

Subject report: Endorsement

English & Literature Extension — 2026 cohort

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

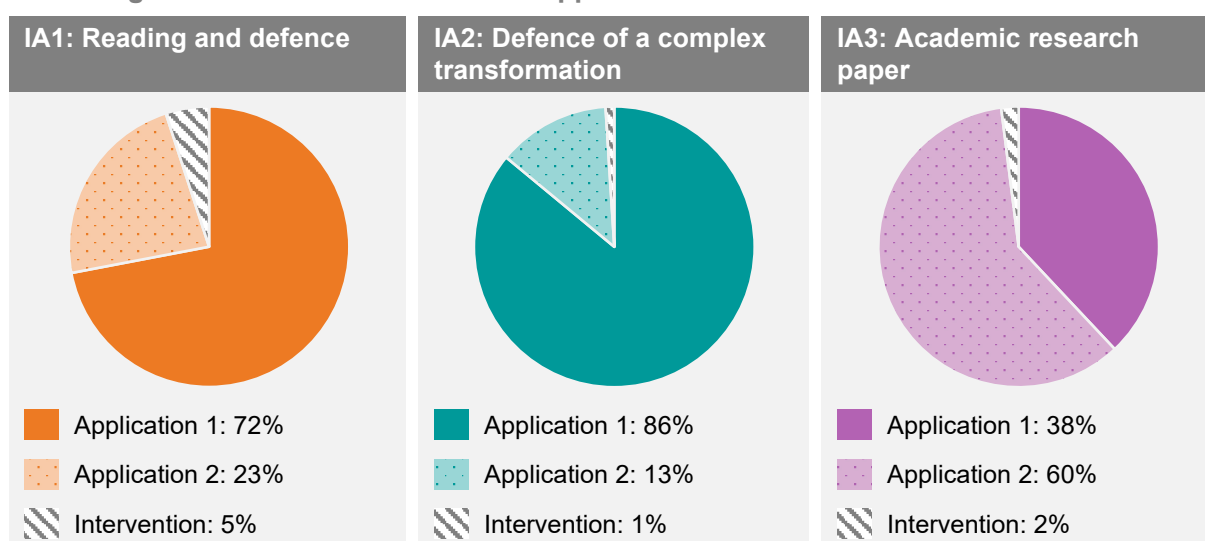
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
86	86	82

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: 17	Alignment: 4	Alignment: 48
Authentication: 1	Authentication: 0	Authentication: 37
Authenticity: 3	Authenticity: 1	Authenticity: 3
Item construction: 3	Item construction: 0	Item construction: 7
Scope and scale: 1	Scope and scale: 4	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: 2	Language: 2
Layout: 0	Layout: 0	Layout: 0
Transparency: 0	Transparency: 4	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: Reading and defence (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided syllabus-aligned instructions that prompt students to include all necessary aspects of the academic genres, e.g. include direct and indirect references to the selected text **(alignment)**
- described an authentic publication and audience for the reading and defence, which can be for the same or different audiences. This provides necessary context for the achievement of Assessment objectives 6 and 7, e.g. your reading and defence will be published in the literary theory magazine *Understanding reading practices*, which has an audience of readers who understand and are interested in contemporary literary theory **(authenticity)**
- used 2026 syllabus specifications to direct students to achieve assessment objectives as they are described, e.g. analyse, in the reading, how the genre, structure and/or textual features of your selected text support your interpretation **(alignment)**
- specified clear steps to complete the defence and address the assessment objectives, and common mistakes to avoid, e.g. do not re-analyse your text in your defence. The purpose of the defence is to develop a theorised examination of your reading and the interpretative strategies you used **(transparency)**
- explained generic conventions for readings and defences, using subject-specific terminology so students can successfully address Assessment objectives 6 and 7, e.g. write your defence in first person, support your defence with evidence by making reference to the theoretical practices that underpin the author-centred or reader-centred theoretical approach you have enacted **(alignment)**.

Practices to strengthen

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

- avoiding scaffolding that stipulates information to be included in each paragraph, which can potentially lead students to a predetermined response **(authentication)**
- providing error-free, clear instructions that use unambiguous language, such as using the name of the genre as specified in the syllabus, e.g. formal academic essay **(language)**
- reflecting the syllabus specifications and offering students the choice to use an author-centred or reader-centred approach rather than limiting student opportunities to explore theoretical interests and demonstrate what they know **(bias avoidance)**
- addressing all assessed cognitions in the task description or scaffolding, e.g. using clear steps that go beyond verbatim use of assessment objectives to explain how to achieve the cognitions, e.g. provide a reading of your chosen text by analysing how the text uses genre, structure and/or textual features to shape meaning **(alignment)**.

