

Subject report: Endorsement

Visual Art — 2026 cohort

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

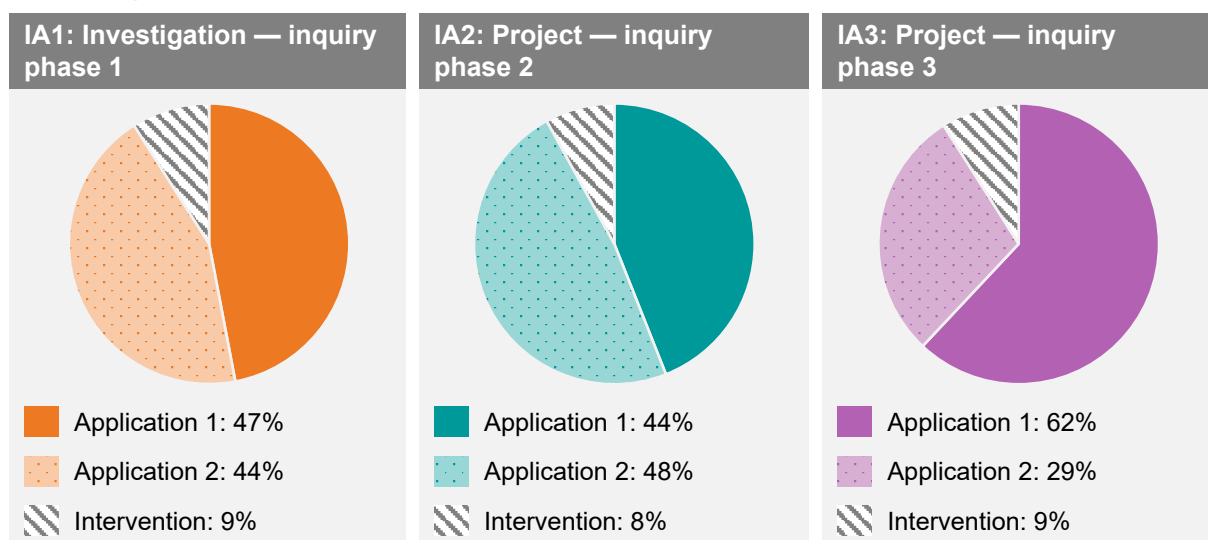
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
352	352	351

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: 178	Alignment: 184	Alignment: 112
Authentication: 1	Authentication: 1	Authentication: 8
Authenticity: 11	Authenticity: 10	Authenticity: 13
Item construction: 19	Item construction: 32	Item construction: 62
Scope and scale: 11	Scope and scale: 11	Scope and scale: 6

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: 2
Layout: 2	Layout: 8	Layout: 0
Transparency: 4	Transparency: 7	Transparency: 5

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: Investigation — inquiry phase 1 (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided a specific and engaging teacher-facilitated stimulus or experience that challenged students to develop individualised inquiry questions that direct targeted research **(authentication)**
- permitted the choice of all three modes and aligned with syllabus response requirements in the 2025 syllabus **(authenticity)**
- clearly instructed students to select from the contemporary, personal, cultural and/or formal contexts when making and responding **(scope and scale)**
- allowed students to independently select an appropriate number of key artists who were relevant to their inquiry question, instead of providing lists of suggested artists **(scope and scale)**.

Practices to strengthen

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

- including the correct IA1 assessment objectives and inquiry processes from the 2025 syllabus to provide explicit cues to students about what they must do to match the descriptors in the instrument-specific marking guide (ISMG) **(alignment)**
- ensuring the scaffolding section supports students to apply the inquiry processes by providing clear, sequenced guidance **(item construction)**
- checking against the 2025 syllabus specifications, conditions and response requirements and the Queensland Curriculum and Assessment Authority (QCAA) sample assessment instruments for IA1 **(alignment)**.

■ IA2: Project — inquiry phase 2 (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- directed students to create resolved artwork/s in response to their IA1 inquiry question and focus (**authenticity**)
- included checkpoints and authentication strategies to suit the response requirements and the context, task, stimulus and scaffolding sections (**authentication**)
- provided clear and consistent instructions that aligned with the IA2 response requirements and did not unnecessarily repeat the pre-populated conditions (**scope and scale**).

Practices to strengthen

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

- including the correct IA2 assessment objectives and inquiry processes from the 2025 syllabus to provide explicit cues to students about what they must do to match the descriptors in the ISMG (**alignment**)
- reminding students that the body of work should maintain a connection to the teacher-facilitated stimulus or experience presented in IA1 (**item construction**)
- ensuring syllabus information that schools choose to include in the scaffolding section (e.g. the characteristics of resolved work) are copied accurately and completely and are relevant to the instrument (**item construction**).

■ IA3: Project — inquiry phase 3 (30%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- directed students to realise the body of work in response to their IA1 inquiry question and focus and IA2 resolved artwork/s (**authenticity**)
- allowed students to independently select key artists who aligned with their inquiry question, IA3 alternate approaches and additional research requirements (**scope and scale**)
- included checkpoints and authentication strategies to suit the response requirements and the context, task, stimulus and scaffolding sections (**authentication**)
- provided clear and consistent instructions that aligned with the IA3 response requirements and did not unnecessarily repeat the pre-populated conditions (**scope and scale**).

Practices to strengthen

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

- including the correct IA3 assessment objectives and inquiry processes from the 2025 syllabus to provide explicit cues to students about what they must do to match the descriptors in the ISMG (**alignment**)
- including the teacher-facilitated stimulus or experience presented in IA1 and reminding students that the body of work should maintain a connection to the stimulus when looking for alternate meaning for inquiry phase 3 (**item construction**)
- ensuring that optional syllabus information included in the scaffolding section (e.g. the characteristics of resolved work) is copied accurately and completely and is relevant to the instrument (**item construction**).

Additional advice

- Schools should select all IA1 investigation delivery mode options (written, multimodal and digital presentation) in the Conditions section of the Endorsement application (app) to enable students to choose the mode of delivery.
- Schools should ensure the IA1 teacher-facilitated direct stimulus or first-hand experience is:
 - appropriately complex and contextualised to enable students to actively engage with knowledge and initiate the development of the inquiry question for the body of work
 - also included in the IA2 and IA3 stimulus sections to remind students to maintain a connection with the stimulus throughout the body of work.
- Before submitting an instrument, check the formatting using the Print preview function in the Endorsement app. 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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