

Sinhala 2026 v1.0

General (Senior External Examination) senior syllabus

January 2026



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Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

Interstate assessed language syllabuses

This syllabus is an 'interstate assessed language syllabus' that meets the educational requirements of the QCE. Summative assessment outcomes for Queensland Sinhala students are determined by the QCAA based on results provided by an interstate authority.

The Sinhala General (Senior External Examination) senior syllabus offers general guidance on teaching, learning and assessment, as well as other subject-specific advice. The VCAA develops and marks the end-of-year examinations in Sinhala, which include both oral and written components.

As the VCAA sets and manages the summative assessment process, this syllabus directs teachers to use the *VCE Sinhala Study Design* for information about objectives, subject matter and units of study. Teachers should consult the VCAA for resources and guidance on course delivery. Students should prepare for the end-of-year examinations using the specifications and sample materials on the VCAA website.

Course overview

Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Sinhala-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Sinhala is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

The syllabus objectives, or their equivalent, specified in the *VCE Sinhala Study Design* should be used as the syllabus objectives for this course.

Designing a course of study in Sinhala

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Course structure

The Sinhala General (Senior External Examination) senior syllabus must be used by teachers of as they plan four units of curriculum. Each unit should be developed with a notional time of 55 hours of teaching and learning, including assessment.

The policy and procedures governing the administration of the course of study in Sinhala developed in accordance with the *VCE Sinhala Study Design* are set out in the [QCE and QCIA policy and procedures handbook](#).

Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters 2014).

The literature uses different terms about assessment, including:

- assessment for, as and of learning
- diagnostic, formative and summative.

Assessment for, as and of learning

Assessment for learning, assessment as learning and assessment of learning (Earl 2013) are purposes for which evidence is gathered about student progression to improve teaching and learning. Assessment for these purposes can involve both teachers and students, providing opportunities for them to give and receive feedback and inform future planning.

Assessment for learning

Assessment for learning occurs throughout the learning process and could be diagnostic and/or formative. Diagnostic assessment gathers evidence on a student's strengths or discrete knowledge and skills. This evidence can inform further support, differentiation or intervention to teaching and learning. Formative assessment is undertaken throughout the teaching and learning process to determine progress on achieving learning outcomes/objectives. Formative assessment provides the basis for feedback that is used to adjust teaching and learning and can help teachers to differentiate instruction.

Assessment as learning

Assessment as learning places the student central to the processes of assessing and learning. Students monitor their own learning and use formal and informal feedback and self-assessment to determine the next steps required to meet learning outcomes/objectives. Assessment as learning encourages students to take responsibility for their own learning.

Assessment of learning

Assessment of learning is often referred to as summative assessment and can include formal assessment tasks, internal or school-devised assessment and external assessment. Summative assessment is undertaken at defined key points of the teaching and learning process to indicate standards achieved and inform reporting and/or certification. Summative assessment provides sufficient evidence of learning to make defensible and comparable judgments about the quality of student responses against predetermined standards and/or objectives.

Uses of assessment

Assessment information has multiple uses, including:

- provision of feedback to teachers, e.g.
 - evidence of students' strengths, ways of learning, areas of development, depth of knowledge, and conceptual understandings, which informs teachers so they know what students can do and what subsequent teaching is required to progress student learning
 - identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance
- provision of feedback to students and parents/carers that gives
 - clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
 - evidence of student learning and advice for further progress, underpinning the provision of meaningful reports or statements to parents/carers and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

The subject matter specified in the *VCE Sinhala Study Design* should be used as the subject matter for this course.

Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

Language acquisition

Language acquisition occurs in communicative contexts: communication encompasses the exchange and negotiation of meaning, drawing on awareness of intercultural understanding and cultural conventions.

Students acquire language through the purposeful and meaningful use of that language. Exchanges of information and ideas are authentic and relevant to the learner; students practise receptive, interactive and productive exchanges of information in communicative and age-appropriate contexts. Through engagement with a range of texts, students will demonstrate communicative and cognitive facility and a capacity to create and comprehend texts in Sinhala.

The knowledge and understanding of the subject matter and application of skills for Sinhala are interrelated and interdependent. They reflect the nature of language acquisition in a communicative and cultural context. To effectively engage students in exchanging ideas, information and opinions, the teaching and learning experiences need to encompass a variety and range of modes, media and formats. Students and examiners are encouraged to interact in Sinhala as the language of the educational setting. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of Sinhala language, culture, and their interrelationships.

Additional subject-specific information may be found in the *VCE Sinhala Study Design* and on the VCAA website.

Use of dictionaries

Dictionaries are an important tool in the acquisition of an additional language. Knowing how to use a dictionary is a necessary skill for learners of an additional language. The use of a dictionary is one of the problem-solving strategies employed by language learners and is useful for mediating conceptual meaning. Dictionaries may also be used for confirming literal meaning where a word or phrase is not known by a student. Dictionaries are important for maintaining communication in exchanges of information but their use should not hinder or impede the immediacy and spontaneity of an exchange.

