

Subject report: Endorsement

Psychology — 2026 cohort

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

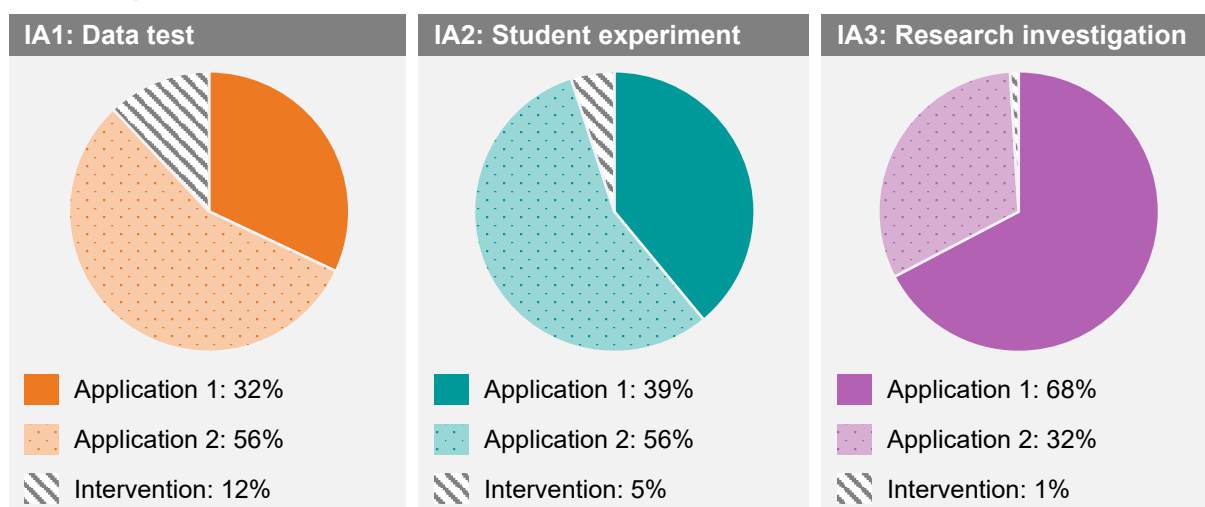
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
243	243	242

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: 99	Alignment: 139	Alignment: 42
Authentication: 0	Authentication: 7	Authentication: 8
Authenticity: 1	Authenticity: 6	Authenticity: 0
Item construction: 19	Item construction: 8	Item construction: 3
Scope and scale: 72	Scope and scale: 0	Scope and scale: 27

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

IA1	IA2	IA3
Bias avoidance: 8	Bias avoidance: 0	Bias avoidance: 1
Language: 14	Language: 0	Language: 4
Layout: 6	Layout: 1	Layout: 0
Transparency: 72	Transparency: 0	Transparency: 17

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: Data test (10%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- in questions related to measures of central tendency, the measures were suitable for the data and the analysis required of it, e.g. students were required to calculate a single appropriate measure rather than multiple measures without obvious relevance or purpose (**authenticity**)
- cues clearly indicated what was required for students to address each mark allocated to the response (**transparency**)
- instruments were free from spelling and grammatical errors, graphs were legible and error bars were clearly labelled (**language**).

Practices to strengthen

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

- ensuring questions rely on the analysis of data rather than on methodological issues, e.g. requiring students to identify limitations in the data rather than in the methodology (**alignment**)
- classifying questions under the objective that aligns with the cognition required for a full and correct response, e.g. classifying a question that requires students to compare variabilities under Objective 3 because it requires the analysis of data (**alignment**)
- using appropriate cognitive verbs for each question that clearly cue the expected response and align with the mark allocation, e.g. for an Objective 3 *compare* question, 1 mark is awarded for identifying a similarity and 1 mark for a difference (**scope and scale**).

■ IA2: Student experiment (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- clearly identified which experimental investigations were conducted in class and could be modified by students (**authenticity**)
- clearly indicated which sections of the task could be completed in groups, e.g. by labelling group elements with an asterisk (**authentication**)
- included a statement, if the scaffolding provided an example research question, to indicate that the research question could not be used as it may lead to a predetermined response (**item construction**).

Practices to strengthen

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

- ensuring the task includes all specifications from the syllabus (p. 41) (**alignment**)
- ensuring the topics listed in the assessment conditions align with the identified investigations conducted in class (**alignment**)
- providing students with practicals that, when replicated and modified, produce sufficient raw data for students to demonstrate high-level analysis, as opposed to practicals such as Bugelski and Alampay (1961), which yield categorical data and are not appropriate options (**alignment**).

■ IA3: Research investigation (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- clearly indicated which sections of the task were to be completed individually, and included authentication strategies that were suitable for authenticating individual work where students had worked in groups at preliminary stages of the task (**authentication**)
- included a statement that research questions provided in scaffolding could not be used in student responses (**authenticity**)
- provided claims written as single assertions with one broad independent and one broad dependent variable (**scope and scale**).

Practices to strengthen

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

- ensuring the task specifications are aligned with those in the 2025 syllabus (**alignment**)
- providing clear, scientifically credible claims that are explicitly linked to Unit 4 subject matter and are broad enough to allow students to develop researchable questions with appropriate specificity and disciplinary relevance (**alignment**)
- accurately listing topics that relate to the provided claims, including those that may be negotiated between the teacher and student, under task conditions (**transparency**)
- referring to task modes consistently in all sections of the instrument, e.g. if multimodal presentation is indicated in one section, this is not contradicted by other sections (**transparency**).

Additional advice

- Before submitting an instrument, check the formatting using the Print preview function in the Endorsement application (app). This helps ensure assessment instruments are well presented with appropriate page breaks and other formatting features.
- 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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