

Subject report: Endorsement

Chinese — 2026 cohort

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

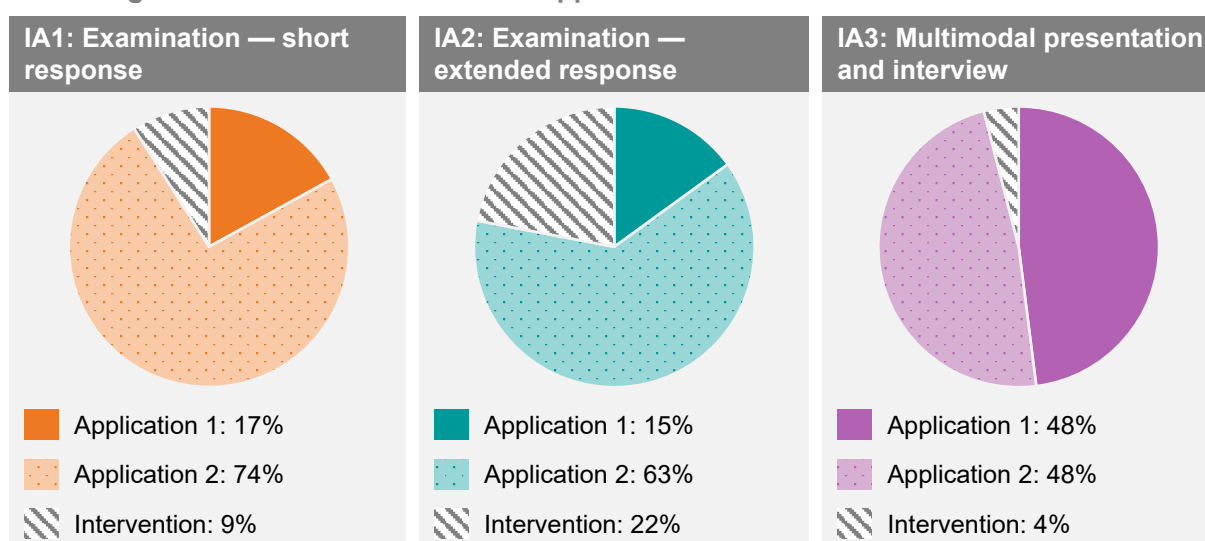
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
46	46	46

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: 29	Alignment: 23	Alignment: 17
Authentication: 0	Authentication: 0	Authentication: 3
Authenticity: 5	Authenticity: 4	Authenticity: 4
Item construction: 6	Item construction: 2	Item construction: 7
Scope and scale: 9	Scope and scale: 1	Scope and scale: 0

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

IA1	IA2	IA3
Bias avoidance: 2	Bias avoidance: 0	Bias avoidance: 0
Language: 0	Language: 0	Language: 5
Layout: 1	Layout: 1	Layout: 0
Transparency: 10	Transparency: 30	Transparency: 3

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 — short response (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- stimulus materials were authentic, appropriately scoped and aligned with Unit 3 Topic 1, meeting syllabus expectations for meaningful engagement with subject matter (**alignment**)
- questions guided students to determine the purpose, audience, context and tone, and to justify their decisions with evidence from the stimulus, aligning with instrument-specific marking guide (ISMG) requirements (**alignment**)
- visual stimulus (if included as the third stimulus) provided up to 75 characters in Chinese or a series of visual stimulus (three or more) that featured up to 75 Chinese characters in each image (**item construction**)
- the instrument included five short response questions in English that enabled a range of cognitive processes and avoided over-scaffolding, allowing unique student responses (**item construction**).

Practices to strengthen

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

- strengthening item construction to ensure questions allow students to produce well-substantiated conclusions, clarify evidence expectations and avoid redundancy or unnecessary cognitive load (**transparency**)
- creating three unseen stimulus texts (one written, one audio or audiovisual, and one at the choice of the school), using a range of text types and ensuring the combined length remains within 1,000 Chinese characters (**alignment**)
- ensuring audiovisual stimulus meet syllabus specifications by allowing Chinese subtitles only, removing English cues or translations, and ensuring a series of visual images with up to 75 characters in each image (**alignment**)
- strengthening indicative responses so they model the highest performance-level descriptors in the ISMG through the use of full sentences, paraphrased and relevant evidence from the stimulus, avoiding repetition across questions, and demonstrating valid and well-substantiated conclusions (**transparency**).

■ IA2: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the written extended response task included context statement/s in English that specified the audience, purpose and text type conditions, followed by three bulleted statements or questions in Chinese for students to respond to (**item construction**)
- the stimulus and questions for the spoken extended response presented perspectives that differed from those in the written response task, providing students with opportunities to draw on personal perspectives from Unit 3 Topic 2 and/or Topic 3 (**alignment**)
- the spoken extended response task used the unseen stimulus as a springboard for the student-centred conversation, and the sample of unseen questions supported spontaneous exchanges of information, enabling the use of comprehensive language elements in Chinese (**alignment**)
- the stimulus for the spoken extended response aligned with specifications, presented either as a visual stimulus with up to 75 characters or as a written text of up to 100 characters (**item construction**)

Practices to strengthen

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

- differentiating the content focus of the written extended response bullets from the unseen stimulus and unseen questions for the spoken extended response (**alignment**)
- ensuring the English context statement and text type for the written extended response do not reveal the meaning of the three different bullet points in Chinese (**bias avoidance**)
- including three distinct bullet points for the written extended response that are unique to each other and provide opportunities for open-ended responses to meet the range of performance-level descriptors in the ISMG (**alignment**)
- improving transparency through complete, session-specific instructions, including task conditions, planning and working time, and expectations for conversation and written responses (**transparency**).

■ IA3: Multimodal presentation and interview (30%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the stimulus included one seen and two unseen texts of different types, supporting valid connection to syllabus specifications related to Unit 4 Topic 1 and/or Topic 2 subject matter (**alignment**)
- the task description explicitly outlined the interview component, including the requirement for students to respond in spoken Chinese and engage in unseen, open-ended questions with spontaneity (**transparency**)
- instruments clearly defined the multimodal requirements, including integration of written and spoken modes to up 7 minutes, supporting coherent construction of the multimodal presentation (**item construction**)
- unseen, open-ended sample questions were relevant to the multimodal presentation and Unit 4 Topic 1 and/or Topic 2 subject matter, allowing students to apply comprehensive language elements (**alignment**).

Practices to strengthen

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

- ensuring task instructions align with the 2025 syllabus specifications and assessment objectives, e.g. Assessment objective 2 is no longer assessed in IA3. Students are not required to identify purpose, audience, context and tone from the stimulus (**alignment**)
- ensuring stimulus texts meet IA3 syllabus specifications by choosing a seen stimulus to teach in class from the list described in the specifications. The two unseen stimulus must include one that is audio or audiovisual and a visual series with more than three visual images (**alignment**)
- ensuring the task is completed as an individual assessment, with five weeks' notification including distribution of task and stimulus, and checkpoints reflecting required timelines and conditions (**transparency**)
- clearly labelling stimulus materials as seen and unseen, supporting correct implementation of task conditions and alignment with IA3 specifications (**alignment**).

Additional advice

- Schools should ensure selected subject matter is fully addressed, with all required bullet point focuses covered, rather than partially responding to task requirements.
- Schools should ensure submitted instruments include all required materials, with stimulus texts clearly presented and, where applicable, combined correctly in the final PDF for endorsement.
- Before submitting an instrument, use the Print preview function to check formatting and ensure supported fonts have been used, so Chinese characters and bullet points display correctly.
- If an instrument is not endorsed at Application 1, consider consulting 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.

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