

# Subject report: Endorsement

Italian — 2026 cohort

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

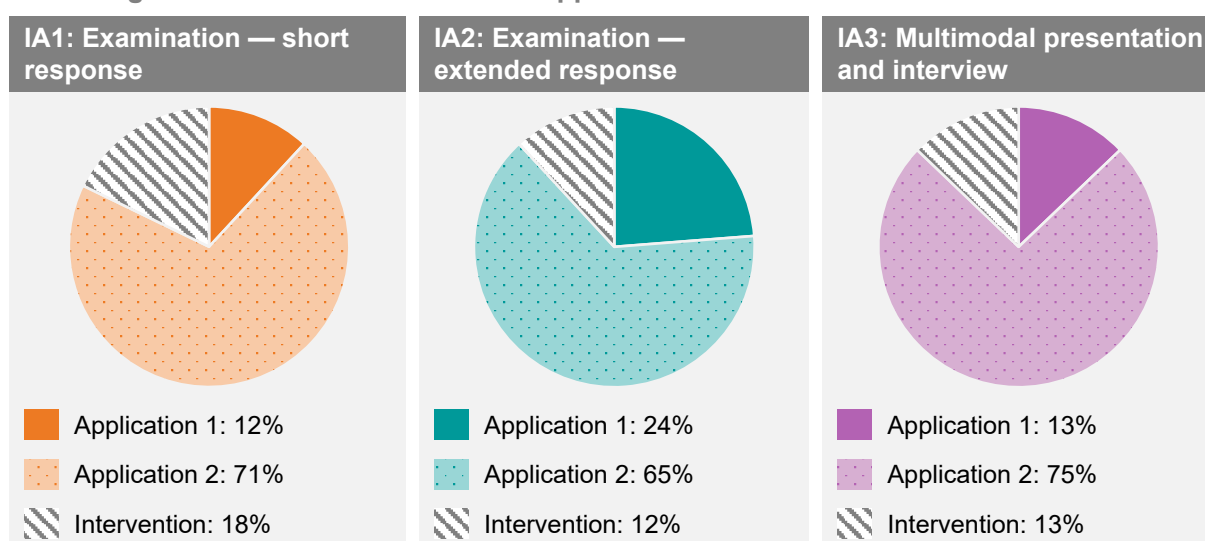
## Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
17	17	16

**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: 15	Alignment: 11	Alignment: 8
Authentication: 0	Authentication: 0	Authentication: 4
Authenticity: 1	Authenticity: 5	Authenticity: 3
Item construction: 10	Item construction: 4	Item construction: 3
Scope and scale: 5	Scope and scale: 3	Scope and scale: 4

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

IA1	IA2	IA3
Bias avoidance: 2	Bias avoidance: 0	Bias avoidance: 0
Language: 2	Language: 6	Language: 1
Layout: 1	Layout: 1	Layout: 1
Transparency: 4	Transparency: 4	Transparency: 11

**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:

- the assessment allowed students to provide their own unique responses, with evidence drawn from the stimulus (**authenticity**)
- the language in the task and stimulus were accurate and error-free, with Italian that was complex and appropriate for Year 12 students, reflecting the language elements prescribed in Unit 3 (**language**)
- visual stimulus, if included, was supported by up to 60 words of Italian, written in language that was suitably complex and appropriate for Year 12 students, and aligned with the language elements prescribed in Unit 3 (**language**).

### Practices to strengthen

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

- providing instructions that clearly state the language in which students are required to respond (English for Questions 1–3 and Italian for Questions 4–5) (**transparency**)
- ensuring Question 3 (evaluation) clearly states whether students are required to refer to one or multiple stimulus and, if multiple, specifies how many pieces of evidence are required from each stimulus (**scope and scale**)
- providing stimulus that explicitly addresses the bullet points of Unit 3 Topic 1 in full, i.e. the connections between language *and* culture and how they shape lifestyles and leisure in Italian-speaking communities, *and/or* the impact of science and technology on lifestyles and leisure in both Australian and Italian-speaking contexts. These aspects must be clearly and directly represented rather than implied (**authenticity**)
- ensuring that the task clearly and explicitly directs students to the relevant stimulus and provides balanced coverage of purpose, audience, context and tone (**alignment**).

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

### Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided stimulus materials of suitable scope and scale for the spoken extended response, enabling students to clearly demonstrate their knowledge and skills (**scope and scale**)
- included open-ended questions for the spoken extended response that would allow students to extend their responses and demonstrate higher-level understanding aligned with the instrument-specific marking guide (ISMG) performance-level descriptors (**alignment**)
- ensured the visual stimulus, if selected for the spoken extended response, included sufficient supporting language (up to 60 words) and meaningful information that would enable students to sustain communication and provide spontaneous responses (**scope and scale**).

### Practices to strengthen

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

- ensuring the task context statement for the written extended response does not reveal key content of the focus bullet points in Italian to which students are required to respond (**item construction**)
- providing three distinct focuses in Italian as full-sentence prompts, with each clearly targeting a separate aspect of the subject matter (**item construction**)
- providing task materials that use accurate and standard language in both English and Italian, with correct spelling, grammar and punctuation, and Italian expressions that are appropriate to the student cohort (**language**)
- ensuring the subject matter addressed in the spoken extended response is clearly distinct from that of the written extended response (**alignment**).

## ■ IA3: Multimodal presentation and interview (30%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the audiovisual stimulus, if selected, did not include written text, e.g. subtitles, captions or any text appearing on the screen (**alignment**)
- the task explicitly required students to produce a multimodal response, incorporating at least one written and one spoken mode delivered simultaneously (**item construction**)
- the selected stimulus addressed the same topic while presenting different perspectives (**alignment**).

### Practices to strengthen

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

- referring to the spoken component of the assessment as an interview rather than a conversation (**language**)
- ensuring interview questions do not require reference to the stimulus and instead focus on the presentation and the subject matter (**item construction**)
- ensuring the series of visual stimulus, if selected, includes at least three images, each supported by no more than 60 words of relevant Italian, using language that is appropriately complex for Year 12 students and aligned with the language elements prescribed in Unit 4 (**alignment**)
- ensuring the assessment instrument explicitly states that students will have no access to resources during the unprepared interview (**transparency**).

## Additional advice

- When preparing indicative responses, 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 that sample questions for the spoken extended response are uploaded as an attachment rather than entered in the Questions tab in the Endorsement application (app).
- Ensure consistent use of terminology by referring to *stimulus* in Italian as *testo* or *testi*, rather than *stimoli*, to align with appropriate Italian language usage in assessment materials.

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