

Subject report: Endorsement

French — 2026 cohort

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

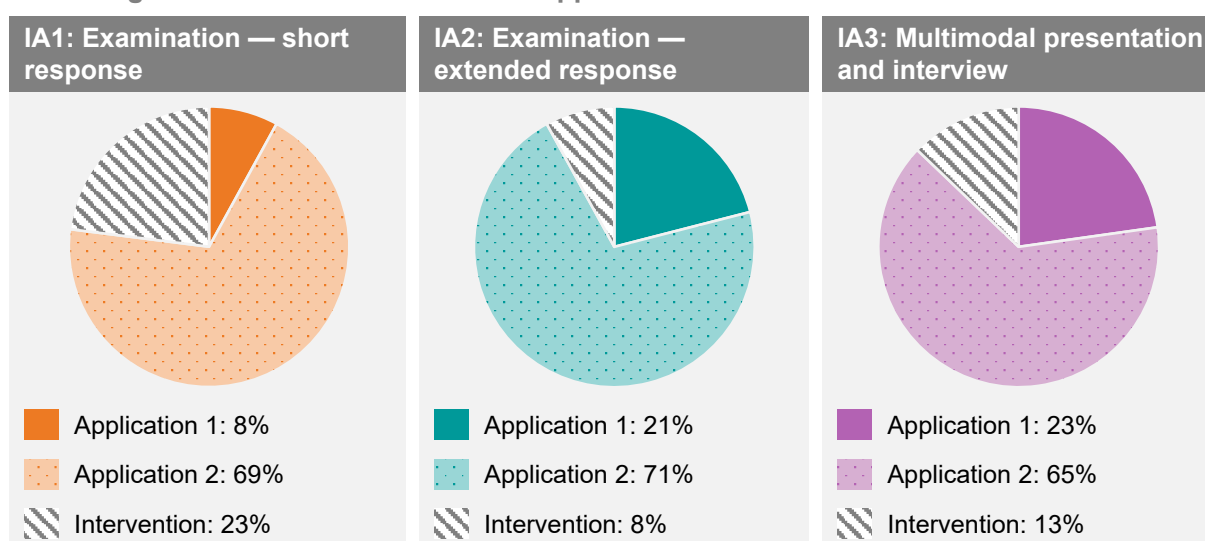
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
48	48	48

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: 41	Alignment: 30	Alignment: 23
Authentication: 0	Authentication: 0	Authentication: 4
Authenticity: 4	Authenticity: 3	Authenticity: 1
Item construction: 2	Item construction: 2	Item construction: 12
Scope and scale: 4	Scope and scale: 2	Scope and scale: 1

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

IA1	IA2	IA3
Bias avoidance: 1	Bias avoidance: 5	Bias avoidance: 8
Language: 2	Language: 3	Language: 9
Layout: 1	Layout: 0	Layout: 1
Transparency: 12	Transparency: 12	Transparency: 10

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:

- indicative responses were complete and identified, for example, tone as an emotion, feeling or attitude as opposed to a register (**alignment**)
- the questions and stimulus items were labelled consistently across all parts of the assessment instrument, including the Instructions section (**transparency**)
- the audio was delivered at a pace slower than that of a background speaker, with appropriate pausing (**bias avoidance**)
- questions matched the evidence required in the marking guide, including the specified number of discrete examples and specified the language required for each response (**alignment**).

Practices to strengthen

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

- providing stimulus texts that align with Unit 3 Topic 1 subject matter, i.e. explore the influence of language and culture on lifestyles and leisure in French-speaking communities, and/or the effects of science and technology on lifestyles and leisure in Australian and French-speaking communities (**alignment**)
- providing indicative responses that reflect Unit 3 Topic 1 subject matter, i.e. demonstrate how students can show evidence of their understanding of perspectives on the influences of language and culture and/or science and technology on lifestyles and leisure (**alignment**)
- providing opportunities for students to demonstrate achievement at the highest performance levels of the instrument-specific marking guide (ISMG), through indicative responses that model paraphrasing rather than the use of direct quotations in French, and the selection of discrete rather than repeated examples across questions (**alignment**)
- designing Question 3 to elicit evaluation, ensuring opportunities for student attainment at the highest performance levels of the ISMG (**alignment**).

■ IA2: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided the task instructions for the written extended response in English and the three focus bullet points in French, and maintained the integrity of the focus points by avoiding over-scaffolding in the task description (**alignment**)
- included the sample questions for the spoken extended response as an attachment rather than within the task, to avoid the questions being printed and preserve the integrity of the assessment (**alignment**)
- included at least one sample question relating to the stimulus text for the spoken extended response (**alignment**)
- remained distinct from the Queensland Curriculum and Assessment Authority (QCAA) sample instrument, enabling students to provide unique responses (**alignment**).

Practices to strengthen

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

- ensuring assessment subject matter is drawn from Unit 3 Topics 2 and 3, rather than from Unit 4, e.g. volunteering (**alignment**)
- verifying that the subject matter for the two assessment components (the written extended response and the spoken conversation) does not draw from the same Topic 2 or 3 strand, ensuring there is no overlap in subject matter across the two components (**alignment**)
- checking that the three focus bullet points in French for the written extended response all draw from the same sub-topic within Topic 2 or 3 (**alignment**)
- ensuring that each focus bullet point reflects subject matter from only one sub-topic within Topic 2 or 3, rather than a mix of subject matter across sub-topics (**alignment**).

■ IA3: Multimodal presentation and interview (30%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- aligned with Unit 4 subject matter, drawing from either a combination of Topics 1 and 2 and their sub-topics, or from only one topic (**alignment**)
- provided clear audio without background noise, or a series of visuals with legible text of up to 60 words in French, for each of the minimum of three visuals (**bias avoidance**)
- mirrored syllabus specifications for the interview component by providing sample questions related to the multimodal presentation and Unit 4 subject matter, rather than to the multimodal stimulus texts (**alignment**)
- followed QCAA assessment procedures and stipulated that draft feedback would be provided once only (**authentication**).

Practices to strengthen

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

- identifying the genre of the second component of the assessment as an interview rather than a conversation (**alignment**)
- indicating in the interview instructions that no resources, including Part 1 stimulus texts or scripts, can be taken into the interview (**transparency**)
- adhering to the syllabus specifications for the seen and unseen stimulus (**alignment**)
- following the syllabus conditions for audiovisual texts by including audio and visual modes only and no written text, e.g. captions, subtitles (**alignment**).

Additional advice

- Schools must ensure that stimulus texts model the application of Unit 3 and Unit 4 language elements in both range and complexity.
- When preparing indicative responses, schools should ensure they model high-quality student work using accurate language, full sentences and clear structure. Responses should include a valid and well-substantiated conclusion supported by relevant and varied evidence that is clearly linked to the stimulus. Evidence should not be repeated across questions. Direct quoting should be avoided; instead, appropriate paraphrasing in accordance with task requirements is encouraged. Responses should align with the question, the relevant stimulus and syllabus expectations to demonstrate the standard required.
- The estimated audio word count is based on a rate of approximately 100 words per minute.
- 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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