



# External assessment

A guide for Year 12 students

August 2021

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# External assessment in the QCE system

All students in General subjects sit an external assessment at the end of Year 12. Final results in General subjects are based on your achievement in internal assessments, which are set and marked by your school, and an external assessment.

External assessments are subject-specific written examinations that are:

- common to all schools
- summative — they count towards overall results for General subjects
- developed and marked by the QCAA using a common marking scheme.

This guide tells you everything you need to know about external assessment, including what will be tested, the equipment you'll need, what to expect and how to prepare.

## COVID-19

The QCAA is monitoring the COVID-19 situation in the community and following the advice of the Queensland Government so that we can provide schools and students with the most recent information and assistance in the lead-up to the assessments. Like schools, our priority is the health and safety of students, and our decisions and actions will be made with this in mind.

Schools have been given advice on how to manage situations in which students are unable to complete assessments.

## Who sits the external assessments?

External assessments are held in all General subjects.

For most subjects, there is one assessment paper. In Mathematics and Science subjects, there are two papers — some held on the same day, some on consecutive days.

The small number of students who undertake the Senior External Examination (SEE) program will also sit external assessments. The SEE program is only for adult learners and Year 12 students who are unable to access particular senior subjects at their school, usually languages other than English.

Applied subjects do not have external assessments.

# When are the external assessments held?

External assessments are held in Term 4 each year. In 2021, the main assessment block will run from Friday 22 October to Tuesday 16 November. Two sessions will be held each day (AM and PM) and start times may vary slightly between schools. Your school will tell you the start time and location for each of your assessments. You can view the external assessment timetable in Appendix 1: External assessment timetable 2021 or on the [QCAA website](#).

Assessments in SEE subjects may occur outside of the main assessment timeframe.

## Timetable clashes

The QCAA and your school will identify any timetable clashes that may exist and will reschedule the assessment/s to another session. Where there is a clash within a morning or afternoon session, you will be allocated to the alternative session on the same day.

If this occurs, you will need to sign an agreement that you will not engage in academic misconduct by discussing the test questions with students who have previously sat the test.

The QCAA may conduct additional authenticity checks on your work if your assessment has been rescheduled.

# Where are the external assessments held?

Usually, you will sit external assessments at your school. In some cases, a variation to venue may be required if:

- your main learning provider
  - does not have a suitable external assessment venue
  - is a distance education provider
  - has students at multiple campuses
- you
  - are geographically isolated
  - are representing Australia or your state in an official capacity at a sporting, academic or cultural event
  - are currently residing outside of Queensland
  - have an illness or injury preventing you from attending your school.

Events such as family holidays, birthdays or weddings are not valid reasons to apply for a variation to venue.

In most cases where a variation to venue is required, your school or main learning provider will apply to the QCAA. If a variation to venue is approved, you will need to show photo identification to the venue supervisor on the day of your assessment.

## What will be tested?

Each subject syllabus contains specific details about the external assessment, including what will be tested, the format of the assessment and the response length.

An overview of the external assessments in each learning area can be found in Appendixes 2–9:

- Appendix 2: English subjects overview
- Appendix 3: Health and Physical Education subjects overview
- Appendix 4: Humanities and Social Sciences subjects overview
- Appendix 5: Languages subjects overview
- Appendix 6: Mathematics subjects overview
- Appendix 7: Sciences subjects overview
- Appendix 8: Technologies subjects overview
- Appendix 9: The Arts subjects overview

The lists contain details about external assessment for:

- General subjects
- Alternative sequence (AS) courses of study — implemented by some schools as an option for managing combined classes in low-candidature subjects
- the Senior External Examination (SEE) program — individual subject examinations for eligible Year 12 students and adult learners.

## What equipment will I need?

The equipment you need for each external assessment will depend on the subject. As well as general items, you may need specific items such as calculators or electronic devices.

It is important to make sure you have everything you need for each assessment. Supervisors will check your equipment, including calculators, before you enter the examination room.

### General items approved for all assessments

You can bring the following items into all your examinations:

- black or blue pens
- 2B pencils, sharpener and eraser (**Note:** A 2B pencil is only required for multiple choice questions and drawing graphs or diagrams. Black or blue pens must be used for all other written responses.)
- highlighters — students should not highlight their responses but are free to highlight stimulus or questions when permitted by the exam supervisor
- a clear plastic ruler
- water in a clear unlabelled bottle
- asthma inhaler.

You may use a clear plastic container or ziplock bag to carry your equipment if needed.

## Subject-specific equipment

Subject-specific equipment requirements are listed in Appendix 10: Subject-specific equipment. The appendix includes requirements for:

- General subjects
- Alternative sequence (AS) courses of study
- the Senior External Examination (SEE) program.

## QCAA-approved calculators

Calculators are only permitted for some assessments. Assessments that require a calculator are detailed in the subject-specific equipment list ([Appendix 10: Subject-specific equipment](#)) and the subject syllabus. If you are sitting an assessment that requires a calculator, the calculator must:

- meet the requirements set out in the [scientific calculator list](#) (Appendix 11: QCAA-approved scientific calculators) or [graphics calculator list](#) (Appendix 12: QCAA-approved graphics calculators)
- be handheld and solar or battery powered
- be cleared of memory before the assessment.

For assessments that permit the use of a non-programmable calculator (Accounting, Economics, Geography, Legal Studies), the calculator must be handheld and solar or battery powered. It must not allow access to the following functions: computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator (see scientific calculator list).

## Student devices

A student device is a battery-powered laptop or tablet. For assessments that require the use of a student device, you will either bring your own device or your school will provide one. Your school will advise you of the arrangements that apply to student devices for your assessments.

## Subjects that require a device

The following subjects will require you to respond to digital stimulus (audio or audiovisual recording) in the external assessment:

- Chinese
- Chinese SEE
- Dance
- Film, Television & New Media
- French
- German and German AS
- Indonesian SEE
- Italian
- Japanese and Japanese AS
- Korean SEE
- Music
- Music Extension
- Spanish
- Vietnamese SEE

Depending on the subject, digital stimulus may include audio (MP3) and video (MP4) files. Your school will provide you with an individual USB containing the required audio or audiovisual file or a file and location to access.



## What you will need to access the digital stimulus

To access the digital stimulus, you will need:

- individual access to a student device (e.g. desktop computer, laptop) so you can listen and/or view the files as many times as you choose throughout the assessment session
- the latest version of a media player that plays MP3 and MP4 files, installed on the device you are using
- wired earphones/headphones consistent with the guidelines for academic integrity (wireless/bluetooth-enabled earphones/headphones are not allowed).

## What you cannot take into the examination room

The items below are prohibited in any examination room, except if specifically approved as access arrangements and reasonable adjustments (AARA) or listed as approved equipment for an assessment, e.g. for a subject that requires students to use a device:

- mobile phones
- smart watches and fitness trackers
- any other electronic device that stores, retrieves, displays or communicates digital information
- correction fluid or correction tape
- dictionaries
- erasable pens
- blank paper, notes, any printed/written material
- tissues\*.

\* Schools may supply tissues in assessment rooms, but students cannot bring them in.

## What to expect on examination days

The QCAA sets specific procedures for students, schools and supervisors to follow for each external assessment.

### Important note about COVID-19

You should not attend an assessment session if you:

- are displaying symptoms of COVID-19
- have been directed to quarantine or self-isolate
- have tested positive to COVID-19.

If any of these apply to you, you should immediately contact the External Assessment Coordinator at your school.

## Directions for students

You must observe the QCAA's student directions as well as your school's rules and those of any other external assessment venue you attend.

**IMPORTANT: If you breach any of the following directions, your external assessment result may be withheld.**

1. Do not attempt to gain access to or receive information about any external assessment.
2. Do not allow someone else to sit an external assessment on your behalf.
3. Arrive at least 30 minutes before your assessment. Contact the EA Coordinator at your school/assessment venue immediately if you will arrive late for your assessment.
4. Bring your own approved equipment. You may use a clear plastic container or ziplock bag to carry it in.
5. Place all prohibited materials in your bag or locker before entering the assessment room. Bags must be stored outside the room.
6. Do not bring food into the assessment room unless you have AARA approval.
7. Follow all directions given by supervisors.
8. Line up in an orderly manner outside the assessment room and follow directions regarding behaviour and equipment checks.
9. Do not enter the room until instructed.
10. Once you enter the room do not speak to anyone except a supervisor — raise your hand and wait quietly.
11. Sit at the desk identified by your place card.
12. If you have a water bottle, place it on the floor when not in use.
13. Remove your watch and place it in clear view on your desk (**Note:** smart watches and fitness trackers are prohibited). Equipment may be removed from a container or ziplock bag and placed on your desk.
14. When instructed, attach a barcode from your place card in the space provided on the front cover of the response book. Then write your name, LUI, school name and school code in the spaces provided.
15. Do not pick up any writing equipment or touch a calculator during perusal time.
16. Do not write in the response book or touch a calculator during planning time.
17. Do not cheat or help others to cheat. All work submitted must be your own. Do not look at or copy another student's work.
18. Do not ask to borrow equipment from other students. Do not communicate in any way with any other student.
19. Do not ask anyone to explain or interpret an assessment item.
20. If you need additional assessment materials, or need to leave the room, signal a supervisor by raising your hand and wait quietly.
21. You will not be able to leave the assessment room in the first 40 minutes of the scheduled start time except in an emergency (i.e. you may leave after 9:40 am for a morning session and after 1.10 pm for an afternoon session).
22. You will not be able to leave in the last 10 minutes of the assessment session except in an emergency.

23. Carefully follow the instructions written on all your assessment materials.
24. Do not write or draw any offensive content on your assessment materials.
25. Keep your response books intact. Do not remove any pages or parts of pages.
26. Stop writing immediately when instructed to do so by a supervisor.
27. Remain seated and silent while your assessment materials are collected and checked.
28. Do not leave the assessment room until instructed by a supervisor.
29. Do not take any assessment materials with you when you leave the room — including place cards, planning paper, stimulus books and question books.

## Academic misconduct

### What is academic misconduct?

Academic misconduct includes a range of behaviours, including those listed in the table below.

Type of misconduct	Examples
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on their body, clothing or any object brought into an assessment room</li> <li>• communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student.</li> </ul>
Collusion	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during a supervised assessment</li> <li>• copies another student's work during a supervised assessment.</li> </ul>

Type of misconduct	Examples
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment</li> <li>• completes a response to an assessment in place of another student.</li> </ul>
Misconduct during a supervised assessment	<p>A student distracts and/or disrupts others in an assessment room.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p>

If you engage in academic misconduct, you may not receive your external assessment results and/or subject results.

## How to prepare

### What your school will do to help you prepare

Your school will help you prepare for external assessments by teaching the subject matter in the syllabus.

The QCAA has also developed sample papers for schools and students to use. The samples allow schools to understand how the syllabus objectives will be assessed and will help you understand what to expect during the examinations.

Past papers are also available.

Your school may use the sample papers or past papers as mock examinations. This gives you the opportunity to revise and test your subject knowledge and helps you understand the types of questions you may be asked and how you will need to respond.

You can find the sample papers and past papers in the assessment tab on each [General syllabus page](#) on the QCAA website.

# What you can do

## Before the test

To prepare yourself for external assessments:

- check the [external assessment timetable](#) (Appendix 1: External assessment timetable 2021) — Your school will set the start time within the prescribed window for your assessment. You must check your school timetable, as start and finish times may vary slightly
- check the equipment list (Appendix 10: Subject-specific equipment), and the lists of approved scientific calculators (Appendix 11: QCAA-approved scientific calculators) and approved graphics calculators (Appendix 12: QCAA-approved graphics calculators) to make sure you have everything you need
- download the subject syllabus — you'll find it on the [senior subjects page](#) of the QCAA website
- review the subject matter to be assessed (as defined in your syllabus) and look over the assessment techniques
- check the external assessment description in the syllabus — it gives you an overview of how you'll be assessed, what the objectives are and what you'll be required to do
- view the sample assessment papers and past papers on the [senior subjects page](#) of the QCAA website — they will give you extra insights about the type of questions you may be asked. You'll find them on the Assessment tab on each General syllabus page. Your teacher has access to other samples that they may use in class under examination conditions
- watch the external assessment videos on the [external assessment preparation page](#) on the myQCE website — they will be updated during Term 3 with more insights from QCAA learning area managers and advice to help you prepare
- identify how much space the word limits take up in your handwriting and practise writing responses within the limits
- develop a study timetable to help keep you on track — don't forget to schedule regular breaks and allow time for things you enjoy so you can maintain a healthy balance
- consider forming a study group with classmates.

## On the day of the test

The following four strategies can help you manage your time when you're sitting the external assessments.

### Use the perusal/planning time effectively

This is where you should read and consider the assessment.

During perusal time, you're not allowed to write on the test paper, the response book, or use a calculator. Perusal time is your chance to get an overview before you start, so look over the paper thoroughly and think about your approach.

Unlike perusal time, planning time allows you to consider the assessment **and** write a plan for how you will answer the questions. You are permitted to make notes, but you're not allowed to start writing in the response book. You will be provided with two pieces of planning paper to write on. Notes made during planning time are collected by your school, but are not graded or used as evidence of achievement.

## Manage your time

The time limit for each examination will be enforced, so you will need to plan your time and pace yourself. Set deadlines for each part of the assessment and try to stick to them.

The assessment is designed to allow ample time for you to answer.

If you are unsure about a question or believe there is an error in it, try to answer it as best you can before moving on to the next question.

## Think and plan before you respond

Give yourself time to understand the meaning of each task or question and what it's asking you to do. Make sure you do everything that you're asked.

Your responses will be scanned for marking, so pay careful attention to instructions about writing spaces. Do not write in spaces or on pages that have an instruction like 'Do not write on this page'. These spaces are not scanned so any work you do will not be marked.

## Response spaces

Response spaces are designed to fit the response length, but if you have large handwriting or make an error and need extra space, there are spare pages at the back of the question and response book. You can also ask the supervisor for an extra response book.

Some assessments require you to answer on a diagram, graph or map. If you make an error, a spare copy is available at the back of the response book. You can also ask the supervisor if you need another copy.

## Review your work

Allow some time to check your work and go back to any questions you were unsure about before the end of each assessment.

If you have used additional response materials, you will need to attach a barcode (from your place card) to each response to make sure they are scanned and marked.

## Important things to remember

- Think positively — be well prepared and maintain a healthy attitude, so you can do your best work.
- Get plenty of rest the night before each assessment. Staying up late to study the night before an examination can make you tired and may affect your ability to concentrate.
- Double check when your assessments are and the equipment you will need.
- Check your transport arrangements so you can arrive well before the scheduled time.

# Access arrangements and reasonable adjustments

Students who have a disability or impairment, a medical condition, or experience circumstances that may be a barrier to their performance in external assessment, may be eligible for access arrangements and reasonable adjustments (AARA). These may include the following adjustments:

- extra time to complete the assessment
- rest breaks to take a break during the assessment due to a medical condition
- alternative format of papers, e.g. enlarged font size or braille
- using a computer or assistive technology to read or respond to the assessment.

In most cases, your school or main learning provider will have made AARA applications on your behalf. Your teacher can provide you with an outcome letter from the QCAA.

On the day of the assessment, you can choose to use all, part or none of the approved adjustments. Talk to your external assessment coordinator on the day.

## Illness and misadventure

If your ability to attend or participate in assessments is adversely affected by an illness or unexpected event, you may be eligible for AARA. This will only apply if the event:

- is unforeseen and beyond your control, e.g. death of a family member
- is not of your own choosing or that of your parents/carers, e.g. *not* a family holiday
- has an adverse effect on your ability to attend or participate in the assessment.

You should contact your school as soon as possible if you are ill or experience circumstances that prevent you from attending the assessment.

If you are ill, but able to attend, you should also inform the supervisor of your illness as soon as possible. This may be before, during or immediately after the session.

Applications for external assessments can be submitted from 14 days before the start of the assessment period to seven days after the assessment.

## Supporting documentation

To support applications for illness or misadventure, you need to provide evidence of an event or occurrence and that there was a negative impact on your ability to attend or sit the assessment.

For health conditions, you will need to provide a report from an independent health professional that includes the following details:

- the illness, condition or event
- date of diagnosis or onset
- symptoms, treatment or course of action
- explanation of probable effect of the illness, condition or event.

For non-medical applications, written evidence from a relevant independent professional or an independent third party such as a social worker, member of the clergy, police officer, solicitor or funeral director. The person providing the documentation must not be a relative or have a close personal relationship with you.

For more information about AARA or illness and misadventure, visit the [AARA page](#) on the QCAA website.

# Results

## How will my assessments be marked?

Multiple choice response sheets are scanned electronically. You will receive one mark for each correct response. You will receive zero for each incorrect response and zero for items you do not attempt or where you have given more than one response.

Extended response tasks are marked independently by at least two different QCAA-trained markers. The markers will apply specific criteria to your writing, and their marking will be monitored to ensure fairness and consistency.

Short response questions are also marked by QCAA-trained markers. They will make judgments about your work against a specific marking scheme, and their marking will be monitored as part of the QCAA's quality-control processes.

Your examination response papers will remain the property of the QCAA and will not be returned to you after the assessment.

## How does external assessment contribute to final results?

In most General subjects, external assessment contributes 25% towards your subject result. In Mathematics and Science subjects it contributes 50%.

