

# Subject report: Endorsement

## Accounting — 2026 cohort

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

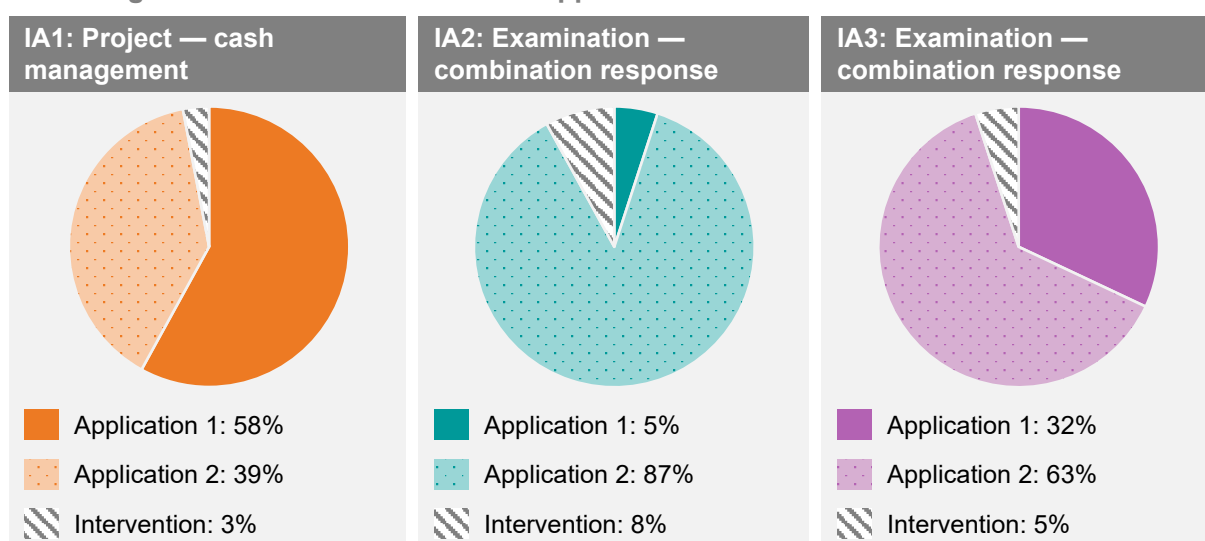
## Summary of endorsement for the 2026 cohort

### Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
146	147	146

**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	27	134
Authentication	2	0
Authenticity	23	9
Item construction	14	43
Scope and scale	5	25

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

IA1	IA2	IA3
Bias avoidance	1	7
Language	4	9
Layout	5	10
Transparency	8	37

**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: Project — cash management (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided authentic, data-rich scenarios and goal-oriented problems, enabling students to engage with the full problem-solving process and address the assessment objectives (**alignment**)
- provided stimulus materials incorporating incomplete bank reconciliation data, irregular accounts receivable collection patterns, fluctuating GST obligations and projected seasonal expenses. This provided opportunities for students to identify significant relationships between declining operating cash flows and future cash management concerns, demonstrate thorough evaluation of the alternative financial management strategies, and provide convincing recommendations (**alignment**)
- incorporated unfamiliar and partially unstructured financial information, enabling students to demonstrate differing levels of synthesis, analysis and evaluation, as described in the instrument-specific marking guide (ISMG). For instance, students could respond to a scenario involving an Australian sole trader GST business experiencing cash flow pressures due to delayed accounts receivable collections, increasing delivery vehicle expenses and expanding inventory holdings (**layout**)
- required students to use spreadsheet software dynamically to solve realistic cash management issues in a sole trader GST business context. The inclusion of iterative budgeting processes and what-if analyses enabled students to explore the financial implications of multiple decisions, supporting achievement across the full range of ISMG descriptors (**authenticity**).

### Practices to strengthen

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

- providing a broad and authentic range of financial data and variable information for the Item 2 stimulus. Current projections and budgeting scenarios contain limited variance and may lead students toward predetermined responses, limiting demonstration of the descriptors in the ISMG. Inclusion of realistic fluctuations in sales, expenses, GST obligations and financing alternatives supports students in generating multiple cash budget solutions and justified recommendations. Removing categorised revenue and expense prompts encourages independent classification and higher-order analysis and evaluation (**scope and scale**)
- providing sufficient financial data for students to effectively complete a bank reconciliation process, reconstruct general ledger accounts and prepare constant and alternative cash budgets. Additional business records, including Cash at Bank details, comparative prior-period data, credit sales information and varied cash flow scenarios could be incorporated to align with stimulus specifications (p. 30) (**item construction**)
- providing contextualisation beyond the Queensland Curriculum and Assessment Authority (QCAA) sample assessment to minimise authentication issues and provide a meaningful local business scenario (**authentication**).

