

A review of QCAA Applied syllabuses

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Glossary

Abbreviations and acronyms

Term	Explanation
ATAR	Australian Tertiary Admissions Rank
CIA	common internal assessment
CSfW	<i>Core Skills for Work Developmental Framework (CSfW)</i>
EA	external assessment
OP	overall position
QA	quality assurance
QBSSSS	Queensland Board of Secondary School Studies
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QSA	Queensland Studies Authority
RTO	registered training organisation
SAS	study area specification
UQ	University of Queensland
VET	Vocational Education and Training

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Key findings

The Queensland Curriculum and Assessment Authority (QCAA) offers Applied syllabuses as learning for students on a vocational pathway. These syllabuses did not undergo a full redevelopment during the last review and revision of senior syllabuses. Rather, the number of units and summative assessments were reduced to four and the syllabuses were reformatted to bring them into closer alignment with the other senior syllabuses. It is timely, therefore, to conduct a detailed review of these syllabuses during the 2020–2024 review and revision of senior syllabuses.

In reviewing the QCAA Applied syllabuses, it is important to consider the conversations around applied learning that are happening in other jurisdictions. Internationally, there has been two major movements: one toward an integration of applied and academic learning, such as in Hong Kong, and the other toward a system that makes a greater distinction between these two types of learning where each is valued, such as in most European systems.

In Australia, both New South Wales and Victoria are currently engaged in reviewing their applied syllabuses and senior certification models, and these are relevant considerations for the Queensland review. Across the board, there is agreement that applied learning occupies a valuable, yet undervalued, place in the education landscape (Firth 2020, Joyce 2019, Shergold 2020). The QCAA has an opportunity to provide valuable learning opportunities to a specific cohort of students through the development of quality Applied syllabuses. This report should be viewed in conjunction with the QCAA paper, *A Review of International and Australian Trends in Applied Learning* (2021) where these conversations are summarised.

The current paper seeks to analyse the 2019 QCAA Applied syllabus offerings, comparing them with the other syllabuses offered in Queensland. This paper concludes with recommended options for the revision of the QCAA Applied syllabuses. Section 4 outlines these options in more detail while considering the possible implications of each approach.

The following is a summary of the key findings of this report.

Dimensions and objectives

During the 2019 review and revision of senior syllabuses, the General syllabus and Applied (Essential) syllabus dimensions and objectives were rewritten with reference to the work of Marzano and Kendall (2007) and Bloom's taxonomy. The dimensions and objectives of the Applied syllabuses did not undergo the same process. They differ from the General and Applied (Essential) syllabuses in objective content and structure, especially in the consistency of meaning and application of cognitive terminology.

Applied syllabuses contain three dimensions, each with associated objectives. The nomenclature of these dimensions is varied across syllabuses with Dimension 3 containing the most variation across the suite of Applied syllabuses. The objectives do not conform to the structure of General and Applied (Essential) syllabuses and there is duplication within the objectives of some syllabuses.

Considerations

Moving forward, the main options include maintaining and updating the current syllabus dimensions and objectives or redeveloping the objectives to align with the General or Applied (Essential) syllabus structure.

Updating the current syllabus dimensions and objectives would involve considerable re-working of both the dimensions and objectives and consensus would need to be reached across learning areas for this approach to be effective.

Removing dimensions and redeveloping the objectives to align with the General and Applied (Essential) syllabus objectives would lead to a more uniform approach across all senior syllabuses. Implementing syllabus, unit and assessment objectives, along with reporting standards, will increase rigour and consistency across teaching, learning and assessment in Applied subjects. However, this has implications for determining an exit level of achievement in Applied subjects.

Underpinning factors

The QCAA Applied syllabuses are currently underpinned by five factors: literacy skills, numeracy skills, applied learning, community connections and CSfW. While these factors set Applied subjects apart from General subjects, they do not exemplify the full definition of applied learning.

As explored in *Applied Learning: International and Australian trends* (QCAA 2021), applied learning is a powerful pedagogical approach that incorporates most of the underpinning factors of the current Applied syllabuses, with the exceptions of literacy and numeracy.

Applied learning as a pedagogical approach involves:

- authentic learning experiences and assessment
- community connections
- a student-centred and flexible approach
- hands-on learning in a collaborative environment.

Evidence of applied learning as a pedagogical approach is prominent in some Applied subjects but minimal or absent in others. Applied syllabuses should provide rich opportunities for students to encounter all four of these aspects of applied learning. With this approach adopted, there would be a place in the syllabus to align the underpinning factors of literacy, numeracy and 21st century skills with the General and Applied (Essential) subjects. These skills are important for learning across all syllabuses and should be highlighted in the Applied syllabuses also.

Considerations

The main options for the development of underpinning factors in Applied syllabuses include:

- maintain the current five underpinning factors in Applied syllabuses
- add 21st century skills to the current five underpinning factors in Applied syllabuses
- align the underpinning factors to the General and Applied (Essential) subjects while adopting applied learning as a pedagogical approach.

Adopting a consistent pedagogy, such as applied learning, would improve the alignment across the Applied syllabuses. It would differentiate the Applied and General syllabuses and would ensure Applied subjects are uniquely suited to students on a vocational path. This could be complemented by the addition of literacy, numeracy and 21st century skills as the underpinning factors of Applied syllabuses to ensure consistency across senior syllabuses and preparation of students for vocational education and work pathways.

Pedagogical and conceptual frameworks

Around half of QCAA Applied subjects are structured around a subject-specific pedagogical or conceptual framework. Implementing Applied learning as a pedagogical approach across all Applied syllabuses need not preclude the inclusion of these frameworks, which could sit alongside the applied learning approach. The benefits of establishing a consistent pedagogical approach are improved rigour of teaching, learning and assessment across Applied subjects, distinction between related Applied and General subjects and the inclusion of consistent underpinning factors across the senior curriculum.

Considerations

The inclusion of additional conceptual approaches or ways of working should be considered to allow for subject-specific idiosyncrasies. Frameworks should be evidence-based and should support the pedagogical approach and underpinning factors of the syllabus. Attention should be given to how these models could be carefully included across the subject matter, syllabus, unit and assessment objectives and assessment.

Subject matter

Subject matter includes the core and elective learning of a syllabus and may also include the contexts through which that learning is developed. There are discrepancies between the way core and elective learning and contexts are explained across the Applied syllabuses.

Core learning involves subject matter that is central to developing a broad and deep understanding of a subject. Core cognitions or actions (i.e. cognitive verbs) should be reflected in syllabus, unit and assessment objectives and should incorporate the underpinning factors.

A major difference between each of the Applied syllabuses is the inclusion of elective learning and/or context and the ways they are used to develop courses of study and modules of work. Electives and contexts provide a level of flexibility that ensures the local school context and students' needs are at the centre of teaching and learning. However, these should be consistently used across syllabuses and the level of learning should be outlined to ensure consistency across schools.

Considerations

A consistent approach should be taken to the use of electives or contexts across the Applied syllabuses.

Applied syllabuses could contain:

- core learning and contexts for delivering core learning or
- core learning, elective learning and contexts for delivering the learning.

Flexibility and student-centredness are key tenets of applied learning as a pedagogical approach, thus the subject matter should be able to be contextualised.

Planning a course of study/modules of work

Advice for planning a course of study and developing modules of work is complicated and varies across Applied syllabuses. Planning involves many factors which can make developing a study plan cumbersome for schools and time-consuming for teachers and QCAA QA officers. Complex rules within some syllabuses require detailed curriculum mapping and auditing to ensure all

aspects of the syllabus are being developed. Such variability means reduced consistency across the state and differing levels of rigour across subjects and syllabuses.

Considerations

The main options for planning courses of study and developing units of work include:

- streamline syllabus and study plan requirements
- provide units of work for schools to contextualise.

Streamlining the requirements would ensure greater consistency across schools and reduced demands on QCAA QA staff when approving study plans, whilst retaining flexibility for schools to meet their students' needs.

The greatest level of consistency across Applied syllabuses would be achieved by developing units of work for schools to deliver. To retain flexibility, this could involve a larger number of units (6–8), from which schools select four to develop across a course of study. Each unit would need to be able to function as summative learning when enacted in Units 3 or 4.

Aboriginal perspectives and Torres Strait Islander perspectives

Around half of the Applied syllabuses contain subject-specific information on integrating Aboriginal perspectives and Torres Strait Islander perspectives, so opportunities exist to improve those that currently do not.

Considerations

Opportunities for developing Aboriginal perspectives and Torres Strait Islander perspectives should be outlined in each syllabus. An audit of the current advice should be undertaken in this review process.

Assessment techniques and exit folios

Applied syllabuses contain a range of assessment techniques, with different requirements and rigour across the techniques and across subjects. The majority of QCAA Applied syllabuses contain the project assessment technique. This technique enables teachers to gather evidence of all objectives over a lengthy timeframe. Projects often contain a product, performance or practical demonstration and they are mandated in most Applied syllabuses.

Extended responses and investigations are also common assessment techniques included in Applied syllabuses. The extended nature of these tasks relates to both duration and length, however, these tasks may not enable teachers to gather evidence of all syllabus objectives. For example, most Applied syllabuses contain 'action' verbs which may not be evidenced through these techniques. Examinations also restrict the number and type of objectives that may be assessed.

Considerations

The main options for ensuring consistency of assessment options across the Applied syllabuses include developing the project assessment technique as the central assessment technique used

across all Applied syllabuses or ensuring all techniques offer the most effective ways for gathering evidence of applied learning.

The project technique aligns with the applied learning as a pedagogical approach in that it:

- enables teachers to gather evidence of all syllabus objectives
- can be completed over time with multiple opportunities for students to demonstrate their learning
- is flexible in that it can be contextualised to any situation and developed to meet the students' needs
- contains a practical or demonstrative aspect.

The range of assessment techniques in Applied syllabuses should be considered to ensure students can demonstrate the majority of syllabus objectives in each task, with multiple opportunities to demonstrate each objective.

Quality assurance in QCAA Applied syllabuses

QCAA Applied subjects undergo two major quality assurance mechanisms: study plan approval and an annual Applied assessment QA meeting (from 2021). Across these mechanisms, the QCAA review:

- school-developed courses of study and modules of work (as per the study plan)
- school-developed assessment instruments
- student responses to assessment instruments
- teacher judgments against school-developed instrument-specific standards.

School-developed resources enable flexibility but may also be associated with inconsistency and lack of rigour. As one QCAA Applied subject may be used to contribute to an ATAR, it is important that applied syllabuses are quality assured.

General and Applied (Essential) syllabuses provide units of work, assessment details and instrument-specific marking guides/standards, removing the need for QA processes around planning units of work or courses of study. School-developed assessment in these subjects is also endorsed by the QCAA in both syllabus types and student responses are confirmed for General syllabuses and reviewed at an annual meeting for Applied (Essential) subjects. Both syllabus types also contain QCAA-developed assessment: EA for General subjects and CIA for Applied (Essential) subjects.

Considerations

QA mechanisms are important for improving the perception of Applied syllabuses. The QCAA could provide units of work and associated assessment techniques, with instrument-specific standards, to develop a level of consistency and ensure rigour across these subjects. However, these units and assessments must allow for flexibility across schools and contexts.

Providing a number of summative units from which schools may select four units would allow for an optimal balance between flexibility and consistency.

Consistent assessment standards could result in a more comparable allocation of exit levels of achievement across schools. It is not recommended that a common internal or external assessment be implemented in Applied syllabuses as supervised, short-response tasks may not provide students with opportunities to demonstrate all syllabus objectives in Applied subjects. Rather, QA mechanisms for ensuring consistency across teacher judgments should be a priority.

Duplication between Applied syllabuses

There is substantial duplication between a number of Applied syllabuses within learning areas. Some Applied subjects contain the same or very similar syllabus objectives, core learning and/or assessment requirements as other Applied subjects. All QCAA Applied syllabuses should contain unique learning.

Considerations

A comparison between Applied subjects should occur to ensure each subject is unique. This should be carefully enacted in the Technologies and Arts learning areas.

Duplication between Applied syllabuses and Vocational Education and Training (VET) qualifications

There is some duplication between QCAA Applied subjects and related Vocational Education and Training (VET) qualifications. Highly specific trade qualifications are not necessarily suited to the school environment, as is shown in national and international research.

All QCAA Applied syllabuses should contain unique learning differentiated from VET qualifications.

Considerations

A comparison of Applied subject and VET qualifications across different levels of certification (i.e. Certificates I, II, III and IV) should be undertaken. Each Applied subject should be examined to determine the level of specificity in the trade qualifications included in the syllabus as highly specific trades may not be appropriate for school-based learning.

Duplication between Applied syllabuses and General syllabuses

There is considerable duplication in learning between some QCAA Applied subjects and related General subjects. This is particularly relevant in the Technologies and Arts learning areas. Duplication appears in objectives, pedagogical and conceptual frameworks, subject matter and assessment. Students who undertake these subjects are on different pathways, therefore the learning should be different.

Considerations

Applied subjects should be compared to similar General syllabuses to ensure the learning is distinct and unique. Applied syllabuses should be written to reflect the purpose for which they are developed, that is for students on a vocational pathway. They should be developed in a way that students could study both the General and Applied subject to enhance their learning in a specific field without substantial overlap.

Recommendations

Three recommended options for Applied syllabus redevelopment are presented here. These options are based on the information contained in this report and the findings of *A Review of International and Australian Trends in Applied Learning* (QCAA 2021). The recommended options include:

- **Option A:** Maintain Applied syllabuses in their current structure, revising some aspects to align with the Applied (Essential) subjects.
- **Option B:** Redevelop Applied syllabuses into unique syllabuses that are built upon applied learning as a pedagogical approach. The syllabus would provide multiple **generic** units of work from which schools would select and contextualise four units. The syllabus would mandate assessment technique/s for each unit of work, along with **generic** instrument-specific standards (ISSs).
- **Option C:** Redevelop Applied syllabuses into unique syllabuses that are built upon applied learning as a pedagogical approach. The syllabus would provide multiple **specific** units of work from which schools would select four units. The syllabus would provide assessment technique/s for each unit of work, along with **unique** instrument-specific standards (ISSs) suited to the context.

These options have been presented to stakeholders for feedback through Applied syllabus review focus groups around Queensland. The findings of these focus groups are presented in Section 6.

1 Purpose

The first review and revision cycle for QCAA senior syllabuses commences in 2020, with a focus on improving them to better support the new QCE. This report analyses the current QCAA Applied syllabuses and the role they play as part of the suite of senior syllabuses. The majority of Applied syllabuses have had limited scrutiny in preparing them for the new QCE system. In the upcoming review and revision cycle, they will undergo a full redevelopment process similar to that undertaken with the 2019 General syllabuses. This report provides recommended options for the revision of Applied syllabuses.

2 Background

Applied syllabuses, or their equivalent, have been part of the senior subject offerings in Queensland since the early 1970s. These subjects were initially conceptualised as alternative learning to syllabuses that directly contributed to calculating tertiary entrance ranks. They arose from courses that schools were offering to students as more 'hands-on' and practical curricula. These courses were particular to the school context and available resources.