## How are final subject results calculated?

The results from your external assessments will provide a score out of 25 or 50, depending on the subject.

This result is then added to your three internal assessment results (for Units 3 and 4) to give a mark out of 100 and a grade of A to E for each subject. If you want to find out more, there is a guideline on the [QCAA website](#) that explains how General subject results are calculated.

The marks you received for your internal assessments are not affected by your external assessment result.

## When and where can I view my results?

The results for your first internal assessment have been available in your learning account since late June. The second and third internal assessment results will be in your learning account before the start of the external assessment period. Your combined result for the three internal assessments will be provided to your school in a report.

Your external assessment results and final subject results will be available in your learning account on Friday 17 December, together with your Queensland Certificate of Education (QCE) (if eligible).

You can access your learning account via the Student Portal on the [myQCE website](#). You'll need your 10-digit Learner Unique Identifier (LUI) the first time you register for the Student Portal. Then you can log in with your email and nominated password.



## Can I ask the QCAA to check my external assessment results?

If you believe there has been a marking error, you can apply to the QCAA to have your external assessment or Senior External Examination script re-examined. You will need to submit a reassessment form and the application fee (via the Checking your results tab in your learning account in the Student Portal) by 17 January 2022.

The reassessment may decrease, confirm or increase the result. If the result changes, the QCAA will issue a new Senior Statement or Statement of Results, advise the Queensland Tertiary Admissions Centre (QTAC) of the new result and refund the application fee.

More information about results is available on the [QCE results page of the QCAA website](#).

## What contributes to the ATAR

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' tertiary entrance ranks, known as Australian Tertiary Admission Ranks (ATARs).

The only information QTAC uses to calculate an ATAR is a student's final subject results. They are not supplied with individual external or internal assessment results.

An ATAR is calculated from either:

- a student's best five General subject results
- or
- a student's best results in a combination of four General subject results, plus one Applied subject result or completed VET qualification at Australian Qualifications Framework (AQF) Certificate III level or above.

If a student is eligible for an ATAR in both categories, QTAC will use their higher ATAR.

To be eligible for an ATAR, students must satisfactorily complete a QCAA English subject. While students must meet this standard, it is not mandatory for the English result to be included in the ATAR calculation.

You can find more information about the ATAR on the [QTAC website](#).

# Appendix 1: External assessment timetable 2021

## Week 0 (Friday 22 October)

Date	AM session	PM session
Friday 22 October	<b>Music</b> 2 hrs + 20 mins	<b>Economics</b> 2 hrs + 15 mins <b>Health</b> 2 hrs + 15 mins

## Week 1 (Monday 25 October – Friday 29 October)

Date	AM session	PM session
Monday 25 October	<b>English</b> 2 hrs + 15 mins <b>English as an Additional Language</b> 2 hrs + 15 mins	<b>Accounting</b> 2 hrs + 15 mins
Tuesday 26 October	<b>Design</b> 2 hr + 15 mins <b>Music Extension</b> 2 hrs + 20 mins <b>Philosophy &amp; Reason</b> 2 hrs + 15 mins	<b>Physical Education</b> 2 hrs + 15 mins <b>German</b> 2 hrs + 5 mins
Wednesday 27 October	<b>Aboriginal &amp; Torres Strait Islander Studies</b> 2 hrs + 15 mins <b>Study of Religion</b> 2 hrs + 15 mins <b>Chinese Extension</b> 2 hrs + 20 mins <b>French Extension</b> 2 hrs + 20 mins <b>German Extension</b> 2 hrs + 20 mins	<b>Aerospace Systems</b> 2 hrs + 10 mins <b>Drama</b> 2 hrs + 20 mins
Thursday 28 October	<b>Mathematical Methods (Paper 1)</b> 90 mins + 5 mins	<b>Mathematical Methods (Paper 2)</b> 90 mins + 5 mins
Friday 29 October	No assessments scheduled on this day	

## Week 2 (Monday 1 November – Friday 5 November)

Date	AM session	PM session
Monday 1 November	<b>Ancient History</b> 2 hrs + 15 mins	<b>General Mathematics (Paper 1)</b> 90 mins + 5 mins <b>Specialist Mathematics (Paper 1)</b> 90 mins + 5 mins
Tuesday 2 November	<b>General Mathematics (Paper 2)</b> 90 mins + 5 mins <b>Specialist Mathematics (Paper 2)</b> 90 mins + 5 mins	<b>Visual Art</b> 2 hrs + 10 mins
Wednesday 3 November	<b>Dance</b> 2 hrs + 20 mins <b>Engineering</b> 2 hrs + 10 mins <b>English &amp; Literature Extension</b> 2 hrs + 30 mins	<b>Film, Television &amp; New Media</b> 2 hrs + 20 mins
Thursday 4 November	<b>Biology (Paper 1)</b> 90 mins + 10 mins	<b>Biology (Paper 2)</b> 90 mins + 10 mins
Friday 5 November	<b>Legal Studies</b> 2 hrs + 15 mins	<b>Geography</b> 2 hrs + 15 mins

## Week 3 (Monday 8 November – Friday 12 November)

Date	AM session	PM session
Monday 8 November	<b>Chemistry (Paper 1)</b> 90 mins + 10 mins	<b>Chemistry (Paper 2)</b> 90 mins + 10 mins
Tuesday 9 November	<b>Literature</b> 2 hrs + 15 mins	<b>Digital Solutions</b> 2 hrs + 15 mins <b>Food &amp; Nutrition</b> 2 hrs + 10 mins
Wednesday 10 November	<b>Modern History</b> 2 hrs + 15 mins	<b>Business</b> 2 hrs + 15 mins
Thursday 11 November	<b>Psychology (Paper 1)</b> 90 mins + 10 mins	<b>Psychology (Paper 2)</b> 90 mins + 10 mins
Friday 12 November	<b>Physics (Paper 1)</b> 90 mins + 10 mins	<b>Physics (Paper 2)</b> 90 mins + 10 mins

## Week 4 (Monday 15 November – Tuesday 16 November)

Date	AM session	PM session
Monday 15 November	<b>Earth &amp; Environmental Science (Paper 1)</b> 90 mins + 10 mins <b>Marine Science (Paper 1)</b> 90 mins + 10 mins <b>French</b> 2 hrs + 5 mins	<b>Agricultural Science (Paper 1)</b> 90 mins + 10 mins <b>Chinese</b> 2 hrs + 5 mins <b>Italian</b> 2 hrs + 5 mins <b>Japanese</b> 2 hrs + 5 mins <b>Spanish</b> 2 hrs + 5 mins
Tuesday 16 November	<b>Earth &amp; Environmental Science (Paper 2)</b> 90 mins + 10 mins <b>Marine Science (Paper 2)</b> 90 mins + 10 mins	<b>Agricultural Science (Paper 2)</b> 90 mins + 10 mins

## Appendix 2 – Senior External Examination (SEE) timetable 2021

The Senior External Examination (SEE) is a program of individual subject examinations offered to adult learners and eligible Year 12 students.

SEEs are 100% external examination subjects and are assessed differently to the mainstream General subjects.

Students must attend all components of the examination to receive a result in a SEE subject. If a student is absent from either the written or oral component of a language examination, no result is issued. No alternative arrangements can be made if a student does not attend a scheduled written examination.

### Languages examinations oral component

Dates	Subjects	Conditions	Details
Tuesday 5 October to Friday 8 October	Arabic SEE Russian SEE Punjabi SEE	Conversation (approx. 7 min) + Discussion (approx. 8 min)	The date and time of the oral component for each student will be provided at the end of Term 3. The oral component will be completed online at the student's school.
Monday 11 October to Friday 22 October	Chinese SEE Indonesian SEE Korean SEE Vietnamese SEE	Extended response multimodal (8-10 min) + Extended response spoken (7-8 min)	
Monday 11 October to Friday 29 October	Polish SEE	Conversation (approx. 7 min) + Discussion (approx. 8 min)	
Monday 18 October to Friday 22 October	Modern Greek SEE	Conversation (approx. 7 min) + Discussion (approx. 8 min)	

### Written examinations – Week 0 (Monday 18 October – Friday 22 October)

Date	AM session	PM session
Tuesday 19 October		Arabic SEE 2 hr + 15 mins Polish SEE Punjabi SEE Russian SEE 2 ½ hrs + 10 mins
Friday 22 October	Mathematical Methods SEE (SEE 1 PSMT exam) 3 hrs + 15 mins	General Mathematics SEE (SEE 1 PSMT exam) 3 hrs + 15 mins

## Written examinations – Week 1 (Monday 25 October – Friday 29 October)

Date	AM session	PM session
Monday 25 October	<b>English SEE</b> (SEE 2 Paper 1 & Paper 2) 3 hr + 25 mins	<b>Accounting SEE</b> (SEE 2 Paper 1 & Paper 2) 3 hrs + 25 mins
Tuesday 26 October	<b>Philosophy &amp; Reason SEE</b> (SEE 2 Paper 1 & Paper 2) 3 hrs + 25 mins	<b>Philosophy &amp; Reason SEE</b> (SEE 1 Section 1 & Section 2) 3 hrs + 25 mins
Wednesday 27 October	<b>English SEE</b> (SEE 1 Section 1 & Section 2) 3 hr + 25 mins  <b>Chinese SEE</b> 2 hrs + 15 mins  <b>Korean SEE</b> 2 hrs + 15 mins	<b>Accounting SEE (SEE 1)</b> 3 hrs + 25 mins
Thursday 28 October	<b>Mathematical Methods SEE</b> (SEE 2 Paper 1) 90 mins + 5 mins	<b>Mathematical Methods SEE</b> (SEE 2 Paper 2) 90 mins + 5 mins
Friday 29 October	No assessments scheduled on this day	

## Written examinations – Week 2 (Monday 1 November – Friday 5 November)

Date	AM session	PM session
Monday 1 November	<b>Ancient History SEE (SEE 2 Paper 1 &amp; Paper 2)</b> 3 hrs + 25 mins	<b>General Mathematics SEE (SEE 2 Paper 1)</b> 90 mins + 5 mins  <b>Latin SEE</b> 3 hrs + 5 mins
Tuesday 2 November	<b>General Mathematics SEE (SEE 2 Paper 2)</b> 90 mins + 5 mins	
Wednesday 3 November	<b>Ancient History SEE (SEE 1 Section 1 &amp; Section 2)</b> 3 hrs + 25 mins	<b>Biology SEE (SEE 1 Section 1 &amp; Section 2)</b> 3 hrs + 20 mins
Thursday 4 November	<b>Biology SEE (SEE 2 Paper 1)</b> 90 mins + 10 mins	<b>Biology SEE (SEE 2 Paper 2)</b> 90 mins + 10 mins
Friday 5 November	<b>Legal Studies SEE (SEE 2 Paper 1 &amp; Paper 2)</b> 3 hrs + 25 mins	<b>Legal Studies SEE (SEE 1 Section 1 &amp; Section 2)</b> 3 hrs + 25 mins

## Written examinations – Week 3 (Monday 8 November – Friday 12 November)

Date	AM session	PM session
Monday 8 November	<b>Chemistry SEE (SEE 2 Paper 1)</b> 90 mins + 10 mins	<b>Chemistry SEE (SEE 2 Paper 2)</b> 90 mins + 10 mins
Tuesday 9 November	<b>Chemistry SEE (SEE 1 Section 1 &amp; Section 2)</b> 3 hrs + 20 min	
Wednesday 10 November	<b>Modern History SEE (SEE 2 Paper 1 &amp; Paper 2)</b> 3 hrs + 25 mins	<b>Modern History SEE (SEE 1 Section 1 &amp; Section 2)</b> 3 hrs + 25 mins
Thursday 11 November	<b>Physics SEE (SEE 1 Section 1 &amp; Section 2)</b> 3 hrs + 20 mins	
Friday 12 November	<b>Physics SEE (SEE 2 Paper 1)</b> 90 mins + 10 mins	<b>Physics SEE (SEE 2 Paper 2)</b> 90 mins + 10 mins

## Written examinations – Week 4 (Monday 15 November – Tuesday 16 November)

Date	AM session	PM session
Monday 15 November	<b>Modern Greek SEE</b> 2 hrs + 15 mins <b>Vietnamese SEE</b> 2 hrs + 15 mins	<b>Indonesian SEE</b> 2 hrs + 15 mins



## Appendix 3: English subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
English	<p><b>Time:</b> 2 hours plus planning time (15 minutes)</p> <p><b>Length:</b> 800–1000 words</p> <p><b>Resources:</b> No notes or copies of prescribed texts allowed.</p>	<p>Extended response</p> <p>Analytical essay</p> <p><b>Focus:</b> a literary text from the prescribed text list. Choose from two unseen questions specific to each prescribed text.</p>
English as an Additional Language	<p><b>Time:</b> 2 hours plus planning time (15 minutes)</p> <p><b>Length:</b> 800–1000 words</p> <p><b>Resources:</b> No notes or copies of prescribed texts allowed.</p>	<p>Extended response</p> <p>Analytical essay</p> <p><b>Focus:</b> a literary text from the prescribed text list. Choose from two unseen questions specific to each prescribed text.</p>
Literature	<p><b>Time:</b> 2 hours plus planning time (15 minutes)</p> <p><b>Length:</b> 800–1000 words</p> <p><b>Resources:</b> No notes or copies of prescribed texts allowed.</p>	<p>Extended response</p> <p>Analytical essay</p> <p><b>Focus:</b> a literary text from the prescribed text list. Choose from two unseen questions specific to each prescribed text.</p>
English & Literature Extension	<p><b>Time:</b> 2 hours plus planning time (30 minutes)</p> <p><b>Length:</b> 800–1000 words (excluding quotations)</p>	<p>Extended response</p> <p>Theorised exploration of unseen text</p> <p>Selection of three unseen short texts of comparable complexity provided in the examination.</p>
English SEE	<b>SEE 1</b>	
	<p><b>Time:</b> 3 hours plus 25 minutes planning time</p> <p><b>Section 1</b></p> <p><b>Time:</b> approximately 2 hours</p> <p><b>Length:</b> 800–1000 words</p> <p><b>Section 2</b></p> <p><b>Time:</b> approximately 1 hour</p> <p><b>Length:</b> 500–700 words</p> <p><b>Resources:</b> No notes or copies of prescribed texts allowed.</p>	<p>Extended response</p> <p>This examination paper consists of two sections:</p> <p><b>Section 1:</b> Extended written response for a public audience</p> <p>An extended response to two literary texts chosen from the Senior External Examination prescribed text list and studied in depth in Unit 3.</p> <p><b>Section 2:</b> Persuasive written response to contemporary social issue, chosen from the issues specified by the QCAA for that year.</p>
	<b>SEE 2</b>	
	<p><b>Time:</b> 3 hours plus 25 minutes planning time and is completed in one sitting</p> <p><b>Paper 1</b></p> <p><b>Time:</b> 1 hour plus 10 minutes planning time</p> <p><b>Length:</b> 500–700 words</p> <p><b>Paper 2</b></p> <p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b> 800–1000 words</p> <p><b>Resources:</b> No notes or copies of prescribed texts allowed.</p>	<p>Extended response</p> <p>This examination paper consists of two papers:</p> <p><b>Paper 1: Imaginative written response</b></p> <p><b>Topic:</b> Candidates will choose a poetry text from those identified by the QCAA in the Senior External Examination prescribed text list for SEE 2, Paper 1 as a springboard for an imaginative written response.</p> <p><b>Paper 2: Analytical written response</b></p> <p><b>Topic:</b> An analytical written response to a literary text that is studied in depth in Unit 4. Candidates must choose a literary text from those identified by the QCAA in the Senior External Examination prescribed text list for SEE 2, Paper 2.</p> <p>Choose from two unseen questions specific to each prescribed text.</p>

## Appendix 4: Health and Physical Education subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
<b>Health</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b> written, 800–1000 words (2 x 400–500 word responses)</p>	<p><b>Extended response</b></p> <p>Two extended responses to an unseen question using an unseen stimulus that can have information relating to:</p> <ul style="list-style-type: none"> <li>• context/s</li> <li>• characteristics of target group/s</li> <li>• methodology and resources of specified action strategies for characteristics of innovations that have been implemented.</li> </ul> <p><b>Focus:</b> The application of the health approaches, frameworks and resources in contexts.</p>
<b>Physical Education</b>	<p><b>Time:</b> 2 hours plus 15 minutes perusal time</p> <p><b>Length:</b> 800–1000 words in total, including</p> <ul style="list-style-type: none"> <li>• multiple-choice questions</li> <li>• short paragraph response items of 150–250 words per item</li> <li>• extended response to unseen stimulus of 400 words or more</li> </ul>	<p>The external assessment in Physical Education assesses learning pertaining to Objectives 1, 4, 5, 6 and 7.</p> <p>The assessment instrument may include:</p> <ul style="list-style-type: none"> <li>• multiple-choice questions</li> <li>• short-response questions</li> <li>• extended response to an unseen question or statement and stimulus.</li> </ul> <p><b>Focus:</b> All questions and stimulus are based on subject matter from Unit 4.</p> <p><i><b>Physical Education (Alternative sequence) – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS.</b></i></p>

