

Subject report: Endorsement

Literature — 2026 cohort

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

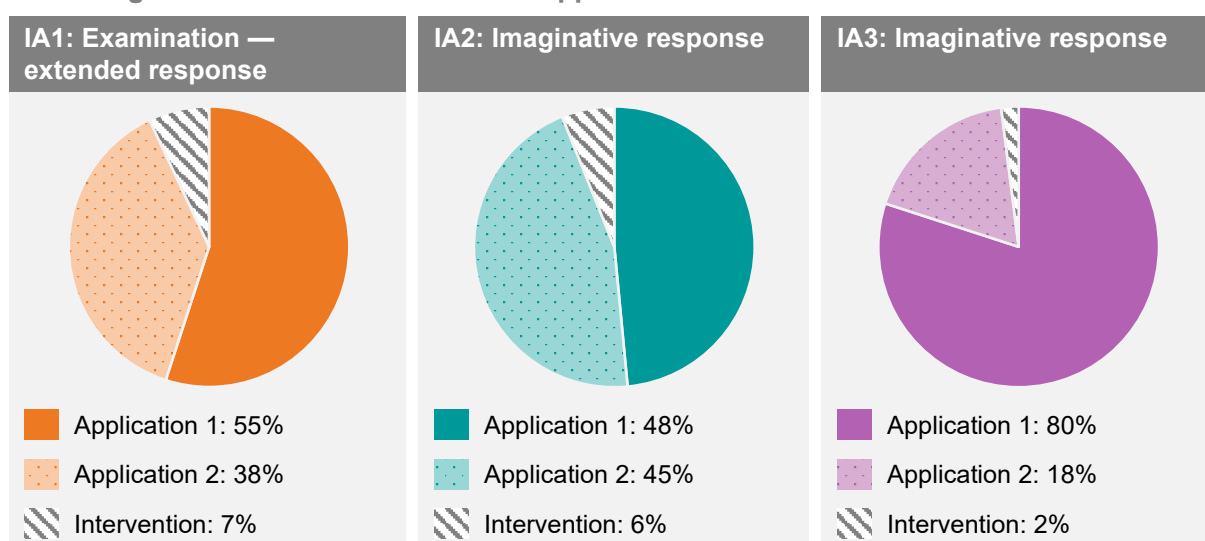
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
251	251	251

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: 66	Alignment: 125	Alignment: 44
Authentication: 0	Authentication: 2	Authentication: 1
Authenticity: 15	Authenticity: 7	Authenticity: 5
Item construction: 15	Item construction: 18	Item construction: 2
Scope and scale: 37	Scope and scale: 27	Scope and scale: 1

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

IA1	IA2	IA3
Bias avoidance: 1	Bias avoidance: 0	Bias avoidance: 0
Language: 6	Language: 10	Language: 2
Layout: 3	Layout: 2	Layout: 1
Transparency: 5	Transparency: 11	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: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- directed students to write an analytical essay for an audience with a deep understanding of the selected text from the Literature prescribed text list (**alignment**)
- contained questions that focused on culture and identity and gave students opportunities to develop unique responses to others' interpretations of a text from the prescribed text list (**alignment**)
- cued students to analyse others' interpretations of, and/or responses to, a text from the Literature prescribed text list (**alignment**)
- prompted students (if poetry, short stories or a television series was selected from the prescribed text list) to respond to one or two poems, a short story or a television episode to enable students to demonstrate the syllabus objectives within task conditions (**alignment**).

Practices to strengthen

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

- ensuring students can develop unique responses to a task rather than specifying subject matter to be included in essays such as specific characters, concepts or aesthetic features (**alignment**)
- using wording that directs students to construct an analytical essay to inform readers of an interpretation of a literary text, rather than asking students to construct a response analysing the critic's interpretation (**transparency**)
- ensuring the critic's interpretation relates specifically to the subject matter of the unit as well as the chosen text, rather than a general statement that can be applied to all texts (**alignment**)
- reviewing the task to ensure the name of the text and the name of the author/director have been clearly articulated and spelt correctly (**language**).

■ IA2: Imaginative response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- directed students to choose aspects of the base text for reimagining, such as perspectives of characters and/or representations of concepts, identities, times and/or places, rather than to reimagine the whole text (**scope and scale**)
- required students to select a new cultural context for the reimagining that was sufficiently different in time and place from the base text (**alignment**)
- gave students opportunities to maintain their roles as speakers/designers by specifying an audience and explicitly stating the audience was familiar with the base text and new cultural context (**alignment**)
- cued students to use mode-appropriate features for a spoken/multimodal response, through language that was consistent with syllabus descriptions of speaker/designer (**language**).

Practices to strengthen

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

- allowing students to make choices about an aspect/s of the base text, rather than specifying characters and/or concepts for students to include in their reimagining (**alignment**)
- ensuring that if a multimodal response is an option, instructions clearly articulate that this requires the combination of at least two modes — one being spoken — as per the syllabus (**alignment**)
- clearly articulating all task specifications, including the requirement that the response should invite the audience to question or reflect on the dominant cultural assumptions, attitudes, values and/or beliefs that underpin the base text or the new cultural context (**alignment**)
- giving students opportunities to respond in any imaginative form that is mode-appropriate for the genre and context (**alignment**).

■ IA3: Imaginative response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- directed students to respond in any form that was predominantly prose, allowing them to exercise choice and demonstrate the syllabus objectives (**alignment**)
- gave students opportunities to independently develop and create an imaginative written text, deciding on subject matter and a genre that best suited their purpose (**alignment**)
- specified an audience or asked students to choose their own audience, allowing them to maintain roles and relationships with readers (**alignment**)
- cued students to determine a clear purpose for writing the text and to draw on and use their understanding of the range of aesthetic features and stylistic devices they had studied throughout the course (**alignment**).

Practices to strengthen

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

- giving students opportunities to choose their own subject matter and genre rather than specifying concepts (e.g. human nature), genres (e.g. short story) or specific structures (e.g. Freytag's Pyramid) for student responses (**authenticity**)
- specifying an audience that reflects the open-ended nature of the task, e.g. a broad literary publication rather than a science fiction or fantasy magazine (**alignment**)
- providing students with opportunities to create an original text. The task does not have a prescribed text or 'springboard' text (**alignment**)
- using language consistent with 2025 syllabus specifications, i.e. directing students to create an 'original imaginative written response' rather than using terms such as 'narrative' or 'narrative intervention' (**language**).

Additional advice

- Before submitting an instrument, ensure that language is consistent with the 2025 syllabus, particularly in terms of syllabus objectives and task specifications, e.g. ‘aesthetic features and/or stylistic devices’ rather than ‘aesthetic features and stylistic devices’ (2019 syllabus), ‘use of mode-appropriate features’ rather than ‘use of spoken/signed and non-verbal features’ (2019 syllabus, IA2).
- Ensure that texts chosen for study have been selected from the *Prescribed text list: Literature 2026–2029*.



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