project (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- appropriate scope and scale was maintained in accordance with the 2025 syllabus conditions, e.g. only a treatment and production as required components (**scope and scale**)
- all parts of the instrument, including task description, checkpoints and scaffolding, were updated to use the language of the 2025 syllabus (**alignment**)
- the correct assessment objectives (design, apply, create, resolve) were used, and previous syllabus language (symbolise, construct, structure, synthesis) was removed (**transparency**)
- students were cued to develop a **story** across **two** platforms (not 'two or more' or 'at least two'), in alignment with the language and specifications of the 2025 syllabus (**alignment**).

### Practices to strengthen

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

- including only the pre-production requirements that are specified in the syllabus. For IA2, a storyboard is not required, nor are items such as a pitch, shot list, audience engagement plan, platform outline or any form of script (**scope and scale**)
- including accurate response length requirements for the treatment (up to 1,200 words) and production (up to 5 minutes). The 2025 syllabus does not prescribe a minimum treatment response length or production duration (**alignment**)
- clearly articulating all the assessment objectives (design, apply, create, resolve) in the task section to explicitly guide students about what they must do. If using the task specifications, ensure the correct assessment objective wording has also been included (**alignment**)
- prompting students to create a story, as required by the assessment specifications. For example, if asking students to create an advertisement, students must be cued to create a story to extend user experience across two interconnected platforms (**alignment**).

## ■ IA3: Stylistic production (35%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the task cued students to respond to the required assessment objectives (design, create, resolve, evaluate) and clearly indicated which components were addressed by each objective (**transparency**)
- checkpoints indicated only one draft for each component, in accordance with the *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.5) (**authentication**)
- response requirements were included accurately, with no minimum length for any of the task components (**alignment**)
- the only pre-production formats included were those mentioned in response requirements, i.e. storyboard, screenplay and/or three-column script (**scope and scale**).

### Practices to strengthen

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

- only requiring students to complete **one** pre-production format (storyboard, three-column script or screenplay) (**scope and scale**)
- including instructions, scaffolding and checkpoints that directly support the cognitive demands of the task and reflect only those pre-production formats specified in the task and checkpoints (**transparency**)
- aligning the task context to the subject matter of Unit 4 to appropriately guide students in their creative approach to the task. For example, IA3 does not ask students to produce a genre film using established codes and conventions. Rather, students should be challenging traditional conventions and exploring artistic identity (**alignment**)
- ensuring all parts of the instrument (context, task description, scaffolding) align with the 2025 syllabus. For instance
  - when using specifications, ensure all assessment objectives are also explicitly included
  - cue students to explore their artistic identity, not identity in general as per the 2019 syllabus
  - cue students to evaluate in the statement of intent, rather than reflecting on experimentation (**alignment**).

## Additional advice

- Assessment in Units 3 and 4 is completed individually and task phrasing should reflect this.
- In the 2025 syllabus, IA2 and IA3 projects only require students to complete a single pre-production format.
- Before submission of tasks for endorsement, ensure multiple checks are completed at a school level to ensure each section of the assessment instrument aligns with syllabus objectives, specifications and response requirements. Schools are encouraged to access resources such as the Quality assurance tool to support decision-making.
- 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.
- Authentication strategies should not provide students with extra working time to edit their work after the final submission. Schools should develop policies for managing response length in line with the *QCE and QCIA policy and procedures handbook v7.0*, Section 8.2.6.

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