# Appendix 5: Humanities and Social Sciences subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
<b>Aboriginal &amp; Torres Strait Islander Studies</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b> written responses, 50–250 words per item (800–1000 words in total)</p> <ul style="list-style-type: none"> <li>unseen stimulus material</li> <li>no notes are allowed.</li> </ul>	<p><b>Short response</b></p> <p>Sentence or short paragraph responses.</p> <p><b>Focus:</b> Unit 4 Topic 2: Reconciliation and recognition</p>
<b>Accounting</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>multiple-choice items</li> <li>practical items</li> <li>short items — paragraph responses, 50–250 words each item.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>unseen stimulus</li> <li>non-programmable calculator permitted.</li> </ul>	<p><b>Short response</b></p> <ul style="list-style-type: none"> <li>Multiple-choice items</li> <li>Problem/s requiring the application of accounting principles and processes</li> <li>Problem/s requiring synthesis to solve the accounting problem/s</li> <li>Short item/s to unseen stimulus requiring analysis, interpretation and evaluation of the financial statements of a public company</li> </ul> <p><b>Focus:</b> Unit 4 Topic 2: Complete accounting process for a trading GST business and Topic 3: Performance analysis of a public company</p>
<b>Ancient History</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b> 3–5 questions with a total word length of 800–1000 words.</p>	<p><b>Short responses to historical sources</b></p> <ul style="list-style-type: none"> <li>Consists of a number of short items requiring paragraph responses that include references to historical sources and evidence</li> </ul> <p><b>Stimulus specifications</b></p> <ul style="list-style-type: none"> <li>Up to 12 sources</li> <li>Sources not provided before the exam</li> </ul> <p><b>Focus for 2021:</b> Unit 4 Topic 12: Augustus</p> <p><i><b>Ancient History (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS (Topic 4: Perikles).</i></p>
<b>Business</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>short items — paragraph responses 50–250 words each item</li> <li>extended-response item — business report — 400–600 words</li> <li>examination in its entirety — 800–1000 words.</li> </ul> <p>Unseen stimulus</p>	<p><b>Combination response</b></p> <ul style="list-style-type: none"> <li>Short response items — paragraph responses</li> <li>Extended response item — business report</li> </ul> <p><b>Focus:</b> Unit 4 Topic 2: Transformation of a business</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Economics</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• multiple-choice items</li> <li>• short-response items — 50–250 words per item</li> <li>• extended-response item — 400–600 words</li> <li>• examination in its entirety — 800–1000 words.</li> </ul> <p>Rulers free from markings other than measurement indicators are permitted.</p> <p>Non-programmable calculator permitted.</p>	<p><b>Combination response</b></p> <ul style="list-style-type: none"> <li>• Multiple-choice</li> <li>• Short-response — responses may take the form of diagrams and graphs, sentences and/or paragraphs as required by each item.</li> <li>• Extended response: <ul style="list-style-type: none"> <li>– unseen stimulus for one extended-response item, which assesses analysis and evaluation objectives</li> <li>– the stimulus will include text and/or visual stimulus.</li> </ul> </li> </ul> <p><b>Focus:</b> Unit 4 Topic 2: Economic management</p> <p><b><i>Economics (Alternative sequence) – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS.</i></b></p>
<b>Geography</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• short-response items (approximately 50–150 words per item)</li> <li>• extended-response item (approximately 450–600 words)</li> <li>• examination in its entirety 800–1000 words.</li> </ul> <p>Stimulus materials are not provided prior to the exam.</p> <p>Non-programmable calculators are permitted.</p> <p>Rulers free from markings other than measurement indicators are permitted.</p>	<p><b>Combination response</b></p> <ul style="list-style-type: none"> <li>• Short response — 5–8 short-response items in response to stimulus (data): <ul style="list-style-type: none"> <li>– may include explanation, measurement, calculations, drawing, labelling and annotating maps, diagrams and graphs</li> <li>– responses may take the form of creating maps and graphs, annotating, sentences and/or paragraphs as required by each item.</li> </ul> </li> <li>• One extended-response item in response to stimulus (data) may include using a model and/or calculations.</li> </ul> <p>Stimulus materials will consist of visual texts, e.g. maps, graphs, statistics, infographics, images, diagrams and minimal text.</p> <p><b>Focus:</b> Unit 4 Topic 2: Global population change</p> <p><b><i>Geography (Alternative sequence) – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS.</i></b></p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Legal Studies</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• short-response items — 50–250 words per item</li> <li>• extended-response item — 400–600 words</li> <li>• examination in its entirety — 800–1000 words.</li> </ul> <p>Non-programmable calculator permitted.</p>	<p><b>Combination response</b></p> <ul style="list-style-type: none"> <li>• Short response <ul style="list-style-type: none"> <li>– items assess the comprehension objective.</li> <li>– responses may take the form of diagrams, sentences and/or paragraphs as required by each item.</li> </ul> </li> <li>• Extended response <ul style="list-style-type: none"> <li>– unseen stimulus for one extended-response item which assesses analysis and evaluation objectives and require a decision to be made.</li> <li>– the stimulus will include text and/or visual stimulus.</li> </ul> </li> </ul> <p><b>Focus:</b> Unit 4 Topic 1: Human rights and Topic 3: Human rights in Australian contexts</p> <p><i><b>Legal Studies (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS.</i></p>
<b>Modern History</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b> 3–5 questions with a total word length of 800–1000 words</p>	<p><b>Short responses to historical sources</b></p> <ul style="list-style-type: none"> <li>• Consists of a number of short items requiring paragraph responses that include references to historical sources and evidence</li> <li>• Up to 12 sources</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Topic 1: Australian engagement with Asia since 1945</li> <li>• aspect of the topic: Australia and the Vietnam War</li> </ul> <p><i><b>Modern History (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS (Topic 8: Anti-apartheid movement in South Africa; aspect of the topic: Strategies used to oppose apartheid in South Africa).</i></p>
<b>Philosophy &amp; Reason</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b> written, 800–1000 words</p> <p>No notes allowed.</p>	<p><b>Extended response</b></p> <ul style="list-style-type: none"> <li>• A response to an unseen problem, question or hypothesis.</li> <li>• Unseen stimulus materials. The student will be required to compare and evaluate two political philosophies that have been studied in Unit 4 Topic 2.</li> </ul> <p><b>Focus:</b> Unit 4 Topic 2: Political philosophy.</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Study of Religion</b>	<p><b>Time:</b> 2 hours plus 15 minutes planning time</p> <p><b>Length:</b> written responses, 50–250 words per item (800–1000 words in total)</p> <ul style="list-style-type: none"> <li>• unseen stimulus material</li> <li>• no notes are allowed.</li> </ul>	<p><b>Examination — short response</b></p> <p>Sentence or short paragraph responses.</p> <p><b>Stimulus specifications</b></p> <ul style="list-style-type: none"> <li>• Stimulus will be succinct enough to allow students sufficient time to engage with them.</li> <li>• Stimulus will be presented in written texts or visual texts.</li> </ul> <p><b>Focus:</b> Unit 4 Topic 2: Religion and human rights.</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Accounting</b> <b>SEE</b>	<p><b>Time:</b> 3 hours plus 25 minutes planning time</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• short items — paragraph responses 50–100 words each</li> <li>• practical items</li> <li>• extended-response item — business report (extract) of 600–800 words.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• unseen stimulus</li> <li>• non-programmable calculator permitted</li> </ul>	<p><b>SEE 1</b></p> <p><b>Combination response</b></p> <p><b>Section 1: Short items</b></p> <p>Candidates respond to four short items preparing paragraph responses to demonstrate comprehension of concepts, principles and/or processes.</p> <p><b>Section 2: Practical items</b></p> <p>Candidates respond to two practical items.</p> <ul style="list-style-type: none"> <li>• Practical item 1 requires the application of accounting principles and processes for a sole trader trading GST business.</li> <li>• Practical item 2 requires candidates to synthesise and solve a goal-oriented problem relating to fully classified financial statement reporting for a sole trader trading GST business.</li> </ul> <p><b>Section 3: Extended-response item</b></p> <ul style="list-style-type: none"> <li>• One extended-response item that requires sustained analysis, interpretation and evaluation to answer one question in response to unseen stimulus.</li> <li>• Business report extract that will include: <ul style="list-style-type: none"> <li>– analysis and interpretation of financial data and information and fully classified financial statement reporting</li> <li>– analysis and interpretation of financial data and information focusing on one area of performance</li> <li>– evaluation of accounting practices.</li> </ul> </li> </ul> <p><b>Focus:</b> Unit 3 Topic 1: Managing resources for a trading GST business and Topic 2: Fully classified financial statement reporting for a trading GST business</p>

Subject	Conditions	Response type/technique/genre/subject matter
	<p><b>Time:</b> The total examination time is 3 hours plus a total of 25 minutes planning time.</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 1 hour plus 10 minutes planning time</li> <li>• <b>Length:</b> <ul style="list-style-type: none"> <li>– practical items</li> <li>– short items — paragraph responses, 50 words each paragraph</li> </ul> </li> <li>• <b>Other:</b> <ul style="list-style-type: none"> <li>– unseen stimulus</li> <li>– non-programmable calculator permitted</li> </ul> </li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 2 hours plus 15 minutes planning time</li> <li>• <b>Length:</b> <ul style="list-style-type: none"> <li>– multiple-choice items</li> <li>– practical items</li> <li>– short items — paragraph responses, 50–250 words each item</li> </ul> </li> <li>• <b>Other:</b> <ul style="list-style-type: none"> <li>– unseen stimulus</li> <li>– non-programmable calculator permitted</li> </ul> </li> </ul>	<p style="text-align: center;"><b>SEE 2</b></p> <p>The paper consists of two papers.</p> <p><b>Paper 1: Short response</b></p> <ul style="list-style-type: none"> <li>• Practical responses <ul style="list-style-type: none"> <li>– financial documents</li> <li>– cash budgets including input areas, statements of estimated receipts from accounts receivable and statements of GST payable and receivable</li> </ul> </li> <li>• Short responses</li> </ul> <p><b>Focus:</b> Real-life accounting context for a trading GST business relating to Unit 4 Topic 1: Cash management</p> <p><b>Paper 2: Short response</b></p> <ul style="list-style-type: none"> <li>• Multiple-choice items</li> <li>• Problem/s requiring the application of accounting principles and processes</li> <li>• Problem/s requiring synthesis to solve the accounting problems</li> <li>• Short items responding to unseen stimulus requiring analysis, interpretation and evaluation of the financial statements of a public company</li> </ul> <p><b>Focus:</b> Unit 4 Topic 2: Complete accounting process for a trading GST business and Topic 3: Performance analysis of a public company</p>



Subject	Conditions	Response type/technique/genre/subject matter
Ancient History SEE		<b>SEE 1</b>
	<p><b>Time:</b> 3 hours plus a total of 25 minutes planning time and is completed in one sitting</p> <p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 1 hour</li> <li>• <b>Length:</b> total word length of 500–700 words</li> </ul> <p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 2 hours</li> <li>• <b>Length:</b> 800–1000 words</li> </ul>	<p><b>Section 1: Short response</b></p> <ul style="list-style-type: none"> <li>• 3–7 short items</li> <li>• Up to 12 unseen sources that demonstrate different perspectives</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Topic 4: Fifth Century Athens (BCE).</li> </ul> <p><b>Section 2: Essay in response to historical sources</b></p> <ul style="list-style-type: none"> <li>• An essay in response to historical sources requires sustained analysis, synthesis and evaluation of the stimulus material in order to fully support a candidate-generated hypothesis</li> <li>• Up to 12 sources</li> <li>• Sources not provided before the examination</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Topic 1: Thebes — East and West, 18th Dynasty Egypt.</li> </ul>
		<b>SEE 2</b>
	<p><b>Time:</b> The total examination time is 3 hours plus a total of 25 minutes planning time.</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 1 hour plus 10 minutes planning time</li> <li>• <b>Length:</b> 500–700 words</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 2 hours plus 15 minutes planning time</li> <li>• <b>Length:</b> total word length of 800–1000 words</li> </ul>	<p>This examination paper consists of two papers:</p> <p><b>Paper 1: Combination response</b></p> <ul style="list-style-type: none"> <li>• Short response</li> <li>• 3–5 unseen questions</li> <li>• Extended response</li> <li>• Up to 9 unseen sources that demonstrate different perspectives</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Topic 4: Rome — the Punic Wars</li> </ul> <p><b>Paper 2: Short responses to historical sources</b></p> <ul style="list-style-type: none"> <li>• Consists of a number of short items requiring paragraph responses that include references to historical sources and evidence</li> </ul> <p><b>Stimulus specifications</b></p> <ul style="list-style-type: none"> <li>• Up to 12 sources</li> <li>• 3–5 questions</li> <li>• Sources not provided before the exam</li> </ul> <p><b>Focus for 2021:</b></p> <p>Unit 4 Topic 12: Augustus</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Legal Studies</b> <b>SEE</b>		<b>SEE 1</b>
	<p><b>Time:</b> 3 hours plus 25 minutes planning time and is completed in one sitting</p> <p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 2 hours</li> <li>• <b>Length:</b> <ul style="list-style-type: none"> <li>– short-response items — 50–250 words per item</li> <li>– extended-response item — 400–600 words</li> <li>– Section 1 in its entirety — 800–1000 words.</li> </ul> </li> </ul> <p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 1 hour</li> <li>• <b>Length:</b> 500–700 words</li> <li>• Non-programmable calculator permitted.</li> </ul>	<p>This examination consists of two sections:</p> <p><b>Section 1: Combination response</b></p> <ul style="list-style-type: none"> <li>• Short-response items, where responses may take the form of diagrams, sentences and/or paragraphs as required by each item</li> <li>• Extended response to unseen stimulus, which assesses analysis and evaluation and requires a decision to be made</li> </ul> <p><b>Focus:</b> Unit 3 Topic 1: Governance in Australia</p> <p><b>Section 2: Extended response to stimulus — analytical essay</b></p> <ul style="list-style-type: none"> <li>• Analytical essay response to one unseen item, using unseen stimulus materials</li> </ul> <p><b>Focus:</b> Unit 3 Topic 2: Law reform within a dynamic society.</p>
		<b>SEE 2</b>
<p><b>Time:</b> The total examination time is 3 hours plus 25 minutes planning time</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 1 hour plus 10 minutes planning time.</li> <li>• <b>Length:</b> 500–700 words</li> <li>• Non-programmable calculator permitted.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 2 hours plus 15 minutes planning time</li> <li>• <b>Length:</b> <ul style="list-style-type: none"> <li>– short-response items — 50–250 words per item</li> <li>– extended-response item — 400–600 words</li> <li>– exam in its entirety — 800–1000 words.</li> </ul> </li> </ul>	<p>The paper consists of two papers:</p> <p><b>Paper 1: Extended response to stimulus — argumentative essay</b></p> <ul style="list-style-type: none"> <li>• Argumentative essay response to one unseen item, using unseen stimulus materials</li> </ul> <p><b>Focus:</b> Unit 4 Topic 1: Human rights and Topic 2: The effectiveness of international law</p> <p><b>Paper 2: Combination response</b></p> <ul style="list-style-type: none"> <li>• Short-response items where responses may take the form of diagrams, sentences and/or paragraphs as required by each item</li> <li>• Extended response to unseen stimulus, which assesses analysis and evaluation and requires a decision to be made</li> </ul> <p><b>Focus:</b> Unit 4 Topic 1: Human rights and Topic 3: Human rights in Australian contexts</p>	