For a course to be recognised or 'registered', schools were required to write a syllabus under guidelines provided by the then Queensland Board of Secondary School Studies (QBSSS). If the subject was approved by the QBSSS, it could be offered by the school, and any other school that wished to offer it, and it would be included in QBSSS reporting (see Figure 1 for a timeline of the QCAA Applied syllabuses nomenclature).

Rapid uptake of these subjects soon made rationalisation of the number offered a priority. In addition, the quality of these subjects was highly variable, and the value and currency of student results could be called into question as there was no process of moderation.

In November 1994, a Cabinet decision directed the now Board of Senior Secondary Studies to develop proposals for rationalising the number of Board-registered subjects that were available in schools. In the late 1990s and early 2000s the number of subjects was rationalised and they became known as Board-registered subjects with associated study area specifications (SASs). These subjects did not contribute to the overall position (OP) of a student.

The initial SASs were structured to allow for two delivery approaches:

- Strand A — Workplace (Certificate I and II)
- Strand B — Practical.

Strand B was selected if schools did not meet the human and/or physical resources requirements for teaching the certificate courses.

These syllabuses were reviewed during the 2005–2006 Queensland Studies Authority (QSA) Review of syllabuses for the senior phase of learning. Researchers found the focus of the SASs catered for students who wish to enter the workforce directly from school (Gilbert & Macleod 2006). However, a duplication of learning between the SASs and VET qualifications was also identified.

The updated Authority-registered SASs were structured to allow for three delivery approaches:

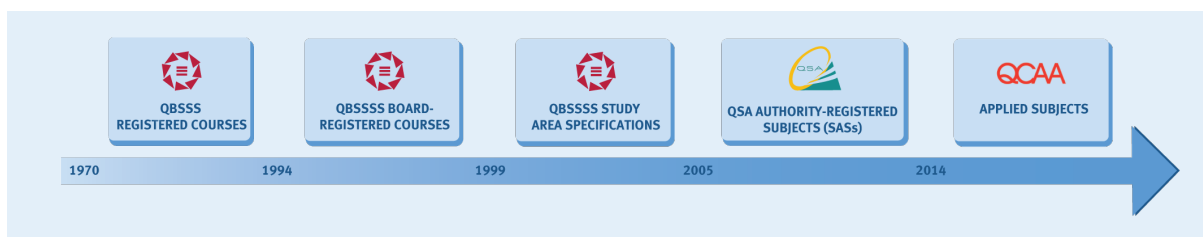
- Approach A — Standalone delivery of VET certificate(s)
- Approach B — Vocational learning strands (no VET)
- Approach C — Strand allowing for a VET outcome (Certificate I only).

From 2006, the VET qualifications were gradually removed from senior syllabuses, and SASs were rationalised and rewritten. When the QCAA was established on 1 July 2014, Approach C was removed and all VET qualifications were removed from syllabuses. VET qualifications are

now offered by schools as registered training organisations (RTOs) or in partnership with external RTOs (QCAA 2015).

Following this review of the new QCE by the QCAA, Authority-registered subjects became known as Applied subjects.

Figure 1: History of Applied subject nomenclature in Queensland



Applied syllabuses were revised for 2019 syllabus implementation. Revisions included:

- reducing the number of summative assessments to four
- formatting the syllabuses to align more closely with other senior syllabuses.

During the 2019 review and revision, and in response to *Redesigning the Secondary–Tertiary Interface: Queensland review of senior assessment and tertiary entrance* (the Matters and Masters review, 2014) Recommendation 14, it was determined one Applied subject could be used to contribute toward the calculation of a student’s ATAR. Applied subjects can be used to contribute to the QCE.

2.1 QCAA Applied syllabuses

The QCAA currently supports schools in delivering 25 Applied syllabuses (see Table 1).

Table 1: 2019 QCAA Applied syllabuses

Learning area	Applied syllabuses
English	<ul style="list-style-type: none"> • Essential English
Health and Physical Education	<ul style="list-style-type: none"> • Early Childhood Studies • Sport and Recreation
Humanities and Social Sciences	<ul style="list-style-type: none"> • Business Studies • Religion and Ethics • Social and Community Studies • Tourism
Mathematics	<ul style="list-style-type: none"> • Essential Mathematics
Sciences	<ul style="list-style-type: none"> • Agricultural Practices • Aquatic Practices • Science in Practice
Technologies	<ul style="list-style-type: none"> • Building and Construction Skills • Engineering Skills • Fashion • Furnishing Skills • Hospitality Practices • Industrial Graphics Skills • Industrial Technology Skills • Information and Communication Technology

Learning area	Applied syllabuses
The Arts	<ul style="list-style-type: none"> • Arts in Practice • Dance in Practice • Drama in Practice • Media Arts in Practice • Music in Practice • Visual Arts in Practice

The two Applied (Essential) subjects — Essential English and Essential Mathematics — were redeveloped for implementation in 2019. These subjects differ from other Applied subjects in that they are based on the corresponding senior Australian Curriculum documents. A summary of the key features of all three syllabus types is provided in Table 2.

Table 2: QCAA syllabuses — Summary of key features

	Applied syllabuses	Applied (Essential) syllabuses	General syllabuses
Objectives	<ul style="list-style-type: none"> • Three dimensions with associated objectives 	<ul style="list-style-type: none"> • Syllabus objectives, unit objectives and assessment objectives 	<ul style="list-style-type: none"> • Syllabus objectives, unit objectives and assessment objectives
Underpinning factors	<ul style="list-style-type: none"> • Literacy skills • Numeracy skills • Applied learning • Community connections • Core Skills for Work 	<ul style="list-style-type: none"> • Literacy • Numeracy • 21st century skills 	<ul style="list-style-type: none"> • Literacy • Numeracy • 21st century skills
Pedagogical/ conceptual frameworks	<ul style="list-style-type: none"> • Subject-specific 	<ul style="list-style-type: none"> • Subject-specific 	<ul style="list-style-type: none"> • Subject-specific
Course structure	<ul style="list-style-type: none"> • Provides advice on planning a course of study and developing a module of work 	<ul style="list-style-type: none"> • Four QCAA-developed units of work 	<ul style="list-style-type: none"> • Four QCAA-developed units of work
Subject matter	<ul style="list-style-type: none"> • Core, elective, contexts 	<ul style="list-style-type: none"> • Subject matter developed in units of work 	<ul style="list-style-type: none"> • Subject matter developed in units of work
Assessment	<ul style="list-style-type: none"> • Advice for planning an assessment program, assessment techniques, conditions 	<ul style="list-style-type: none"> • Three QCAA-developed summative assessments with associated instrument-specific standards (ISSs) • One QCAA-developed CIA 	<ul style="list-style-type: none"> • Three QCAA-developed summative assessments with associated instrument-specific marking guides (ISMGs) • One QCAA-developed EA
Exit folio/ standards	<ul style="list-style-type: none"> • Exit folio requirements, exit standards matrix and advice on determining an exit result 	<ul style="list-style-type: none"> • Reporting standards 	<ul style="list-style-type: none"> • Reporting standards

2.3 Role of Applied subjects

Applied learning is defined differently across educational contexts both in Australia and overseas. In most educational contexts, however, applied learning involves students learning knowledge and skills that enable them to seamlessly transition between school and the workplace. 'Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work' (QCAA 2020).

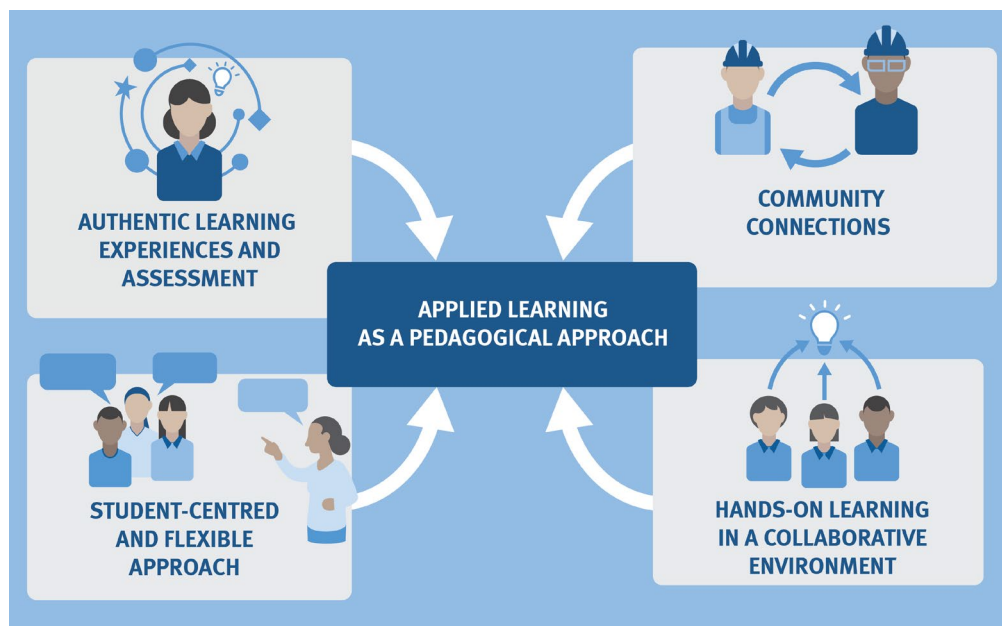
Applied syllabuses occupy an important place in the QCAA suite of senior subjects. In 2020, 433 Queensland schools offered at least one Applied subject. More than half of these schools offer at least 5 Applied subjects, with some schools offering up to 18 Applied subjects. Of the more than 50 000 Queensland students exiting in 2020, 24 755 (almost half) were enrolled in at least one Applied subject. In Unit 1 2019, 66 612 'seats' or student places in Applied subjects were occupied, with this number increasing to 73 389 in Unit 2.

Applied learning is defined as 'continuous and occurs through active, practical experiences whereby students apply their learning in authentic contexts and are assessed through authentic tasks (Blake 2007; Schulz 2016). It is a powerful pedagogical approach that seeks to value practical intelligence and engage students who may not suit a more traditional model of education (Bagnall & Wong 2014; Blake 2006; Downing & Herrington 2013; Pohlen 2015; Pridham, O'Mallon & Prain 2012; Schulz 2016). A detailed exploration of the role of Applied subjects and applied learning in other Australian and international jurisdictions is presented in *A Review of International and Australian Trends in Applied Learning* (QCAA 2021).

The research posits that the common themes of applied learning as a pedagogical approach (see Figure 2) should be central to QCAA Applied syllabuses:

- authentic learning experiences and assessment
- community connections
- a student-centred and flexible approach
- hands-on learning in a collaborative environment.

Figure 2: Applied learning as a pedagogical approach



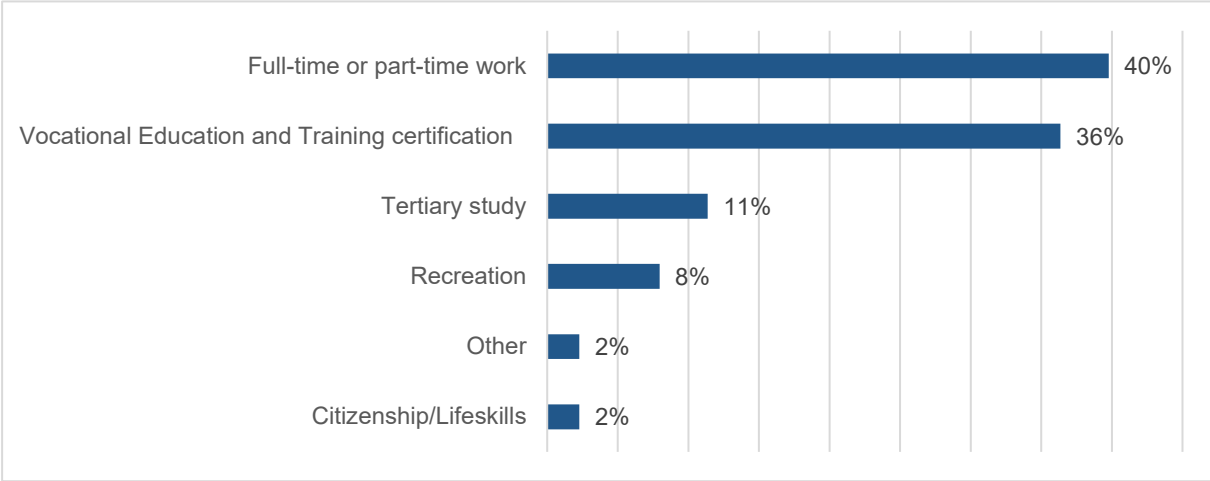
QCAA Applied subjects occupy a specific role in that they should involve learning that is distinct from that included in General subjects, VET qualifications and the Applied (Essential) subjects, which are based on the Australian Curriculum.

Consultation

In preparing this report, multiple focus methods of consultation were employed. Five face-to-face focus groups were held in Brisbane South, Brisbane North, Ipswich, Cairns and Townsville. Three webinars were also held with teachers. Over 100 participants attended these focus groups.

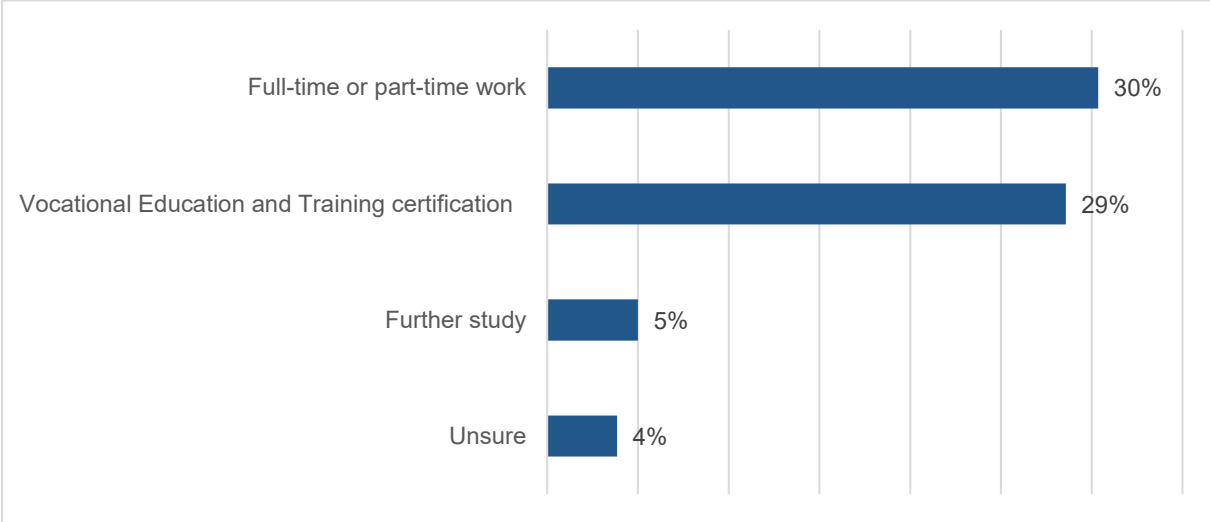
The majority of participants indicated that Applied subjects play an important role in the preparation of students for gaining VET certification (see Figure 3).

