

2025 subject reports

Factsheet

Introduction

The annual subject report provides schools with an analysis of the complete cycle of assessment for the previous year. It is a resource to support the teaching and learning process and promote transparency and accountability in the broader education community. The report is intended to provide observations and findings to assist and support schools when reflecting on and improving their practices.

What is in the report

The 2025 subject reports cover all General subjects (including Alternative Sequences and Senior External Examination subjects, where relevant), General (Extension) subjects and Applied (Essential) subjects. The information has been gathered from endorsement, confirmation, Applied syllabus quality assurance, and external assessment, where relevant to the subject.

How to interpret the report

Subject data summary

The subject data summary for the subject provides data about enrolments and patterns of student achievement. This includes:

- Units 1 and 2 results
- Units 3 and 4 internal assessment (IA) and external assessment (EA) results for General and General (Extension) subjects
- Units 3 and 4 IA results, including results of the common internal assessment (CIA), for Applied (Essential) subjects
- final standards allocations
- subject grade boundaries, where appropriate.

This data is subject to a range of factors. After being enrolled in a subject, students may discontinue studies in the subject after completing an IA, change subjects at the end of Unit 1 or Unit 2, or transfer to another school that does not offer the subject. Therefore, numbers for enrolments in a subject, results for each unit, and IA, EA or final standards allocations may be different. Numbers may also vary during an endorsement cycle if a school discontinues a subject after the August endorsement event.

Units 3 and 4 IA results for General and General (Extension) subjects are represented as marks and the percentage of students achieving the mark across the state:

- for the total IA results
- by criterion for each IA
- for EA results.

Units 3 and 4 IA results, including results of the CIA for Applied (Essential) subjects, are represented as standards and the percentage of students achieving the standard across the state:

- for the total IA results
- by criterion for each IA.

Internal assessment

The subject report provides information about the application of syllabus objectives through assessment design and assessment decisions for each IA. This information and data have been gathered from the quality assurance processes of endorsement and confirmation. For Essential English and Essential Mathematics, information gathered about assessment design and the Applied quality assurance process for Unit 3 are included.

Assessment design

Advice about assessment design is based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices. The key outcomes are described in terms of:

- effective practices, which include examples of how the validity and accessibility priorities were effectively demonstrated in assessment instruments
- practices to strengthen, which include recommendations about how schools can address practices identified to improve assessment design.

Assessment decisions

Information and advice about assessment decisions focuses on the attribute of reliability and the extent to which the results of assessments are consistent and accurate.

For General and General (Extension) subjects, this section provides:

- advice in terms of effective practices and practices to strengthen, which include subject-specific clarifications and examples to demonstrate accurate and consistent application of the instrument-specific marking guide (ISMG) for the IA
- samples, which include excerpts from student responses that illustrate a match to the characteristics at a high performance level. The samples are not complete responses to an instrument so as not to limit future student responses. The publication of student samples is dependent on the provision of permission from students and, where appropriate, schools. Therefore, there may be some instances where no samples are available for a particular IA.

For Applied (Essential) subjects, this section provides:

- advice in terms of effective practices and practices to strengthen, which include subject-specific clarifications and examples to demonstrate accurate and consistent application of the instrument-specific standards (ISS)
- samples for IA1, IA3, IA4 and the CIA, which include excerpts from student responses that illustrate the characteristics for the criterion indicated. The samples are not complete responses to an instrument so as not to limit future student responses.

External assessment

Assessment design

The subject reports provide an overview of the assessment and brief description of the stimulus for EA in General and General (Extension) subjects. Please note that there is no EA for Applied (Essential) subjects.

Assessment decisions

The reports provide information about aspects of the instruments to which students responded well, with specific references to objectives, cognitions or assessment technique, as relevant.

This section provides:

- advice in terms of effective student responses, which include examples from select aspects of the instrument where student responses were most effective
- practices to strengthen, which include recommendations for teachers to consider when preparing students for EA
- samples, which include excerpts that were selected to illustrate highly effective student responses with regards to some of the assessment objectives or aspects of the assessment. The samples are accompanied by annotations describing features of the response that reflect the high-level marks awarded. Complete responses to the instrument are not included.