Subject	Conditions	Response type/technique/genre/subject matter
Modern History SEE	<p><b>Time:</b> 3 hours plus a total of 25 minutes planning time and is completed in one sitting</p> <p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 1 hour</li> <li>• <b>Length:</b> total word length of 500–700 words</li> </ul> <p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 2 hours</li> <li>• <b>Length:</b> 800–1000 words</li> </ul>	<p><b>SEE 1</b></p> <p>This examination paper consists of two sections:</p> <p><b>Section 1: Short response</b></p> <ul style="list-style-type: none"> <li>• 3–7 short items</li> <li>• Up to 12 unseen sources</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Topic 5: Germany, 1914–1945</li> <li>• aspect of the topic: Youth Resistance in Nazi Germany (1933–1945).</li> </ul> <p><b>Section 2: Essay in response to historical sources</b></p> <ul style="list-style-type: none"> <li>• An essay in response to historical sources requires sustained analysis, synthesis and evaluation of the stimulus material in order to fully support a candidate-generated hypothesis</li> <li>• Up to 12 sources</li> <li>• Sources not provided before the examination</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Topic 9: China, 1931–1976</li> <li>• aspect of the topic: Origins, nature and significance of the Cultural Revolution (1966–1976).</li> </ul>
	<b>SEE 2</b>	<b>SEE 2</b>
	<p><b>Time:</b> The total examination time is 3 hours plus a total of 25 minutes planning time.</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 1 hour plus 10 minutes planning time</li> <li>• <b>Length:</b> 500–700 words</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 2 hours plus 15 minutes planning time</li> <li>• <b>Length:</b> total word length of 800–1000 words</li> </ul>	<p>This examination paper consists of two papers:</p> <p><b>Paper 1: Combination response</b></p> <p>Short response</p> <ul style="list-style-type: none"> <li>• 3–5 unseen questions</li> </ul> <p>Extended response</p> <ul style="list-style-type: none"> <li>• Up to 9 unseen sources that demonstrate different perspectives</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Topic 2: Search for collective peace and security since 1815</li> <li>• aspect of the topic: Origins, nature and significance of the ANZUS Treaty (1945–1953).</li> </ul> <p><b>Paper 2: Short responses to historical sources</b></p> <p>Consists of a number of short items requiring paragraph responses that include references to historical sources and evidence</p> <p><b>Stimulus specifications</b></p> <ul style="list-style-type: none"> <li>• Up to 12 sources</li> <li>• Sources not provided before the exam</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Topic 1: Australian engagement with Asia since 1945</li> <li>• aspect of the topic: Australia and the Vietnam War.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Philosophy &amp; Reason</b> <b>SEE</b>	<p><b>Time:</b> 3 hours plus a total of 25 minutes planning time and is completed in one sitting</p> <p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 2 hours</li> <li>• <b>Length:</b> 800–1000 words</li> <li>• No notes allowed.</li> </ul> <p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> approximately 1 hour</li> <li>• <b>Length:</b> 500–700 words</li> <li>• No notes allowed.</li> </ul>	<p><b>SEE 1</b></p> <p><b>Section 1: Extended response</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to analyse one contemporary ethical issue related to Unit 3 Topic 1: Moral philosophy and propose an outcome or resolution. The proposed outcome or resolution is to be justified through an analysis and evaluation of two ethical theories, both related to this topic. Theories to be used include two of the following: utilitarianism, Kantian ethics or virtue ethics.</li> <li>• Candidates will be required to use unseen stimulus materials provided with the exam paper.</li> <li>• The candidate response will be written in the form of an analytical essay.</li> </ul> <p><b>Focus:</b> Unit 3 Topic 1: Moral philosophy</p> <p><b>Section 2: Short response</b></p> <ul style="list-style-type: none"> <li>• Candidates are required to respond to a number of short items relating to the school of thought nominated by the QCAA from the list provided in Unit 3, Topic 2.</li> <li>• Candidates will be required to interpret, analyse and evaluate philosophical arguments relating to the nominated school of thought.</li> <li>• Stimulus may include quotes, general text or images that encapsulate key concepts; situations or scenarios for candidates to engage with; key philosophers and/or key philosophical concepts to be used.</li> </ul> <p><b>Focus for 2021:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Topic 2: Philosophical schools of thought. Philosophical school of thought: Existentialism.</li> </ul>
	<b>SEE 2</b>	<b>SEE 2</b>
	<p><b>Time:</b> The total examination time is 3 hours plus a total of 25 minutes planning time.</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 1 hour plus 10 minutes planning time</li> <li>• <b>Length:</b> 500–700 words</li> <li>• No notes allowed.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• <b>Time:</b> 2 hours plus 15 minutes planning time</li> <li>• <b>Length:</b> 800–1000 words</li> <li>• No notes allowed.</li> </ul>	<p><b>Paper 1: Short response</b></p> <ul style="list-style-type: none"> <li>• Candidates are required to respond to a number of short items relating to Unit 4 Topic 1: Rights. They will be required to interpret, analyse and evaluate philosophical arguments, ideas and information relating to rights.</li> <li>• Candidates are required to use unseen stimulus materials provided with the examination paper.</li> <li>• Stimulus may include quotes, general text or images that encapsulate key concepts; situations or scenarios for candidates to engage with; key philosophers and/or key philosophical concepts to be used.</li> </ul> <p><b>Focus:</b> Unit 4 Topic 1: Rights.</p> <p><b>Paper 2: Extended response</b></p> <ul style="list-style-type: none"> <li>• A response to an unseen problem, question or hypothesis.</li> <li>• Unseen stimulus materials</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
		<ul style="list-style-type: none"><li data-bbox="817 248 1402 338">• The student will be required to compare and evaluate two political philosophies that have been studied in Unit 4 Topic 2.</li></ul> <p data-bbox="817 349 1402 383"><b>Focus:</b> Unit 4 Topic 2: Political philosophy.</p>

## Appendix 6: Languages subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
<b>Chinese</b>	<p><b>Time:</b> 2 hours plus 5 minutes perusal.</p> <p><b>Length:</b></p> <p><b>Responses in English</b></p> <ul style="list-style-type: none"> <li>written short answer responses, up to 100 words per item</li> <li>total response of 300–400 words</li> </ul> <p><b>Responses in Chinese</b></p> <ul style="list-style-type: none"> <li>written short and extended answer responses, up to 300 characters per item</li> <li>total response of 400–600 characters</li> </ul> <p><b>Resources:</b> Notes and reference materials are not permitted.</p> <p>Unseen stimulus</p>	<p><b>Combination response</b></p> <p>This examination is a combination of extended and short responses in English and Chinese related to three to six unseen Chinese stimulus texts. Chinese stimulus written text/s and transcripts of 600–1000 characters in length, when combined. The <i>Hànyǔ pīnyīn</i> phonetic system should not be used in Chinese responses.</p> <p><b>Criterion:</b> Analysing Chinese texts in English and Chinese</p> <p>This criterion requires students to:</p> <ul style="list-style-type: none"> <li>respond to three to six Chinese stimulus texts, of which at least one is written, and one is audio or audiovisual, which are <ul style="list-style-type: none"> <li>authentic</li> <li>related to the Unit 4 subject matter</li> </ul> </li> <li>respond in English and Chinese to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>interpreting graphs, tables or diagrams</li> <li>completing items requiring short and/or extended responses</li> <li>responding to unseen stimulus texts</li> <li>interpreting ideas and information in Chinese texts</li> </ul> </li> <li>analyse, synthesise and evaluate questions, scenarios and/or problems in response to Chinese text/s</li> <li>write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Chinese texts</p> <p>Students respond in Chinese to unseen questions, scenarios, problems and/or Chinese stimulus.</p>

Subject	Conditions	Response type/technique/genre/subject matter
French	<p><b>Time:</b> 2 hours plus 5 minutes perusal.</p> <p><b>Length:</b></p> <p><b>Responses in English</b></p> <ul style="list-style-type: none"> <li>• written short answer responses, up to 100 words per item</li> <li>• total response of 300–400 words</li> </ul> <p><b>Responses in French</b></p> <ul style="list-style-type: none"> <li>• written short answer responses up to 100 words per item</li> <li>• written extended answer responses of 200–300 words</li> <li>• total response of 400–600 words</li> </ul> <p><b>Resources:</b> notes and reference materials are not permitted.</p>	<p><b>Combination response</b></p> <p>This examination is a combination of extended and short responses in English and French related to three to six unseen French stimulus texts. French stimulus written text/s and transcripts of 500–800 words in length, when combined.</p> <p><b>Criterion:</b> Analysing French texts in English and French</p> <p>The criterion requires students to:</p> <ul style="list-style-type: none"> <li>• respond to three to six French stimulus texts, of which at least one is written, and one is audio or audiovisual, which are <ul style="list-style-type: none"> <li>– authentic</li> <li>– related to the Unit 4 subject matter</li> <li>– written text/s and transcripts of 500–800 words in length, when combined</li> </ul> </li> <li>• respond in English and French to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in French texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to French text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating French texts</p> <p>Students respond in French to unseen questions, scenarios, problems and/or French stimulus.</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>German</b>	<p><b>Time:</b> 2 hours plus 5 minutes perusal.</p> <p><b>Length:</b></p> <p><b>Responses in English</b></p> <ul style="list-style-type: none"> <li>• written short answer responses, up to 100 words per item</li> <li>• total response of 300–400 words.</li> </ul> <p><b>Responses in German</b></p> <ul style="list-style-type: none"> <li>• written short answer responses up to 100 words per item</li> <li>• written extended answer responses of 200–300 words</li> <li>• total response of 400–600 words</li> </ul> <p><b>Resources:</b> Notes and reference materials are not permitted.</p>	<p><b>Combination response</b></p> <p>This examination is a combination of extended and short responses in English and German related to three to six unseen German stimulus texts. German stimulus written text/s and transcripts of 500–800 words in length when combined.</p> <p><b>Criterion:</b> Analysing German texts in English and German</p> <p>The criterion requires students to:</p> <ul style="list-style-type: none"> <li>• respond to three to six German stimulus texts, of which at least one is written, and one is audio or audiovisual, which are <ul style="list-style-type: none"> <li>– authentic</li> <li>– related to the Unit 4 subject matter</li> <li>– written text/s and transcripts of 500–800 words in length, when combined</li> </ul> </li> <li>• respond in English and German to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in German texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to German text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating German texts</p> <p>Students respond in German to unseen questions, scenarios, problems and/or German stimulus.</p> <p><b>German (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS.</p>



Subject	Conditions	Response type/technique/genre/subject matter
Italian	<p><b>Time:</b> 2 hours plus 5 minutes perusal</p> <p><b>Length:</b></p> <p><b>Responses in English</b></p> <ul style="list-style-type: none"> <li>• written short answer responses, up to 100 words per item</li> <li>• total response of 300–400 words</li> </ul> <p><b>Responses in Italian</b></p> <ul style="list-style-type: none"> <li>• written short answer responses up to 100 words per item</li> <li>• written extended answer responses of 200–300 words</li> <li>• total response of 400–600 words</li> </ul> <p><b>Resources:</b> Notes and reference materials are not permitted.</p>	<p><b>Combination response</b></p> <p>This examination is a combination of extended and short responses in English and Italian related to three to six unseen Italian stimulus texts. Italian stimulus written text/s and transcripts of 500–800 words in length when combined.</p> <p><b>Criterion:</b> Analysing Italian texts in English and Italian</p> <p>The criterion requires students to:</p> <ul style="list-style-type: none"> <li>• respond to three to six Italian stimulus texts, of which at least one is written, and one is audio or audiovisual, which are <ul style="list-style-type: none"> <li>– authentic</li> <li>– related to the Unit 4 subject matter</li> <li>– written text/s and transcripts of 500–800 words in length, when combined</li> </ul> </li> <li>• respond in English and Italian to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in Italian texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to Italian text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Italian texts</p> <p>Students respond in Italian to unseen questions, scenarios, problems and/or Italian stimulus.</p>

Subject	Conditions	Response type/technique/genre/subject matter
Japanese	<p><b>Time:</b> 2 hours plus 5 minutes perusal</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• <b>Responses in English</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– total response of 300–400 words</li> </ul> </li> <li>• <b>Responses in Japanese</b> <ul style="list-style-type: none"> <li>– written short and extended answer responses, up to 400 characters per item</li> <li>– total response of 550–750 characters.</li> </ul> </li> </ul> <p><b>Resources:</b> Notes and reference materials are not permitted.</p>	<p><b>Combination response</b></p> <p>This examination is a combination of extended and short responses in English and Japanese related to three to six unseen Japanese stimulus texts. Japanese stimulus written text/s and transcripts of 800–1200 characters in length when combined. Responses in Japanese should be in a combination of kana and kanji.</p> <p><b>Criterion:</b> Analysing Japanese texts in English and Japanese</p> <p>The criterion requires students to:</p> <ul style="list-style-type: none"> <li>• respond to three to six Japanese stimulus texts, of which at least one is written, and one is audio or audiovisual, which are: <ul style="list-style-type: none"> <li>– authentic</li> <li>– related to the Unit 4 subject matter</li> </ul> </li> <li>• respond in English and Japanese to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in Japanese texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to Japanese text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Japanese texts</p> <p>Students respond in Japanese to unseen questions, scenarios, problems and/or Japanese stimulus.</p> <p><i>Japanese (Alternative sequence) – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS.</i></p>