Figure 3: Primary post-school pathways of Applied subjects: Teachers



Further, the QCAA developed a survey for principals and heads of school to gain feedback about the nature of Applied subjects and the reasons schools implement these subjects. Initial survey findings from over 240 school leaders indicate that full-time or part-time work and VET certification are the most common perceived pathways for students of Applied subjects (see Figure 4).

Figure 4: Primary post-school pathways of Applied subjects: Principals/Heads of school



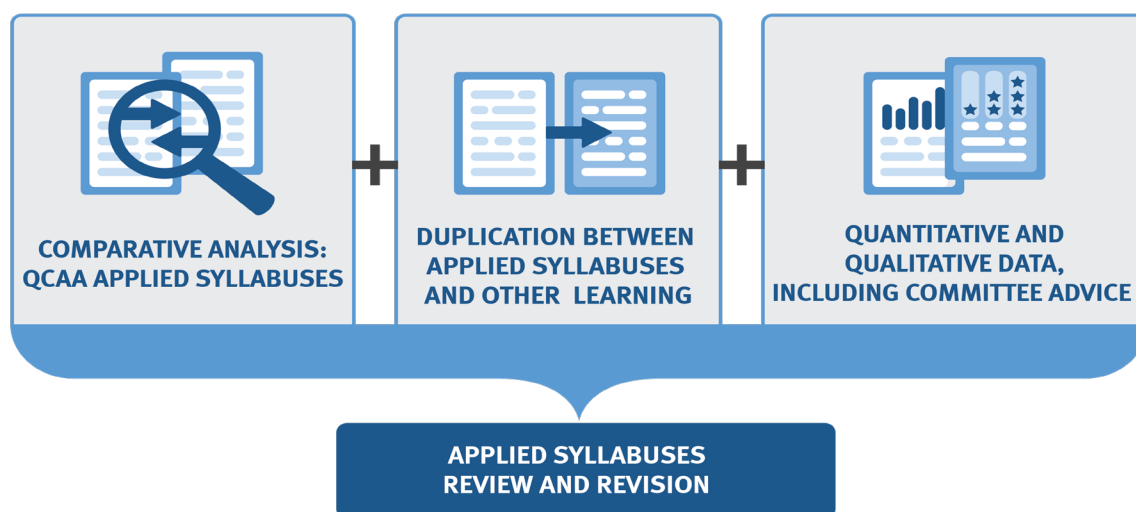
3 Methodology

This report used three main investigative techniques:

1. a comparative analysis of current QCAA Applied syllabuses according to the syllabus structure, whereby syllabuses were compared with each other and with the Applied (Essential) subjects
2. an analysis of the duplication between QCAA Applied syllabuses and other learning used for certification, such as the General subjects and VET qualifications
3. a review of available quantitative and qualitative data, such as school numbers, student numbers, study plan processes, surveys and stakeholder focus groups undertaken by QCAA officers.

Together with stakeholder implementation feedback and QCAA committee advice, these considerations will influence the direction of the review and revision of Applied syllabuses (see Figure 5).

Figure 5: Informing the review and revision of QCAA Applied syllabuses



4 Comparative analysis: QCAA Applied subjects

All QCAA Applied syllabuses have been compared with each other in the ensuing analysis, including the Applied (Essential) subjects, to determine the similarities and differences that exist between current syllabus offerings.

4.1 Dimensions and objectives

All QCAA Applied syllabuses consist of three dimensions and associated syllabus objectives, except for the two Applied (Essential) subjects — Essential English and Essential Mathematics. These three dimensions are used to guide teaching and learning, and in making judgements about student achievement when exiting a course of study.

The dimensions vary according to nomenclature and the objectives contained within (see Table 1.1 in Appendix 1).

Most syllabuses (22 of 23) name Dimension 1 *Knowledge and understanding*. This dimension consistently includes the objectives describe and explain. More than half of Applied syllabuses include demonstrate as an objective while half include interpret (see Table 3). Eight syllabuses include identify. Subject-specific objectives include recall and recognise, which are included in three and two syllabuses respectively.

Table 3: Objectives included in Dimension 1

	Number of syllabuses that include each objective				
	Demonstrate	Interpret	Identify	Recall	Recognise
Dimension 1	16	12	8	3	2

Most syllabuses (15 of 23) name Dimension 2 *Analysing and applying*. Six syllabuses use *Applying and analysing*. Common objectives included in this dimension are analyse, apply and use language to communicate. Select, organise, manage, compare and examine are used in a minority of syllabuses (see Table 4).

Table 4: Objectives included in Dimension 2

	Number of syllabuses that include each objective							
	Analyse	Use language	Apply	Select	Organise	Manage	Compare	Examine
Dimension 2	23	23	21	5	4	1	1	1

There is wider discrepancy between the nomenclature used for the Dimension 3, as well as the objectives contained within this dimension. *Planning and evaluating*, *Producing and evaluating* or *Creating and evaluating* appear most often across the suite of Applied syllabuses. *Evaluating* and *Evaluating and creating* are each used in one syllabus.

While the objectives in this dimension vary, all syllabuses include the objectives evaluate, appraise or critique and most syllabuses contain making plans as an objective. Half of the Applied syllabuses include students creating and making recommendations.

The inconsistent use of dimension nomenclature and inclusion of objectives in different dimensions across Applied syllabuses can create confusion for teachers and students. A more uniform approach could lead to a shared understanding of the dimensions and a clearer delineation between the objectives.

4.1.1 Communication as an objective in Applied syllabuses

It is worth noting that some syllabuses include communication in two objectives across two dimensions. Language used for a purpose is commonly included in Dimension 2, while communication for an audience is found in the third dimension of a number of Applied syllabuses. There is potential for duplication here, which should be addressed through the redevelopment of the Applied syllabuses. Examples of syllabuses with this duplication include Sport and Recreation, Religion and Ethics, Social and Community Studies, Fashion and The Arts syllabuses.

When used in the second dimension, the relevant objective description states, 'When students use language conventions and features, they use correct grammar, spelling, punctuation, vocabulary, text types and structures in written, oral and visual modes to achieve a particular purpose.' The focus here should be on language conventions and features, rather than the purpose. The purpose of the text should be paired with the audience, which is the focus of the third dimension. When used in the third dimension, the objective description states, 'When students create communications that convey meaning to audiences, they make a whole written, visual or physical text designed for an audience.' It is here that the audience should be at the centre of the judgement and the ways students have communicated with purpose for this audience should be the focus.

It could also be argued that the use of language conventions and features is a demonstration of understanding rather than an application, in which case it could be more suited to being included in the first dimension.

The use of dimensions and objectives in Applied syllabuses are not reflective of the recent developments in the objectives of General syllabuses and Applied (Essential) syllabuses. If the Applied syllabuses were to adopt a similar approach, based on the work of Marzano and Kendall (2007) and integrating Bloom's taxonomy, the delineation between dimensions and duplication of objectives would be removed.

Summary

During the 2019 review and revision of senior syllabuses, the General syllabus and Applied (Essential) syllabus dimensions and objectives were rewritten with reference to the work of Marzano and Kendall (2007) and Bloom's taxonomy. The dimensions and objectives of the Applied syllabuses did not undergo the same process. They differ from the General and Applied (Essential) syllabuses in objective content and structure, especially in the consistency of meaning and application of cognitive terminology.

Applied syllabuses contain three dimensions, each with associated objectives. The nomenclature of these dimensions is varied across syllabuses with Dimension 3 containing the most variation across the suite of Applied syllabuses. The objectives do not conform to the structure of General and Applied (Essential) syllabuses and there is duplication within the objectives of some syllabuses.

Considerations

Moving forward, the main options include maintaining and updating the current syllabus dimensions and objectives or redeveloping the objectives to align with the General or Applied (Essential) syllabus structure.

Updating the current syllabus dimensions and objectives would involve considerable re-working of both the dimensions and objectives and consensus would need to be reached across learning areas for this approach to be effective.

Removing dimensions and redeveloping the objectives to align with the General and Applied (Essential) syllabus objectives would lead to a more uniform approach across all senior syllabuses. Implementing syllabus, unit and assessment objectives, along with reporting standards, will increase rigour and consistency across teaching, learning and assessment in Applied subjects. However, this has implications for determining an exit level of achievement in Applied subjects.

4.2 Underpinning factors

The QCAA Applied syllabuses include these five underpinning factors (see Appendix 2):

- literacy skills — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy skills — 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
- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- *Core Skills for Work Developmental Framework (CSfW)* (Department of Education, Skills and Employment (Australia) 2013) — the set of knowledge, understanding and non-technical skills that underpin successful participation in work (see Figure 6).

Figure 6: CSfW in QCAA Applied syllabuses

	Skill cluster 1: Navigate the world of work	Skill cluster 2: Interacting with others	Skill cluster 3: Getting the work done
Skill areas	<ul style="list-style-type: none"> • Manage career and work life • Work with roles, rights and protocols 	<ul style="list-style-type: none"> • Communicate for work • Connect and work with others • Recognise and utilise diverse perspectives 	<ul style="list-style-type: none"> • Plan and organise • Make decisions • Identify and solve problems • Create and innovate • Work in a digital world

There are three main concerns with the current underpinning factors of Applied syllabuses:

- applied learning encompasses more than can be conveyed in a single underpinning factor
- there is variation between how applied learning is currently implemented in Applied subjects
- the current underpinning factors differ from the General syllabuses and Applied (Essential) syllabuses.

Internationally and across Australia, there is a movement toward defining applied learning as a pedagogical approach.

Incorporating applied learning as a pedagogical approach throughout the structure of a syllabus involves:

- authentic learning experiences and assessment
- community connections
- a student-centred and flexible approach
- hands-on learning in a collaborative environment.

Incorporating applied learning as a pedagogical approach across all Applied syllabuses would move it from the underpinning factors and highlight it as an approach to teaching and learning suitable for students on a vocational pathway. This definition also subsumes community connections and CSfW as important aspects of applied learning. Section 4.3 outlines more details on including applied learning as a pedagogical approach.

While there is evidence of applied learning being enacted in some QCAA Applied syllabuses, there are some Applied subjects that do not exemplify applied learning or work toward preparing students for a vocational pathway. The question should be posed, 'Are those subjects with little evidence of applied learning meeting the needs of the students enrolling in them?' Real-life, authentic experiences and hands-on learning evident in some syllabuses (see Table 2.3 in Appendix 2), e.g. in the assessment requirement for the Arts subjects where at least one assessment derives from a community connection.

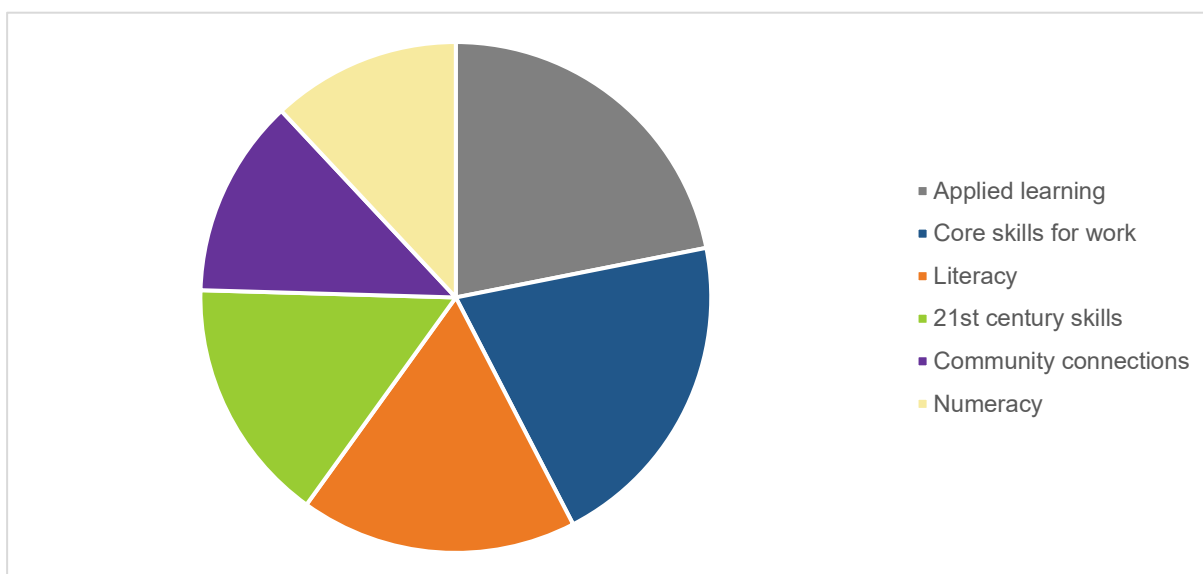
Further, there is strong evidence of hands-on learning in the reporting standards of most (two-thirds) Applied subjects. However, syllabus redevelopment is required to shift all subjects toward embedding applied learning as a central tenet of the syllabus. For the QCAA to support all students in gaining a meaningful QCE, Applied syllabuses should provide rich opportunities for students to encounter all four of these aspects of applied learning as a pedagogical approach. Developing the Applied syllabuses with applied learning as the central pedagogical approach would unify these subjects and help ensure they meet the aim of supporting students on a vocational pathway.

Finally, the underpinning factors of Applied syllabuses are markedly different to the General and Applied (Essential) syllabuses, which are underpinned by Literacy, Numeracy and 21st century skills. Table 2.2 in Appendix 2 provides an example of how these underpinning factors are exemplified in Essential English. For consistency across the suite of syllabuses, Literacy, Numeracy and 21st century skills could be embedded as underpinning factors of the Applied syllabuses. These could be tailored to suit students on a vocational pathway as discussed in the paper, *A Review of International and Australian Trends in Applied Learning* (QCAA 2021).

4.2.1 Consultation

Teachers who attended the Applied syllabus review focus groups indicated support for the implementation of 21st century skills as underpinning factors of these syllabuses (see Figure 7). Applied learning was identified as the next most important underpinning factor, followed closely by CSfW.

Figure 7: The most important factors that underpin Applied syllabuses: Teachers



Summary

The QCAA Applied syllabuses are currently underpinned by five factors: literacy skills, numeracy skills, applied learning, community connections and CSfW. While these factors set Applied subjects apart from General subjects, they do not exemplify the full definition of applied learning.

As explored in *A Review of International and Australian Trends in Applied Learning* (QCAA 2021), applied learning is a powerful pedagogical approach that incorporates most of the underpinning factors of the current Applied syllabuses, with the exceptions of literacy and numeracy.

Applied learning as a pedagogical approach involves:

- authentic learning experiences and assessment
- community connections
- a student-centred and flexible approach
- hands-on learning in a collaborative environment.

Evidence of applied learning as a pedagogical approach is prominent in some Applied subjects but minimal or absent in others. Applied syllabuses should provide rich opportunities for students to encounter all four of these aspects of applied learning. With this approach adopted, there would be a place in the syllabus to align the underpinning factors of literacy, numeracy and 21st century skills with the General and Applied (Essential) subjects. These skills are important for learning across all syllabuses and should be highlighted in the Applied syllabuses also.

Considerations

The main options for the development of underpinning factors in Applied syllabuses include:

- maintain the current five underpinning factors in Applied syllabuses
- add 21st century skills to the current five underpinning factors in Applied syllabuses
- align the underpinning factors to the General and Applied (Essential) subjects while adopting applied learning as a pedagogical approach.

