

Subject report: Endorsement

German — 2026 cohort

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

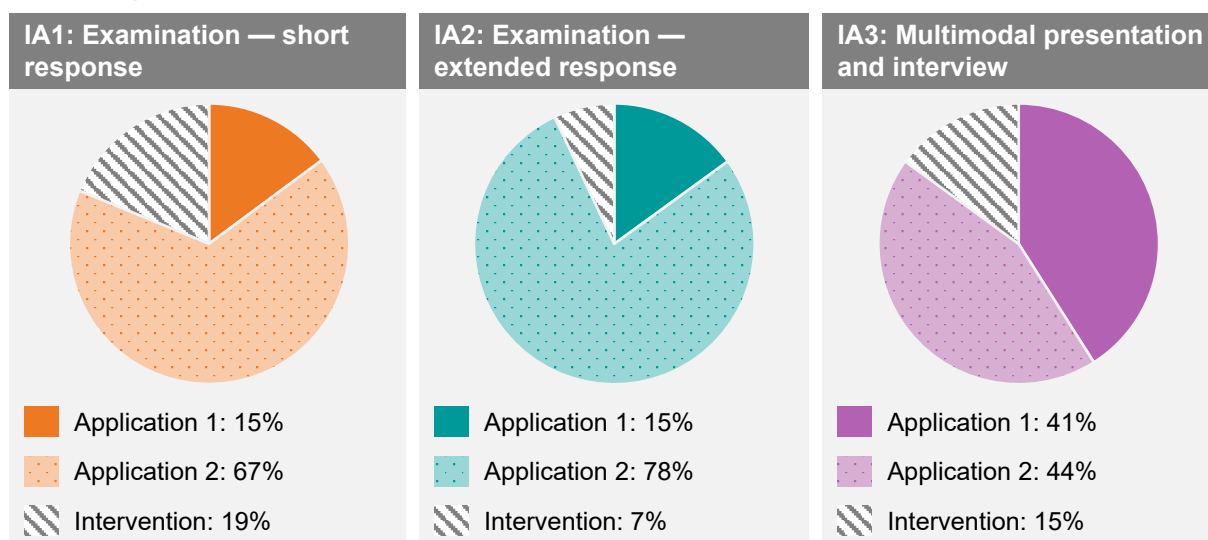
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
27	27	27

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: 20	Alignment: 14	Alignment: 13
Authentication: 0	Authentication: 0	Authentication: 5
Authenticity: 5	Authenticity: 3	Authenticity: 4
Item construction: 4	Item construction: 5	Item construction: 1
Scope and scale: 5	Scope and scale: 5	Scope and scale: 1

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

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

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 they:

- included stimulus of an appropriate level of complexity about the subject matter from Unit 3 Topic 1 (**scope and scale**)
- posed questions where one of purpose, audience, context and tone could be thoroughly elicited from the specific stimulus linked to each question (**alignment**)
- included three stimulus with a combined length of up to 1,000 words, where at least one was a written text and at least one was an audio or audiovisual text. If audiovisual was chosen, no words appeared on screen (**alignment**)
- posed only one or two questions for each stimulus text, enabling students to identify sufficient evidence for each question without needing to repeat evidence (**scope and scale**).

Practices to strengthen

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

- posing two purpose/audience/context/tone (PACT) questions that require students to respond in English, two PACT questions that require students to respond in German, and one analyse and evaluate question (Question 3) that requires students to respond in English (**alignment**)
- providing expected responses that illustrate valid and well-substantiated conclusions, drawn from the information contained in the stimulus, to ensure students can achieve at the highest performance level (**alignment**)
- providing sample responses for German questions that paraphrase, rather than quote, evidence to ensure students can achieve at the highest performance level (**alignment**)
- ensuring audio stimulus is delivered at a pace slower than that of a background speaker and, where there is more than one speaker, voices are distinct and different (**bias avoidance**).

■ IA2: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the sample questions for the spoken extended response were uploaded as a PDF file in the attachments section of the application (app) and not in the questions tab, where students would be able to access the questions (**transparency**)
- the question and focus points for the written extended response and the stimulus for the spoken extended response covered different aspects of the Unit 3 Topic 2 and 3 subject matter (**alignment**)
- the sample questions for the spoken extended response were open ended, allowing students to demonstrate characteristics at the highest performance levels of the instrument-specific marking guide (ISMG) (**item construction**)
- the task sheet reflected the conditions outlined in the syllabus. For the written extended response, students must be given 10 minutes planning time and 80 minutes working time. For the spoken extended response, students must have 10 minutes planning time and 7 minutes working time (**item construction**).

Practices to strengthen

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

- posing a question for the written extended response that clearly states a context and a text type in English without giving away the content of the dot points in German, and for which the context is realistic for Queensland high school students (**item construction**)
- providing a context and three dot points in German that are simple enough for students to complete within 80 minutes, but complex enough for students to achieve at the highest levels of the ISMG (**scope and scale**)
- providing a visual stimulus of up to 60 words in German or a short, written text of up to 80 words in German for the spoken extended response (**scope and scale**)
- providing sample questions for the spoken extended response that relate to the provided stimulus as well as general knowledge about the Unit 3 Topic 2 and 3 subject matter (**alignment**).

■ IA3: Multimodal presentation and interview (30%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- included a question and three stimulus texts that related to the Unit 4 Topic 1 and/or Topic 2 subject matter (**alignment**)
- provided a clear context, genre and question, prompting students to refer to information in the stimulus as well as their own ideas (**alignment**)
- provided open-ended sample questions for the interview about both the presentation and the Unit 4 subject matter, that allowed students to demonstrate characteristics at the highest performance levels of the ISMG (**alignment**)
- provided instructions for both the presentation and the interview in the assessment instructions section (**transparency**).

Practices to strengthen

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

- selecting a seen stimulus from the list of syllabus-specified text types (syllabus, p. 29) (**alignment**)
- ensuring the audiovisual stimulus is free from captions, subtitles, titles and translations (**bias avoidance**)
- providing instructions that clearly state students have five weeks to prepare and indicate whether students are to present live or submit their multimodal with audio (**transparency**)
- providing a task and three stimulus texts that will clearly work together to allow students to demonstrate characteristics at the highest performance level of the ISMG (**scope and scale**).

Additional advice

- 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.
- Ensure sample questions for the spoken extended response are uploaded as an attachment rather than entered in the Questions tab in the Endorsement app.

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