Subject	Conditions	Response type/technique/genre/subject matter
Spanish	<p><b>Time:</b> 2 hours plus 5 minutes perusal</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• <b>Responses in English</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– total response of 300–400 words</li> </ul> </li> <li>• <b>Responses in Spanish</b> <ul style="list-style-type: none"> <li>– written short answer responses up to 100 words per item</li> <li>– written extended answer responses of 200–300 words</li> <li>– total response of 400–600 words.</li> </ul> </li> </ul> <p><b>Resources:</b> Notes and reference materials are not permitted.</p>	<p><b>Combination response</b></p> <p>This examination is a combination of extended and short responses in English and Spanish related to three to six unseen Spanish stimulus texts. Spanish stimulus written text/s and transcripts of 500–800 words in length when combined.</p> <p><b>Criterion:</b> Analysing Spanish texts in English and Spanish</p> <p>The criterion requires students to:</p> <ul style="list-style-type: none"> <li>• respond to three to six Spanish stimulus texts, of which at least one is written, and one is audio or audiovisual, which are <ul style="list-style-type: none"> <li>– authentic</li> <li>– related to the Unit 4 subject matter</li> </ul> </li> <li>• respond in English and Spanish to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in Spanish texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to Spanish text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Spanish texts</p> <p>Students respond in Spanish to unseen questions, scenarios, problems and/or Spanish stimulus.</p>
Chinese Extension	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p><b>Length:</b> an extended response of 500–700 characters.</p> <p><b>Resources:</b> Chinese dictionaries and notes are not permitted.</p>	<p><b>Extended response</b></p> <p>The summative external examination is an extended response using stimulus material from a range of different text types and on topics from the areas of study. Students will be asked to select one stimulus from the choice of provided materials. They will respond, in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to the topics studied in Units 3 and 4.</p> <p><b>Criterion:</b> Analysing Chinese texts</p> <p>This criterion requires students to:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate ideas in Chinese texts</li> <li>• draw conclusions and justify their points of view.</li> </ul> <p><b>Criterion:</b> Creating Chinese texts</p> <p>This criterion requires students to:</p> <ul style="list-style-type: none"> <li>• provide a personal, critical and/or creative response to stimulus</li> <li>• adhere to the conventions of the text type.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>French Extension</b>	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p><b>Length:</b> an extended response of 500–700 words.</p> <p><b>Resources:</b> French dictionaries and notes are not permitted.</p>	<p><b>Extended response</b></p> <p>The summative external examination is an extended response using stimulus material from a range of different text types and on topics from the areas of study. Students will be asked to select one stimulus from the choice of provided materials. They will respond, in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to the topics studied in Units 3 and 4.</p> <p><b>Criterion: Analysing French texts</b> This criterion requires students to:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate ideas in French texts</li> <li>• draw conclusions and justify their points of view.</li> </ul> <p><b>Criterion: Creating French texts</b> This criterion requires students to:</p> <ul style="list-style-type: none"> <li>• provide a personal, critical and/or creative response to stimulus</li> <li>• adhere to the conventions of the text type.</li> </ul>
<b>German Extension</b>	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p><b>Length:</b> an extended response of 500–700 words.</p> <p><b>Resources:</b> German dictionaries and notes are not permitted.</p>	<p><b>Extended response</b></p> <p>The summative external examination is an extended response using stimulus material from a range of different text types and on topics from the areas of study. Students will be asked to select one stimulus from the choice of provided materials. They will respond, in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to the topics studied in Units 3 and 4.</p> <p><b>Criterion: Analysing German texts</b> This criterion requires students to:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate ideas in German texts</li> <li>• draw conclusions and justify their points of view.</li> </ul> <p><b>Criterion: Creating German texts</b> This criterion requires students to:</p> <ul style="list-style-type: none"> <li>• provide a personal, critical and/or creative response to stimulus</li> <li>• adhere to the conventions of the text type.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
Arabic SEE	<p><b>Oral examination</b></p> <p><b>Time:</b> approx. 15 minutes</p> <p><b>Section 1:</b> Conversation (approx. 7 minutes)</p> <p><b>Section 2:</b> Discussion (approx. 8 minutes)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dictionaries or electronic devices are not permitted.</li> <li>• Notes or cue cards are not permitted.</li> </ul> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours plus 15 minutes reading time</p> <p><b>Length:</b></p> <p><b>Section 2 Part B:</b> response of approximately 150 words</p> <p><b>Section 3:</b> response of 200–300 words</p> <p><b>Resources:</b></p> <p>Monolingual and/or bilingual print dictionaries in one or two volumes are permitted.</p>	<p><b>Oral examination</b></p> <p><b>Section 1: Conversation</b></p> <ul style="list-style-type: none"> <li>• Involves a general conversation between the candidate and the assessor/s, via an online sharing platform, about the candidate's interactions with the Arabic language and culture as learners</li> </ul> <p><b>Section 2: Discussion</b></p> <ul style="list-style-type: none"> <li>• The candidate will be required to discuss their chosen sub-topic and the supporting visual material they have brought with them.</li> <li>• The focus of the discussion will be on exploring aspects of the sub-topic, including information, opinions and ideas.</li> </ul> <p><b>Written examination</b></p> <p>The examination will be in the form of a question and answer book. The examination will consist of three sections.</p> <p><b>Section 1: Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing information from spoken texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Questions will be phrased in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Questions will be phrased in English and Arabic for responses in Arabic.</li> </ul> <p><b>Section 2: Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing and responding to information from written texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read one text in Arabic and listen to one text in Arabic.</li> <li>• Questions will be phrased in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read one text in Arabic and respond to a task based on information and ideas provided in the text.</li> <li>• The task will be phrased in English and Arabic for a response in Arabic.</li> </ul> <p><b>Section 3: Writing in Arabic</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to write a text that presents ideas and/or information and/or opinions and/or arguments.</li> <li>• The tasks will be phrased in English and Arabic for a response in Arabic.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
Chinese SEE	<p><b>Oral examination</b></p> <p><b>Section 1: Multimodal</b></p> <p><b>Duration:</b> 6 weeks notification and preparation with QCAA-provided stimulus</p> <p><b>Length:</b> 8–10 minutes in Chinese</p> <p><b>Section 2: Spoken</b></p> <p><b>Length:</b> 7–8 minutes in Chinese</p> <p><b>Resources:</b></p> <p>Dictionaries not permitted.</p> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours plus 15 minutes perusal</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• <b>Responses in English</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– total response of 400–600 words</li> </ul> </li> <li>• <b>Responses in Chinese</b> <ul style="list-style-type: none"> <li>– written short and extended answer responses, up to 300 characters per item</li> <li>– total response of 500–700 characters</li> </ul> </li> </ul> <p><b>Resources:</b></p> <p>No supporting materials permitted.</p>	<p><b>Oral examination</b></p> <p><b>Section 1: Extended response — multimodal</b></p> <p><b>Criterion:</b> Analysing Chinese texts in Chinese</p> <ul style="list-style-type: none"> <li>• A prepared, individual, multimodal response to Chinese stimulus texts</li> <li>• An open-ended task responding to three to five QCAA-provided Chinese stimulus texts</li> </ul> <p><b>Section 2: Extended response — spoken</b></p> <p><b>Criterion:</b> Exchanging information and ideas in Chinese</p> <ul style="list-style-type: none"> <li>• An individual spoken response to unseen open-ended follow-up questions in an examiner–candidate conversation in Chinese</li> </ul> <p><b>Written examination</b></p> <p>The examination is a combination of extended and short written responses in English and Chinese related to three to six unseen Chinese stimulus texts.</p> <p><b>Criterion:</b> Analysing Chinese texts in English and Chinese</p> <p>This criterion requires candidates to:</p> <ul style="list-style-type: none"> <li>• respond to three to six Chinese stimulus texts, which <ul style="list-style-type: none"> <li>– are authentic</li> <li>– relate to Units 3 and 4 subject matter</li> <li>– include at least one written text, and one audio or audiovisual text</li> <li>– are 500–800 characters in length, when combined as written text/s and transcript/s</li> </ul> </li> <li>• respond in English and Chinese to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in Chinese texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to Chinese text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Chinese texts</p> <ul style="list-style-type: none"> <li>• This criterion requires candidates to respond to unseen questions, scenarios and/or problems in Chinese.</li> <li>• Candidates may choose to use full form characters in their response.</li> <li>• The <i>Hànyǔ pīnyīn</i> phonetic system may be drawn on to communicate meaning when a character cannot be recalled. This may, however, not be appropriate to the criterion and objectives and thus may affect the candidate's level of achievement.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Indonesian SEE</b>	<p><b>Oral examination</b></p> <p><b>Section 1: Multimodal</b></p> <p><b>Duration:</b> 6 weeks notification and preparation with QCAA-provided stimulus</p> <p><b>Length:</b> 8–10 minutes in Indonesian</p> <p><b>Section 2: Spoken</b></p> <p><b>Length:</b> 7–8 minutes in Indonesian</p> <p><b>Resources:</b></p> <p>Dictionaries not permitted.</p> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours plus 15 minutes perusal</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• <b>Responses in English</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– total response of 400–600 words</li> </ul> </li> <li>• <b>Responses in Indonesian</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– written extended answer responses of 200–300 words</li> <li>– total response of 400–600 words.</li> </ul> </li> </ul> <p><b>Resources:</b></p> <p>No supporting materials permitted.</p>	<p><b>Oral examination</b></p> <p><b>Section 1: Extended response — multimodal</b></p> <p><b>Criterion:</b> Analysing Indonesian texts in Indonesian</p> <ul style="list-style-type: none"> <li>• A prepared, individual, multimodal response to Indonesian stimulus texts</li> <li>• An open-ended task responding to three to five QCAA-provided Indonesian stimulus texts</li> </ul> <p><b>Section 2: Extended response — spoken</b></p> <p><b>Criterion:</b> Exchanging information and ideas in Indonesian</p> <ul style="list-style-type: none"> <li>• An individual spoken response to unseen open-ended follow-up questions in an examiner–candidate conversation in Indonesian</li> </ul> <p><b>Written examination</b></p> <p>The examination is a combination of extended and short written responses in English and Indonesian related to three to six unseen Indonesian stimulus texts.</p> <p><b>Criterion:</b> Analysing Indonesian texts in English and Indonesian</p> <p>This criterion requires candidates to:</p> <ul style="list-style-type: none"> <li>• respond to three to six Indonesian stimulus texts, which <ul style="list-style-type: none"> <li>– are authentic</li> <li>– relate to Units 3 and 4 subject matter</li> <li>– include at least one written text, and one audio or audiovisual text</li> <li>– are 500–800 words in length, when combined as written text/s and transcript/s</li> </ul> </li> <li>• respond in English and Indonesian to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in Indonesian texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to Indonesian text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Indonesian texts</p> <ul style="list-style-type: none"> <li>• Requires candidates to respond to unseen questions, scenarios and/or problems in Indonesian</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
Korean SEE	<p><b>Oral examination</b></p> <p><b>Section 1: Multimodal</b></p> <p><b>Duration:</b> 6 weeks notification and preparation with QCAA-provided stimulus</p> <p><b>Length:</b> 8–10 minutes in Korean</p> <p><b>Section 2: Spoken</b></p> <p><b>Length:</b> 7–8 minutes in Korean</p> <p><b>Resources:</b></p> <p>Dictionaries not permitted.</p> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours, plus 15 minutes perusal</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• <b>Responses in English</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– total response of 400–600 words</li> </ul> </li> <li>• <b>Responses in Korean</b> <ul style="list-style-type: none"> <li>– written short and extended answer responses, up to 650 자ja per item</li> <li>– total response of 800–1200 자ja.</li> </ul> </li> </ul> <p><b>Resources:</b></p> <p>No supporting materials permitted.</p>	<p><b>Oral examination</b></p> <p><b>Section 1: Extended response — multimodal</b></p> <p><b>Criterion:</b> Analysing Korean texts in Korean</p> <ul style="list-style-type: none"> <li>• A prepared, individual, multimodal response to Korean stimulus texts</li> <li>• An open-ended task responding to three to five QCAA-provided Korean stimulus texts</li> </ul> <p><b>Section 2: Extended response — spoken</b></p> <p><b>Criterion:</b> Exchanging information and ideas in Korean</p> <ul style="list-style-type: none"> <li>• An individual spoken response to unseen open-ended follow-up questions in an examiner–candidate conversation in Korean</li> </ul> <p><b>Written examination</b></p> <p>The examination is a combination of extended and short written responses in English and Korean related to three to six unseen Korean stimulus texts.</p> <p><b>Criterion:</b> Analysing Korean texts in English and Korean</p> <p>This criterion requires candidates to:</p> <ul style="list-style-type: none"> <li>• respond to three to six Korean stimulus texts, which <ul style="list-style-type: none"> <li>– are authentic</li> <li>– relate to Units 3 and 4 subject matter</li> <li>– include at least one written text, and one audio or audiovisual text</li> <li>– are 650–1000 자ja in length when combined as written text/s and transcript/s</li> </ul> </li> <li>• respond in English and Korean to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in Korean texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to Korean text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Korean texts</p> <ul style="list-style-type: none"> <li>• Requires candidates to respond to unseen questions, scenarios and/or problems in Korean</li> </ul>



Subject	Conditions	Response type/technique/genre/subject matter
Latin SEE	<p><b>Written examination</b></p> <p><b>Time:</b> 3 hours, plus 5 minutes reading time</p> <p><b>Resources:</b> Dictionary use is permitted in the examination.</p>	<p><b>Written examination</b></p> <p><b>Section 1: Prescribed text — Prose</b></p> <p>This section will consist of three questions:</p> <ul style="list-style-type: none"> <li>• a translation into English of one extract of approximately 80 words in total</li> <li>• four short-answer parts based on one or more extracts from the prescribed text</li> <li>• one extended response question based on one or more extracts with an expected response length of approximately 400 words.</li> </ul> <p><b>Section 2: Prescribed text — Verse</b></p> <p>This section will consist of three questions:</p> <ul style="list-style-type: none"> <li>• a translation into English of one extract of approximately 12 lines</li> <li>• four short-answer parts based on one or more extracts from the prescribed text</li> <li>• one extended response question based on one or more extracts with an expected response length of approximately 400 words.</li> </ul> <p><b>Section 3: Unseen texts</b></p> <p>This section will consist of four questions based on extracts:</p> <ul style="list-style-type: none"> <li>• two questions will be based on one extract of non-prescribed prose <ul style="list-style-type: none"> <li>– a translation into English of approximately 60 words</li> <li>– short-answer parts based on a different section of the extract</li> </ul> </li> <li>• two questions will be based on one extract of non-prescribed verse <ul style="list-style-type: none"> <li>– a translation into English of approximately 10 lines</li> <li>– short-answer parts based on a different section of the extract.</li> </ul> </li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Modern Greek SEE</b>	<p><b>Oral examination</b></p> <p><b>Time:</b> approx. 15 minutes</p> <p><b>Section 1:</b> Conversation (approx. 7 minutes)</p> <p><b>Section 2:</b> Discussion (approx. 8 minutes)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dictionaries or electronic devices are not permitted.</li> <li>• Notes or cue cards are not permitted.</li> </ul> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours, plus 15 minutes reading time</p> <p><b>Length:</b></p> <p><b>Section 2 Part B:</b> response of approximately 150 words</p> <p><b>Section 3:</b> response of 200–300 words</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Monolingual and/or bilingual print dictionaries in one or two volumes are permitted.</li> </ul>	<p><b>Oral examination</b></p> <p><b>Section 1: Conversation</b></p> <ul style="list-style-type: none"> <li>• Involves a general conversation between the candidate and the assessor/s, via an online sharing platform, about the candidate's interactions with the Greek language and culture as learners</li> </ul> <p><b>Section 2: Discussion</b></p> <ul style="list-style-type: none"> <li>• The candidate will be required to discuss their chosen sub-topic and the supporting visual material they have brought with them.</li> <li>• The focus of the discussion will be on exploring aspects of the sub-topic, including information, opinions and ideas.</li> </ul> <p><b>Approved materials and equipment</b></p> <ul style="list-style-type: none"> <li>• The supporting visual material must consist of one image on a piece of paper no larger than A3 size. Three-dimensional objects are not permitted.</li> <li>• The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal.</li> </ul> <p><b>Written examination</b></p> <p>The examination will be in the form of a question and answer book. The examination will consist of three sections.</p> <p><b>Section 1: Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing information from spoken texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Questions will be phrased in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Questions will be phrased in English and Greek for responses in Greek.</li> </ul> <p><b>Section 2: Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing and responding to information from written texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read one text in Greek and listen to one text in Greek.</li> <li>• Questions will be phrased in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read one text in Greek and respond to a task based on information and ideas provided in the text.</li> <li>• The task will be phrased in English and Greek for a response in Greek.</li> </ul> <p><b>Section 3: Writing in Greek</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to write a text that presents ideas, information, opinions and/or arguments.</li> <li>• Tasks will be phrased in English and Greek for a response in Greek.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
Polish SEE	<p><b>Oral examination</b></p> <p><b>Time:</b> approx. 15 minutes</p> <p><b>Section 1:</b> Conversation (approx. 7 minutes)</p> <p><b>Section 2:</b> Discussion (approx. 8 minutes)</p> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours and 30 minutes, plus 10 minutes reading time</p> <p><b>Length:</b></p> <p><b>Section 2 Part B:</b> response of approximately 150 words in Polish</p> <p><b>Section 3:</b> response of approximately 250 words in Polish</p> <p><b>Resources:</b></p> <p>Monolingual and/or bilingual print dictionaries in one or two volumes are permitted.</p>	<p><b>Oral examination</b></p> <p><b>Section 1: Conversation</b></p> <ul style="list-style-type: none"> <li>Involves a conversation between the candidate and the assessor/s about the candidate's personal world, e.g. family and friends, school life, interests and aspirations</li> </ul> <p><b>Section 2: Discussion</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>will be required to discuss the subject of the in-depth study chosen for discussion</li> <li>explores with the assessor/s the subject of the in-depth study and refers to the texts studied</li> <li>may also refer to personal experiences related to the subject of the in-depth study.</li> </ul> <p><b>Written examination</b></p> <p><b>Section 1: Listening and responding</b></p> <ul style="list-style-type: none"> <li>Designed to assess the candidate's knowledge and skill in analysing information from spoken texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>Three texts; questions will be written in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>Three texts; questions will be written in English and Polish for responses in Polish.</li> </ul> <p><b>Section 2: Reading and responding</b></p> <ul style="list-style-type: none"> <li>Designed to assess the candidate's knowledge and skill in analysing and responding to information from written texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>Candidates will be required to read one or two texts in Polish.</li> <li>Questions will be written in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>Candidates will be required to read a short text in Polish and respond to a task based on information and ideas provided in the text.</li> <li>The task will be written in English and Polish for a response in Polish.</li> </ul> <p><b>Section 3: Writing in Polish</b></p> <ul style="list-style-type: none"> <li>Candidates will be required to write a text that presents ideas, information, opinions and/or arguments.</li> <li>Tasks will be written in English and Polish for a response in Polish.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
Punjabi SEE	<p><b>Oral examination</b></p> <p><b>Time:</b> approx. 15 minutes</p> <p><b>Section 1:</b> Conversation (approx. 7 minutes)</p> <p><b>Section 2:</b> Discussion (approx. 8 minutes)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dictionaries or electronic devices are not permitted.</li> <li>• Notes or cue cards are not permitted.</li> </ul> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours and 30 minutes, plus 10 minutes reading time</p> <p><b>Length:</b></p> <p><b>Section 2 Part B:</b> response of approximately 150 words in Punjabi</p> <p><b>Section 3:</b> response of approximately 250 words in Punjabi</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Monolingual and/or bilingual print dictionaries in one or two volumes are permitted.</li> </ul>	<p><b>Oral examination</b></p> <p><b>Section 1: Conversation</b></p> <ul style="list-style-type: none"> <li>• Involves a conversation between the candidate and the assessor/s about the candidate's personal world, e.g. family and friends, school life, interests and aspirations</li> </ul> <p><b>Section 2: Discussion</b></p> <ul style="list-style-type: none"> <li>• The candidate will be required to discuss the subject of the in-depth study chosen for discussion.</li> <li>• The focus of the discussion will be to explore aspects of the language and culture of Punjabi-speaking communities.</li> </ul> <p><b>Written examination</b></p> <p><b>Section 1: Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing information from spoken texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Three texts; questions will be written in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Three texts; questions will be written in English and Punjabi for responses in Punjabi.</li> </ul> <p><b>Section 2: Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing and responding to information from written texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read two texts in Punjabi.</li> <li>• Questions will be written in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read one or two texts in Punjabi and respond to a task based on information and ideas provided in the text/s.</li> <li>• The task will be written in English and Punjabi for a response in Punjabi.</li> </ul> <p><b>Section 3: Writing in Punjabi</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to write a text that presents ideas, information, opinions and/or arguments.</li> <li>• Tasks will be written in English and Punjabi for a response in Punjabi.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
Russian SEE	<p><b>Oral examination</b></p> <p><b>Time:</b> approx. 15 minutes</p> <p><b>Section 1:</b> Conversation (approx. 7 minutes)</p> <p><b>Section 2:</b> Discussion (approx. 8 minutes)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dictionaries or electronic devices are not permitted.</li> <li>• Notes or cue cards are not permitted.</li> </ul> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours and 30 minutes, plus 10 minutes reading time</p> <p><b>Length:</b></p> <p><b>Section 2 Part B:</b> response of approximately 150 words in Russian</p> <p><b>Section 3:</b> response of approximately 250 words in Russian</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Monolingual and/or bilingual print dictionaries in one or two volumes are permitted.</li> </ul>	<p><b>Oral examination</b></p> <p><b>Section 1: Conversation</b></p> <ul style="list-style-type: none"> <li>• Involves a conversation between the candidate and the assessor/s about the candidate's personal world, e.g. family and friends, school life, interests and aspirations</li> </ul> <p><b>Section 2: Discussion</b></p> <ul style="list-style-type: none"> <li>• The candidate will be required to discuss the subject of the in-depth study chosen for discussion.</li> <li>• The focus of the discussion will be to explore aspects of the language and culture of Russian-speaking communities.</li> </ul> <p><b>Written examination</b></p> <p><b>Section 1: Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing information from spoken texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Three texts; questions will be written in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Three texts; questions will be written in English and Russian for responses in Russian.</li> </ul> <p><b>Section 2: Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Designed to assess the candidate's knowledge and skill in analysing and responding to information from written texts</li> </ul> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read two texts in Russian.</li> <li>• Questions will be written in English for responses in English.</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to read one or two texts in Russian and respond to a task based on information and ideas provided in the text/s.</li> <li>• The task will be written in English and Russian for a response in Russian.</li> </ul> <p><b>Section 3: Writing in Russian</b></p> <ul style="list-style-type: none"> <li>• Candidates will be required to write a text involving presentation of ideas, information and/or opinions.</li> <li>• Tasks will be written in English and Russian for a response in Russian.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Vietnamese</b> <b>SEE</b>	<p><b>Oral examination</b></p> <p><b>Section 1: Multimodal</b></p> <p><b>Duration:</b> 6 weeks notification and preparation with QCAA-provided stimulus</p> <p><b>Length:</b> 8–10 minutes in Vietnamese</p> <p><b>Section 2: Spoken</b></p> <p><b>Length:</b> 7–8 minutes in Vietnamese</p> <p><b>Resources:</b></p> <p>Dictionaries not permitted.</p> <p><b>Written examination</b></p> <p><b>Time:</b> 2 hours, plus 15 minutes perusal</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• <b>Responses in English</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– total response of 400–600 words</li> </ul> </li> <li>• <b>Responses in Vietnamese</b> <ul style="list-style-type: none"> <li>– written short answer responses, up to 100 words per item</li> <li>– written extended answer responses of 200–300 words</li> <li>– total response of 400–600 words.</li> </ul> </li> </ul> <p><b>Resources:</b></p> <p>No supporting materials permitted.</p>	<p><b>Oral examination</b></p> <p><b>Section 1: Extended response — multimodal</b></p> <p><b>Criterion:</b> Analysing Vietnamese texts in Vietnamese</p> <ul style="list-style-type: none"> <li>• A prepared, individual, multimodal response to Vietnamese stimulus texts</li> <li>• An open-ended task responding to three to five QCAA-provided Vietnamese stimulus texts</li> </ul> <p><b>Section 2: Extended response — spoken</b></p> <p><b>Criterion:</b> Exchanging information and ideas in Vietnamese</p> <ul style="list-style-type: none"> <li>• An individual spoken response to unseen open-ended follow-up questions in an examiner–candidate conversation in Vietnamese</li> </ul> <p><b>Written examination</b></p> <p>The examination is a combination of extended and short written responses in English and Vietnamese related to three to six unseen Vietnamese stimulus texts.</p> <p><b>Criterion:</b> Analysing Vietnamese texts in English and Vietnamese</p> <p>This criterion requires candidates to:</p> <ul style="list-style-type: none"> <li>• respond to three to six Vietnamese stimulus texts, which <ul style="list-style-type: none"> <li>– are authentic</li> <li>– relate to Units 3 and 4 subject matter</li> <li>– include at least one written text, and one audio or audiovisual text</li> </ul> </li> <li>• respond in English and Vietnamese to unseen questions, scenarios and/or problems, e.g. <ul style="list-style-type: none"> <li>– interpreting graphs, tables or diagrams</li> <li>– completing items requiring short and/or extended responses</li> <li>– responding to unseen stimulus texts</li> <li>– interpreting ideas and information in Vietnamese texts</li> </ul> </li> <li>• analyse, synthesise and evaluate questions, scenarios and/or problems in response to Vietnamese text/s</li> <li>• write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</li> </ul> <p><b>Criterion:</b> Creating Vietnamese texts</p> <ul style="list-style-type: none"> <li>• Requires candidates to respond to unseen questions, scenarios and/or problems in Vietnamese</li> </ul>