Adopting a consistent pedagogy, such as applied learning, would improve the alignment across the Applied syllabuses. It would differentiate the Applied and General syllabuses and would ensure Applied subjects are uniquely suited to students on a vocational path. This could be complemented by the addition of literacy, numeracy and 21st century skills as the underpinning factors of Applied syllabuses to ensure consistency across senior syllabuses and preparation of students for vocational education and work pathways.

4.3 Pedagogical and conceptual frameworks

Applied syllabuses, as with all QCAA Senior syllabuses, can be structured around a subject-specific pedagogical or conceptual framework. This is not a mandatory requirement of the syllabus, however, it is helpful to guide consistent teaching and learning in a subject. Anecdotally, subjects with a pedagogical framework are taught and assessed in a more consistent way than those without a framework. There are, of course, exceptions to that rule across schools.

Around half of QCAA Applied subjects are designed around an identified pedagogical or conceptual framework (see Table 3.1 in Appendix 3). There are 12 subjects, however, which are not. Teaching and learning in these subjects occurs according to a range of pedagogical approaches across Queensland.

As outlined in see Section 4.2, applied learning is a powerful pedagogical approach that could be implemented across Applied syllabuses for a number of benefits, including:

- a statewide consistent approach to teaching and learning within a subject
- a consistent approach to teaching and learning across all Applied subjects
- an approach that caters for students on a vocational pathway
- an evidence-based approach that provides students with meaningful learning as they complete senior secondary schooling.

Where applied learning is adopted as a pedagogical approach, there is room for a subject-specific conceptual framework to be developed alongside this structure. For example, the Sciences learning area Applied subjects could also involve the inquiry model. It is advisable, however, to determine the importance of conceptual approaches to teaching and learning in each specific subject and analyse how this approach is reflected in the subject matter and objectives of the syllabus.

The benefits of establishing a consistent pedagogical approach are threefold:

- those syllabuses that do not currently identify a specific pedagogical approach would gain an approach to teaching and learning that meets the needs of students on a vocational pathway
- this approach would lead to a greater distinction between related Applied and General syllabuses
- underpinning factors of literacy, numeracy and 21st century skills can be consistently incorporated in all the Applied syllabuses.

Applied learning is and should be different to the learning that leads students on to tertiary education and the pedagogical approach that supports this learning should be embedded within all Applied syllabuses. Adopting this pedagogical approach would strengthen the role of Applied subjects and help to build the identity and value of these subjects with a range of stakeholders, including school leaders, teachers, parents and students.

Summary

Around half of QCAA Applied subjects are structured around a subject-specific pedagogical or conceptual framework. Implementing Applied learning as a pedagogical approach across all Applied syllabuses need not preclude the inclusion of these frameworks, which could sit alongside the applied learning approach. The benefits of establishing a consistent pedagogical approach are improved rigour of teaching, learning and assessment across Applied subjects, distinction between related Applied and General subjects and the inclusion of consistent underpinning factors across the senior curriculum.

Considerations

The inclusion of additional conceptual approaches or ways of working should be considered to allow for subject-specific idiosyncrasies. Frameworks should be evidence-based and should support the pedagogical approach and underpinning factors of the syllabus. Attention should be given to how these models could be carefully included across the subject matter, syllabus, unit and assessment objectives and assessment.

4.4 Planning a course of study

4.4.1 Subject matter

Across the Applied syllabuses, there is variation in the ways that subject matter is presented and described. The meaning and use of terms such as core, elective and contexts differs across syllabuses.

Core learning

Most Applied syllabuses include core learning with associated concepts and ideas, and a detailed list of the knowledge, understanding and skills students develop within the core learning.

Some syllabuses build the core around the ways of working or being specific to the subject. These core concepts and ideas are delivered through contexts and electives. An example of this is the Drama in Practice (2019) syllabus, which has the core concepts of 'Dramatic principles' and 'Dramatic practices'. Similarly, the Building and Construction Skills (2019) syllabus has as its core 'Industry practices' and 'Construction processes'. The concepts and ideas associated with practices, specifications, tools and materials in either of these subjects are not standalone; they must be delivered in a context.

In contrast, other Applied syllabuses have specific, core topics, concepts and ideas. For example, Aquatic Practices (2019) has a defined body of knowledge that is recognised as core learning (see Table 5). The electives in this subject also involve concepts and ideas. Core and elective concepts and ideas are delivered within a school-developed context.

Table 5: Aquatic Practices (2019) core topics

Area	Core topics
Environmental	E1: Environmental conditions E2: Ecosystems E3: Conservation and sustainability
Recreational	R1: Entering the aquatic environment
Commercial	C1: Employment
Cultural	Cu1: Cultural understandings
Safety and management practices	SM1: Legislation, rules and regulations for aquatic environments SM2: Equipment maintenance and operations SM3: First aid and safety SM4: Management practices

Electives and contexts

Most subjects contain a list of electives which schools can choose to include in their course of study. In some instances, these electives contain associated concepts and ideas. In some syllabuses, an elective is simply a context through which the core is delivered.

In Table 6 (below), an arrow is used to denote cases where elective learning involves a context through which core learning is delivered.

In a minority of subjects, schools select an elective and a context through which to deliver the core and elective subject matter. Regardless of the nomenclature, all learning should be contextualised, and all schools should have the capacity to adapt the syllabus to suit their context.

Table 6: A summary of core, elective and contexts in Applied syllabuses

Learning area	Applied syllabus/es	Core	Elective	Contexts
Health and Physical Education	• Early Childhood Studies	◆	◆	
	• Sport and Recreation	◆	→	◆
Humanities and Social Sciences	• Business Studies	◆	→	◆
	• Religion and Ethics	◆	◆	
	• Social and Community Studies	◆	◆	
	• Tourism	◆	→	◆
Sciences	• Agricultural Practices	◆	◆	◆
	• Aquatic Practices	◆	◆	◆
	• Science in Practice	◆	◆	
Technologies	• Building and Construction Skills	◆	→	◆
	• Engineering Skills	◆	→	◆
	• Fashion	◆	→	◆
	• Furnishing Skills	◆	→	◆
	• Hospitality Practices	◆	◆	◆
	• Industrial Graphics Skills	◆	→	◆
	• Industrial Technology Skills	◆	→	◆
	• Information and Communication Technology	◆	◆	
The Arts	• Arts in Practice	◆	◆	◆
	• Dance in Practice	◆	◆	◆
	• Drama in Practice	◆	◆	
	• Media Arts in Practice	◆	→	◆
	• Music in Practice	◆	→	◆
	• Visual Arts in Practice	◆	→	◆

Variation in the meaning and use of core, elective and context in relation to subject matter can cause confusion and can also lead to an increasing number of rules and requirements being specified for schools when developing a course of study or modules of work in order to ensure some consistency (see Section 4.4.2 for more information on developing a course of study).

Summary

Subject matter includes the core and elective learning of a syllabus and may also include the contexts through which that learning is developed. There are discrepancies between the way core and elective learning and contexts are explained across the Applied syllabuses.

Core learning involves subject matter that is central to developing a broad and deep understanding of a subject. Core cognitions or actions (i.e. cognitive verbs) should be reflected in syllabus, unit and assessment objectives and should incorporate the underpinning factors.

A major difference between each of the Applied syllabuses is the inclusion of elective learning and/or context and the ways they are used to develop courses of study and modules of work. Electives and contexts provide a level of flexibility that ensures the local school context and students' needs are at the centre of teaching and learning. However, these should be consistently used across syllabuses and the level of learning should be outlined to ensure consistency across schools.

Considerations

A consistent approach should be taken to the use of electives or contexts across the Applied syllabuses. Applied syllabuses could contain:

- core learning and contexts for delivering core learning or
- core learning, elective learning and contexts for delivering the learning.

Flexibility and student-centredness are key tenets of applied learning as a pedagogical approach, thus the subject matter should be able to be contextualised.

4.4.2 Planning a course of study/modules of work

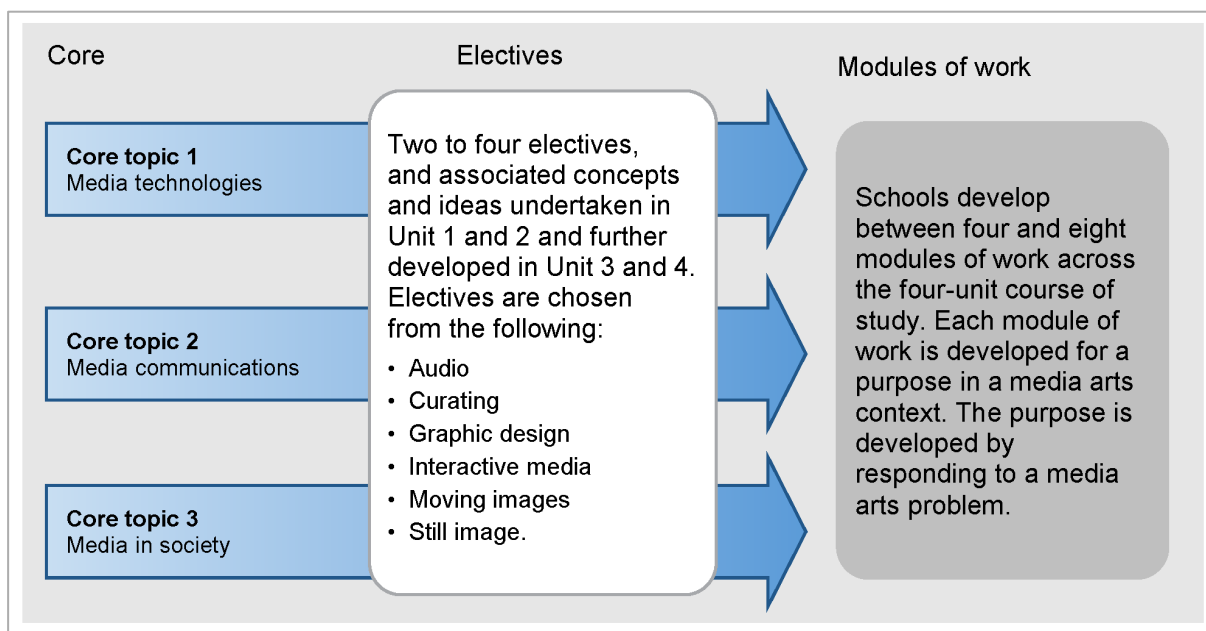
As a result of the 2019 review of syllabuses, all Applied syllabuses now include a four-unit course of study. However, the majority of syllabuses enable schools to develop 4–8 modules of work. Business Studies, for example, mandates that schools must develop 5–8 modules of work (see Table 4.1 in Appendix 4 for an overview of the advice for planning a course of study across syllabuses).

Most syllabuses outline several factors that need to be considered when planning a course of study. These may relate to how many modules of work should be developed, how many times core and/or elective must be covered, how and when to use contexts, tasks or events that must be covered, and any other subject-specific advice that pertains to the organisation of subject matter and/or assessment.

For example, in Media Arts in Practice (2019), the following advice is provided (see Figure 8):

- core topics — 'Media technologies', 'Media communications' and 'Media in society' — and their associated concepts and ideas integrated into modules of work across Units 1 and 2, and further developed across Units 3 and 4
- electives — exploration of a minimum of two and a maximum of four electives, where each elective chosen in Units 1 and 2 is further developed in Units 3 and 4
- modules of work — four to eight modules of work across the course of study, based on one to three electives, developed for a purpose, where the purpose provides the reason for the media art-making process and the resulting media artwork/s.

Figure 8: Planning a course of study in Media Arts in Practice (2019)



For more examples of advice provided in syllabuses for planning a course of study, see Appendix 4. There is variation across the syllabuses, and there are a number of rules and considerations which can, anecdotally, make developing a study plan cumbersome for schools and time-consuming for QCAA officers to quality assure.

The advice provided for developing modules of work is also highly subject-specific. This advice provides schools with guidance on how to integrate the core, electives and/or contexts while adhering to the course rules. It may also contain information on integrating pedagogical approaches or contextual frameworks. Examples of this advice are provided in Appendix 5.

The requirements for planning a course of study and modules of work in Applied subjects can place pressure on schools as they develop study plans, as well as QCAA QA officers as they work to approve these plans. In General and Applied (Essential) subjects, four units of work are developed for schools to contextualise. Schools are not required to develop a work program and they can be confident the units of work provided in the syllabus cover the core concepts and ideas and syllabus objectives, and embody relevant pedagogical or conceptual frameworks, where required. Schools may contextualise these units. This approach could be implemented in the Applied syllabuses, however, it could mean reducing the flexibility schools currently have to develop modules of work to suit their context. This flexibility is inherently valuable in the applied learning approach.

An alternative could be to develop a range of units from which schools could select to build a course of study. This would reduce the study plan to an identification of chosen units, reduce the involvement of QA officers and still allow some flexibility for schools. These units would be written, in essence, as summative units that all have the possibility to be used as Units 3 and 4. This has implications if the Applied syllabuses adopt a common or external assessment.

Summary

Advice for planning a course of study and developing modules of work is complicated and varies across Applied syllabuses. Planning involves many factors which can make developing a study plan cumbersome for schools and time-consuming for teachers and QCAA QA officers. Complex rules within some syllabuses require detailed curriculum mapping and auditing to ensure all aspects of the syllabus

are being developed. Such variability means reduced consistency across the state and differing levels of rigour across subjects and syllabuses.

Considerations

The main options for planning courses of study and developing units of work include:

- streamline syllabus and study plan requirements
- provide units of work for schools to contextualise.

Streamlining the requirements would ensure greater consistency across schools and reduced demands on QCAA QA staff when approving study plans, whilst retaining flexibility for schools to meet their students' needs.

The greatest level of consistency across Applied syllabuses would be achieved by developing units of work for schools to deliver. To retain flexibility, this could involve a larger number of units (6–8), from which schools select four to develop across a course of study. Each unit would need to be able to function as summative learning when enacted in Unit 3 or 4.

4.5 Aboriginal perspectives and Torres Strait Islander perspectives

Each Applied syllabus contains an information statement on integrating Aboriginal perspectives and Torres Strait Islander perspectives in the teaching and learning and/or assessment of the subject (see Table 6.1 in Appendix 6 for examples).

Around half of the Applied syllabuses contain further subject-specific information on integrating Aboriginal perspectives and Torres Strait Islander perspectives (see Table 7 for a summary).

Table 7: Subject-specific references to integrating Aboriginal perspectives and Torres Strait Islander perspectives

Learning area	Syllabus	Subject-specific advice
Health and Physical Education	• Early Childhood Studies	✓
	• Sport and Recreation	x
Humanities and Social Sciences	• Business Studies	x
	• Religion and Ethics	✓
	• Social and Community Studies	✓
	• Tourism	x
Sciences	• Agricultural Practices	✓
	• Aquatic Practices	✓
	• Science in Practice	✓
Technologies	• Building and Construction Skills	✓
	• Engineering Skills	x
	• Fashion	x
	• Furnishing Skills	✓
	• Hospitality Practices	✓
	• Industrial Graphics Skills	x
	• Industrial Technology Skills	x
	• Information and Communication Technology	x
The Arts	• Arts in Practice	✓
	• Dance in Practice	x
	• Drama in Practice	✓
	• Media Arts in Practice	x
	• Music in Practice	✓
	• Visual Arts in Practice	x

There is a rich opportunity available to offer further suggestions on how to integrate Aboriginal perspectives and Torres Strait Islander perspectives into each Applied subject. This advice should be reviewed for each syllabus and subject-specific advice should be provided.

