Subject report: Endorsement

Engineering — 2026 cohort

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

Summary of endorsement for the 2026 cohort

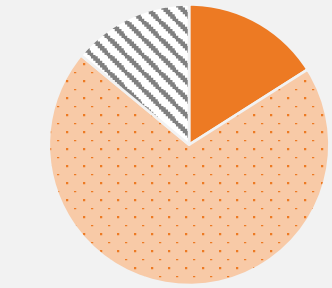
Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
116	116	117

Note: Number of instruments may vary due to changes in schools offering the subject after the endorsement process started.

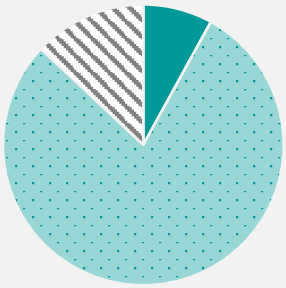
Percentage of instruments endorsed at Applications 1 and 2

IA1: Engineered solution



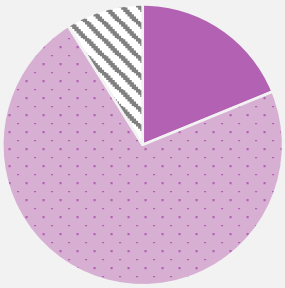
- Application 1: 16%
- Application 2: 70%
- Intervention: 14%

IA2: Examination — combination response



- Application 1: 8%
- Application 2: 79%
- Intervention: 13%

IA3: Engineered solution



- Application 1: 19%
- Application 2: 73%
- Intervention: 9%

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	37	Alignment	99	Alignment	43
Authentication	2	Authentication	0	Authentication	4
Authenticity	4	Authenticity	29	Authenticity	4
Item construction	34	Item construction	17	Item construction	27
Scope and scale	32	Scope and scale	8	Scope and scale	43

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

IA1		IA2		IA3	
Bias avoidance	8	Bias avoidance	5	Bias avoidance	3
Language	62	Language	17	Language	50
Layout	1	Layout	5	Layout	2
Transparency	5	Transparency	6	Transparency	3

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: Engineered solution (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- included authentication strategies ensuring student responses would be developed under appropriate conditions, supporting the generation of individual evidence of learning **(authentication)**
- provided authentic real-world structural contexts that would enable students to meaningfully engage with the Unit 3 subject matter in the development of an engineered solution (**authenticity)**.

Practices to strengthen

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

- including all assessment specifications unaltered, to explicitly provide students with the opportunity to generate evidence across all criteria **(alignment)**
- including the scaffolding diagram, The problem-solving process in Engineering, from the syllabus (p. 8) without modification **(item construction)**
- providing an appropriate and clearly defined prototype scale, to ensure students can generate valid performance data from their calculations to propose prototype performance and prototype testing **(scope and scale)**
- using consistent Engineering syllabus terminology, ensuring that terms such as ‘develop’ and ‘generate’ are used in place of non-syllabus language such as ‘design’ **(language)**.

IA2: Examination — combination response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- avoided bias in question contexts and stimulus, ensuring all students would have equitable access to the assessment regardless of background knowledge unrelated to Unit 3 subject matter (**bias avoidance)**
- structured the examination in a clear and logical manner to support students to navigate the instrument and manage time effectively **(layout)**
- presented clear and concise instructions aligned with the cognitive demands of each item, enabling students to interpret the requirements and respond appropriately **(transparency)**.

Practices to strengthen

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

- ensuring alignment with the intended degree of difficulty (e.g. simple familiar, complex familiar, complex unfamiliar) so questions reflect the intended cognitive demand defined in the syllabus **(alignment)**
- ensuring alignment with Unit 3 subject matter so all items provide students with the opportunity to demonstrate the relevant knowledge and skills outlined in the syllabus **(alignment)**
- providing authentic questions distinct from the publicly available QCAA sample materials, ensuring students can generate unique responses and are not advantaged by prior exposure to similar questions **(authenticity)**
- refining item construction to ensure questions follow established conventions, including the use of accurate figure references, plausible distractors in multiple choice items and clear alignment between stimulus and question requirements **(item construction)**
- using consistent Engineering syllabus terminology, ensuring that terms such as ‘develop’ and ‘generate’ are used in place of non-syllabus language such as ‘design’ **(language)**.

IA3: Engineered solution (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- structured the context and task in a clear and logical manner, allowing students to navigate the instrument and understand the requirements of the response **(layout)**
- included authentication strategies that ensured student responses would be developed under appropriate conditions and supported the generation of unique responses (**authentication)**
- provided authentic real-world contexts involving machines and mechanisms that would enable students to meaningfully engage with Unit 4 subject matter in the development of an engineered solution **(authenticity)**.

Practices to strengthen

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

- using consistent Engineering syllabus terminology, ensuring that terms such as ‘develop’ and ‘generate’ are used in place of non-syllabus language such as ‘design’ **(language)**
- ensuring all assessment specifications are included unaltered, so students are explicitly provided with the opportunity to generate evidence across all criteria **(alignment)**
- ensuring alignment with Unit 4 subject matter so students can demonstrate the required knowledge and skills by including control technologies, e.g. logic gates, truth tables **(alignment)**
- providing an appropriate and clearly defined prototype scale, to ensure students can generate valid performance data from their calculations to propose prototype performance and prototype testing **(scope and scale)**
- including the scaffolding diagram, The problem-solving process in Engineering, from the syllabus (p. 8) without modification **(item construction)**.

Additional advice

- Before submitting an instrument, use the Print preview function in the Endorsement application (app) to check formatting, layout and completeness.
- If an instrument is not endorsed at Application 1, consider consulting with the lead endorser prior to resubmission at Application 2. These consultations are supportive and provide feedback to strengthen the endorsement process.