# Appendix 7: Mathematics subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
<b>General Mathematics</b>	<p>Paper 1 (30%): 90 minutes plus 5 minutes perusal; QCAA-approved scientific calculator only.</p> <p>Paper 2 (20%): 90 minutes plus 5 minutes perusal; QCAA-approved scientific calculator only.</p> <p>Total time is 3 hours plus 10 minutes perusal.</p> <p>The QCAA formula sheet will be provided for both papers.</p> <p>Notes are not permitted.</p>	<p>The external assessment for General Mathematics will representatively sample subject matter from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the examination.</p> <ul style="list-style-type: none"> <li>• Short-response format, consisting of a number of items that ask students to respond to the following activities <ul style="list-style-type: none"> <li>– calculating using algorithms</li> <li>– drawing, labelling or interpreting graphs, tables or diagrams</li> <li>– short items requiring multiple-choice, single-word, term, sentence or short-paragraph responses</li> <li>– justifying solutions, using appropriate mathematical language where applicable</li> <li>– responding to seen or unseen stimulus materials</li> <li>– interpreting ideas and information.</li> </ul> </li> <li>• Complex unfamiliar (20%). Typically, these problems focus on objectives 4, 5 and 6.</li> <li>• Complex familiar (20%). These problems can focus on any of the objectives.</li> <li>• Simple familiar (60%). Typically, these problems focus on objectives 1, 2 and 3.</li> </ul>
<b>Mathematical Methods</b>	<p>Paper 1 (technology-free, 25%): 90 minutes plus 5 minutes perusal. No calculator or technology of any type is permitted in Paper 1.</p> <p>Paper 2 (technology-active, 25%): 90 minutes plus 5 minutes perusal.</p> <p>Total time is 3 hours plus 10 minutes perusal.</p> <p>Access to a QCAA-approved handheld graphics calculator (no CAS functionality) is a requirement for Paper 2, and scientific calculators may also be used.</p> <p>The QCAA formula sheet will be provided for both papers.</p>	<p>The external assessment for Mathematical Methods will representatively sample subject matter from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the examination.</p> <ul style="list-style-type: none"> <li>• Short-response format, consisting of a number of items that ask students to respond to the following activities <ul style="list-style-type: none"> <li>– calculating using algorithms</li> <li>– drawing, labelling or interpreting graphs, tables or diagrams</li> <li>– short items requiring multiple-choice, single-word, term, sentence or short-paragraph responses</li> <li>– justifying solutions, using appropriate mathematical language where applicable</li> <li>– responding to seen or unseen stimulus materials</li> <li>– interpreting ideas and information.</li> </ul> </li> <li>• Complex unfamiliar (20%). Typically, these problems focus on objectives 4, 5 and 6.</li> <li>• Complex familiar (20%). These problems can focus on any of the objectives.</li> <li>• Simple familiar (60%). Typically, these problems focus on objectives 1, 2 and 3.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Specialist Mathematics</b>	<p>Paper 1 (technology-free, 25%): 90 minutes plus 5 minutes perusal.</p> <p>No calculator or technology of any type is permitted in Paper 1.</p> <p>Paper 2 (technology-active, 25%): 90 minutes plus 5 minutes perusal.</p> <p>Total time is 3 hours plus 10 minutes perusal.</p> <p>Access to a QCAA-approved handheld graphics calculator (no CAS functionality) is a requirement for Paper 2, and scientific calculators may also be used.</p> <p>The QCAA formula sheet will be provided for both papers.</p>	<p>The external assessment for Specialist Mathematical will representatively sample subject matter from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the examination.</p> <ul style="list-style-type: none"> <li>• Short-response format, consisting of a number of items that ask students to respond to the following activities <ul style="list-style-type: none"> <li>– calculating using algorithms</li> <li>– drawing, labelling or interpreting graphs, tables or diagrams</li> <li>– short items requiring multiple-choice, single-word, sentence or short-paragraph responses</li> <li>– justifying solutions using appropriate mathematical language where applicable</li> <li>– responding to seen or unseen stimulus materials</li> <li>– interpreting ideas and information.</li> </ul> </li> <li>• Complex unfamiliar (20%). Typically, these problems focus on objectives 4, 5 and 6.</li> <li>• Complex familiar (20%). These problems can focus on any of the objectives.</li> <li>• Simple familiar (60%). Typically, these problems focus on objectives 1, 2 and 3.</li> </ul> <p><b>Specialist Mathematics (Alternative sequence) – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 1 and Unit 2 of the AS.</b></p>
<b>General Mathematics SEE 1</b>	<p>The total examination time is 3 hours plus 15 minutes planning time.</p> <p>The use of a QCAA-approved handheld scientific calculator is required.</p>	<p>This examination is a problem-solving and modelling task drawing from subject matter from at least one of the following topics in Unit 3:</p> <ul style="list-style-type: none"> <li>• Topic 1: Bivariate data analysis</li> <li>• Topic 2: Time series analysis</li> <li>• Topic 3: Growth and decay in sequences.</li> </ul> <p>A problem-solving and modelling task is developed in response to a mathematical investigative scenario or context. It requires candidates to respond with a range of understanding and skills, such as using mathematical language, appropriate calculations, tables of data, graphs and diagrams.</p> <p>Candidates must provide a written response to a specific task or issue set in a context that highlights a real-life application of mathematics. The task requires candidates to use provided stimulus material involving subject matter from the nominated topics, which will have sufficient scope to allow candidates to address all the stages of the problem-solving and mathematical modelling approach.</p>



Subject	Conditions	Response type/technique/genre/subject matter
<p><b>General Mathematics</b> <b>SEE 2</b></p>	<p>Paper 1 (30%): 90 minutes plus 5 minutes perusal; QCAA-approved scientific calculator only.</p> <p>Paper 2 (20%): 90 minutes plus 5 minutes perusal; QCAA-approved scientific calculator only.</p> <p>Total time is 3 hours plus 10 minutes perusal.</p> <p>The QCAA formula sheet will be provided for both papers.</p> <p>Notes are not permitted.</p>	<p>The external assessment for General Mathematics will representatively sample subject matter from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the examination.</p> <ul style="list-style-type: none"> <li>• Short-response format, consisting of a number of items that ask students to respond to the following activities <ul style="list-style-type: none"> <li>– calculating using algorithms</li> <li>– drawing, labelling or interpreting graphs, tables or diagrams</li> <li>– short items requiring multiple-choice, single-word, term, sentence or short-paragraph responses</li> <li>– justifying solutions, using appropriate mathematical language where applicable</li> <li>– responding to seen or unseen stimulus materials</li> <li>– interpreting ideas and information.</li> </ul> </li> <li>• Complex unfamiliar (20%). Typically, these problems focus on objectives 4, 5 and 6.</li> <li>• Complex familiar (20%). These problems can focus on any of the objectives.</li> <li>• Simple familiar (60%). Typically, these problems focus on objectives 1, 2 and 3.</li> </ul>
<p><b>Mathematical Methods</b> <b>SEE 1</b></p>	<p>The total examination time is 3 hours plus 15 minutes planning time.</p> <p>The use of a QCAA-approved handheld graphics calculator is required.</p>	<p>This examination is a problem-solving and modelling task drawing from subject matter from at least one of the following topics in Unit 3:</p> <ul style="list-style-type: none"> <li>• Topic 2: Further differentiation and applications 2</li> <li>• Topic 3: Integrals.</li> </ul> <p>A problem-solving and modelling task is developed in response to a mathematical investigative scenario or context. It requires candidates to respond with a range of understanding and skills, such as using mathematical language, appropriate calculations, tables of data, graphs and diagrams.</p> <p>Candidates must provide a written response to a specific task or issue set in a context that highlights a real-life application of mathematics. The task requires candidates to use provided stimulus material involving subject matter from the nominated topics, which will have sufficient scope to allow candidates to address all the stages of the problem-solving and mathematical modelling approach.</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Mathematical Methods</b> <b>SEE 2</b>	<p>Paper 1 (technology-free, 25%): 90 minutes plus 5 minutes perusal.</p> <p>No calculator or technology of any type is permitted in Paper 1.</p> <p>Paper 2 (technology-active, 25%): 90 minutes plus 5 minutes perusal.</p> <p>Total time is 3 hours plus 10 minutes perusal.</p> <p>Access to a QCAA-approved handheld graphics calculator (no CAS functionality) is a requirement for Paper 2, and scientific calculators may also be used.</p> <p>The QCAA formula sheet will be provided for both papers.</p>	<p>The external assessment for Mathematical Methods will representatively sample subject matter from Units 3 and 4. Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the examination.</p> <ul style="list-style-type: none"> <li>• Short-response format, consisting of a number of items that ask students to respond to the following activities <ul style="list-style-type: none"> <li>– calculating using algorithms</li> <li>– drawing, labelling or interpreting graphs, tables or diagrams</li> <li>– short items requiring multiple-choice, single-word, term, sentence or short-paragraph responses</li> <li>– justifying solutions, using appropriate mathematical language where applicable</li> <li>– responding to seen or unseen stimulus materials</li> <li>– interpreting ideas and information.</li> </ul> </li> <li>• Complex unfamiliar (20%). Typically, these problems focus on objectives 4, 5 and 6.</li> <li>• Complex familiar (20%). These problems can focus on any of the objectives.</li> <li>• Simple familiar (60%). Typically, these problems focus on objectives 1, 2 and 3.</li> </ul>

## Appendix 8: Sciences subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
<b>Agricultural Science</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p>Total time 3 hours plus 20 minutes perusal</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus</li> <li>• extended response (300–350 words or equivalent).</li> </ul> <p><b>Agricultural Science (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 1 and Unit 2 of the AS.</p>
<b>Biology</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p>Total time 3 hours plus 20 minutes perusal</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus</li> <li>• extended response (300–350 words or equivalent).</li> </ul> <p><b>Biology (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 1 and Unit 2 of the AS.</p>
<b>Chemistry</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Chemistry formula and data book</i> provided.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Chemistry formula and data book</i> provided.</p> <p>Total time 3 hours plus 20 minutes perusal</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus.</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Earth &amp; Environmental Science</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p>Total time 3 hours plus 20 minutes perusal</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus</li> <li>• extended response (300–350 words or equivalent).</li> </ul>
<b>Marine Science</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p>Total time 3 hours plus 20 minutes perusal</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus</li> <li>• extended response (300–350 words or equivalent).</li> </ul>
<b>Physics</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Physics formula and data book</i> provided.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Physics formula and data book</i> provided.</p> <p>Total time 3 hours plus 20 minutes perusal</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus.</li> </ul> <p><b>Physics (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 1 and Unit 2 of the AS.</p>
<b>Psychology</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p>Total time 3 hours plus 20 minutes perusal</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus</li> <li>• extended response (300–350 words or equivalent).</li> </ul> <p><b>Psychology (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 1 and Unit 2 of the AS.</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Biology SEE 1</b>	<p>This examination consists of two sections.</p> <p>Examinations will be based on topics and subject matter from Units 3 and 4. Examinations require assumed knowledge from Units 1 and 2.</p> <p>The total examination time is 3 hours plus 20 minutes perusal time.</p>	
	<b>Section 1: Data test</b>	
	<p><b>Time:</b> Approximately 1 hour.</p> <p>QCAA-approved graphics calculator permitted; unseen stimulus.</p> <p><b>Length:</b> up to 500 words in total, consisting of</p> <ul style="list-style-type: none"> <li>• short responses, i.e. single words, sentences or short paragraphs (fewer than 50 words)</li> <li>• paragraphs, 50–250 words per item</li> <li>• other types of item responses, e.g. interpreting and calculating.</li> </ul>	<p><b>Description</b></p> <p>Section 1 is a data test that assesses the application of a range of cognitions to multiple provided items related to subject matter from Units 3 and 4. Unit objective 1 is not assessed in this instrument.</p> <p><b>Specifications</b></p> <p>Candidates respond to items using qualitative data and/or quantitative data derived from the subject matter and mandatory practicals from Units 3 and 4.</p> <p>The data test contains two to four datasets and consists of a number of different types of items, which include:</p> <ul style="list-style-type: none"> <li>• short response items requiring single-word, sentence or short paragraph responses</li> <li>• calculating using algorithms</li> <li>• interpreting datasets.</li> </ul>
	<b>Section 2: Extended response</b>	
	<p><b>Time:</b> Approximately 2 hours.</p> <p>Total time approximately 3 hours.</p> <p><b>Length:</b> 800–1000 words</p>	<p><b>Description</b></p> <p>Section 2 is a response to secondary data that assesses the application of a range of cognitions to an unseen question and stimulus related to subject matter from Units 3 and 4. Unit objective 1 is not assessed in this instrument.</p> <p><b>Specifications</b></p> <p>This section requires an extended response to an item using unseen secondary data.</p> <p>Candidates are required to select, analyse, interpret and evaluate the secondary data provided within the assessment instrument.</p> <p>This secondary data could include:</p> <ul style="list-style-type: none"> <li>• qualitative data and/or quantitative data from an experiment designed by modifying one of the mandatory practicals from Units 3 and 4</li> <li>• excerpts from scientifically credible sources, such as scientific journals; books by well-credentialed scientists; and websites of governments, universities, independent research bodies or science and technology manufacturers</li> <li>• data and claims related to the Science as a Human Endeavour (SHE) statements in Units 3 and 4.</li> </ul>
<b>Biology SEE 2</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted.</p> <p>Total time 3 hours plus 20 minutes perusal.</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus</li> <li>• extended response (300–350 words or equivalent).</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Chemistry SEE 1</b>	This examination consists of two sections. Examinations will be based on topics and subject matter from Units 3 and 4. Examinations require assumed knowledge from Units 1 and 2 The total examination time is 3 hours plus 20 minutes perusal time.	
	<b>Section 1: Data test</b>	
	<p><b>Time:</b> approximately 1 hour.</p> <p>QCAA-approved graphics calculator permitted; seen <i>Chemistry formula and data book</i> provided; unseen stimulus.</p> <p><b>Length:</b> up to 500 words in total, consisting of</p> <ul style="list-style-type: none"> <li>• short responses, i.e. single words, sentences or short paragraphs (fewer than 50 words)</li> <li>• paragraphs, 50–250 words per item</li> <li>• other types of item responses, e.g. interpreting and calculating.</li> </ul>	<p><b>Description</b></p> <p>Section 1 is a data test that assesses the application of a range of cognitions to multiple provided items related to subject matter from Units 3 and 4. Unit objective 1 is not assessed in this examination.</p> <p><b>Specifications</b></p> <p>Candidates respond to items using qualitative data and/or quantitative data derived from the subject matter and mandatory practicals from Units 3 and 4.</p> <p>The data test contains two to four datasets and consists of a number of different types of items, which include:</p> <ul style="list-style-type: none"> <li>• short response items requiring single-word, sentence or short paragraph responses</li> <li>• calculating using algorithms</li> <li>• interpreting datasets.</li> </ul>
	<b>Section 2: Extended response</b>	
<p><b>Time:</b> approximately 2 hours</p> <p><b>Length:</b> 800–1000 words</p> <p>QCAA-approved graphics calculator permitted; seen <i>Chemistry formula and data book</i> provided; unseen stimulus.</p>	<p><b>Description</b></p> <p>Section 2 is a response to secondary data that assesses the application of a range of cognitions to an unseen question and stimulus related to subject matter from Units 3 and 4. Unit objective 1 is not assessed in this examination.</p> <p><b>Specifications</b></p> <p>This section requires an extended response to an item using unseen secondary data.</p> <p>Candidates are required to select, analyse, interpret and evaluate the secondary data provided within the assessment instrument.</p> <p>This secondary data could include:</p> <ul style="list-style-type: none"> <li>• qualitative data and/or quantitative data from an experiment designed by modifying one of the mandatory practicals from Units 3 and 4</li> <li>• excerpts from scientifically credible sources, such as scientific journals; books by well-credentialed scientists; and websites of governments, universities, independent research bodies, or science and technology manufacturers</li> <li>• data and claims related to the Science as a Human Endeavour (SHE) statements in Units 3 and 4.</li> </ul>	