Summary

Around half of the Applied syllabuses contain subject-specific information on integrating Aboriginal perspectives and Torres Strait Islander perspectives, so opportunities exist to improve those that currently do not.

Considerations

Opportunities for developing Aboriginal perspectives and Torres Strait Islander perspectives should be outlined in each syllabus. An audit of the current advice should be undertaken in this review process.

4.6 Assessment

4.6.1 Assessment techniques and exit folios

Currently, evidence of student work in Applied subjects is gathered in an exit folio consisting of four assessment responses. Syllabuses mandate some of the assessment techniques that must be included in the exit folio (see Appendix 7 for a summary of the exit folio requirements for Applied syllabuses).

On average, over 90% of students enrolled in Applied subjects achieved a satisfactory rating upon completing Units 1 and 2 in 2019 (Appendix 9 contains information on the number of students who completed these units in 2019 and the percentage of students who earned a mark of unsatisfactory). Subjects with the highest percentage of students who did not complete the course to a satisfactory standard include Essential Mathematics, Essential English, Information and Communication Technology, Arts in Practice, Hospitality Practices, Science in Practice and Early Childhood Studies.

Each syllabus contains a list of accepted assessment techniques, drawn from a list of eight possible techniques. Table 7.1 in Appendix 7 provides more detailed information regarding which techniques are offered in specific subjects.

There are clear trends regarding the selection of assessment techniques across learning areas. Table 8 provides a summary of the number of syllabuses that include each assessment technique.

Table 8: A summary of the assessment techniques included across the suite of Applied syllabuses

Project	Extended response	Investigation	Examination	Product	Practical demonstration	Performance	Collection of work
All	18	16	15	7	5	5	2

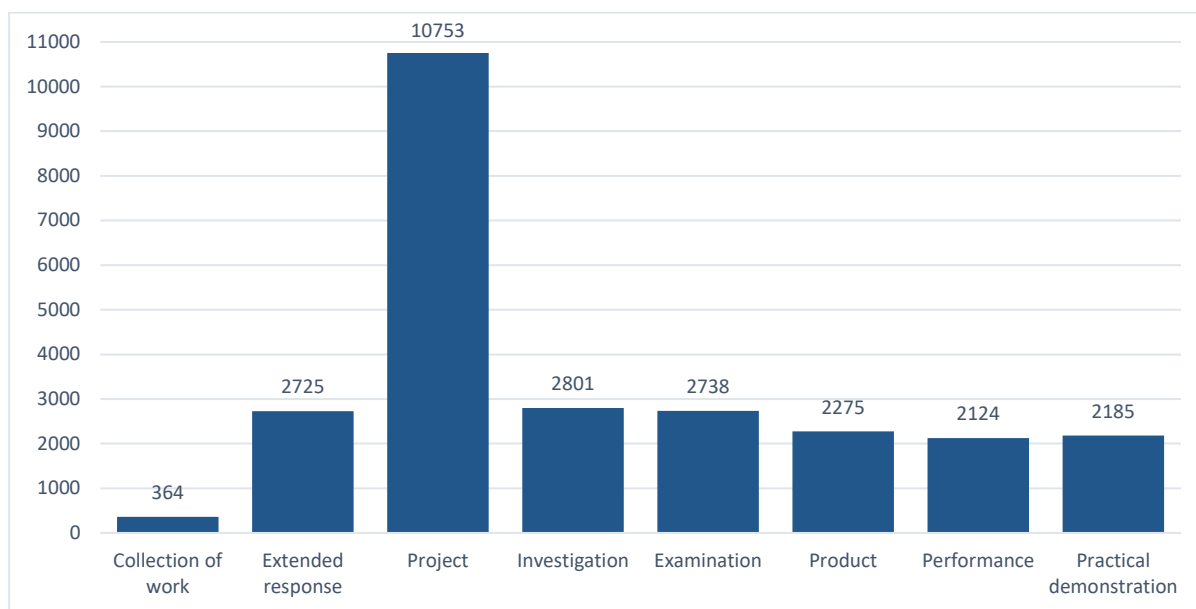
Project

Each Applied syllabus contains a project as an accepted assessment technique. Most require students to complete a project (only the Sciences learning area does not mandate it). Projects generally require a response to a single task, situation and/or scenario consisting of a collection of at least two assessable components. Projects should enable all objectives from each dimension to be assessed. Specific subjects may impose further conditions, such as in Business Practices (2019), which mandates that at least two business practices must be covered within

each project. Generally, projects must contain a practical component; often, a product or performance is developed through the project. This is consistent with Australian and international examples of assessment of applied learning and is aligned with applied learning as a pedagogical approach.

Projects are the most common assessment technique implemented in current Applied syllabuses (see Figure 9).

Figure 9: Assessment techniques in current Applied syllabus study plans



Extended response and investigation

The majority of syllabuses contain extended response and investigation as permitted techniques. These techniques are delineated by their use of provided stimulus materials (extended responses) and the use of information beyond students' own knowledge and the data they have been given (investigation). The conditions for these two techniques are the same across all syllabuses. Five syllabuses mandate the inclusion of one of these in the exit folio.

Examination

A little over half of the Applied syllabuses contain the examination technique. Only four syllabuses mandate the inclusion of an examination in the exit folio. This may be because it is not possible to assess every objective from each dimension in an examination, and it is not the best way to assess applied learning.

Product

The product assessment technique is included in one-third of the Applied syllabuses, primarily from the Arts learning area. This technique involves the creation of a product for a purpose and audience to convey meaning or intent and it requires problem-solving. However, these processes are not evident in the product alone. If the product is developed through a project, these processes would be evident, thus every objective from each dimension would be assessed. A small number of Arts subjects mandate a product be included in the exit folio rules.

Practical demonstration and performance

Five subjects contain the practical demonstration technique, while a different five contain the performance technique. The performance technique is specific to the Technologies learning area and assesses the practical application of a specific set of teacher-identified construction skills and

procedures. The practical demonstration technique, on the other hand, assesses physical demonstrations when solving a problem, providing a solution, or conveying meaning or intent. Both techniques involve a demonstration of skill, however one is done for a purpose. Anecdotally, the practical demonstration technique takes the form of a teaching and learning experience, rather than an assessment technique. Not every objective from each dimension can be assessed in either technique. Eight syllabuses require one of these techniques to be included in the exit folio.

Collection of work

Finally, the collection of work technique is included in Agricultural Practices and Science in Practice. This technique assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components. Not every objective needs to be assessed in this technique. There is scope for the components of a collection of work to be developed as a project, provided the tasks are synthesised into a whole or they relate to the same scenario. A project is not currently mandated in either of these subjects.

Assessment in Applied (Essential) subjects

The Applied (Essential) subjects contain a different selection of assessment techniques. Essential English contains extended responses delivered through different modes (spoken/signed, multimodal, written). Essential Mathematics contains problem-solving and modelling tasks and examinations. Both subjects also contain a CIA. The Essential English CIA involves short responses to seen and unseen stimulus items, while the Essential Mathematics CIA involves short responses to simple and complex problems.

Summary

Applied syllabuses contain a range of assessment techniques, with different requirements and rigour across the techniques and across subjects. The majority of QCAA Applied syllabuses contain the project assessment technique. This technique enables teachers to gather evidence of all objectives over a lengthy timeframe. Projects often contain a product, performance or practical demonstration and they are mandated in most Applied syllabuses.

Extended responses and investigations are also common assessment techniques included in Applied syllabuses. The extended nature of these tasks relates to both duration and length, however, these tasks may not enable teachers to gather evidence of all syllabus objectives. For example, most Applied syllabuses contain 'action' verbs which may not be evidenced through these techniques. Examinations also restrict the number and type of objectives that may be assessed.

Considerations

The main options for ensuring consistency of assessment options across the Applied syllabuses include developing the project assessment technique as the central assessment technique used across all Applied syllabuses or ensuring all techniques offer the most effective ways for gathering evidence of applied learning.

The project technique aligns with the applied learning as a pedagogical approach in that it:

- enables teachers to gather evidence of all syllabus objectives
- can be completed over time with multiple opportunities for students to demonstrate their learning
- is flexible in that it can be contextualised to any situation and developed to meet the students' needs
- contains a practical or demonstrative aspect.

The range of assessment techniques in Applied syllabuses should be considered to ensure students can demonstrate the majority of syllabus objectives in each task, with multiple opportunities to demonstrate each objective.

Alternatively, the range of assessment techniques in Applied syllabuses could be reduced to ensure they enable students to demonstrate the majority of syllabus objectives in each task, with multiple opportunities to demonstrate each objective.

4.6.2 Quality assurance in QCAA Applied syllabuses

Applied syllabuses state that one of the major purposes of assessment is to 'provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations.'

Two QA mechanisms currently take place in relation to QCAA Applied subjects. Firstly, schools submit a study plan for each Applied subject they intend to teach, to ensure the school-developed course of study meets the syllabus requirements. Schools create and submit their study plan in the Study Plan application via the QCAA Portal. QCAA officers review and approve each individual study plan, which can be highly variable and cumbersome. Schools then develop modules of work, assessment instruments and instrument-specific standards (ISSs) from the standards matrix provided in the syllabus.

Assessment QA is also undertaken. QA for Units 3 and 4 occurs annually in the summative year through an Applied quality assurance (Applied QA) meeting for each subject. Applied subjects are quality assured by a review of a sample of assessment instruments, student responses to instruments and teacher judgments. The QCAA determines the number of samples reviewed in any year, and the sampling pattern. While this process did not occur in 2020 due to COVID-19 constraints, it is planned to occur from 2021. It is important that teacher judgments are comparable as students' ATAR calculation may include their results in one Applied subject.

The Applied (Essential) subjects differ in that internal assessment is scaffolded in the syllabus and the QCAA provides ISSs. School-developed assessment is endorsed by the QCAA. Schools submit student responses to Unit 3 assessment instruments, including the QCAA-developed CIA, indicating their judgments made from the ISSs. The QA process for Applied (Essential) subjects provides schools with advice about judgments made.

It is not recommended that a CIA be developed for all Applied subjects, for several reasons:

- a supervised assessment may not be the best way of determining what students know and can do in Applied subjects
- it may not support the tenets of applied learning as a pedagogical approach, which posits that assessment should be authentic
- the benefits for comparability may not outweigh the investment required to develop a large number of CIAs, especially if they are developed for a range of summative units from which schools may select.

It is important, therefore, that the development of workforce capacity of teachers of Applied subjects to make comparable judgements on student work is prioritised.

Summary

QCAA Applied subjects undergo two major quality assurance mechanisms: study plan approval and an annual Applied assessment QA meeting (from 2021). Across these mechanisms, the QCAA reviews:

- school-developed courses of study and modules of work (as per the study plan)
- school-developed assessment instruments
- student responses to assessment instruments
- teacher judgments against school-developed instrument-specific standards.

School-developed resources enable flexibility but may also be associated with inconsistency and lack of rigour. As one QCAA Applied subject may be used to contribute to an ATAR, it is important that Applied syllabuses are quality assured.

General and Applied (Essential) syllabuses provide units of work, assessment details and instrument-specific marking guides/standards, removing the need for QA processes around planning units of work or courses of study. School-developed assessment in these subjects is also endorsed by the QCAA in both syllabus types and student responses are confirmed for General syllabuses and reviewed at an annual meeting for Applied (Essential) subjects. Both syllabus types also contain QCAA-developed assessment: EA for General subjects and CIA for Applied (Essential) subjects.

Considerations

QA mechanisms are important for improving the perception of Applied syllabuses. The QCAA could provide units of work and associated assessment techniques, with instrument-specific standards, to develop a level of consistency and ensure rigour across these subjects. However, these units and assessments must allow for flexibility across schools and contexts.

Providing a number of summative units from which schools may select four units would allow for an optimal balance between flexibility and consistency.

Consistent assessment standards could result in a more comparable allocation of exit levels of achievement across schools. It is not recommended that a common internal or external assessment be implemented in Applied syllabuses as supervised, short-response tasks may not provide students with opportunities to demonstrate all syllabus objectives in Applied subjects. Rather, QA mechanisms for ensuring consistency across teacher judgments should be a priority.

5 Applied syllabuses and other learning

In Queensland, there are 23 Applied subjects. QCAA Applied syllabuses are aimed at students on a vocational pathway and, by the nature of applied learning as a pedagogical approach, they are well-placed to prepare these students for the workplace. Students on an ATAR pathway, however, can also study Applied subjects. As students may study General and Applied subjects, and VET, the learning in each subject should be distinct to avoid duplication.

5.1 Duplication between Applied syllabuses

Each QCAA Applied syllabus should contain unique learning when compared with other Applied subjects. In some learning areas, Applied syllabuses incorporate the same or substantially similar syllabus objectives, core topics and assessment techniques.

Within the Technologies learning area, for example, each syllabus contains the same dimensions and very similar syllabus objectives (see Table 9 for an example of this similarity).

Table 9: Syllabus objectives across three Technologies Applied syllabuses

	Building and Construction Skills	Furnishing Skills	Industrial Technology Skills
Knowing and understanding	<ul style="list-style-type: none"> describe industry practices in manufacturing tasks demonstrate fundamental production skills interpret drawings and technical information 	<ul style="list-style-type: none"> describe industry practices in manufacturing tasks demonstrate fundamental production skills interpret drawings and technical information 	<ul style="list-style-type: none"> describe industry practices in construction tasks demonstrate fundamental construction skills interpret drawings and technical information
Analysing and applying	<ul style="list-style-type: none"> analyse manufacturing tasks to organise materials and resources select and apply production skills and procedures in manufacturing tasks use visual representations and language conventions and features to communicate for particular purposes 	<ul style="list-style-type: none"> analyse manufacturing tasks to organise materials and resources select and apply production skills and procedures in manufacturing tasks use visual representations and language conventions and features to communicate particular purposes 	<ul style="list-style-type: none"> analyse construction tasks to organise materials and resources select and apply construction skills and procedures in construction tasks use visual representations and language conventions and features to communicate for particular purposes
Producing and evaluating	<ul style="list-style-type: none"> plan and adapt production processes create products from specifications evaluate industry practices, production processes and products, and make recommendations 	<ul style="list-style-type: none"> plan and adapt production processes create products from specifications evaluate industry practices, production processes and products, and make recommendations 	<ul style="list-style-type: none"> plan and adapt construction processes create structures from specifications evaluate industry practices, construction processes and structures, and make recommendations

As well as containing similar syllabus objectives, these subjects also contain almost identical core topics, as illustrated in Table 10.

