

Subject report: Endorsement

English — 2026 cohort

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

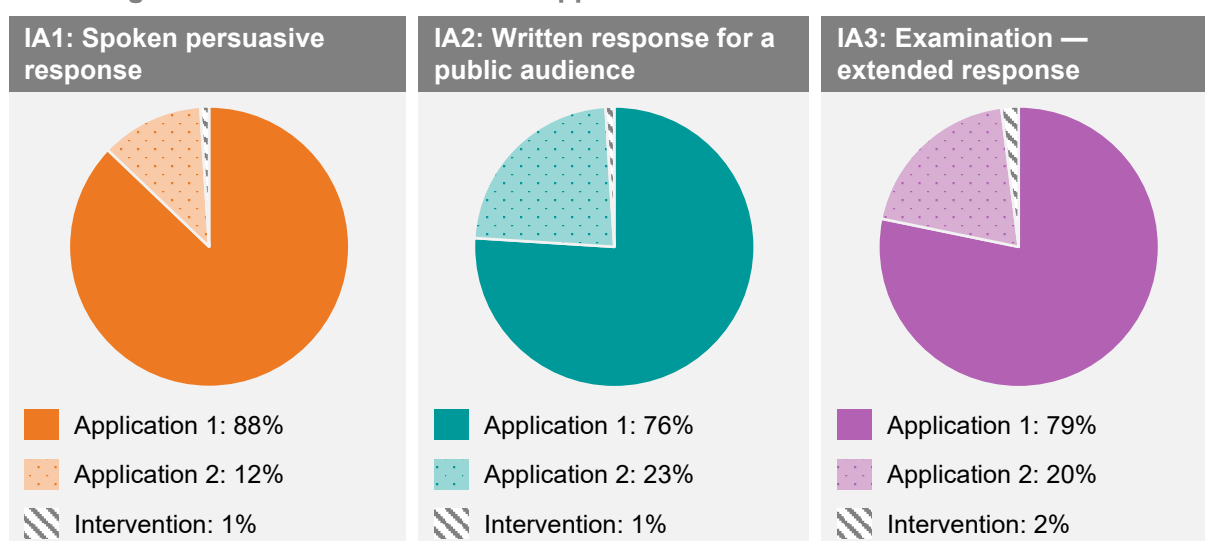
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
468	468	466

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: 23	Alignment: 47	Alignment: 48
Authentication: 2	Authentication: 3	Authentication: 0
Authenticity: 6	Authenticity: 6	Authenticity: 6
Item construction: 5	Item construction: 7	Item construction: 7
Scope and scale: 9	Scope and scale: 35	Scope and scale: 15

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

IA1	IA2	IA3
Bias avoidance: 0	Bias avoidance: 0	Bias avoidance: 0
Language: 11	Language: 22	Language: 24
Layout: 4	Layout: 4	Layout: 5
Transparency: 10	Transparency: 37	Transparency: 25

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: Spoken persuasive response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided opportunities for students to demonstrate the characteristics of the instrument-specific marking guide (ISMG) by directing them to choose a contentious issue that has ignited controversy or where there are a variety of perspectives (**alignment**)
- allowed students to make purposeful choices about the use of patterns and conventions, aesthetic devices and mode-appropriate features by specifying a specific context, purpose and audience (**alignment**)
- enabled students to devise their own contention, rather than responding to topics or questions that invite predetermined viewpoints (**item construction**)
- included clear, unambiguous instructions that would guide students to the purpose of the task (**transparency**).

Practices to strengthen

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

- ensuring students have opportunities to deliver a persuasive, rather than an informative, speech. The syllabus requires students to present a clear perspective, position an audience and evoke an emotional or critical response, e.g. arguing that the blanket social media ban ignores social media's positive impact on vulnerable teens, instead of describing the issue or outlining policy details without developing a clear contention (**alignment**)
- requiring students to create their own perspective, rather than analysing the perspectives of others. The specifications state 'after prior critical engagement with media texts about the issue', which clarifies that critically engaging with media texts is part of teaching and learning as students prepare to create their own nuanced and informed perspective as they add to the public conversation about the issue (**alignment**)
- providing opportunities in the specificity of an audience (e.g. a forum for Year 12 students) for students to demonstrate the assessment objectives, e.g. to make use of cultural assumptions, values, attitudes or beliefs to position their specific audience to support the perspective developed throughout their speech (**alignment**)
- consistently referring to the required genre of the response throughout the task (**language**).

■ IA2: Written response for a public audience (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided opportunities for students to develop an analysis of a representation of a concept, identity, time or place in two different types of texts, e.g. a novel and a film, a novel and a play, a documentary and a play, a speech and a novel, a selection of poetry and a film, a film and a play, a selection of poetry and a novel (syllabus, Unit 3, Subject matter, Topic 2) (**alignment**)
- included appropriate scope and scale to allow students to demonstrate discernment across the assessment objectives (**scope and scale**)
- provided accurate details about the texts to be used by referring to them in the way they appeared in the *Prescribed text list: English and EAL 2026–2029* (e.g. title and author or director), to prevent any confusion (**transparency**)

Practices to strengthen

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

- ensuring that if questions are used to focus student responses, they invite analysis and are comparable in complexity. Assessment instruments should allow opportunities for students to analyse the identified concept, identity, time or place in both texts (**item construction**)
- prompting students to analyse a representation of a concept, identity, time or place as the key purpose of the response. Schools should ensure they do not add extra layers, which are not part of the syllabus specifications, to the assessment (**scope and scale**)
- referring to the required genre consistently throughout the task (e.g. using 'literary article' consistently rather than alternating between 'literary article' and 'conversational essay') so students understand the response type they are expected to produce (**language**)
- ensuring the requirement to analyse two different text types is clearly cued in the task if the second text is students' choice. The syllabus specifies that the second text must be a different type of text (syllabus, Unit 3, Subject matter, Topic 2). For example, if students are studying *The Yield* by Tara June Winch, they cannot choose a second novel as this is the same type of text (**alignment**).

■ IA3: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided guidance on the imaginative text type students were expected to create, rather than allowing students to broadly ‘produce an imaginative response to a literary text in a form other than poetry’. This instruction may add unnecessary cognitive load by requiring students to choose a text type that best suits their purpose without teacher guidance (**item construction**)
- used consistent terminology to signal expectations for the genre of the expected response (e.g. consistently used ‘short story’ across the instrument) rather than using various words interchangeably to refer to the same expected response type (e.g. ‘narrative’, ‘intervention’ and ‘story’) (**language**)
- provided opportunities for students to develop and apply their own imaginative writing style, using the springboard text to focus their response (**alignment**).

Practices to strengthen

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

- ensuring the wording of the task does not encourage a retelling of the springboard text, but rather a demonstration of the student’s own creative writing style (**item construction**)
- ensuring the imaginative response uses a text from the current *Prescribed text list: English and EAL 2026–2029* as a springboard, and referring to that text as it appears on the prescribed text list (**alignment**)
- providing the opportunity for students to create unique imaginative responses by giving suggestions, rather than directing responses through highly detailed scenarios or prescriptive conditions, e.g. replicating the use of the language of the springboard text (**alignment**)
- guiding students to respond to a specific episode of a television series or a short story in an anthology (e.g. one of Tim Winton’s short stories) to support a focused and controlled imaginative response (**scope and scale**).

Additional advice

- Proofread assessment instruments carefully to ensure the task is free from errors and that there are no remaining details from previous iterations, e.g. reference to various genres in different sections of the instrument.



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