

Subject report: Endorsement

German Extension — 2026 cohort

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

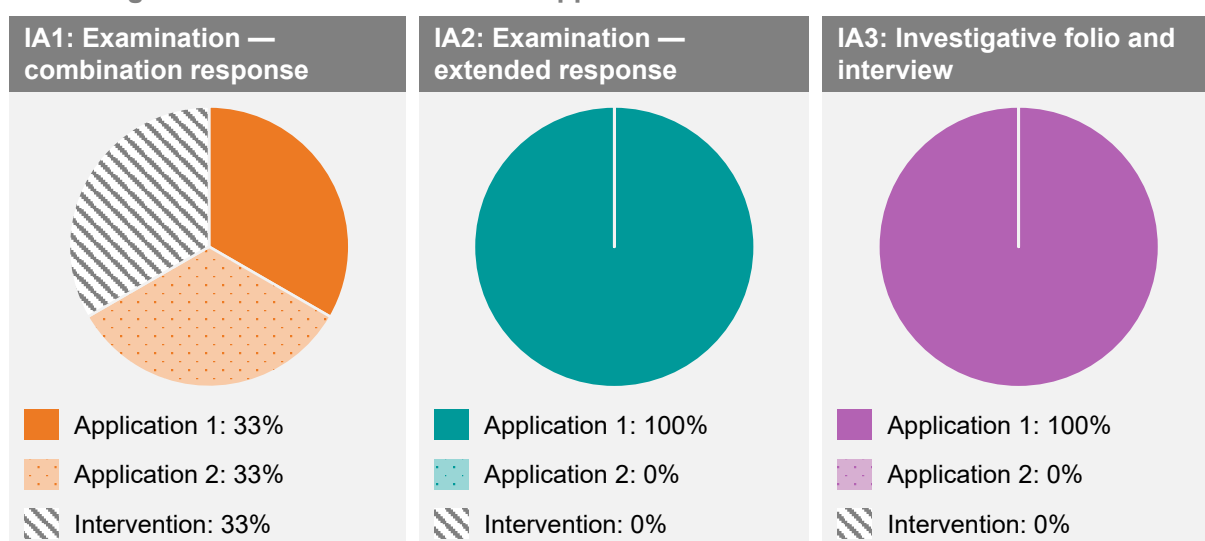
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
3	2	2

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	Alignment: 0	Alignment: 0
Authentication: 0	Authentication: 0	Authentication: 0
Authenticity: 0	Authenticity: 0	Authenticity: 0
Item construction: 0	Item construction: 0	Item construction: 0
Scope and scale: 0	Scope and scale: 0	Scope and scale: 0

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

IA1	IA2	IA3
Bias avoidance: 0	Bias avoidance: 0	Bias avoidance: 0
Language: 0	Language: 0	Language: 0
Layout: 0	Layout: 0	Layout: 0
Transparency: 1	Transparency: 0	Transparency: 0

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 they:

- provided stimulus texts that used appropriately complex language and aligned with an area of study and interest of the students to enhance their learning (**alignment**)
- provided up to three unseen stimulus texts for the short written responses (one audio/audiovisual text and up to two written texts) that facilitated deep analysis and opportunities for discerning conclusions and well-substantiated justification of points of view (**scope and scale**)
- provided up to two unseen visual stimulus and sample questions for the conversation that facilitated discerning synthesis of information and integration of context, purpose, audience, tone and/or cultural conventions (**alignment**).

Practices to strengthen

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

- providing clear instructions and questions that meet syllabus specifications, including prompting students to respond in the appropriate language for each question (**alignment**)
- providing open-ended questions at the start of planning time so students can meet the highest performance levels of the instrument-specific marking guide (ISMG) (**alignment**).

■ IA2: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- included thought-provoking topics and cognitively engaging subject matter to analyse and evaluate, while avoiding sensitive and inappropriate materials (**scope and scale**)
- provided stimulus texts with a combined length of 1,200–1,400 words in German, relevant to student interest, to facilitate task engagement (**authenticity**)
- posed an open-ended task that allowed for analysis, evaluation and unique student responses (**item construction**).

■ IA3: Investigative folio and interview (30%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- ensured students could design their own investigation that challenged their linguistic development in German (**item construction**)
- highlighted the importance of students engaging with, and reflecting on, the investigative process throughout the preparation of their response (**item construction**)
- provided clear instructions, using cues that aligned with the specifications, objectives, conditions and ISMG for the investigative folio (**item construction**)
- included appropriate checkpoints to support students as they work through the investigative folio (**item construction**).



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