Table 10: Core topics across three Technologies Applied syllabuses

	Building and Construction Skills	Furnishing Skills	Industrial Technology Skills
Practices	<ul style="list-style-type: none"> • Building and construction enterprises • Workplace health and safety • Personal and interpersonal skills • Product quality 	<ul style="list-style-type: none"> • Manufacturing enterprises • Workplace health and safety • Personal and interpersonal skills • Product quality 	<ul style="list-style-type: none"> • Manufacturing enterprises • Workplace health and safety • Personal and interpersonal skills • Product quality
Processes	<ul style="list-style-type: none"> • Specifications • Tools • Materials 	<ul style="list-style-type: none"> • Specifications • Tools • Materials 	<ul style="list-style-type: none"> • Specifications • Tools • Materials

Finally, the assessment techniques, requirements and exit standards are also duplicated between subjects in this learning area.

These similarities also occur across a number of Applied subjects in the Arts learning area. Table 11 illustrates the similarities between the objectives in Arts in Practice (2019) and Media Arts in Practice (2019).

Table 11: Syllabus objectives across two Arts Applied syllabuses

	Arts in Practice	Media Arts in Practice
Knowing and understanding	<ul style="list-style-type: none"> • identify and explain concepts and ideas related to arts literacies and arts processes • interpret information about arts literacies and arts processes • demonstrate arts literacies and processes in arts making 	<ul style="list-style-type: none"> • identify and explain media art-making processes • interpret information about media arts concepts and ideas for particular purposes • demonstrate practical skills, techniques and technologies required for media arts
Applying and analysing	<ul style="list-style-type: none"> • organise and apply arts literacies and arts processes to achieve goals • analyse artworks and arts processes • use language conventions and features to convey information and meaning about art forms, works and processes 	<ul style="list-style-type: none"> • organise and apply media art-making processes, concepts and ideas • analyse problems within media arts contexts • use language conventions and features to communicate ideas and information about media arts, according to context and purpose
Creating and evaluating	<ul style="list-style-type: none"> • generate arts ideas and plan arts processes • implement arts processes to create communications and realise artworks • evaluate artworks and processes 	<ul style="list-style-type: none"> • plan and modify media artworks using media art-making processes to achieve purposes • create media arts communications that convey meaning to audiences • evaluate media art-making processes and media artwork concepts and ideas

Summary

There is substantial duplication between a number of Applied syllabuses within learning areas. Some Applied subjects contain the same or very similar syllabus objectives, core learning and/or assessment requirements as other Applied subjects. All QCAA Applied syllabuses should contain unique learning.

Considerations

A comparison between Applied subjects should occur to ensure each subject is unique. This should be carefully enacted in the Technologies and Arts learning areas.

5.2 Duplication between Applied syllabuses and VET qualifications

Data from 30 September 2020 indicates 35% (17 529) Queensland students due to complete their senior secondary schooling in 2020 were enrolled in at least one VET qualification.

Some QCAA Applied syllabuses are so closely aligned to VET qualifications that a duplication of learning occurs between the two subjects. Examples include Sport & Recreation and Certificate II in Sport and Recreation, Business Studies and Certificate II in Business, and Dance in Practice and Certificate II in Dance (see Table 8.1 in Appendix 8 for information from the 2014 internal review of duplication of learning).

Where the learning in Applied subjects is deemed significantly similar to the Certificate II in related areas, students may use one subject only toward their QCE certification. Table 12 shows the small number of students who were enrolled in an Applied subject and VET qualification with significant duplication of learning.

Table 12: Students enrolled in an Applied subject and VET qualification with significant duplication of learning (see Appendix 9 for the complete list)

Qualification code	Qualification	Applied subject	Students completing both
SIS20115	Certificate II in Sport and Recreation	Sport and Recreation	40
CUA20715	Certificate II in Visual Arts	Visual Arts in Practice	36
ICT20115	Certificate II in Information, Digital Media and Technology	Information and Communication Technology	24
AHC21216	Certificate II in Rural Operations	Agricultural Practices	13
AHC20116	Certificate II in Agriculture	Agricultural Practices	10
SIT20116	Certificate II in Tourism	Tourism	10
BSB20115	Certificate II in Business	Business Studies	6
CUA20113	Certificate II in Dance	Dance in Practice	4
CUA20615	Certificate II in Music Industry	Music in Practice	3
MEM20413	Certificate II in Engineering Pathways	Engineering Skills	1

A competing agenda here is the question of appropriate school studies for students on a vocational pathway. *Looking to the Future: Report of the review of senior secondary pathways into work, further education and training* (the Shergold report, 2020) shows that trade industries generally prefer to employ students with general employability skills, rather than specific certifications, due to funding pressures, the allocation of resources and the quality of training provided to students before they complete secondary schooling. QCAA Applied subjects can therefore provide meaningful learning for students on a vocational pathway who cannot or do not wish to obtain a formal VET certification, as well as those who do.

Summary

There is some duplication between QCAA Applied subjects and related Vocational Education and Training (VET) qualifications. Highly specific trade qualifications are not necessarily suited to the school environment, as is shown in national and international research.

All QCAA Applied syllabuses should contain unique learning differentiated from VET qualifications.

Considerations

A comparison of Applied subject and VET qualifications across different levels of certification (i.e. Certificates I, II, III and IV) should be undertaken. Each Applied subject should be examined to determine the level of specificity in the trade qualifications included in the syllabus as highly specific trades may not be appropriate for school-based learning.

5.3 Duplication between Applied syllabuses and General syllabuses

Some QCAA Applied syllabuses are closely aligned to General syllabuses within the same learning area. In 2016, a review of each learning area was conducted to check for potential duplications. Table 8.2 in Appendix 8 outlines the possible duplications between Applied and General subjects identified in these reviews. These include:

- Business and Business Studies
- Agricultural Science and Agricultural Practices
- Marine Science and Aquatic Practices
- Engineering and Engineering Skills
- Design and Fashion
- Dance and Dance in Practice
- Drama and Drama in Practice
- Film, Television & New Media and Media Arts in Practice
- Music and Music in Practice
- Visual Art and Visual Arts in Practice.

Anecdotally, these subjects may be taught in the same classroom due to similarities. For example, this occurs with Drama (2019) and Drama in Practice (2019). The objectives of these two syllabuses are similar (see Table 13 for a comparison), as are the core concepts and subject matter (see Table 14 for a comparison).

Table 13: Syllabus objectives comparison between Drama and Drama in Practice

Drama (2019)	Drama in Practice (2019)
<ul style="list-style-type: none"> demonstrate an understanding of dramatic languages 	<ul style="list-style-type: none"> identify and explain dramatic principles and practices demonstrate dramatic principles and practices
<ul style="list-style-type: none"> apply and structure dramatic languages 	<ul style="list-style-type: none"> apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
<ul style="list-style-type: none"> interpret purpose, context and text to communicate dramatic meaning 	<ul style="list-style-type: none"> interpret and explain dramatic works and dramatic meanings
<ul style="list-style-type: none"> synthesise and argue a position about dramatic action and meaning 	
<ul style="list-style-type: none"> apply literacy skills 	<ul style="list-style-type: none"> use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
<ul style="list-style-type: none"> analyse how dramatic languages are used to create dramatic action and meaning 	<ul style="list-style-type: none"> analyse the use of dramatic principles and practices to communicate meaning for a purpose
<ul style="list-style-type: none"> manipulate dramatic languages to create dramatic action and meaning 	<ul style="list-style-type: none"> plan and modify dramatic works using dramatic principles and practices to achieve purposes create dramatic works that convey meaning to audiences
<ul style="list-style-type: none"> evaluate and justify the use of dramatic languages to communicate dramatic meaning 	<ul style="list-style-type: none"> evaluate the application of dramatic principles and practices to drama activities or dramatic works

Table 14: Syllabus subject matter comparison between Drama and Drama in Practice

	Drama (2019)	Drama in Practice (2019)
Concepts	<ul style="list-style-type: none"> dramatic forms and styles 	<ul style="list-style-type: none"> dramatic forms, dramatic styles and their conventions
	<ul style="list-style-type: none"> conventions of forms and styles 	
	<ul style="list-style-type: none"> elements of drama 	<ul style="list-style-type: none"> elements of drama and dramaturgical devices
	<ul style="list-style-type: none"> skills of drama 	<ul style="list-style-type: none"> production and performance roles skills, techniques and processes
		<ul style="list-style-type: none"> awareness of self and others
Purpose	<ul style="list-style-type: none"> empathise challenge or provoke educate or inform chronicle or document empower 	<ul style="list-style-type: none"> purposes and contexts (selection) <ul style="list-style-type: none"> – and provocation* – celebration – communication – education – emotional development

	Drama (2019)	Drama in Practice (2019)
	<ul style="list-style-type: none"> • celebrate • entertain 	<ul style="list-style-type: none"> – empathise with others – empowerment – entertainment – enhancement of social skills and the quality of life – inform – improve personal health and – self-realisation and expression • sense of belonging • social interaction
Contexts	<ul style="list-style-type: none"> • contexts can be <ul style="list-style-type: none"> – dramatic – real – general • may include <ul style="list-style-type: none"> – philosophical – sociological – historical – political – personal – geographical – cultural – environmental – technological 	<ul style="list-style-type: none"> • purposes and contexts <ul style="list-style-type: none"> – dramatic – real – general • may include (selection) <ul style="list-style-type: none"> – cultural – environmental – geographical – historical – individual/personal – industrial – philosophical – political – social – sociological – spiritual – technological
Texts	<p><i>Use</i></p> <ul style="list-style-type: none"> • performances • playscripts • student-devised texts • stimulus texts <p><i>Create</i></p> <ul style="list-style-type: none"> • performances • improvisations • playscripts • devised concepts • directorial folios • dramatic treatments 	<p><i>Use</i></p> <ul style="list-style-type: none"> • playscripts • stories • personal narratives • news items <p><i>Creating</i></p> <ul style="list-style-type: none"> • performing • directing • improvising • playbuilding • scriptwriting

Concurrently, a review of the General subjects shows that the objectives and subject matter in Drama (2019) does not closely align with the units offered in a Bachelor of Fine Arts (Drama) at the University of Queensland (as one example of a tertiary pathway).

Table 15 outlines a list of units included in a course of study.

Table 15: Example university Drama major unit offerings

Drama major (UQ 2020)
<ul style="list-style-type: none">• Elements of Performance• The Theatre Experience• Major Movements in European Theatre (1500–1800)• Experimentation in 20th Century Theatre• Contemporary Theatre & Performance• Australian Drama• Live Theatre Production: Performance Creation & Event Management• Performative Communication: Presentation and Public Speaking• Theatre Historiography: Making the Connections• Playwriting & Dramaturgy: Creative Practice• Independent Practice: Secondments, Field Trips, Research• Directing & Dramaturgy: From History to Workshop

Summary

There is considerable duplication in learning between some QCAA Applied subjects and related General subjects. This is particularly relevant in the Technologies and Arts learning areas. Duplication appears in objectives, pedagogical and conceptual frameworks, subject matter and assessment. Students who undertake these subjects are on different pathways, therefore the learning should be different.

Considerations

Applied subjects should be compared to similar General syllabuses to ensure the learning is distinct and unique. Applied syllabuses should be written to reflect the purpose for which they are developed, that is for students on a vocational pathway. They should be developed in a way that students could study both the General and Applied subject to enhance their learning in a specific field without substantial overlap.

6 Options for syllabus redevelopment

Three recommended options for Applied syllabus redevelopment are presented here. These options are based on the information contained in this report and the findings of *A Review of International and Australian Trends in Applied Learning* (QCAA 2021).

The recommended options include:

- **Option A:** Maintain Applied syllabuses in their current structure, revising some aspects to align with the Applied (Essential) subjects.
- **Option B:** Redevelop Applied syllabuses into unique syllabuses that are built upon applied learning as a pedagogical approach. The syllabus would provide multiple **generic** units of work from which schools would select and contextualise four units. The syllabus would mandate assessment technique/s for each unit of work, along with **generic** instrument-specific standards (ISSs).
- **Option C:** Redevelop Applied syllabuses into unique syllabuses that are built upon applied learning as a pedagogical approach. The syllabus would provide multiple **specific** units of work from which schools would select four units. The syllabus would provide assessment technique/s for each unit of work, along with **unique** instrument-specific standards (ISSs) suited to the context.

Each of these options is outlined in more detail in Table 16. Table 17 provides the main features of the recommended options and their impact on syllabus structure.

Table 16: Recommended options for Applied syllabus redevelopment

	Option A	Option B	Option C
Subject matter	<ul style="list-style-type: none"> • Schools develop units/modules of work following syllabus specifications • Schools determine when/how they teach core/elective • Schools contextualise units/modules of work based on syllabus specifications • Units 1 & 2 formative; Units 3 & 4 summative 	<ul style="list-style-type: none"> • The syllabus provides multiple generic units/modules of work • Schools choose four units/modules following syllabus specifications • Schools contextualise units/modules of work based on syllabus specifications (can add additional content) 	<ul style="list-style-type: none"> • The syllabus provides multiple specific units of work written to syllabus contexts • Schools choose four units/modules following syllabus specifications
Study plans	<ul style="list-style-type: none"> • Schools develop study plans • Where applicable, schools develop courses suitable for combined classes — students undertake the same learning and assessment 	<ul style="list-style-type: none"> • Schools record units in Student Management • No study plan required 	<ul style="list-style-type: none"> • Schools record units in Student Management • No study plan required

Combined classes	<ul style="list-style-type: none"> Year 11 students undertake as formative studies Year 12 students undertake as summative studies 	<ul style="list-style-type: none"> Year 11 students undertake as formative studies Year 12 students undertake as summative studies 	<ul style="list-style-type: none"> Year 11 students undertake as formative studies Year 12 students undertake as summative studies
Assessment	<ul style="list-style-type: none"> Schools develop an assessment program within the specifications of the syllabus Schools develop assessment instruments Schools develop criteria from exit standards 	<ul style="list-style-type: none"> The syllabus provides technique/s for each unit/module The syllabus provides generic ISSs 	<ul style="list-style-type: none"> The syllabus provides technique/s for each unit/module The syllabus provides ISSs suited to context

Table 17: Impacts for recommended options on Applied syllabus structure

	Option A	Option B	Option C
Dimensions and objectives	<ul style="list-style-type: none"> redevelop syllabus objectives to follow the guidelines set out in <i>Objectives and Cognitive Verbs</i> (QCAA 2019), develop unit and assessment objectives 	<ul style="list-style-type: none"> redevelop syllabus objectives to follow the guidelines set out in <i>Objectives and Cognitive Verbs</i> (QCAA 2019), develop unit and assessment objectives 	<ul style="list-style-type: none"> redevelop syllabus objectives to follow the guidelines set out in <i>Objectives and Cognitive Verbs</i> (QCAA 2019), develop unit and assessment objectives
Underpinning factors	<ul style="list-style-type: none"> literacy numeracy applied learning community connections core skills for work 	<ul style="list-style-type: none"> literacy numeracy 21st century skills 	<ul style="list-style-type: none"> literacy numeracy 21st century skills
Pedagogical approach	<ul style="list-style-type: none"> maintain pedagogical or conceptual frameworks unique to each subject 	<ul style="list-style-type: none"> adopt applied learning as a pedagogical approach: <ul style="list-style-type: none"> authentic learning experiences and assessment community connections a student-centred and flexible approach hands-on learning in a collaborative environment 	<ul style="list-style-type: none"> adopt applied learning as a pedagogical approach: <ul style="list-style-type: none"> authentic learning experiences and assessment community connections a student-centred and flexible approach hands-on learning in a collaborative environment
Conceptual frameworks	<ul style="list-style-type: none"> include conceptual frameworks unique to each subject as required (should be distinct from related General subject) 	<ul style="list-style-type: none"> include conceptual frameworks unique to each subject as required (should be distinct from related General subject) 	<ul style="list-style-type: none"> include conceptual frameworks unique to each subject as required (should be distinct from related General subject)