Text selection

Text selection should reflect the interests and needs of students.

Throughout the course of study, students should be provided with opportunities to engage with a wide range of texts to encourage their development as language learners and users. Texts selected for the course of study may be analytical, descriptive, informative, narrative, persuasive, satirical, comedic and transactional texts.

There should be a range and balance in the texts that students read, listen to and view, which embody the intercultural nature of language. The course should include texts designed for different purposes and audiences, and delivered through different media.

Text types

Texts are classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication. Classifications are sometimes ambiguous or overlapping; they may include

analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical and transactional texts, among others.

Analytical texts develop an argument, make a judgment or advance an interpretation. They do this by identifying, examining and drawing conclusions about the elements or components that make up other texts, e.g. short essays, research reports.

Descriptive texts explain the features or characteristics of something, including a range of details, often with affective or sensory description. The purpose is to invite perception, empathy or visualisation (of people, places, or emotions), e.g. travel blogs, film reviews.

Informative texts convey factual content to educate or inform. Sub-types of informational texts include:

- explanatory texts, which present factual information with details to elucidate. The purpose is to invite developed understanding (of an action or event), e.g. annotations on a building plan or map, travel brochures
- procedural texts, which lay out a series of steps to be followed in a set order to complete a task, e.g. recipes, directions to a point of interest.

Narrative texts tell a story through a series of related events or experiences. Narrative texts use aesthetic features to provoke audience or reader responses, e.g. fairytales, novels, feature films.

Persuasive texts put forward a point of view to influence an audience. They may do this explicitly with argument and justification, or implicitly through the use of purposefully selected textual features, e.g. speeches, advertisements.

Satirical and comedic texts make fun of or mock people, events or concepts, or tell jokes, for the purposes of entertainment or social comment, e.g. satirical cartoons, comedy series.

Transactional texts occur in situations between two or more people, often involving negotiation or discussion, to achieve an outcome, e.g. conversations to purchase a product, a series of emails to organise a time and place for a meeting.

Literacy in Sinhala

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in Sinhala. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Sinhala is essential for student achievement. This includes knowledge of the nature and structure of letters, spelling conventions and punctuation, and their application to communicate effectively.

Students need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the Sinhala language. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey information in Sinhala.

To understand and use literacy skills in Sinhala, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from Sinhala texts
- using Sinhala in the classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Sinhala texts, teaching and learning strategies include:

- using Sinhala to convey ideas and information in particular ways to suit audience and purpose
- analysing the ways language is used to convey ideas and information in Sinhala texts
- drawing conclusions about the purpose and audience of Sinhala texts.

These aspects of literacy knowledge and skills are embedded a course of study in Sinhala.

Developing learning experiences

The backwards design approach, developed by Grant Wiggins and Jay McTighe in their book *Understanding by Design* (2005), emphasises beginning with the end in mind. Rather than starting with lessons and activities, backwards design starts by identifying the desired learning outcomes, followed by determining the evidence needed to show mastery, and finally planning the learning experiences that will lead students to achieve those outcomes.

It involves three stages:

1. Identify desired results — what students need to know, understand, and be able to do by the end of the unit.
2. Determine acceptable evidence — the assessment that will be used to identify if students have achieved the desired results.
3. Plan learning experiences and instruction — the learning experiences and instruction that will help students achieve the desired results.

Stage 1: Identify desired results

For each unit, refer to the *VCE Sinhala Study Design* to identify the key knowledge, understanding and skills in the subject matter that students need to develop in Sinhala. The subject matter is organised within each unit in such a way as to provide a detailed breakdown of the information, mental procedures and psychomotor procedures that need to be taught.

Consider the level of complexity of the subject matter and the time that will be needed to cover it.

Stage 2: Determine acceptable evidence

The next step is to consider how students will demonstrate they have achieved the desired results. Consider the range of assessment methods that could be used. Schools have autonomy when deciding on the details and context of assessment tasks, and formative assessment is a school decision.

Refer to the *VCE Sinhala Study Design* and VCAA website for further information about assessment.

Stage 3: Plan learning experiences and instruction

The final stage of backwards design is to plan the learning experiences and instruction that will help students achieve the desired results. Different learning approaches should be considered as appropriate to suit student interest, with a variety of activities that will cater to these needs, such as immersive language activities, cultural exploration, and collaborative tasks that develop language skills in a real-world context.

Exchanges in and engagement with Sinhala are meaningful when teaching and learning experiences allow for:

- retrieval of knowledge of language elements and textual conventions to understand and create texts
- consideration of context and cultural conventions to construct and engage with a range of written, spoken and visual text types
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas and demonstrate intercultural understanding
- synthesis of knowledge and skills to generate and sustain the exchange of meaning
- use of linguistic, textual and cultural knowledge for the analysis and creation of texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw
- conclusions and justify opinions in responding to texts
- identification of information, ideas and textual elements to develop points of view
- recognition and appreciation of variations within languages that reflect cultural and community diversity.