Subject	Conditions	Response type/technique/genre/subject matter
<b>Chemistry</b> <b>SEE 2</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Chemistry formula and data book</i> provided.</p> <p><b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Chemistry formula and data book</i> provided.</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4.</p> <p>This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus.</li> </ul>

<b>Physics SEE 1</b>	<p>This examination consists of two sections. Examinations will be based on topics and subject matter from Units 3 and 4. Examinations require assumed knowledge from Units 1 and 2. The total examination time is 3 hours plus 20 minutes perusal time.</p>	
	<b>Section 1: Data test</b>	
	<p><b>Time:</b> approximately 1 hour. QCAA-approved graphics calculator permitted; seen <i>Physics formula and data book</i> provided; unseen stimulus. <b>Length:</b> up to 500 words in total, consisting of:</p> <ul style="list-style-type: none"> <li>• short responses, i.e. single words, sentences or short paragraphs (fewer than 50 words)</li> <li>• paragraphs, 50–250 words per item</li> <li>• other types of item responses, e.g. interpreting and calculating.</li> </ul>	<p><b>Description</b> Section 1 is a data test that assesses the application of a range of cognitions to multiple provided items related to subject matter from Units 3 and 4. Unit objective 1 is not assessed in this examination.</p> <p><b>Specifications</b> Candidates respond to items using qualitative data and/or quantitative data derived from the subject matter and mandatory practicals from Units 3 and 4. The data test contains two to four datasets and consists of a number of different types of items, which include:</p> <ul style="list-style-type: none"> <li>• short response items requiring single-word, sentence or short paragraph responses</li> <li>• calculating using algorithms</li> <li>• interpreting datasets.</li> </ul>
	<b>Section 2: Extended response</b>	
<p><b>Time:</b> approximately 2 hours. QCAA-approved graphics calculator permitted; seen <i>Physics formula and data book</i> provided; unseen stimulus. <b>Length:</b> 800–1000 words</p>	<p>Section 2 is a response to secondary data that assesses the application of a range of cognitions to an unseen question and stimulus related to subject matter from Units 3 and 4. Unit objective 1 is not assessed in this examination.</p> <p><b>Specifications</b> This section requires an extended response to an item using unseen secondary data. Candidates are required to select, analyse, interpret and evaluate the secondary data provided within the assessment instrument. This secondary data could include:</p> <ul style="list-style-type: none"> <li>• qualitative data and/or quantitative data from an experiment designed by modifying one of the mandatory practicals from Units 3 and 4</li> <li>• excerpts from scientifically credible sources, such as scientific journals; books by well-credentialed scientists; and websites of governments, universities, independent research bodies, or science and technology manufacturers</li> <li>• data and claims related to the Science as a Human Endeavour (SHE) statements in Units 3 and 4.</li> </ul>	
<b>Physics SEE 2</b>	<p><b>Paper 1:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Physics formula and data book</i> provided. <b>Paper 2:</b> 90 minutes plus 10 minutes perusal. QCAA-approved graphics calculator permitted; seen <i>Physics formula and data book</i> provided.</p>	<p>Summative external assessment assesses learning from both Units 3 and 4, Objectives 1–4. This examination will include two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short response items requiring single-word, sentence or paragraph responses; calculating using algorithms; interpreting graphs, tables or diagrams; responding to unseen data and/or stimulus.</li> </ul>



# Appendix 9: Technologies subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
<b>Aerospace Systems</b>	<p><b>Time:</b> 2 hours plus perusal (10 minutes)</p> <p>The QCAA formula sheet will be provided.</p> <p>Use of technology is required: non-programmable scientific and flight calculator permitted.</p> <p>Protractor and ruler or plotter required.</p> <p>Total length: 800–1000 words or equivalent, including a number of:</p> <ul style="list-style-type: none"> <li>• multiple-choice, single-word or sentence response items</li> <li>• short-paragraph response items of 50–150 words per item</li> <li>• items requiring calculations.</li> </ul>	<p>The external assessment in Aerospace Systems assesses learning pertaining to Objectives 1, 2, 3, 5 and 7.</p> <p>Summative external assessment assesses learning from Unit 4. The assessment consists of a number of items that may ask students to respond to the following activities:</p> <ul style="list-style-type: none"> <li>• sketching, drawing, graphs, tables and diagrams</li> <li>• multiple-choice items, writing single-word, sentence or short-paragraph responses calculating using formulas</li> <li>• responding to unseen stimulus materials.</li> </ul> <p>Where applicable, students are required to write in full sentences, constructing a response so that ideas are maintained, developed and justified.</p> <p>The percentage allocation of marks must match the following specifications:</p> <ul style="list-style-type: none"> <li>• Complex unfamiliar (20%)</li> <li>• Complex familiar (20%)</li> <li>• Simple familiar (60%).</li> </ul>
<b>Design</b>	<p><b>Time:</b> 2 hours plus planning (15 minutes)</p> <p>Stimulus: unseen</p> <p>Equipment required:</p> <ul style="list-style-type: none"> <li>• black ink pen</li> <li>• black felt-tip pen</li> <li>• 2B pencil</li> <li>• sharpener, eraser, ruler</li> <li>• a set of coloured pencils or pens</li> </ul> <p><b>Length:</b> four A3 pages</p>	<p>The external assessment in Design assesses learning pertaining to Objectives 2, 4, 5 and 6.</p> <p>A design challenge involves students documenting a period of focused design work to meet a deadline. Students use the develop phase of the design process to respond to a provided design brief and stimulus that includes:</p> <ul style="list-style-type: none"> <li>• a description of the features and sustainable requirements of a redesign problem</li> <li>• design criteria that can be used to judge the quality of the design ideas</li> <li>• visual and written stimulus to support the design brief.</li> </ul> <p>The student response will include the following assessable evidence:</p> <ul style="list-style-type: none"> <li>• ideas devised in response to a redesign problem</li> <li>• evaluation of ideas against design criteria to make refinements</li> <li>• synthesis of ideas and sustainable information to propose a sustainable design concept</li> <li>• representation of ideas and a sustainable design concept using schematic and/or ideation sketching.</li> </ul> <p><b>Design (Alternative sequence) – Students studying the alternative sequence (AS) will complete an alternative external assessment based on subject matter from Unit 2 of the AS.</b></p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Digital Solutions</b>	<p><b>Time:</b> 2 hours plus perusal (15 minutes)</p> <p><b>Length:</b> 800–1000 words in total, including:</p> <ul style="list-style-type: none"> <li>• 50–250 words for short-response answers</li> <li>• 400 words or more for the extended response.</li> </ul>	<p>The external assessment in Digital Solutions assesses learning pertaining to Objectives 1, 2, 3, 5 and 7.</p> <p>This assessment will include a combination of one extended response, a number of short response and/or multiple-choice questions.</p> <p>The extended response:</p> <ul style="list-style-type: none"> <li>• is constructed using one item; the item is a response to an unseen problem based on stimulus material</li> <li>• requires sustained analysis, synthesis and evaluation to fully solve a problem.</li> </ul> <p>The short response:</p> <ul style="list-style-type: none"> <li>• consists of a number of items that ask students to respond to the following activities: <ul style="list-style-type: none"> <li>– sketching, labelling or interpreting tables or diagrams</li> <li>– multiple-choice, sentence or short-paragraph responses</li> <li>– writing and calculating using algorithms</li> <li>– responding to unseen stimulus materials.</li> </ul> </li> <li>• Where applicable, students are required to write in full sentences, constructing a response so that ideas are maintained, developed and justified.</li> </ul>
<b>Engineering</b>	<p><b>Time:</b> 2 hours plus perusal (10 minutes)</p> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Only the QCAA formula sheet is permitted.</li> <li>• Notes are not permitted.</li> <li>• Use of technology is required: non-programmable scientific calculator only permitted.</li> <li>• Protractor and ruler required.</li> </ul> <p><b>Length:</b> 800–1000 words in total or equivalent, including a number of:</p> <ul style="list-style-type: none"> <li>• multiple-choice, single-word or sentence response items</li> <li>• short-paragraph response items of 100–150 words per item</li> <li>• items requiring calculations.</li> </ul>	<p>The external assessment in Engineering assesses learning pertaining to Objectives 1, 2, 3 and 5.</p> <p>The external assessment in Engineering assesses learning from Unit 4. The assessment consists of a number of items that may ask students to respond to the following activities:</p> <ul style="list-style-type: none"> <li>• sketching, drawing, graphs, tables and diagrams</li> <li>• multiple-choice items, single-word, sentence or short-paragraph responses</li> <li>• calculating using formulas</li> <li>• responding to seen or unseen stimulus materials.</li> </ul> <p>Where applicable, students are required to write in full sentences, constructing a response so that ideas are maintained, developed and justified.</p> <p>The percentage allocation of marks must match the following specifications:</p> <ul style="list-style-type: none"> <li>• Complex unfamiliar (20%)</li> <li>• Complex familiar (20%)</li> <li>• Simple familiar (60%).</li> </ul>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Food &amp; Nutrition</b>	<p><b>Time:</b> 2 hours plus perusal (10 minutes).</p> <p><b>Length:</b> 800–1000 words in total or equivalent, including:</p> <ul style="list-style-type: none"> <li>• short-paragraph response items of 50–250 words per item</li> <li>• 400 words or more for extended response.</li> </ul>	<p>The external assessment in Food &amp; Nutrition assesses learning pertaining to Objectives 1, 2, 3, 4, 5 and 7.</p> <p>The examination in Food &amp; Nutrition uses a combination of extended- and short-response questions related to Unit 4 topics. The short response:</p> <ul style="list-style-type: none"> <li>• is constructed using several items, which are a response to an unseen question, scenario or problem with unseen stimulus materials</li> <li>• may require analysis, synthesis and/or evaluation to fully respond to a question, scenario or problem</li> <li>• requires students to write in dot points, with some full sentences, constructing a response that may have paragraphs so that ideas are maintained, developed and justified</li> <li>• may require other types of item responses, such as drawing, labelling, graphing and tabulation of food and nutrition data.</li> </ul> <p>The extended response:</p> <ul style="list-style-type: none"> <li>• is constructed to include a minimum of one problem to a maximum of two problems. If two problems are presented, they will be from different contexts. Students respond to one problem only</li> <li>• requires students to respond to an unseen problem with unseen stimulus materials</li> <li>• requires sustained analysis, synthesis and evaluation to fully respond to the problem</li> <li>• requires students to write in full sentences, constructing a response of several paragraphs so that ideas are maintained, developed and justified.</li> </ul>

## Appendix 10: The Arts subjects overview

Subject	Conditions	Response type/technique/genre/subject matter
<b>Dance</b>	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p>Unseen stimulus succinct enough to allow students sufficient time to engage with them will be provided.</p> <p>Students will be provided with contextual information during the examination to support understanding of the stimulus.</p> <p><b>Length:</b> 800–1000 words</p>	<p>Summative external assessment draws from the learning in both Units 3 and 4. Objectives 3, 5, 6 and 7 are not assessed in this instrument.</p> <p><b>Extended response</b></p> <p>Students are required to analyse, interpret and evaluate information in the development of a response to an unseen stimulus and an unseen question in a written mode.</p> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis, interpretation and evaluation to fully answer a question</li> <li>• a response in the form of an analytical essay that expresses a viewpoint.</li> </ul> <p><b>Dance (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete the same assessment as students studying the parent syllabus.</p>
<b>Drama</b>	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p>Unseen stimulus succinct enough to allow students sufficient time to engage with them will be provided.</p> <p>Students will be provided with contextual information during the examination to support understanding of the stimulus.</p> <p><b>Length:</b> 800–1000 words</p>	<p>Summative external assessment draws from the learning in both Units 3 and 4. Objectives 3, 5 and 6 are not assessed in this instrument.</p> <p><b>Extended response</b></p> <p>Students are required to analyse, synthesise, evaluate and justify information in the development of a response to an unseen stimulus and an unseen question selected from various options.</p> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis, synthesis, evaluation and justification to fully answer a question</li> <li>• a response in the form of an analytical essay that expresses a viewpoint.</li> </ul> <p><b>Drama (Alternative sequence)</b> – Students studying the alternative sequence (AS) will complete the same assessment as students studying the parent syllabus.</p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Film, TV &amp; New Media</b>	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p>Unseen stimulus succinct enough to allow students sufficient time to engage with them will be provided.</p> <p>Students will be provided with contextual information during the examination to support understanding of the stimulus.</p> <p><b>Length:</b> 800–1000 words</p>	<p>Summative external assessment draws from the learning in both Units 3 and 4. Objectives 2, 3, 6, 7 and 9 are not assessed in this instrument.</p> <p><b>Extended response</b></p> <p>Students are required to analyse and appraise information in the development of a response to an unseen question in a written mode.</p> <p>This may involve solving a problem, expressing and justifying a viewpoint, analysing and interpreting moving image media to communicate meaning, or applying concepts or theories.</p> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis and appraisal to fully answer a question</li> <li>• a response in the form of an analytical essay that expresses a viewpoint.</li> </ul> <p><b><i>Film, TV &amp; New Media (Alternative sequence) – Students studying the alternative sequence (AS) will complete the same assessment as students studying the parent syllabus.</i></b></p>
<b>Music Music AS</b>	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p>Unseen stimulus succinct enough to allow students sufficient time to engage with them will be provided.</p> <p>Students will be provided with contextual information during the examination to support understanding of the stimulus.</p> <p><b>Length:</b> 800–1000 words</p>	<p>Summative external assessment draws from the learning in both Units 3 and 4. Objectives 1, 3, 5, 7, 9 and 10 are not assessed in this instrument.</p> <p><b>Extended response</b></p> <p>Students are required to analyse and evaluate information in the development of a response to an unseen question in a written mode. This may involve solving a problem, expressing and justifying a viewpoint, analysing and interpreting artwork to communicate meaning, or applying concepts or theories.</p> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis and evaluation to fully answer a question</li> <li>• an analytical essay that expresses a viewpoint.</li> </ul> <p><b><i>Music (Alternative sequence) – Students studying the alternative sequence (AS) will complete the same assessment as students studying the parent syllabus.</i></b></p>

Subject	Conditions	Response type/technique/genre/subject matter
<b>Music Extension</b>	<p><b>Time:</b> 2 hours plus 20 minutes planning time.</p> <p><b>Length:</b> written, 800–1000 words</p> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• unseen stimulus</li> <li>• students will be provided with contextual program notes during the examination to support understanding of the stimulus.</li> </ul>	<p>Summative external assessment draws from the learning in both Units 3 and 4.</p> <p><b>Extended response</b></p> <p>In an extended written response, students are required to evaluate, examine and express information in the development of a response to an unseen question in a written mode.</p> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained evaluation and examination to fully answer a question</li> <li>• an analytical essay that expresses a viewpoint.</li> </ul>
<b>Visual Art</b>	<p><b>Time:</b> 2 hours plus 10 minutes planning time.</p> <p>Unseen stimulus succinct enough to allow students sufficient time to engage with them will be provided.</p> <p>Students will be provided with contextual information during the examination to support understanding of the stimulus.</p> <p><b>Length:</b> 800–1000 words</p>	<p>Summative external assessment draws from the learning in both Units 3 and 4. Objectives 6 and 7 are not assessed in this instrument.</p> <p><b>Extended response</b></p> <p>Students are required to analyse, interpret, evaluate and justify information in the development of a response to an unseen question in a written mode. This may involve solving a problem, expressing and justifying a viewpoint, analysing and interpreting artwork to communicate meaning, or applying concepts or theories.</p> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis, interpretation, evaluation and justification to fully answer a question</li> <li>• a response in the form of an analytical essay that expresses a viewpoint.</li> </ul> <p><b>Visual Art (Alternative sequence) – Students studying the alternative sequence (AS) will complete the same assessment as students studying the parent syllabus.</b></p>