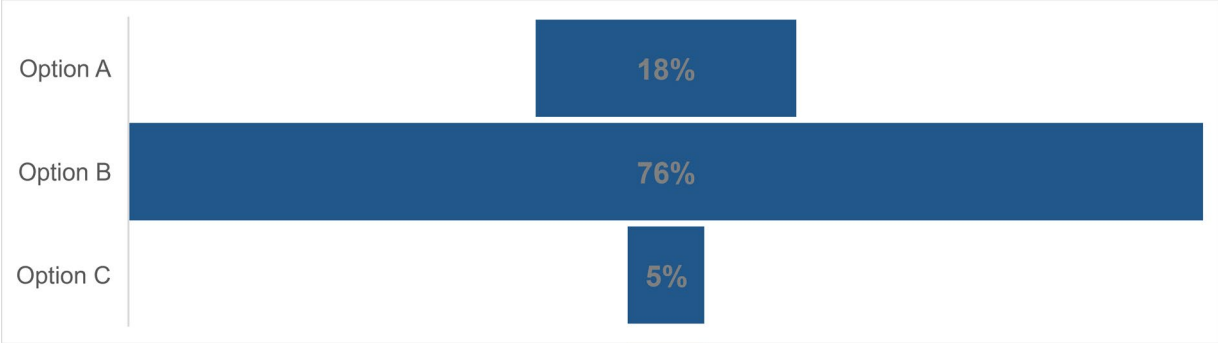
	Option A	Option B	Option C
Aboriginal and Torres Strait Islander Perspectives	<ul style="list-style-type: none"> develop subject-specific advice audit existing advice with relevant QCAA officer 	<ul style="list-style-type: none"> develop subject-specific advice audit existing advice with relevant QCAA officer 	<ul style="list-style-type: none"> develop subject-specific advice audit existing advice with relevant QCAA officer
Subject matter / Planning a course of study	<ul style="list-style-type: none"> redefine existing core, elective and contexts to make uniform across Applied subjects 	<ul style="list-style-type: none"> establish core learning and integrate these into syllabus objectives and assessment 	<ul style="list-style-type: none"> establish core learning and integrate these into syllabus objectives and assessment
	<ul style="list-style-type: none"> schools develop four units, syllabus streamlines the rules for planning a course of study 	<ul style="list-style-type: none"> syllabus provides multiple generic units of work schools contextualise units 	<ul style="list-style-type: none"> syllabus provides multiple specific units of work, schools teach units 'as prescribed' (to some extent)
	<ul style="list-style-type: none"> schools develop study plan 	<ul style="list-style-type: none"> schools indicate unit selections and order 	<ul style="list-style-type: none"> schools indicate unit selections and order
	<ul style="list-style-type: none"> schools develop units of work QCAA QA units of work 	<ul style="list-style-type: none"> all units are of equal depth, breadth and rigour, and can all be used as Unit 3 or 4 	<ul style="list-style-type: none"> all units are of equal depth, breadth and rigour, and can all be used as Unit 3 or 4
Assessment techniques	<ul style="list-style-type: none"> maintain the current range of assessment techniques with consistency across syllabuses 	<ul style="list-style-type: none"> revise list of assessment techniques assessment techniques are consistent across syllabuses and types 	<ul style="list-style-type: none"> revise list of assessment techniques assessment techniques are consistent across syllabuses and types
	<ul style="list-style-type: none"> schools develop assessment instruments and contextualise instrument-specific standards 	<ul style="list-style-type: none"> syllabus provides technique/s for each unit/module syllabus provides generic ISSs 	<ul style="list-style-type: none"> syllabus provides technique/s for each unit/module syllabus provides ISSs suited to context
Quality assurance	<ul style="list-style-type: none"> study plan required QCAA QA study plans 	<ul style="list-style-type: none"> study plans not required schools indicate units 	<ul style="list-style-type: none"> study plans not required schools indicate units
	<ul style="list-style-type: none"> endorsement of assessment 		

Consultation

In preparing this report, these three options were presented to teachers through focus groups. Five face-to-face focus groups were held in Brisbane South, Brisbane North, Ipswich, Cairns and Townsville. Two webinars were also held with teachers. Over 120 participants attended these focus groups.

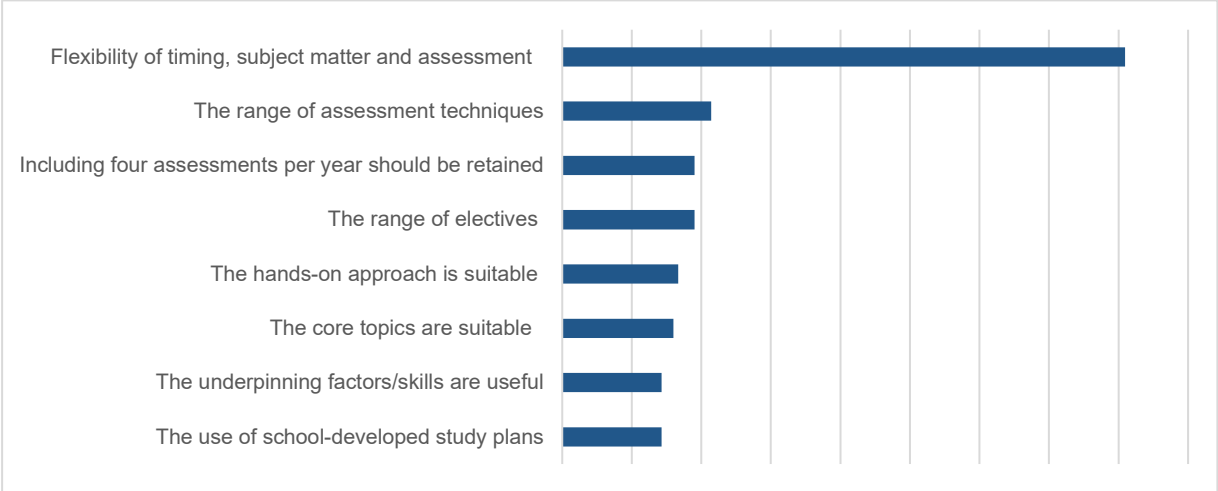
Initial consultation on these options shows the majority of stakeholders believe Option B would provide flexibility while providing more syllabus prescription and guidance (see Figure 10).

Figure 10: Support for the Applied syllabus redevelopment options



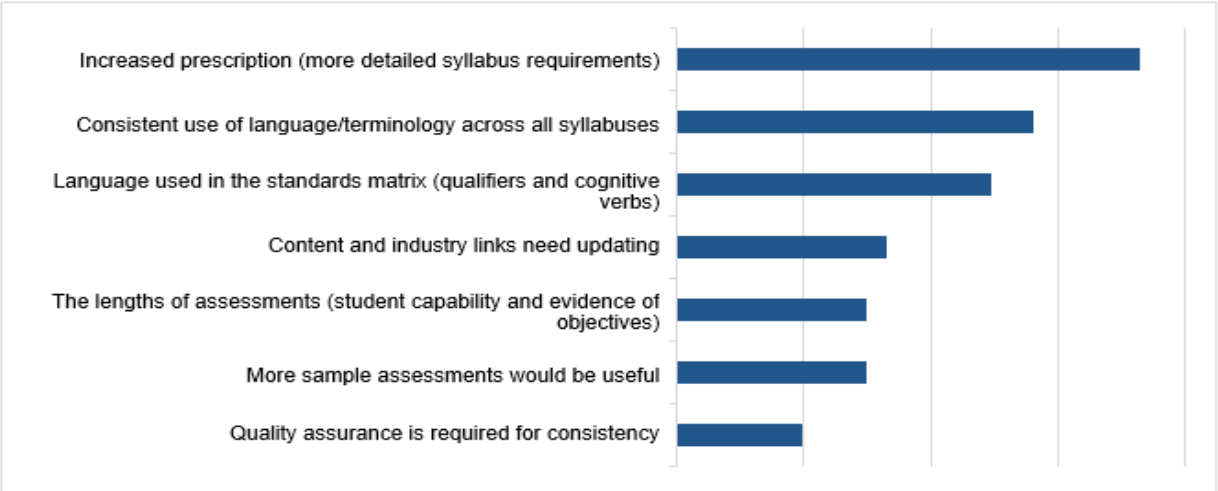
Focus group members were also asked to identify specific aspects of Applied learning according to their perceived value. These can be seen in Figure 11.

Figure 11: Valued aspects of Applied syllabuses



Furthermore, participants were also asked to identify aspects of Applied syllabuses that they felt should be addressed in the upcoming syllabus revision (see Figure 12).

Figure 12: Aspects of Applied syllabuses that should be addressed in the revision



It is interesting to note the parallels between the options proposed and the aspects that are both valued and need improvement. These findings provide a rich starting point for the revision of Applied syllabuses.

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8 Appendixes

Appendix 1: Dimensions/objectives of Applied subjects

Table 1.1: QCAA Applied syllabuses dimensions and objectives

Applied syllabus	Dimension 1				Dimension 2				Dimension 3		
	Knowing & understanding	Acquiring	Analysing & applying	Applying	Applying & examining	Applying & analysing	Planning & evaluating	Evaluating	Producing & evaluating	Evaluating & creating	Creating & evaluating
Early Childhood Studies	♦		♦				♦				
Sport and Recreation		♦		♦				♦			
Business Studies	♦		♦				♦				
Religion and Ethics	♦				♦				♦		
Social and Community Studies	♦				♦				♦		
Tourism	♦		♦				♦				
Agricultural Practices	♦		♦				♦				
Aquatic Practices	♦		♦				♦				
Science in Practice	♦		♦				♦				
Building and Construction Skills	♦		♦						♦		

Applied syllabus	Dimension 1			Dimension 2				Dimension 3			
	Knowing & understanding	Acquiring	Analysing & applying	Applying	Applying & examining	Applying & analysing	Planning & evaluating	Evaluating	Producing & evaluating	Evaluating & creating	Creating & evaluating
Engineering Skills	♦		♦						♦		
Furnishing Skills	♦		♦						♦		
Industrial Graphics Skills	♦		♦						♦		
Industrial Technology Skills	♦		♦						♦		
Hospitality Practices	♦		♦				♦				
Fashion	♦		♦							♦	
Information and Communication Technology	♦		♦						♦		
Arts in Practice	♦					♦					♦
Dance in Practice	♦					♦					♦
Drama in Practice	♦					♦					♦
Media Arts in Practice	♦					♦					♦
Music in Practice	♦					♦					♦
Visual Arts in Practice	♦					♦					♦
Total	22	1	15	1	2	6	7	1	8	1	6

Table 1.2: Queensland Applied syllabus objectives

Applied syllabus	Dimension 1	Dimension 2	Dimension 3
Early Childhood Studies	<ul style="list-style-type: none"> • describe • explain 	<ul style="list-style-type: none"> • analyse • apply • use language 	<ul style="list-style-type: none"> • plan and justify • evaluate • evaluate
Sport and Recreation	<ul style="list-style-type: none"> • demonstrate • describe • explain 	<ul style="list-style-type: none"> • apply and adapt • manage • apply strategies • use language 	<ul style="list-style-type: none"> • evaluate • evaluate • evaluate and recommend • create communication
Business Studies	<ul style="list-style-type: none"> • describe • explain • demonstrate 	<ul style="list-style-type: none"> • analyse • apply • use language 	<ul style="list-style-type: none"> • make and justify decisions • plan and organise • evaluate
Religion and Ethics	<ul style="list-style-type: none"> • recognise and describe • identify and explain • explain 	<ul style="list-style-type: none"> • organise • analyse • apply to make decisions • use language 	<ul style="list-style-type: none"> • plan and undertake inquiries • communicate • appraise
Social and Community Studies	<ul style="list-style-type: none"> • recognise and describe • recognise and explain • explain 	<ul style="list-style-type: none"> • organise • analyse and compare • apply to make decisions • use language 	<ul style="list-style-type: none"> • plan and undertake • communicate • appraise
Tourism	<ul style="list-style-type: none"> • recall • describe and explain • identify and explain 	<ul style="list-style-type: none"> • analyse • apply • communicate 	<ul style="list-style-type: none"> • generate plans • evaluate • draw conclusions and recommend
Agricultural Practices	<ul style="list-style-type: none"> • demonstrate • describe and explain 	<ul style="list-style-type: none"> • analyse • apply • use language 	<ul style="list-style-type: none"> • plan • make decisions and recommend • evaluate

Applied syllabus	Dimension 1	Dimension 2	Dimension 3
Aquatic Practices	<ul style="list-style-type: none"> • describe • explain • demonstrate 	<ul style="list-style-type: none"> • analyse • apply • use language 	<ul style="list-style-type: none"> • generate • evaluate • make recommend
Science in Practice	<ul style="list-style-type: none"> • describe and explain • describe and explain 	<ul style="list-style-type: none"> • analyse • apply • communicate 	<ul style="list-style-type: none"> • plan • evaluate • draw conclusions and make decisions
Building and Construction Skills	<ul style="list-style-type: none"> • describe • demonstrate • interpret 	<ul style="list-style-type: none"> • analyse • select and apply • use visual representations and language 	<ul style="list-style-type: none"> • plan and adapt • create • evaluate and recommend
Engineering Skills	<ul style="list-style-type: none"> • describe • demonstrate • interpret 	<ul style="list-style-type: none"> • analyse • select and apply • use visual representations and language 	<ul style="list-style-type: none"> • plan and adapt • create • evaluate and recommend
Furnishing Skills	<ul style="list-style-type: none"> • describe • demonstrate • interpret 	<ul style="list-style-type: none"> • analyse • select and apply • use visual representations and language 	<ul style="list-style-type: none"> • plan and adapt • create • evaluate and recommend
Industrial Graphics Skills	<ul style="list-style-type: none"> • describe • demonstrate • interpret 	<ul style="list-style-type: none"> • analyse • select and apply • use language 	<ul style="list-style-type: none"> • construct • create • evaluate and recommend
Industrial Technology Skills	<ul style="list-style-type: none"> • describe • demonstrate • interpret 	<ul style="list-style-type: none"> • analyse • select and apply • use visual representations and language 	<ul style="list-style-type: none"> • plan and adapt • create • evaluate and recommend

