

Subject report: Endorsement

Design — 2026 cohort

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

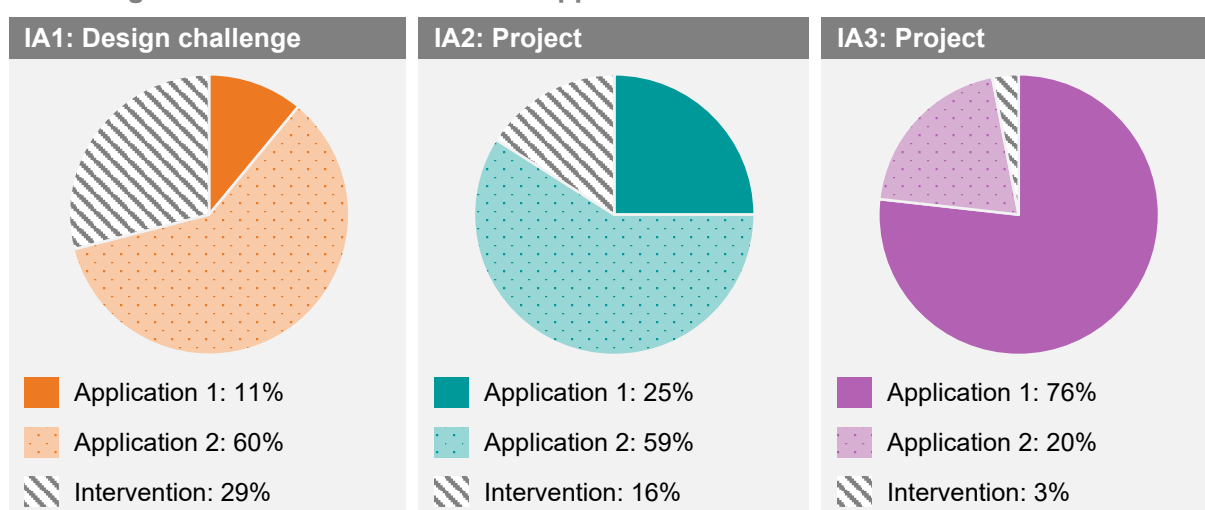
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
222	222	221

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	172	Alignment	103	Alignment	23
Authentication	0	Authentication	37	Authentication	19
Authenticity	7	Authenticity	102	Authenticity	24
Item construction	26	Item construction	60	Item construction	18
Scope and scale	47	Scope and scale	6	Scope and scale	0

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	0	Language	0
Layout	1	Layout	0	Layout	0
Transparency	4	Transparency	5	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: Design challenge (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the stimulus did not provide possible solutions (**authenticity**)
- the stimulus included images of the stakeholder's current situation, visually connecting the stakeholder and the given design problem (**item construction**)
- the sample implementation resources, available in the QCAA Portal, had been used to develop the design challenge (**item construction**).

Practices to strengthen

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

- including in the stimulus a clear design problem and design criteria that relate to the given stakeholder (**alignment**)
- providing high-resolution images of only one stakeholder who is not from the same demographic as the students (**alignment**)
- providing only relevant stakeholder information (experiences, attitudes, motivations and expectations) for the design problem, and demographic information about the stakeholder that will allow students to develop an understanding of the person (**alignment**)
- considering the overall visual appeal of the page, removing visual distractors and ensuring students can engage with the stimulus effectively within the given 15 minutes of planning time (**scope and scale**).

■ IA2: Project (30%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- drafting points were at the end of the explore and develop phase (**authentication**)
- the specifications in the syllabus were used to develop the task instruction, only adding specificity around the stakeholder group students were required to identify and interact with (**scope and scale**).

Practices to strengthen

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

- using the sample task, available in the QCAA Portal, to develop the task question (**alignment**)
- requiring students to identify and interact with a stakeholder (**authenticity**)
- allowing students to develop their design problem when working with their stakeholder. This is best achieved by not having a guiding question (**item construction**)
- ensuring students are not constrained by the context, so they can work with their own stakeholder and then find relevant secondary data to support the design brief (**item construction**)
- ensuring stakeholder groups are accessible and safe for students to use. They should not be from the same demographic as the students or an immediate family member (**alignment**).

■ IA3: Project (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the sample task, available in the QCAA Portal, had been used; this can be directly copied and used each year for this syllabus (**alignment**)
- drafting points were at the end of the explore and develop phase (**authentication**).

Practices to strengthen

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

- allowing students to find their own opportunity; this is best done by keeping the context the same as the sample provided (**alignment**)
- removing guiding questions that narrow the range of possible responses and lead students to a predetermined design problem; this is best done by keeping the exact wording of the context in the sample provided (**alignment**)
- requiring students to independently identify their own sustainable redesign opportunity in accordance with syllabus p. 39 (**authenticity**).

Additional advice

- Schools are advised to use the resources provided in the QCAA Portal when preparing assessments.
- 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.



© State of Queensland (QCAA) 2026

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution: © State of Queensland (QCAA) 2026 www.qcaa.qld.edu.au/copyright.