## ■ IA2: Examination — combination response (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- short response questions provided enough information to enable appropriate scope and scale of accounting concepts, including the historical cost principle, accumulated depreciation, internal controls for non-current assets, and/or the importance of securing business data. For example, students were required to use financial data to explain how a sole trader GST business used an asset register, password-protected cloud accounting software and maintenance schedules to internally control non-current assets and minimise fraud risks **(scope and scale)**
- practical response questions incorporated authentic accounting scenarios. For instance, in Synthesising Item 1, students were required to complete calculations for a sole trader GST business operating a specialist camping and outdoor equipment store that purchased a delivery vehicle and point-of-sale technology system. They distinguished between capital expenditure, such as installing refrigerated vehicle storage and other expenditure, while applying straight-line or diminishing balance depreciation methods **(item construction)**
- the extended response question aligned with syllabus specifications through the integration of realistic and contemporary business contexts that required sustained analysis and evaluation of resource management practices. The incorporation of authentic financial data and information relating to internal controls, cloud computing, fraud prevention and technology security, as possible examples, enabled students to analyse relationships and evaluate financial management decisions in meaningful contexts **(authenticity)**.

### Practices to strengthen

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

- including short response questions that enable students to demonstrate the top performance-level descriptors of the Comprehending criterion. For example, questions that incorporate contextualised scenarios, visual stimulus and/or financial data allow identification of significant characteristics in the response. Questions must also align with Unit 3 Topic 2 subject matter **(alignment)**
- ensuring the practical response task aligns with all syllabus specifications (pp. 33–38). For example, the task must provide the opportunity for students to synthesise rather than apply, and to address all item requirements, such as recording transactions across two consecutive financial years. In Item 2, students must be given enough information to calculate full-year and part-year depreciation **(alignment)**
- ensuring the stimulus for the extended response provides sufficient financial data over time to enable meaningful trend analysis. Expanding the dataset to include multiple years and varied sources of financial and non-financial information allows for analysis and evaluation at the top performance levels **(alignment)**.

## IA3: Examination — combination response (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- short response questions were designed to move beyond surface-level statements and instead required an appropriate scope of explanation within context, consistent with IA3 specifications. For example, students were required to comprehend how a sole trader GST business applies the reliability and comparability characteristics when preparing the Statement of Profit or Loss and Statement of Financial Position, particularly when estimating doubtful debts (**scope and scale**)
- the practical response task aligned with the Synthesising criterion and required students to identify and correct five conceptual errors, complete balance day adjustments, and prepare fully classified financial statements to solve the realistic and contextualised goal-oriented problem. The inclusion of appropriate prepayments, accruals, depreciation, bad debts and provision for doubtful debts ensured comprehensive coverage of syllabus subject matter (**alignment**)
- the extended response task required students to analyse and evaluate sufficient financial data focused on one area of performance (profitability or liquidity). The stimulus included multi-period financial statements and relevant ratios and enabled meaningful trend and comparative analyses. For example, students were required to analyse and evaluate the liquidity position of a sole trader GST business by analysing current and quick ratios alongside inventory turnover trends and industry averages. They identified issues such as slow-moving inventory affecting cash flow and recommended improved inventory management strategies (**alignment**).

### Practices to strengthen

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

- providing short response questions that incorporate contextualised scenarios relevant to a sole trader GST goods trading business. For example, rather than asking students to describe qualitative characteristics, a scenario involving inventory valuation decisions could require explanations of relevance or reliability. This would enable students to identify significant characteristics and use accounting terminology (**alignment**)
- ensuring stimulus for the practical response is not presented in a trial balance format with debit and credit columns, as this provides excessive scaffolding and is unable to be endorsed. Stimulus should instead include a list of account balances. For example, a sole trader GST business could require students to prepare the fully classified financial statements and determine loan eligibility using the account balances, thus ensuring full application of accounting principles and processes (**alignment**)
- ensuring the context for the extended response is consistent between the seen stimulus and the examination paper, and allows for analysis of either profitability or liquidity. It must not direct students toward a predetermined focus (e.g. liquidity), as this limits the opportunity for students to evaluate across the range of performance levels (**item construction**).

## Additional advice

- Tasks should not include scaffolding that leads students to predetermined responses or duplicate the QCAA sample assessment instruments.
- The syllabus specifications for examinations do not include suggested word lengths, so these should not appear in IA2 or IA3 instruments.
- Before submitting an instrument, check the formatting using the Print preview function in the Endorsement application (app). This helps ensure assessment instruments are well presented with the inclusion of other formatting features and appropriate page breaks.

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