

Subject report: Endorsement

Health — 2026 cohort

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

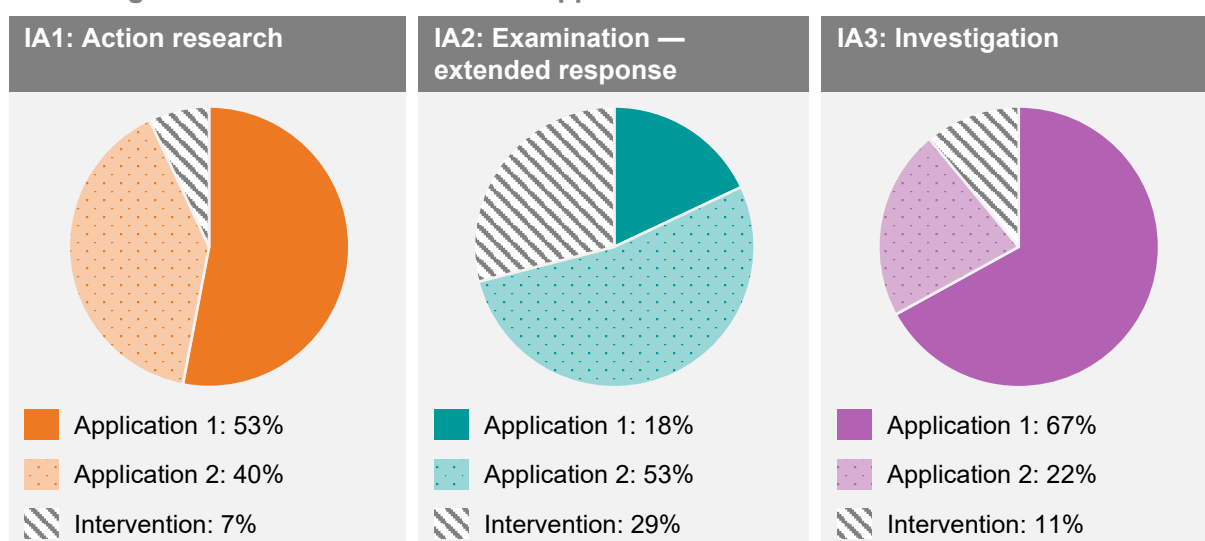
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
139	138	139

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: 36	Alignment: 62	Alignment: 33
Authentication: 0	Authentication: 0	Authentication: 6
Authenticity: 27	Authenticity: 40	Authenticity: 14
Item construction: 35	Item construction: 59	Item construction: 9
Scope and scale: 0	Scope and scale: 4	Scope and scale: 0

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

IA1	IA2	IA3
Bias avoidance: 0	Bias avoidance: 11	Bias avoidance: 0
Language: 1	Language: 7	Language: 0
Layout: 0	Layout: 22	Layout: 1
Transparency: 1	Transparency: 1	Transparency: 1

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: Action research (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- they followed the specifications from the 2025 syllabus (pp. 49–50) (**alignment**)
- they were free from error and did not include any 2019 syllabus requirements, such as an executive summary (**alignment**)
- the context section provided local or regional information specific to the chosen topic, from primary or secondary sources, to frame the investigation for students (**authenticity**)
- assessment instruments provided opportunities for unique responses and did not narrow the focus or direct students to a particular response (**authenticity**).

Practices to strengthen

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

- providing the correct information in each field of the Endorsement application (app) in the QCAA Portal to ensure it follows the requirements of the *QCE and QCIA policy and procedures handbook v7.0*, Section 9.5.1 (**alignment**)
- including a task description before the 'To complete this task, you must' section, as shown in the IA1 samples in the QCAA Portal syllabus resources (**item construction**)
- ensuring the task does not direct students to a particular response by narrowing context information (**authenticity**)
- ensuring the context provides local or regional information that is unique to the school setting and relatable for the particular cohort (**authenticity**)
- providing a context that does not include any trends, so students can produce unique responses (**authenticity**).

