

# Subject report: Endorsement

## Chinese Extension — 2026 cohort

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

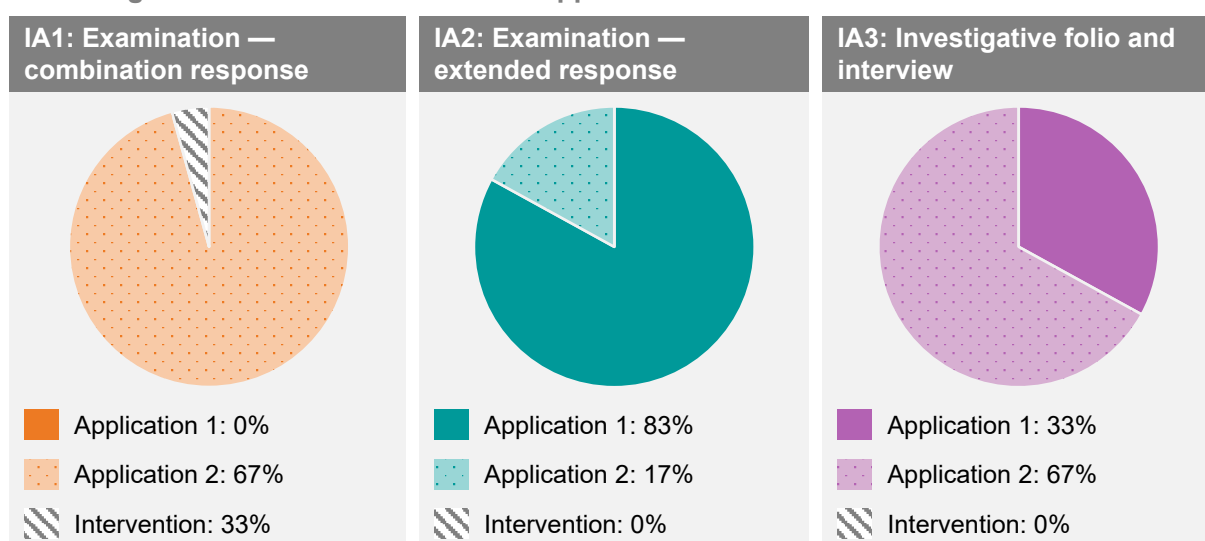
## Summary of endorsement for the 2026 cohort

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

IA1	IA2	IA3
6	6	6

**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	0	2
Authentication	0	1
Authenticity	0	0
Item construction	0	1
Scope and scale	0	0

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

IA1	IA2	IA3
Bias avoidance	0	0
Language	0	0
Layout	0	0
Transparency	1	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: Examination — combination response (20%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- stimulus materials were authentic and appropriately aligned with the selected Unit 3 subject matter, supporting meaningful interpretation, analysis and creation (**authentication**)
- the examination enabled students to demonstrate analysis and evaluation for the written and spoken modes in line with assessment objectives (**alignment**)
- question design supported higher-order thinking by prompting analysis, evaluation and interpretation of meaning and values derived from the stimulus (**transparency**)
- the spoken discussion task used two unseen visual stimulus texts and open-ended questions, supporting spontaneous and unique personal perspectives in Chinese (**authenticity**).

### Practices to strengthen

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

- clearly specifying response requirements, including language of response, task expectations and conditions for each section of the examination (**transparency**)
- ensuring instructions clearly distinguish between short response and spoken discussion components, including working time, stimulus associated with the questions, and response modes (**transparency**)
- enabling the full range of cognitive demands, including justification, interpretation and evaluation rather than primarily focusing on comprehension (**alignment**)
- ensuring stimulus materials comply with specifications, including a combined 1,200-character limit for short response texts, and visual discussion texts of 100–150 characters (**scope and scale**).

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

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- stimulus texts were authentic, related to the chosen area of study and enabled meaningful analysis and evaluation of ideas across both texts (**authenticity**)
- tasks required students to construct analytical essays in Chinese, supporting development of arguments, justification of perspectives and synthesis of ideas (**alignment**)
- question design enabled interpretation of perspectives and values, supporting analysis of how texts influence audiences (**alignment**)
- stimulus design supported comparison and critical engagement, enabling students to analyse relationships between texts rather than responding to texts in isolation (**alignment**).

### Practices to strengthen

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

- designing tasks with sufficient depth and complexity to enable students to apply analysis and evaluation skills at the highest performance levels of the instrument-specific marking guide (ISMG) (**alignment**)
- ensuring task instructions explicitly require engagement with two stimulus texts, rather than allowing partial or text-by-text responses (**transparency**)
- ensuring task design and the stimulus texts provide opportunities for students to integrate all purpose, audience, context and tone (PACT) elements and cultural conventions into their response (**alignment**)
- ensuring subject matter, contexts and perspectives are free from bias and can be accessed by all students (**bias avoidance**).

## ■ IA3: Investigative folio and interview (30%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- tasks required students to conduct an independent investigation, selecting and evaluating authentic Chinese texts to develop and justify their own perspective (**alignment**)
- student-selected stimulus texts were authentic and varied in text type, supporting critical engagement and evaluation of sources within the investigative process (**authenticity**)
- multimodal presentations enabled students to synthesise information and justify their conclusions coherently in Chinese for a specified audience (**item construction**)
- interview design incorporated unseen, open-ended questions, enabling students to extend ideas and respond critically to their investigative findings (**alignment**).

### Practices to strengthen

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

- providing opportunities for students to demonstrate all six assessment objectives in the investigative folio and Objectives 2, 5 and 6 in the interview component. Ensure that the task enables students to integrate context, purpose, audience, tone and cultural conventions while synthesising information cohesively (**alignment**)
- ensuring stimulus selection processes support authentication, with clear guidance that texts must be student-selected, authentic and support the student's linguistic development (**authentication**)
- ensuring the investigative folio and interview require synthesis and development of clear, justified perspectives rather than descriptive reporting (**item construction**)
- clearly specifying task expectations, including requirements, interview conditions and audience assumptions for the investigative folio (**transparency**).

## Additional advice

- Schools should ensure selected subject matter is fully addressed, with all required task components and focus areas covered rather than partially responding to assessment requirements.
- Before submitting an instrument, schools should use the Print preview function to check formatting and ensure supported fonts have been used, so Chinese characters, bullet points and layout 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.
- Schools should ensure stimulus texts are authentic and appropriately sourced, with references (e.g. URLs) provided where required to support verification and alignment with syllabus specifications.



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