How to use the report

The subject report provides specific information and annotated samples of student work that can be used to reflect on local practice and support the identification of areas and actions for improvement.

Staff in schools have specific roles and responsibilities (see [Section 12 of the QCE and QCIA policy and procedures handbook](#)) and, as part of their internal school quality management system, they will have developed internal processes and workflows for continuous improvement.

As well as the subject report, schools can access a range of data sources to help them identify possible areas to strengthen. These include:

- endorsement directives for each Applied (Essential), General and General (Extension) subject
- confirmation decisions for each General and General (Extension) subject
- quality assurance advice for each Applied (Essential) subject
- external assessment results and final subject results for previous cohorts (where applicable)
- school-specific subject reports available via the Analytical Dashboard on the [QCAA Portal](#)
- QCAA webinars and associated resources
- internal school reviews and knowledge about the school context such as resources and staff.

As schools use available information, their workflow may include the following practices relevant to the role in the school.

Principal's delegate

The principal's delegate or principal may conduct a whole-school analysis of the available data to determine the strategies and priorities to improve student outcomes, identify areas for growth and develop plans for future cohorts. The data may be drawn from multiple sources, including those previously mentioned.

These data sources may lead the school to ask questions about patterns and trends across subjects and across the school related to student outcomes, assessment design, assessment decisions, and school-based assessment policies and procedures, e.g. internal quality assurance processes. The school and its teachers will also have other school-specific information about the cohort and school-specific decisions about the implementation of courses of study, and quality assurance of assessment and assessment decisions.

Each subject report provides statewide data and can be used to support schools to identify trends both within and across subjects at the school. The school may then develop whole-school priorities and strategies for addressing identified school-specific opportunities for strengthening processes and performance outcomes.

For instance, the school may use data to identify trends and target specific areas such as:

- internal quality assurance of assessments before endorsement, focusing on a particular assessment priority, e.g. alignment with syllabus objectives
- school cross-marking processes where there are multiple classes and/or multiple teachers to strengthen the reliability of results across a cohort
- facilitating cross-faculty internal workshops to increase effectiveness of pedagogy in identified cognitions that need strengthening, e.g. evaluating and synthesising in preparation for IA and EA
- practices to improve assessment design and/or judgments.

Subject leaders

Subject leaders can use the identified school-wide strategies, analysis of subject data and the subject report when identifying subject-specific priorities and actions. The subject report provides insights into the effective practices the school may already be implementing while providing specific advice about practices to strengthen.

Subject leaders can use the subject report to provide guidance to colleagues in how to address specific issues related to assessment design or judgments. They may consider information in an endorsement directive or a decision about judgments alongside the subject report advice about effective practices, practices to strengthen and annotated samples of student work to develop school-based responses to the identified priorities and promote continuous improvement. The report can then be used to provide specific support for staff, contribute to the development of assessment literacy through in-school training, and inform an internal community of practice.

Teachers

Subject teachers can use the subject report as well as the school-wide analysis of all data to:

- reflect on identified effective practices and how to maintain these with their own classes
- identify the particular instruments, techniques, criteria, objectives or cognitions where subject report advice is relevant and can be implemented to improve outcomes for students

- explore the examples of student responses for ways to improve practices in assessment design, making judgments or how to prepare students for EA, and determine how to embed these in their teaching practice
- consider how to implement school-wide strategies for improving assessment practices and student performance in the subject.

More information

If you would like more information about syllabuses and subject resources, please visit the QCAA website at www.qcaa.qld.edu.au/senior/senior-subjects or the Syllabuses application in the [QCAA Portal](#).

If you would like more information and subject-specific advice for implementing syllabuses, actioning endorsement directives, understanding confirmation decisions and/or how to use the advice in the subject report, please contact the subject Principal Education Officer.

Contact details for each learning area are available on the QCAA website at www.qcaa.qld.edu.au/about/contact/syllabus-contacts.



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