■ IA2: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- followed the specifications from the 2025 syllabus (pp. 54–55) and all task item requirements were included (**alignment**)
- modelled appropriate spelling, grammar, punctuation and other textual features, and used language that was suitable for the intended audience (**language**)
- provided stimulus sources of sufficient scope and scale for students to engage with during the planning time (**scope and scale**).

Practices to strengthen

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

- ensuring all stimulus specifications (p. 55) are evident and provide opportunities for students to make complex connections between stimulus sources and effectively address the task requirements. The stimulus must include an
 - alternate context, with features of the setting, characteristics of the people, social ecological model factors, resources including health literacy or social justice, barriers, enablers, determinants and data across at least three points in time
 - alternate innovation, with RE-AIM steps (reach, effectiveness, adoption, implementation and maintenance) and characteristics of the innovation (**alignment**)
- presenting the stimulus in a booklet similar to the external assessment stimulus book, and including the alternate context and alternate innovation (each visible on two A4 pages or one A3 page) (**item construction**)
- ensuring the assessment instrument is free from errors, e.g. consistently using the same alternate context fictitious name and alternate innovation name in both the item and stimulus booklet (**item construction**)
- using a fictitious name for the alternate context to avoid bias (**bias avoidance**)
- ensuring the stimulus alternate innovation is unique and does not exist, so the unseen conditions of the task are assured (**authenticity**)
- ensuring key terms (e.g. reach, adoption, maintenance) are not signposted for students, so they can determine for themselves and produce unique responses (**authenticity**)
- designing stimulus items that are free from errors; contain clearly visible diagrams, graphs and fonts; are consistently labelled and are free from distraction to avoid misinterpretation and limit any confusion (**layout**).

■ IA3: Investigation (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the context section provided local or regional information about respectful relationships in the post-schooling transition, such as quotes from primary or secondary sources including the latest available *Next Step* data, to frame the investigation for students (**authenticity**)
- the section titled 'To complete this task you, must' included the specifications from the 2025 syllabus (p. 60). These were copied and pasted from the syllabus, with *their* changed to *your* for a student audience (**alignment**)
- schools provided the correct information in each section of the Endorsement app in the QCAA Portal (e.g. Scaffolding, Checkpoint dates) to ensure it followed *QCE and QCIA policy and procedures handbook v7.0* requirements and *QCCA SEP calendar* timelines (**item construction**).

Practices to strengthen

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

- ensuring a task description is included before the 'To complete this task, you must' section, as shown in the IA3 sample in the QCAA Portal syllabus resources (**item construction**)
- ensuring the task description requires students to select two innovations from settings outside of their school setting, to align with task specifications (**alignment**)
- ensuring the context provides local or regional information that is unique to the school setting and relatable for the particular cohort (**authenticity**)
- providing a context that does not include any data trends, so students can produce unique responses (**authenticity**).

Additional advice

- The task specifications for all three IAs can largely be copied from the syllabus or the samples in the Resources section of the QCAA Portal. For IA2, schools will need to replace the fictitious name (e.g. Dartford) with their chosen name. For IA1 and IA3, schools will need to replace *their* with *your* if using the specifications from the syllabus.
- QCAA resources that support the process of designing internal assessment tasks and understanding the requirements for each section are provided in the QCAA Portal.
- Tasks can be properly formatted by going to the *General Endorsement FAQs*, which can be found in the **Help** section (top right-hand corner in the QCAA Portal). When in the **Help** section, tick the **Endorsement** box and the document can be found among other support material.
- Before submitting an instrument, use the Print preview function in the Endorsement app to check the key bullet points, threads, spacing and other formatting to ensure accessibility.
- If an instrument is not endorsed at Application 1, consider consulting with the lead endorser prior to resubmission at Application 2. These consultations are supportive and provide feedback to strengthen the endorsement process.

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