

# Subject report: Endorsement

## Food & Nutrition — 2026 cohort

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

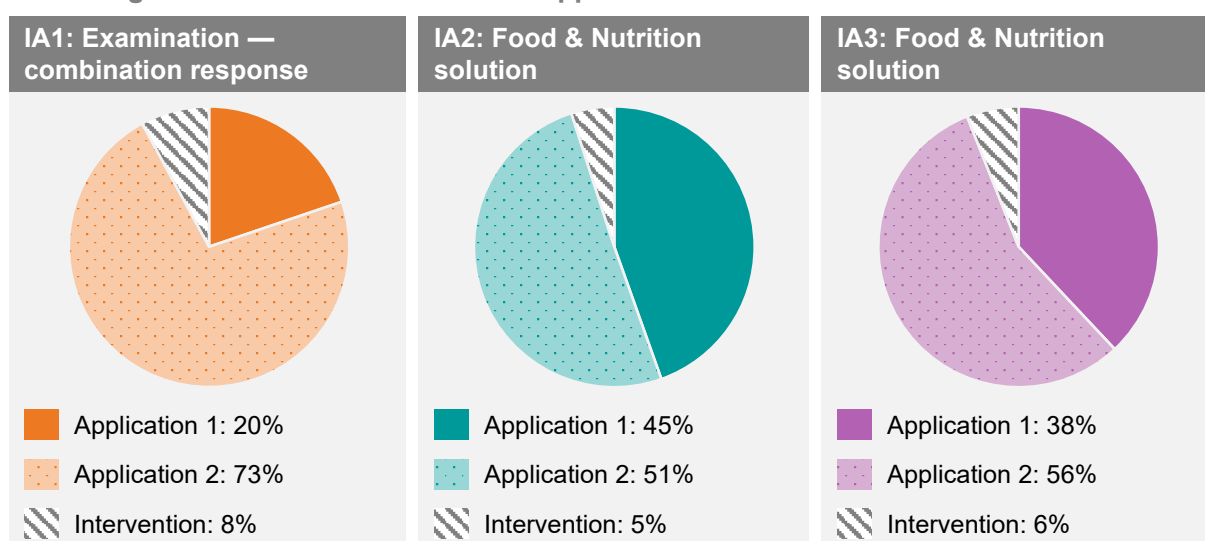
## Summary of endorsement for the 2026 cohort

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

IA1	IA2	IA3
66	65	66

**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: 21	Alignment: 20	Alignment: 16
Authentication: 0	Authentication: 0	Authentication: 3
Authenticity: 35	Authenticity: 15	Authenticity: 17
Item construction: 21	Item construction: 10	Item construction: 28
Scope and scale: 25	Scope and scale: 9	Scope and scale: 12

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

IA1	IA2	IA3
Bias avoidance: 6	Bias avoidance: 0	Bias avoidance: 1
Language: 16	Language: 2	Language: 1
Layout: 5	Layout: 2	Layout: 3
Transparency: 4	Transparency: 2	Transparency: 4

**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 — combination response (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- provided clear instructions that informed students how to respond to each question (**transparency**)
- included instructions for the extended response question that informed students about how to complete the response (**transparency**)
- included clear, legible and accessible stimulus material with minimal distractors to support student engagement within the task conditions (**layout**).

### Practices to strengthen

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

- providing short response questions and an extended response question that differ from the Queensland Curriculum and Assessment Authority (QCAA) sample examination and allow students to provide a unique response (**authenticity**)
- avoiding Unit 4 subject matter, e.g. health-conscious, lactose-intolerant or vegan nutrition consumer markets (**scope and scale**)
- including contextualised stimulus material that incorporates formulations requiring students to analyse procedures and components, and to synthesise and evaluate using knowledge of the chemical, functional and nutritional properties of fats or carbohydrates, e.g. by varying procedures, fat types and nutrition information panels to give students the opportunity to demonstrate the characteristics in the instrument-specific marking guide (ISMG) (**alignment**)
- ensuring questions and stimulus materials use food industry contexts rather than hospitality industry and other contexts such as cafes and fast-food outlets or school canteens (**alignment**)
- including stimulus material with varied sensory profiling data and nutritional information panels that do not lead students to a predetermined response (**item construction**).

## ■ IA2: Food & Nutrition solution (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- supported authentication by using strategies consistent with QCAA guidelines such as checkpoints and draft processes (**authentication**)
- provided clear, relevant and accessible stimulus material with minimal distractors (**layout**)
- provided a food industry problem that would require students to demonstrate knowledge and skills of an appropriate scope and scale, e.g. development of a line extension for a ready-to-bake product (**scope and scale**).

### Practices to strengthen

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

- ensuring the task uses Unit 3 subject matter and terminology, avoiding inclusion of unrelated consumer trends such as protein, and links to subject matter beyond the scope of the unit such as adolescents, obesity, and type 2 diabetes (**alignment**)
- avoiding a central focus on nutritional information and data (e.g. nutritional density), as this is not included in the ISMG performance-level descriptor for synthesising (**alignment**)
- providing a food industry problem and stimulus that
  - requires application of the problem-solving process to an identified open-ended problem related to carbohydrate- or fat-based food
  - supports the development of unique student responses within the task conditions (**authenticity**)
- placing the unaltered specifications from p. 37 of the syllabus under the task heading to inform students what they need to do to complete the task (**item construction**).

## ■ IA3: Food & Nutrition solution (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- used the language of the syllabus throughout the task (e.g. diet-related conditions) and avoided the use of colloquial language (e.g. old people, kids) **(language)**
- were free from errors and modelled accurate spelling, grammar and other textual features **(language)**
- provided scaffolding, including the problem-solving process diagram, that gave clear instructions to inform students about the processes they could use to complete the response **(language)**
- provided clear information about checkpoints and included authentication strategies that reflected QCAA guidelines for authentication of student work **(authentication)**.

### Practices to strengthen

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

- placing the unaltered specifications from pp. 42–43 of the syllabus under the task heading to inform students what they need to do to complete the task **(item construction)**
- including a selection of Unit 4 nutrition consumer markets (NCMs) with associated stimulus material to allow for unique student responses, noting the revised NCMs of the 2025 syllabus **(authenticity)**
- providing a food industry problem (e.g. a food manufacturer of fresh and frozen meals and snacks requiring a line extension for a selected NCM) rather than contexts drawn from hospitality, childcare/school canteens, food websites or medical handouts **(authenticity)**
- providing stimulus that supports student-led exploration and synthesis of information and data (e.g. contextual information about stakeholder needs such as minimal incorporation of high-risk components) rather than supplying key information required for the response **(alignment)**
- providing stimulus of appropriate scope and scale to support students to respond within the task conditions **(scope and scale)**.

## Additional advice

- 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.
- Before submitting an instrument, check the formatting, spelling and grammar 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.

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