# Appendix 11: Subject-specific equipment

Subject	Additional approved subject-specific equipment
Aboriginal & Torres Strait Islander Studies	Nil
Accounting Accounting SEE	<ul style="list-style-type: none"> <li>• non-programmable calculator</li> </ul>
Aerospace Systems	<ul style="list-style-type: none"> <li>• QCAA-approved scientific calculator</li> <li>• QCAA-approved flight calculator</li> <li>• protractor</li> <li>• ruler or plotter</li> </ul>
Agricultural Science	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> </ul>
Ancient History Ancient History SEE	Nil
Arabic SEE	<ul style="list-style-type: none"> <li>• monolingual and/or bilingual print dictionaries in one or two volumes (written examination only)</li> </ul>
Biology Biology SEE	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> </ul>
Business	Nil
Chemistry Chemistry SEE	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> </ul>
Chinese Chinese SEE	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Design	<ul style="list-style-type: none"> <li>• black ink pens</li> <li>• black felt-tip pens</li> <li>• 2B pencils, sharpener and eraser</li> <li>• ruler</li> <li>• a set of coloured pencils or pens</li> </ul>
Digital Solutions	Nil
Drama	Nil
Earth & Environmental Science	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• ruler free from markings other than measurement indicators</li> <li>• non-programmable calculator</li> </ul>
Engineering	<ul style="list-style-type: none"> <li>• QCAA-approved scientific calculator</li> <li>• protractor</li> <li>• ruler</li> </ul>

Subject	Additional approved subject-specific equipment
English English SEE	Nil
English & Literature Extension	Nil
English as an Additional Language	Nil
Film, Television & New Media	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Food & Nutrition	Nil
French	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
French Extension	Nil
General Mathematics General Mathematics SEE	<ul style="list-style-type: none"> <li>• QCAA-approved scientific calculator</li> <li>• ruler</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• non-programmable calculator</li> <li>• coloured pencils</li> <li>• ruler free from markings other than measurement indicators</li> <li>• lead pencils</li> <li>• eraser</li> </ul>
German	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
German Extension	Nil
Health	Nil
Indonesian SEE	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Italian	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Japanese	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Korean SEE	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Latin SEE	<ul style="list-style-type: none"> <li>• dictionary</li> </ul>
Legal Studies Legal Studies SEE	<ul style="list-style-type: none"> <li>• non-programmable calculator</li> </ul>
Literature	Nil
Marine Science	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> </ul>



Subject	Additional approved subject-specific equipment
Mathematical Methods — Paper 2 (technology-active) <b>Note:</b> Paper 1 is technology-free; no calculator or technology of any type is permitted	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> <li>• QCAA-approved scientific calculator (permitted)</li> </ul>
Mathematical Methods SEE — SEE 1	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> <li>• QCAA-approved scientific calculator (permitted)</li> <li>• ruler</li> </ul>
Mathematical Methods SEE — SEE 2 Paper 2 (technology-active) <b>Note:</b> SEE 2 Paper 1 is technology-free; no calculator or technology of any type is permitted	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> <li>• QCAA-approved scientific calculator (permitted)</li> </ul>
Modern Greek SEE	<ul style="list-style-type: none"> <li>• monolingual and/or bilingual print dictionaries in one or two volumes (written examination only)</li> </ul>
Modern History Modern History SEE	Nil
Music	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Music Extension	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Philosophy & Reason Philosophy & Reason SEE	Nil
Physical Education	Nil
Physics Physics SEE	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> </ul>
Polish SEE	<ul style="list-style-type: none"> <li>• monolingual and/or bilingual print dictionaries in one or two volumes (written examination only)</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> </ul>
Punjabi SEE	<ul style="list-style-type: none"> <li>• monolingual and/or bilingual print dictionaries in one or two volumes (written examination only)</li> </ul>
Russian SEE	<ul style="list-style-type: none"> <li>• monolingual and/or bilingual print dictionaries in one or two volumes (written examination only)</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• suitable wired earphones/headphones (not Bluetooth)</li> <li>• student device</li> </ul>
Specialist Mathematics — Paper 2 (technology-active) <b>Note:</b> Paper 1 is technology-free; no calculator or technology of any type is permitted	<ul style="list-style-type: none"> <li>• QCAA-approved graphics calculator</li> <li>• QCAA-approved scientific calculator (permitted)</li> </ul>
Study of Religion	Nil

Subject	Additional approved subject-specific equipment
Vietnamese SEE	<ul style="list-style-type: none"><li>• suitable wired earphones/headphones (not Bluetooth)</li><li>• student device</li></ul>
Visual Art	Nil

## Appendix 12: QCAA-approved scientific calculators

Calculators used by students in a summative external assessment must be handheld and solar or battery powered. Below is a list of calculators approved for use in General Senior Syllabus summative external assessments that permit the use of a scientific calculator (or a non-programmable calculator).

Brand	Models
Abacus	SXIIMATRIXa SXII-MATRIXn
Canon	F717SGA F-720 F-720i
Casio	fx-82AU fx-82AU PLUS fx-82AU PLUS II fx-82AU PLUS II 2nd Edition fx-82MS fx-82TL fx-83WA fx-85MS fx-100AU fx-100AU PLUS fx-100AU PLUS 2nd Edition fx-100S fx-300MS fx-350MS fx-911Z
Hewlett-Packard (HP)	HP 8s HP 10s HP 10s+
Scholar	DS-82MS KD-350MS D1-5 SC-150MX SC-250MX
Sharp	EL-509V EL-509WM EL-520WG EL-531TH EL-531VH EL-531WH EL-531X EL-531XH EL-W531HA EL-W532THBW EL-W532XH
Texas Instruments (TI)	TI-30XB MultiView

## Other calculators

Any calculator not listed above may be used as long as it meets the requirements listed below. This includes calculators with more limited features such as basic (pocket and desktop) calculators.

### Features that are permitted

Calculators should be able to perform addition, subtraction, multiplication, division, square roots and powers. Scientific calculators also typically have access to the following features:

- trigonometric functions and inverse
- fractions and percentages
- statistical operations, such as standard deviation, mean and linear regression.

### Features that are NOT permitted

Calculators must not allow access to the following features:

- saving expressions
- solving simultaneous equations
- displaying a graph
- matrix operations
- symbolic algebra manipulation
- programmability
- communication with other machines, students or the internet
- language translation.

Calculator emulation software or equivalent applications running on computers, laptops, tablets, iPads or mobile phones are not permitted.

### Use of calculators in external assessment

Students are responsible for:

- bringing their own approved calculator
- the working condition of their calculator
- setting their calculator in the correct mode
- adhering to all instructions related to the use of approved calculators.

Students should be familiar with their model of calculator.

Calculators must be silent, handheld and solar or battery powered.

Students must ensure their calculator has adequate power. Where models allow, students can bring in spare batteries and change them. USB-rechargeable calculators should be fully charged prior to the assessment and have sufficient capacity to be used for the duration of the assessment. Any power failure or other issue with a calculator during an assessment will not be taken into consideration.

Unless otherwise stated, students may use a maximum of two approved calculators of any model in an assessment that allows them. For example, two approved scientific calculators, or one approved scientific calculator and one basic (pocket or desktop) calculator.

Calculators must be free of lids, cases and covers that have printed instructions or formulas, and external storage media.

Students may not borrow a calculator from another student after entering the assessment room.

Any apps or programs that have features that are not permitted must be deleted or inaccessible.

Calculators must not be able to communicate wirelessly.

The calculator's memory must be cleared prior to the assessment.

Supervisors will check that calculators meet the specifications outlined in this document prior to the assessment.

Calculator use will be monitored throughout the assessment.

On completion of the assessment, calculators must be cleared so that students are not able to use them to store assessment questions and/or answers.

# Appendix 13: QCAA-approved graphics calculators

## Approved graphics calculators

Calculators used by students in a summative external assessment must be handheld and solar or battery powered. Below is a list of calculators approved for use in General Senior Syllabus summative external assessments that permit the use of a graphics calculator.

Brand	Models
Casio	CFX-9850GC Plus fx-9860G fx-9860GAU fx-9860GAU Plus fx-CG20AU fx-CG50AU
Hewlett-Packard (HP)	HP39Gii HP Prime (updated to the latest firmware in 'Exam Mode' with the correct features blocked)
Texas Instruments (TI)	TI-83 Plus TI-84 TI-84 Plus TI-84 Plus CE TI-84 Plus Silver Edition TI-84 Plus C Silver Edition TI-73 Explorer TI-Nspire CX TI-Nspire with touchpad TI-Nspire CX II TI-Nspire CX II CAS (updated to the latest firmware in 'Press to Test' with the correct features blocked)

## Graphics calculators NOT permitted

Calculator emulation software or equivalent applications running on computers, laptops, tablets, iPads or mobile phones are not permitted.

Below is a list of calculators that are **not** approved for use in a General Senior Syllabus summative external assessment that permits the use of a graphics calculator.

Brand	Models
Casio	ClassPad 300 ClassPad 330 ClassPad 330 Plus Algebra FX 2.0 (all versions) CFX-9970 (all versions) fx-CP400 (ClassPad II)
Hewlett-Packard (HP)	HP 38g (all versions) HP 40g HP 50g HP Prime (not in 'Exam Mode' with the correct features blocked)
Texas Instruments (TI)	TI-Nspire CX CAS TI-Nspire CAS with touchpad TI-89 Titanium TI-Nspire CX II CAS (not in 'Press to Test' with the correct features blocked) Voyage 200

## Older models of calculators

Older models of calculators, including those listed as 'Approved', may have more limited features. Refer to the 'Other calculators' section below to see if a particular model has features that are not permitted. Review the calculator's user manual or contact the manufacturer for further advice about available features.

## Other calculators

Any calculator not listed above may be used as long as it meets the requirements listed below. This includes calculators with more limited features such as scientific and basic (pocket and desktop) calculators.

### Features that are permitted

Calculators should be able to perform addition, subtraction, multiplication, division, square roots and powers. Graphics calculators also typically have access to:

- drawing graphs with any viewing window; displaying table information; finding zeros, local minimum and maximums, and intersection points
- solving equations numerically, including system of linear equations
- determining a numerical derivative at a point
- determining a numerical definite integral

- determining statistical values, including normal and binomial distributions,  ${}^n P_r$ ,  ${}^n C_r$ , one- and two-variable statistics
- performing statistical calculations including regression
- performing matrix, vector and complex number operations.

## Features that are NOT permitted

Calculators must not allow access during the examination to:

- language translation
- symbolic algebra manipulation
- symbolic differentiation or integration
- communication with other machines, students or the internet
- retrievable information, including databanks, dictionaries, mathematical formulas and text.

A calculator that has any of these features (inbuilt or downloaded) must be put into a test mode that prohibits access to these features during the examination. If the calculator cannot be put into a test mode that prohibits access to these features, a different calculator that meets the requirements must be used.

## Use of calculators in external assessment

Students are responsible for:

- bringing their own approved calculator
- the working condition of their calculator
- setting their calculator in the correct mode
- adhering to all instructions related to the use of approved calculators.

Students should be familiar with their model of calculator.

Calculators must be silent, handheld and solar or battery powered.

Students must ensure their calculator has adequate power. Where models allow, students can bring in spare batteries and change them. USB-rechargeable calculators should be fully charged prior to the assessment and have sufficient capacity to be used for the duration of the assessment. Any power failure or other issue with a calculator during an assessment will not be taken into consideration.

Unless otherwise stated, students may use a maximum of two approved calculators of any model in an assessment that allows them. For example, two approved graphics calculators, or one approved graphics calculator and one approved scientific calculator.

Calculators must be free of lids, cases and covers that have printed instructions or formulas, and external storage media.

Students may not borrow a calculator from another student after entering the assessment room.

Any apps or programs that have features that are not permitted must be deleted or inaccessible.

Calculators must not be able to communicate wirelessly.

The calculator must be reset and/or cleared prior to the assessment as outlined below.

Supervisors will check that calculators meet the specifications outlined in this document prior to the assessment.

Calculator use will be monitored throughout the assessment.

On completion of the assessment, calculators must be reset and/or cleared such that students are not able to use them to store assessment questions and/or answers.



## Instructions for approved calculators prior to external assessment

Brand	Models	Reset/Initialise process
Casio	CFX-9850GC Plus	<ul style="list-style-type: none"> <li>From the Main Menu launch the Memory App (press F)</li> <li>Select Reset</li> <li>Press EXE</li> <li>Press F1</li> </ul>
	fx-9860G fx-9860GAU fx-9860GAU Plus fx-CG20AU fx-CG50AU	<ul style="list-style-type: none"> <li>From the Main Menu launch the System App (press G)</li> <li>Select Reset (F5)</li> <li>Select Next Page (F6)</li> <li>Select Initialize All (F2)</li> <li>Select Yes (F1)</li> <li>Select Yes (F1) (Note: If Add-ins are not installed, this step is not included.)</li> <li>Press EXIT</li> <li>Calculator will restart.</li> </ul>
Hewlett-Packard (HP)	HP39Gii	<ul style="list-style-type: none"> <li>Press and hold ON, F1 and F6 simultaneously</li> <li>Release all keys in the reverse order</li> </ul> See <a href="http://www.calcsplus.com.au/site/DefaultSite/filesystem/documents/datasheets/HP39gii_1.pdf">www.calcsplus.com.au/site/DefaultSite/filesystem/documents/datasheets/HP39gii_1.pdf</a> (p. 311)
	HP Prime	Prepare the calculator for the examination by updating to the latest firmware in Exam Mode. Ensure: <ul style="list-style-type: none"> <li>memory is erased</li> <li><b>CAS functionality is disabled</b></li> </ul> See <a href="http://www.hp.com/united-states/ExamMode_Whitepaper.pdf">www.hp.com/united-states/ExamMode_Whitepaper.pdf</a>
Texas Instruments (TI)	TI-84 TI-83 Plus TI-84 Plus TI-84 Plus CE Silver Edition TI-84 Plus C Silver Edition	To clear RAM: <ul style="list-style-type: none"> <li>2nd MEM (+)</li> <li>7: Reset</li> <li>1: All Ram</li> <li>2: Reset</li> </ul> Calculator will display 'RAM cleared'. To clear Archive: <ul style="list-style-type: none"> <li>2nd MEM (+)</li> <li>7: Reset</li> <li>Press the right arrow to move from RAM to ARCHIVE</li> <li>1: Vars</li> <li>2: Reset</li> </ul> Calculator will display 'Arc Vars Cleared'. See <a href="https://education.ti.com/en-au/resources/calculator-set-up">https://education.ti.com/en-au/resources/calculator-set-up</a>
	TI-73 Explorer	To clear RAM: <ul style="list-style-type: none"> <li>Press [2nd]</li> <li>Press [0] (MEM)</li> <li>Select Option 7: Reset</li> <li>Select Option 1: All RAM</li> <li>Select Option 2: Reset</li> </ul>
	TI-Nspire CX	To restore all system variables and memory to default settings:

Brand	Models	Reset/Initialise process
	TI-Nspire with touchpad TI-Nspire CXII	<ul style="list-style-type: none"> <li>• Home 2 (to open the My Documents file browser)</li> <li>• Menu (to open the context menu)</li> <li>• Delete All (you may need to arrow down)</li> <li>• OK</li> </ul> <p><b>Note:</b> This process must be executed regardless of whether the Document folder is empty.</p> <p>See <a href="https://education.ti.com/en-au/resources/calculator-set-up">https://education.ti.com/en-au/resources/calculator-set-up</a></p>
	TI-Nspire CXII CAS	<p>Calculator must be updated to the latest firmware, have all system variables and memory restored to default settings, and be placed in Press-to-Test mode with <b>CAS functionality disabled</b>.</p> <p>See <a href="https://education.ti.com/en-au/software/update/ti-nspire-software-update">https://education.ti.com/en-au/software/update/ti-nspire-software-update</a> to update to latest firmware.</p> <p>To restore all system variables and memory to default settings:</p> <ul style="list-style-type: none"> <li>• Home 2 (to open the My Documents file browser)</li> <li>• Menu (to open the context menu)</li> <li>• Delete All (you may need to arrow down)</li> <li>• OK</li> </ul> <p><b>Note:</b> This process must be executed regardless of whether the Document folder is empty.</p> <p>To place in Press-to-Test mode with <b>CAS functionality disabled</b>:</p> <ul style="list-style-type: none"> <li>• Ensure the handheld is turned off.</li> <li>• Press and hold down the esc and on keys.</li> <li>• Do not release the keys until the Press-to-Test screen is displayed.</li> <li>• For CAS Mode, select Exact Arithmetic.</li> <li>• Untick all restrictions.</li> <li>• Press enter or click Enter Press-to-Test.</li> <li>• Press enter or click OK.</li> </ul> <p>Calculator will switch off and restart automatically.</p> <p>See <a href="https://education.ti.com/en-au/resources/calculator-set-up">https://education.ti.com/en-au/resources/calculator-set-up</a></p>

## More information

### [myqce.qcaa.qld.edu.au](https://myqce.qcaa.qld.edu.au)

The myQCE website provides information about the QCE system, including subjects and courses, assessment and results, study tips and more.

### [qcaa.qld.edu.au](https://qcaa.qld.edu.au)

Information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

### [www.instagram.com/myqce](https://www.instagram.com/myqce)

Follow myQCE on Instagram to stay up to date with all things QCE, including the latest news, new resources and helpful study tips.