

# Subject report: Endorsement

## Aerospace Systems — 2026 cohort

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

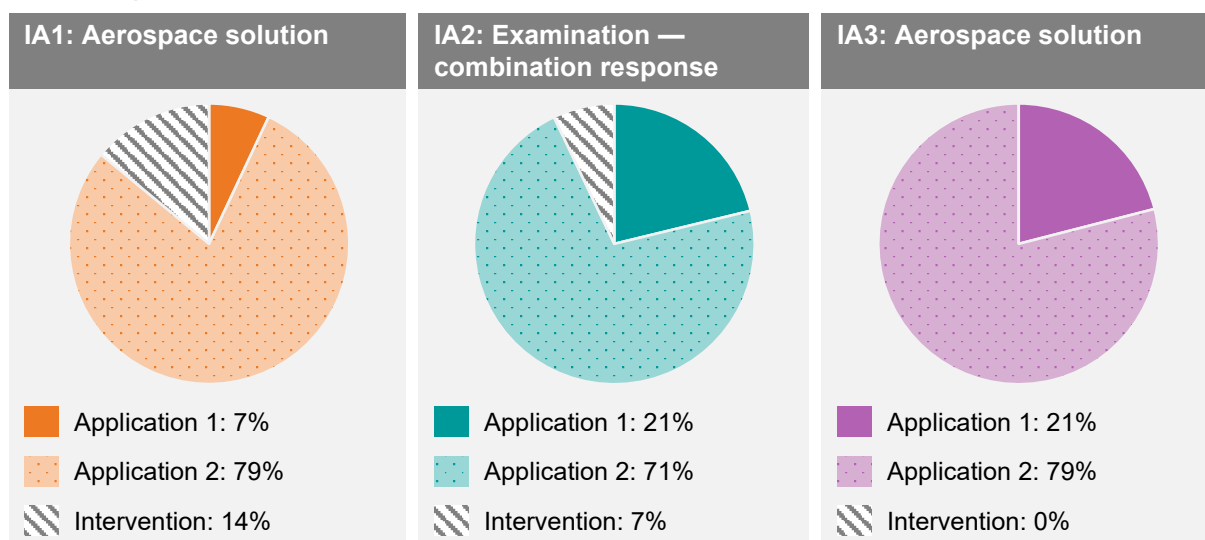
## Summary of endorsement for the 2026 cohort

### Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
14	14	14

**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: 10	Alignment: 10	Alignment: 6
Authentication: 0	Authentication: 0	Authentication: 0
Authenticity: 1	Authenticity: 0	Authenticity: 4
Item construction: 7	Item construction: 9	Item construction: 3
Scope and scale: 0	Scope and scale: 0	Scope and scale: 3

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

IA1	IA2	IA3
Bias avoidance: 0	Bias avoidance: 0	Bias avoidance: 0
Language: 2	Language: 3	Language: 1
Layout: 0	Layout: 0	Layout: 0
Transparency: 0	Transparency: 0	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: Aerospace solution (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- instruments enabled students to produce unique responses within appropriate scope and scale, maintaining task complexity while meeting syllabus conditions (**scope and scale**)
- authentication strategies aligned with QCAA guidelines, clearly supporting verification of student authorship throughout the assessment process (**authentication**)
- contexts and tasks were less biased and contained appropriate content, e.g. used gender-neutral language and refrained from gender stereotyping (**bias avoidance**)
- instruments used legible, clear, relevant, high-resolution images, diagrams or other visual elements (**language**).

### Practices to strengthen

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

- clearly specifying topic selections in the conditions and ensuring task descriptions explicitly reflect the included topics (**alignment**)
- adding unaltered specifications from p. 35 of the syllabus (**alignment**)
- including the problem-solving process diagram from p. 8 of the syllabus in the scaffolding section (**item construction**)
- reviewing conditions to ensure the task does not contradict the syllabus conditions, e.g. remove any reference to '7–9 x A3 pages' as this information does not align to the 2025 syllabus (**item construction**)
- removing all language that refers to a 'project folio' from the task (**language**).

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

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- questions featured contexts and stimulus that were realistic and, where possible, provided an opportunity for a number of unique responses (**authenticity**)
- the depth and breadth of information, knowledge and skills were appropriate within syllabus conditions, e.g. the length of the examination and question types aligned with the specifications on pp. 40–45 of the syllabus (**scope and scale**)
- questions and stimulus items were less biased and contained appropriate content, e.g. used gender-neutral language and refrained from gender stereotyping (**bias avoidance**)
- they contained readable, understandable, pertinent, high-resolution pictures, diagrams or other visual components (**layout**).

### Practices to strengthen

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

- including questions that feature a balance across Unit 3 subject matter (**alignment**)
- providing a range of questions that assess a balance across the assessment objectives, with clearly labelled percentage mark allocations that comprise approximately 20% complex unfamiliar, 20% complex familiar and 60% simple familiar (**alignment**)
- providing stimulus that clearly aligns to the question, with sufficient space for students to compose a concise yet comprehensive response, allowing marks to be allocated in accordance with the marking scheme (**item construction**)
- ensuring questions and marking schemes are free from errors and model accurate spelling, grammar, punctuation and other textual features (**language**).

## ■ IA3: Aerospace solution (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- authentication strategies reflected Queensland Curriculum and Assessment Authority (QCAA) guidelines for assuring student authorship of responses (**authentication**)
- scaffolding provided a clear overview and a framework for the assessment task, and context related to the subject matter that included subject matter language and headings (**item construction**)
- contexts and tasks were less biased and contained appropriate content, e.g. used gender-neutral language and refrained from gender stereotyping (**bias avoidance**)
- the context, task and scaffolding featured appropriate formatting, e.g. a clear, unambiguous layout with headings and subheadings, and carefully considered use of bold or italics (**layout**).

### Practices to strengthen

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

- clearly specifying topic selections in the conditions and ensuring task descriptions explicitly reflect the included topics (**alignment**)
- adding unaltered specifications from p. 35 of the syllabus (**alignment**)
- ensuring instruments are sufficiently different from the QCAA sample, so students have greater opportunity to provide unique responses (**authenticity**)
- including the problem-solving process diagram from p. 8 of the syllabus in the scaffolding section (**item construction**)
- reviewing conditions to ensure the task does not contradict the syllabus conditions, e.g. remove any reference to '7–9 x A3 pages' as this information does not align to the 2025 syllabus (**item construction**)
- removing all language that refers to a 'project folio' from the task (**language**)
- providing clear instructions to explain what students need to do to complete the task (**transparency**).

## Additional advice

- In IA2 examinations, schools should indicate the mark allocations clearly and explicitly where follow-through errors are permitted in calculation-based questions (see *QCE and QCIA policy and procedures handbook v7.0*, Section 9.6.1).
- In IA1 and IA3 aerospace solutions, schools must ensure response lengths align to the specifications, e.g. written and visual (including images, graphs, calculations and diagrams) responses of up to 10 A4 pages, 2000 words (syllabus, p. 36).
- Before submitting an instrument, check the formatting using the Print preview function in the Endorsement application (app). This helps to 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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