■ IA2: Defence of a complex transformation (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided guiding questions in the scaffolding to help students address the specificities of certain assessment objectives, e.g. how do language choices, genre conventions, literary devices and/or structural features help construct the ideologies of the base text? (**alignment**)
- used accessible language in the task and scaffolding to explain the processes required to achieve the cognitive verbs. For instance, explain how your complex transformation uses macro (e.g. genre, discourse) and micro (e.g. voice, style, syntax) changes to reposition the reader ideologically and use theory to support these explanations (**alignment**)
- included statements that assist students to manage time and understand mark allocation, e.g. the complex transformation is simply the catalyst for the theorised defence and, therefore, is not the focus of this assessment task (**scope and scale**)
- clarified the purpose of a complex transformation to help students avoid misunderstanding, e.g. produce a complex transformation that creates a clear discursive shift and moves beyond merely inverting the base text's ideologies (**transparency**)
- specified students must comparably analyse the base text, and analyse and evaluate the complex transformation, e.g. the defence should deliver a balanced analysis of the genre, structural and/or textual features, with supporting evidence from both the base text and the complex transformation (**alignment**).

Practices to strengthen

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

- avoiding instructions that direct students beyond the scope and scale of the task, e.g. an instruction to apply reader-centred reading strategies and text-centred reading strategies to interpret the base text demands more than the syllabus specifications as students are only required to apply text-centred and world-context-centred theories (**alignment**)
- using 2026 syllabus specifications to direct students to achieve assessment objectives, e.g. analyse how the genre, structure and/or textual features of the base text and the complex transformation support valid interpretations (**alignment**)
- specifying that pace, pronunciation and modulation contribute to the mode-appropriate textual features that create an extended theorised, spoken analytical response for an academic audience (**transparency**)
- providing student agency in the selection of the base text to allow for unique responses, with specifications that assist students to manage the scope and scale of their response, e.g. you are to select a base text that is either a children's story, poem, song or a short extract from a novel (**scope and scale**).

■ IA3: Academic research paper (35%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided an authentic publication and audience for the academic research paper to assist students in addressing Assessment objectives 6 and 7, e.g. write an extended academic research paper intended for publication in the journal *Theorising texts: close reading as a literary practice* (**alignment**)
- used instructions to ensure the genre conventions of an academic research paper are understood and the cognition of synthesis is addressed in this context, e.g. directly and indirectly cite from the text/s and your chosen theories or aspects of theories to provide evidence that helps explain your interpretation (**alignment**)
- included instructions to help students craft focus questions that address the assessment objectives, e.g. the focus question must allow for the evaluation of the effectiveness of at least two theoretical approaches, or aspects of theoretical approaches, when applied to the chosen text to produce a close reading (**alignment**)
- provided scaffolding that makes the processes of evaluation clear and moves beyond verbatim use of assessment objectives, e.g. explain how specific differences, similarities or connections between the chosen theoretical approaches underpin your specific interpretation/s of the text (**transparency**).

Practices to strengthen

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

- allowing student agency in the selection of the complex text, theories and text type for the academic research paper to ensure unique responses, e.g. avoid giving a prescribed text list, requiring students to use certain theories, or requiring an interpretation of a particular text type such as a novel (**authentication**)
- giving instructions that reflect the syllabus specifications, e.g. requiring students to select a different text from those used for IA1 and IA2, highlighting that students may apply two different aspects of theories from the same theoretical approach (**transparency**)
- using 2026 syllabus specifications to direct students to achieve assessment objectives as they are described, e.g. analyse the genre, structure and/or textual features of the selected complex literary text/s to support valid interpretations (**alignment**)
- using 2026 syllabus specifications to ensure alignment with the assessment conditions, e.g. checkpoints that reflect the task's eight-week notification period (**alignment**).

Additional advice

- As the ISMG is part of the endorsed assessment instrument, the objectives are already part of the endorsed task and do not need to be included in the task description and scaffolding. Instead, sequential steps that explain the processes to achieve each objective are a more student-friendly inclusion.
- Schools should consider highlighting the importance of correct citation and referencing conventions when developing assessment instruments. Unlike other English subjects, these conventions are specified in Assessment objective 6 and contribute to the successful achievement of this objective.



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