

Subject report: Endorsement

Physical Education — 2026 cohort

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

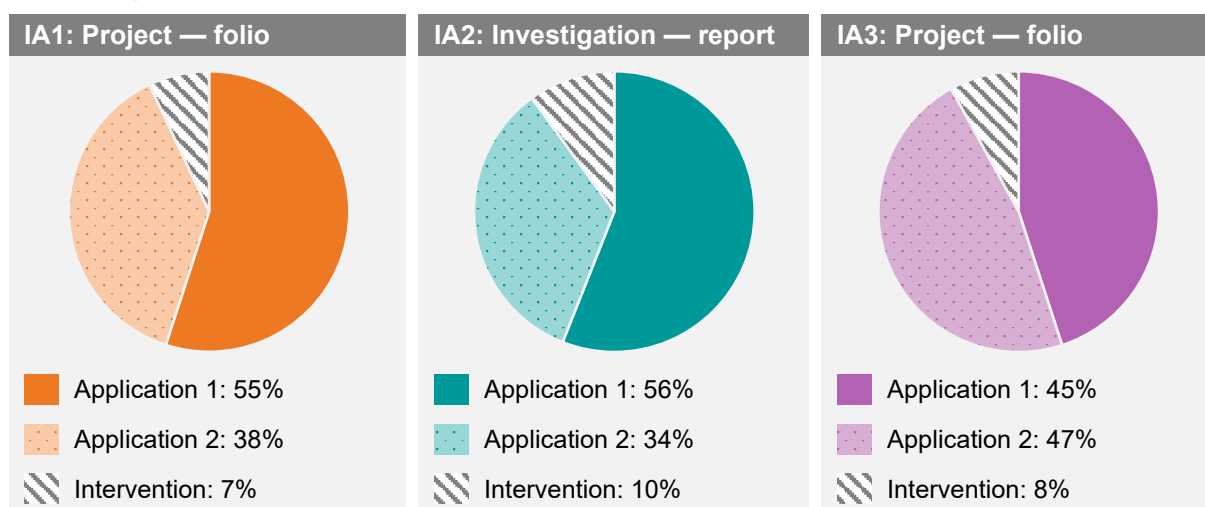
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
348	348	347

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	120	Alignment	101	Alignment	140
Authentication	6	Authentication	3	Authentication	15
Authenticity	10	Authenticity	24	Authenticity	5
Item construction	55	Item construction	44	Item construction	62
Scope and scale	9	Scope and scale	13	Scope and scale	20

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

IA1		IA2		IA3	
Bias avoidance	0	Bias avoidance	1	Bias avoidance	0
Language	5	Language	2	Language	7
Layout	3	Layout	5	Layout	1
Transparency	15	Transparency	16	Transparency	12

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 — folio (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- clearly identified a playing position in the task statement, enabling alignment between the task and syllabus specifications (**alignment**)
- were free from errors and modelled accurate spelling, grammar and other textual features (**language**)
- provided clear information about checkpoints and included authentication strategies that reflected Queensland Curriculum and Assessment Authority (QCAA) guidelines for authentication of student work (**authentication**).

Practices to strengthen

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

- providing a clear task statement requiring students to devise a constraints-led activity/practice for the emergence of a personal tactical strategy, which focuses on the specialised movement sequences for one movement strategy (**alignment**)
- replicating the specifications, unaltered and sequenced appropriately to reflect the 2025 syllabus (**alignment**)
- including a scaffolding section that guides students on the process for completing the task (**item construction**)
- providing students with clear expectations for multimodal submission requirements. The response should include at least two modes (visual, written and/or spoken), integrated and contributing to the response (**layout**).

■ IA2: Investigation — report (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- clearly defined an ethical dilemma within a specific class, school or community physical activity context (**authenticity**)
- ensured explicit sequencing of the ethical decision-making framework across all sections of the task (**alignment**)
- used clear ethical terminology aligned with syllabus terminology (e.g. integrity, fair play, ethics and values) (**alignment**).

Practices to strengthen

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

- aligning the task specifications with the assessment specifications in the syllabus, without alteration (**item construction**)
- providing scaffolding that gives clear instructions to students about the response requirements. Please see the QCAA sample task for guidance and information (**item construction**)
- specifying the exact physical activity context within the context statement and consistently applying this across task specifications. A general reference to a class, school or community physical activity context is too broad (**authenticity**).

■ IA3: Project — folio (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- were free from errors and modelled accurate spelling, grammar and other textual features (**language**)
- clearly identified a playing position in the task statement, enabling alignment between the task and syllabus specifications (**scope and scale**)
- provided clear information about checkpoints and included authentication strategies that reflected QCAA guidelines for authentication of student work (**authentication**)
- included a scaffolding section that guided students on the process for completing the task (**item construction**).

Practices to strengthen

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

- making it clear that students are required to devise a training strategy within a specified length (microcycle or mesocycle) and phase of training (preparatory, pre-competition or competition). The instrument must specify how many training sessions students need to engage with (2–4) (**alignment**)
- aligning the task specifications to the assessment specifications in the syllabus, without alteration (**alignment**)
- ensuring that, if they select a performance physical activity, they remove the principles of play from the Demonstrate and apply sections of the task specifications, as these do not apply (**alignment**)
- ensuring they avoid combining evaluation and justification instructions within a single criterion descriptor (**item construction**)
- ensuring that, if they select track and field as a physical activity, they specify throwing, jumping or track events. Schools can either select one category (in which case all options are available) or two categories (in which case only two options within each category are available) (**scope and scale**).

Additional advice

- Schools should ensure they sequence the IA1 task so students justify the development of the constraints-led activity/practice before they evaluate effectiveness. This follows the sequencing of the syllabus specifications and enables students to respond concisely and coherently.
- In multimodal responses for a project — folio, at least two modes (visual, written, spoken) must be used.
- If an instrument is not endorsed at Application 1, consult with the lead endorser before submitting the revised instrument at Application 2. These consultations are supportive and provide feedback to school communities to strengthen the endorsement process.
- Schools are encouraged to attend scheduled webinars for ongoing support. The resources on the QCAA Portal provide additional support to schools before submitting a task for endorsement.

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