Educational providers should develop learning experiences that allow students the opportunity to:

- analyse texts
- create texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Teaching and learning within a unit should ensure that there is a balance of:

- modes
- subject matter
- objectives.

Students should engage with:

- listening, reading and viewing, with responses to
 - short items in English and Sinhala
 - extended responses, paragraphs and/or short sentences in English and/or Sinhala
- speaking and writing, with responses
 - in a wide variety of text types for each mode
 - across the different media or forms of technology, where possible
 - in Sinhala to Sinhala stimulus texts
- exchanges of information in Sinhala.

In this way, each student develops their capacity to listen, read, speak, view and write in Sinhala. Because students develop the capacity to listen, read, speak, view and write unevenly, it is important that opportunities to demonstrate analysis, evaluation, drawing conclusions and the justification of opinions, ideas and perspectives be provided through responses in both English and Sinhala.

A course of study should balance learning and assessment so that students can easily move between the experiences in an educational setting and assessment of those experiences. This allows the identification of the most appropriate ways to improve language acquisition and monitor performance.

See the *VCE Sinhala Study Design* and VCAA website for further information.

Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student demonstrates a very high level of knowledge and understanding of the subject matter and application of skills.
B
The student demonstrates a high level of knowledge and understanding of the subject matter and application of skills.
C
The student demonstrates a sound level of knowledge and understanding of the subject matter and application of skills.
D
The student demonstrates a limited level of knowledge and understanding of the subject matter and application of skills.
E
The student demonstrates a very limited level of knowledge and understanding of the subject matter and application of skills.

Determining and reporting results

Unit 1 and Unit 2

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student to decide.

Units 3 and 4

A final result for Queensland students of Sinhala will be determined by the QCAA using assessment results provided by the VCAA. Students must be prepared to be examined on information in the *VCE Sinhala Study Design*, available on the VCAA website.

The QCAA uses these assessment results to determine each student's subject result as a mark out of 100 and as an A–E.

Units

Overview

The units specified in the *VCE Sinhala Study Design* should be used as the units for this course.

The subject matter specified in the *VCE Sinhala Study Design* should be used as the subject matter for this course.

In both the VCAA and QCE senior secondary systems, subjects are structured as courses of study that include four units, designed to be completed over two years. Each subject consists of Units 1, 2, 3, and 4, with Unit 1 and Unit 2 typically undertaken in the first year and Units 3 and 4 in the second.

Unit 1 and Unit 2 provide foundational learning, where students explore all syllabus objectives and engage with key subject content, establishing a base for further study. Units 3 and 4 are more advanced, consolidating the skills and knowledge acquired in the first two units. Unit 1 and Unit 2 should be completed before progressing to Units 3 and 4.

Approximately 55 hours of teaching and learning should be allocated per unit. This includes time for assessments.

For further information and support for Sinhala, see the *VCE Sinhala Study Design* and VCAA website.

Assessment

Unit 1 and Unit 2 assessment

Student results of Unit 1 and Unit 2 assessment do not contribute to the calculation of the subject result and do not need to be reported to the QCAA.

Unit 1 and Unit 2 assessment can be developed based on:

- the school-assessed coursework as specified in the *VCE Sinhala Study Design*
- and/or other school-developed assessments, including but not limited to
 - interviews
 - spoken presentations
 - multimodal presentations
 - reading comprehension examinations
 - listening comprehension examinations
 - written examinations in response to stimulus.

Units 3 and 4 assessment: Senior External Examination (100%)

The Senior External Examinations are developed and marked by the VCAA. The external assessment in Sinhala is common to all schools and administered under the same conditions, on a given date, at a time specified by the VCAA. The QCAA external assessment timetable is updated to include language and non-language Senior External Examinations when the dates and times for all interstate assessed language examinations are known.

For further information and support for Sinhala, see the *VCE Sinhala Study Design* and website.

The QCAA provides a Language subjects handbook for students, which is available on the QCAA website: www.qcaa.qld.edu.au/downloads/senior/see_language_handbook.pdf

The summative assessment for Sinhala SEE are the VCAA end-of-year examinations, which are an:

- oral examination
- written examination.

Overview of summative external assessment

Oral examination (25%)	Written examination (75%)
• Duration: approximately 15 minutes • Date: – end-of-year, on a date set annually – published by the VCAA • The oral examination will be marked by assessors appointed by the VCAA.	• Duration: 2 hours plus 10 minutes reading time • Date: – end-of-year, on a date set annually – published by the VCAA. • The written examination will be marked by assessors appointed by the VCAA.

For further information and support, see *VCE Sinhala Study Design* on the VCAA website.

Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

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Version history

Version	Date of change	Information
1.0	June 2025	Released for implementation with first external assessment in 2026

