

Subject report: Endorsement

Japanese — 2026 cohort

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

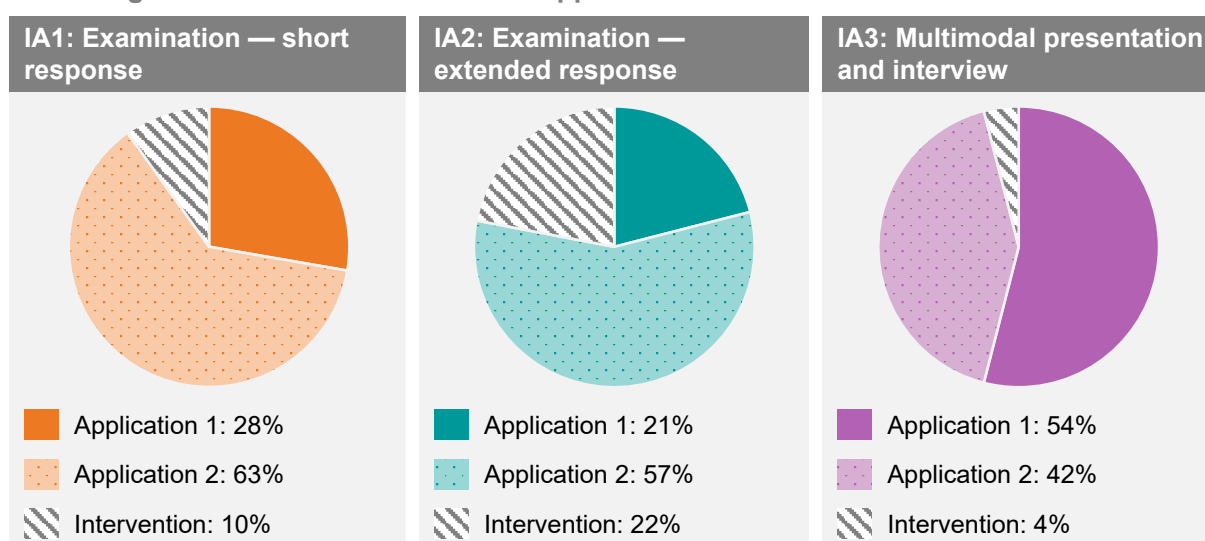
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
144	145	142

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: 65	Alignment: 61	Alignment: 45
Authentication: 0	Authentication: 0	Authentication: 11
Authenticity: 1	Authenticity: 14	Authenticity: 5
Item construction: 18	Item construction: 23	Item construction: 18
Scope and scale: 14	Scope and scale: 6	Scope and scale: 4

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

IA1	IA2	IA3
Bias avoidance: 11	Bias avoidance: 2	Bias avoidance: 2
Language: 10	Language: 5	Language: 3
Layout: 7	Layout: 3	Layout: 3
Transparency: 33	Transparency: 70	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:

- they used authentic, relevant texts aligned to Unit 3 Topic 1 (**alignment**)
- stimulus types matched question demand, e.g. included clear linguistic markers for texts aligned with Questions 1, 2, 3, 4 and 5 and provided contrast and/or perspectives for Question 3 (**item construction**)
- stimulus texts were appropriately scoped to provide students with opportunity to demonstrate higher-order comprehension and justification (**scope and scale**)
- instructions included question cues that prompted students to respond to Questions 1–3 in English and Questions 4–5 in Japanese (**transparency**).

Practices to strengthen

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

- wording questions to align with the required cognitions in the instrument-specific marking guide (ISMG), e.g. draw conclusion/s about one of purpose/audience/context/tone from the stimulus and justify with two pieces of supporting evidence from the stimulus (**alignment**)
- creating three unseen Japanese stimulus texts (one written, one that is audio or audiovisual, and one at the choice of the school), each with language content that supports analysis and evaluation (**item construction**)
- if using a visual stimulus, provide a visual image with up to 75 characters in Japanese or a series of visual images (three or more) that feature up to 75 Japanese characters in each image (**item construction**)
- providing indicative responses written in full sentences that demonstrate accurate spelling and grammar. Ensure conclusions are valid and well supported, using paraphrased evidence from the stimulus that is both relevant and specific to each question (**alignment**).

■ IA2: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the written extended response task included context statements in English that specified the audience, purpose and text type conditions. The three bulleted statements or questions for students to respond to were written in Japanese (**item construction**)
- the stimulus and questions for the spoken extended response presented perspectives that differed from those in the written response task. Students were given opportunities to draw on personal perspectives from Unit 3 Topic 2 and/or Topic 3 (**alignment**)
- for the spoken extended response, the unseen stimulus was used as a springboard for the student-centred conversation, and the sample of unseen questions supported spontaneous exchanges of information, enabling the use of comprehensive language elements in Japanese (**alignment**)
- the stimulus for the spoken extended response aligned with specifications, and was presented either as a visual stimulus with up to 75 Japanese characters or as a written text of up to 100 Japanese characters (**item construction**).

Practices to strengthen

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

- differentiating the content focus of the written extended response bullets from the unseen stimulus and unseen questions for the spoken extended response (**alignment**)
- ensuring the English context statement and text type for the written extended response does not reveal the meaning of the three different bullet points in Japanese (**bias avoidance**)
- including three bullet points for the written extended response that are unique to each other and provide opportunities for open-ended responses to meet the range of performance level descriptors in the ISMG (**alignment**)
- selecting YOzFontM90 and pasting as plain text to ensure the three different bullet points in Japanese are visible in the Print preview function before submitting the instrument for Endorsement (**layout**).

■ IA3: Multimodal presentation and interview (30%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the stimulus texts, prompt question and interview questions had a consistent focus related to Unit 4 Topic 1 and/or Topic 2 subject matter (**alignment**)
- the interview component was explicitly outlined in the task description, including the requirement for students to respond in spoken Japanese and engage in unseen, open-ended questions with spontaneity (**transparency**)
- audio stimulus was recorded at a moderate pace with judicious pausing (**bias avoidance**)
- stimulus texts featured appropriate scope and scale reflecting Unit 4 Topic 1 and/or Topic 2 subject matter to provide opportunities for students to demonstrate the assessment objectives and achieve the range of performance-level descriptors (**item construction**).

Practices to strengthen

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

- including a clear and specific question/task that enables students to select, synthesise and justify ideas from the stimulus texts (**scope and scale**)
- if chosen as a stimulus type, ensuring a series of visual texts (three or more) is provided, with each containing up to 75 Japanese characters (**item construction**)
- designing interview questions that provide opportunity for spontaneity, elaboration, reflection and genuine exchange of meaning (**alignment**)
- ensuring task instructions align with the 2025 syllabus specifications and assessment objectives, e.g. Assessment objective 2 is no longer assessed in IA3. Students do not need to identify purpose, audience, context and tone from the stimulus (**alignment**).

Additional advice

- The 2025 syllabus requires students to draw conclusions, justify interpretations and synthesise evidence. Question cues should use these cognitions rather than ‘identify’ (from the 2019 syllabus) to ensure students are prompted to provide high-level comprehension and analysis.
- The most effective assessment instruments were designed by starting with the assessment objectives and ISMG descriptors then creating the questions and stimulus that most closely align. In the case of IA2 and IA3, which have multiple parts, strong submissions showed integration when focusing on information related to the chosen subject matter. Check the stimulus, task, questions and indicative response all assess the same intent.
- Effective indicative responses should be exemplars, not checklists. For example, by modelling high-level reasoning, demonstrating synthesis and justification and avoiding reusing evidence across responses, they demonstrate the top ISMG standard rather than a list of what students might write.



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