Applied syllabus	Dimension 1	Dimension 2	Dimension 3
Hospitality Practices	<ul style="list-style-type: none"> • explain • describe 	<ul style="list-style-type: none"> • examine • apply • use language 	<ul style="list-style-type: none"> • plan, implement and justify decisions • critique • evaluate
Fashion	<ul style="list-style-type: none"> • identify and interpret • explain • demonstrate 	<ul style="list-style-type: none"> • analyse • apply • apply • use language 	<ul style="list-style-type: none"> • generate, modify and manage • synthesise to create • evaluate • create communications
Information and Communication Technology	<ul style="list-style-type: none"> • identify and explain • identify and explain 	<ul style="list-style-type: none"> • analyse • communicate • apply 	<ul style="list-style-type: none"> • synthesise to plan solutions • produce solutions • evaluate and recommend
Arts in Practice	<ul style="list-style-type: none"> • identify and explain • interpret • demonstrate 	<ul style="list-style-type: none"> • organise and apply • analyse • use language 	<ul style="list-style-type: none"> • generate and plan • implement • evaluate
Dance in Practice	<ul style="list-style-type: none"> • recall • interpret and demonstrate • explain 	<ul style="list-style-type: none"> • apply • analyse • use language 	<ul style="list-style-type: none"> • generate, plan and modify • create communications and make decisions • evaluate
Drama in Practice	<ul style="list-style-type: none"> • identify and explain • interpret and explain • demonstrate 	<ul style="list-style-type: none"> • apply • analyse • use language 	<ul style="list-style-type: none"> • plan and modify • create • evaluate
Media Arts in Practice	<ul style="list-style-type: none"> • identify and explain • interpret • demonstrate 	<ul style="list-style-type: none"> • organise and apply • analyse • use language 	<ul style="list-style-type: none"> • plan and modify • create • evaluate

Applied syllabus	Dimension 1	Dimension 2	Dimension 3
Music in Practice	<ul style="list-style-type: none"> • identify and explain • interpret • demonstrate 	<ul style="list-style-type: none"> • apply • analyse • use language 	<ul style="list-style-type: none"> • plan and modify • create • evaluate
Visual Arts in Practice	<ul style="list-style-type: none"> • recall and explain • interpret • demonstrate 	<ul style="list-style-type: none"> • apply • analyse • use language 	<ul style="list-style-type: none"> • generate plans and make decisions • create communications • evaluate

Table 1.3: Applied (Essential) syllabus objectives

Applied (Essential) subject	Objectives
Essential English	<ul style="list-style-type: none"> • use patterns and conventions of genres to suit particular purposes and audiences • use appropriate roles and relationships with audiences • construct and explain representations of identities, places, events and concepts • make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning • explain how language features and text structures shape meaning and invite particular responses • select and use subject matter to support perspectives • sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts • make mode-appropriate language choices according to register informed by purpose, audience and context • use language features to achieve particular purposes across modes.
Essential Mathematics	<ul style="list-style-type: none"> • select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance • comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance • communicate using mathematical, statistical and everyday language and conventions • evaluate the reasonableness of solutions • justify procedures and decisions by explaining mathematical reasoning • solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Appendix 2: Underpinning factors of QCAA Applied subjects

Table 2.1: Underpinning factors of QCAA Applied syllabuses

Applied syllabuses (Example: Science in Practice)	
Applied learning	<ul style="list-style-type: none"> • Applied learning is the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass workplace, industry and community situations. • Applied learning values knowledge — including subject knowledge, skills, techniques and procedures — and emphasises learning through doing. It includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills. • Applied learning: <ul style="list-style-type: none"> – links theory and practice – integrates knowledge and skills in real-world and/or lifelike contexts – encourages students to work individually and in teams to complete tasks and solve problems – enables students to develop new learnings and transfer their knowledge, understanding and skills to a range of contexts – uses assessment that is authentic and reflects the content and contexts.
Community connections	<ul style="list-style-type: none"> • Community connections build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports transition from school to participation in, and contribution to, community, industry, work and not-for-profit organisations. 'Community' includes the school community and the wider community beyond the school, including virtual communities. • Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens. • Schools plan connections with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces, and/or in the school setting, including the classroom. • Community connections can occur through formal arrangements or more informal interactions. Opportunities for community connections include: <ul style="list-style-type: none"> – organising an event for the school or local community – working with community groups in a range of activities – attending industry expos and career 'taster' days – participating in mentoring programs and work shadowing – gaining work experience in industry – participating in community service projects or engaging in service learning

Applied syllabuses (Example: Science in Practice)

	<ul style="list-style-type: none"> – interacting with visitors to the school, such as community representatives, industry experts, employers, employees and the self-employed – undertaking field work (see Developing a module of work) – internet, phone or video conferencing with other school communities.
Core skills for work	<ul style="list-style-type: none"> • In August 2013, the Australian Government released the Core Skills for Work Developmental Framework (CSfW)¹. The CSfW describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work.² These skills are often referred to as generic or employability skills. They contribute to work performance in combination with technical skills, discipline-specific skills, and core language, literacy and numeracy skills. • The CSfW describes performance in ten skill areas grouped under three skill clusters, shown in Table 1 below. These skills can be embedded, taught and assessed across Science in Practice. • Table 1: CSfW skill clusters and skill areas <ul style="list-style-type: none"> – Skill cluster 1: Navigate the world of work <ul style="list-style-type: none"> ▪ Manage career and work life ▪ Work with roles, rights and protocols – Skill cluster 2: Interacting with others <ul style="list-style-type: none"> ▪ Communicate for work ▪ Connect and work with others ▪ Recognise and utilise diverse perspectives – Skill cluster 3: Getting the work done <ul style="list-style-type: none"> ▪ Plan and organise ▪ Make decisions ▪ Identify and solve problems ▪ Create and innovate ▪ Work in a digital world
Literacy	<ul style="list-style-type: none"> • The information and ideas that make up the Science in Practice are communicated in language and texts. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content. • Each Applied syllabus has its own specific content and ways to convey and present this content. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Science in Practice is essential for student achievement. • Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Science in Practice. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Science in Practice content they have learnt.

Applied syllabuses (Example: Science in Practice)

	<ul style="list-style-type: none">• In teaching and learning in Science in Practice, students learn a variety of strategies to understand, use, analyse and evaluate ideas and information conveyed in language and texts.• To understand and use Science in Practice content, teaching and learning strategies include:<ul style="list-style-type: none">– breaking the language code to make meaning of scientific language and texts, including graphics, diagrams and tables– comprehending language and texts to make literal and inferred meanings about science content– using scientific ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning.• To analyse and evaluate Science in Practice content, teaching and learning strategies include:<ul style="list-style-type: none">– making conclusions about the purpose and audience of scientific language and texts– analysing the ways language is used to convey ideas and information in science texts– transforming language and texts to convey scientific ideas and information in particular ways to suit audience and purpose.• Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.
Numeracy	<ul style="list-style-type: none">• Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.• Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.• Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, a commitment to numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.• To understand and use Science in Practice content, teaching and learning strategies include:<ul style="list-style-type: none">– identifying the specific mathematical information– providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes– communicating and representing the language of numeracy in teaching, as appropriate.• Relevant aspects of numeracy knowledge and skills are assessed, as described in the standards.

Table 2.2: Underpinning factors of QCAA Applied (Essential) syllabuses

Example: Essential English	
Literacy	<ul style="list-style-type: none"> • Literacy is important in the development of the skills and strategies needed to express, interpret and communicate complex information and ideas. In Essential English, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and argument. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people. • These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives, subject matter and instrument-specific standards for Essential English.
Numeracy	<ul style="list-style-type: none"> • Students use numeracy in Essential English when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem-solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in nonfiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information and interpret and use quantitative data as evidence in analytical and imaginative texts. • These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives, subject matter and instrument-specific standards for Essential English.
21st century skills	<ul style="list-style-type: none"> • Essential English helps develop the following 21st century skills: <ul style="list-style-type: none"> – critical thinking – creative thinking – communication – collaboration and teamwork – personal and social skills – information & communication technologies (ICT) skills. • These elements of 21st century skills are embedded in the syllabus objectives, unit objectives, subject matter and instrument-specific standards for Essential English.

Table 2.3: Evidence of underpinning factors in Applied syllabuses

Learning area	Applied syllabus	Workplace experiences	Hands-on learning evidenced in reporting standards
Health and Physical Education	Early Childhood Studies	<p>Opportunities by midway and again by the end of the course for students to:</p> <ul style="list-style-type: none"> • interact with children in early childhood settings • devise and implement at least two play-based learning activities responsive to children's needs 	Application of concepts and ideas of the fundamentals and practices of early childhood learning
	Sport and Recreation	Nil	<p>Application of concepts and adaption of procedures, strategies and physical responses in individual and group sport and recreation activities</p> <p>Management of individual and group sport and recreation activities</p> <p>Application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</p>
Humanities and Social Sciences	Business Studies	Nil	<p>Demonstration of processes, procedures and skills related to business functions to complete tasks.</p> <p>Application of skills related to business functions and contexts</p>
	Religion and Ethics	Nil	Nil
	Social and Community Studies	Nil	Nil
	Tourism	Nil	Nil
Science	Agricultural Practices	Nil	<p>Demonstration of procedures to complete tasks in agricultural activities</p> <p>Application of skills relevant to agricultural activities</p>

Learning area	Applied syllabus	Workplace experiences	Hands-on learning evidenced in reporting standards
	Aquatic Practices	Nil	Demonstration of skills in aquatic contexts Application of skills in aquatic contexts
	Science in Practice	Nil	Nil
Technologies	Building and Construction Skills	Nil	Demonstration of fundamental construction skills Selection and application of construction skills and procedures in construction tasks
	Engineering Skills	Nil	Demonstration of fundamental production skills Selection and application of production skills and procedures in manufacturing tasks
	Fashion	Nil	Demonstration of the elements and principles of fashion design and technical skills in fashion contexts. Application of technical skills and design ideas related to fashion contexts
	Furnishing Skills	Nil	Demonstration of fundamental production skills. Selection and application of production skills and procedures in manufacturing tasks.
	Hospitality Practices	Nil	Nil
	Industrial Graphics Skills	Nil	Demonstration of fundamental drawing skills Selection and application of drawing skills and procedures in drafting tasks
	Industrial Technology Skills	Nil	Demonstration of fundamental production skills

Learning area	Applied syllabus	Workplace experiences	Hands-on learning evidenced in reporting standards
			Selection and application of production skills and procedures in manufacturing tasks
	Information and Communication Technology	Nil	Application of software and hardware concepts, ideas and skills to complete tasks in ICT contexts
The Arts	Arts in Practice	Nil *One assessment from community connections	Demonstration of arts literacies and processes in arts making
	Dance in Practice	Nil *One assessment from community connections	Interpretation and demonstration of technical and expressive skills required for genres Application of dance concepts and ideas through performance and production of dance works
	Drama in Practice	Nil *One assessment from community connections	Demonstration of dramatic principles and practices Application of dramatic principles and practices when engaging in drama activities and/or with dramatic works
	Media Arts in Practice	Nil *One assessment from community connections	Demonstration of practical skills, techniques and technologies required for media arts Organisation and application of media artmaking processes, concepts and ideas
	Music in Practice	Nil *One assessment from community connections	Demonstration of music principles and practices Application of technical and expressive skills to performance and production of music works
	Visual Arts in Practice	Nil *One assessment from community connections	Demonstration of artmaking processes required for visual artworks Application of art-making processes, concepts and ideas

Table 2.4: Underpinning factors of QCAA Applied (Essential) syllabuses

Learning area	Applied syllabus	Real-life, authentic experiences	Hands-on learning evidenced in reporting standards
English	Essential English	Assessment should involve ‘work-related texts and ... real-life or lifelike contexts, audiences and purposes.’	Construct a text
Mathematics	Essential Mathematics	PSMTs ask that schools highlight a real-life application of mathematics in their chosen context or scenario. ‘The subject matter ... should be applied in a context that is meaningful and of interest to students.’	Nil

Appendix 3: Pedagogical and conceptual frameworks

Table 3.1: Pedagogical approach in QCAA Applied syllabuses

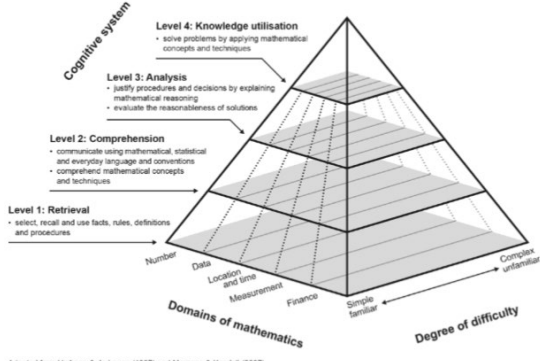
Learning area	Applied syllabus/es	Pedagogical approach
Health and Physical Education	• Early Childhood Studies	• nil
	• Sport and Recreation	• nil
Humanities and Social Sciences	• Business Studies	• nil
	• Religion and Ethics	• Inquiry
	• Social and Community Studies	• Inquiry
	• Tourism	• Inquiry
Sciences	• Agricultural Practices	• Inquiry
	• Aquatic Practices	• Inquiry
	• Science in Practice	• Inquiry
Technologies	• Building and Construction Skills	• nil
	• Engineering Skills	• nil
	• Fashion	<ul style="list-style-type: none"> • Design challenges • Design briefs • Design process • Exploring a design challenge may involve: <ul style="list-style-type: none"> – interpreting the design challenge – examining existing products and the fashion context – establishing the parameters for the design brief.

Learning area	Applied syllabus/es	Pedagogical approach
		<ul style="list-style-type: none"> • Developing ideas and possible solutions may involve: <ul style="list-style-type: none"> - collecting data and information (e.g. swatches, collections of media images) - generating and representing ideas (e.g. annotated sketches, swatches, magazine clippings) - evaluating possible ideas and solutions - selecting and refining a design solution. • Creating solutions and fashion items may involve: <ul style="list-style-type: none"> - producing working drawings, patterns, samples for the final design solution or fashion item/s - developing, enacting and modifying a production plan or management strategy - evaluating and describing how the final product/s has met the design challenge.
	<ul style="list-style-type: none"> • Furnishing Skills 	<ul style="list-style-type: none"> • nil
	<ul style="list-style-type: none"> • Hospitality Practices 	<ul style="list-style-type: none"> • nil
	<ul style="list-style-type: none"> • Industrial Graphics Skills 	<ul style="list-style-type: none"> • nil
	<ul style="list-style-type: none"> • Industrial Technology Skills 	<ul style="list-style-type: none"> • nil
	<ul style="list-style-type: none"> • Information and Communication Technology 	<ul style="list-style-type: none"> • Problem-solving (e.g. a process that is underpinned by three distinct phases: <ul style="list-style-type: none"> - problem identification - planning and applying - producing and evaluating)

Learning area	Applied syllabus/es	Pedagogical approach
The Arts	<ul style="list-style-type: none"> Arts in Practice 	<ul style="list-style-type: none"> nil
	<ul style="list-style-type: none"> Dance in Practice 	<ul style="list-style-type: none"> Dance foundations includes the dance components and skills which can be applied to all dance forms regardless of genre, style or context. Dance components Movement components Dynamic elements: movement qualities Non-movement components Dance skills: technical skills, expressive skills Genre Style Context
	<ul style="list-style-type: none"> Drama in Practice 	<ul style="list-style-type: none"> nil
	<ul style="list-style-type: none"> Media Arts in Practice 	<ul style="list-style-type: none"> Scenario Construct a real-world scenario which includes a media arts problem that can focus learning and be a stimulus for assessment. The media arts problem should establish the purpose for the creation of media artwork/s. <ul style="list-style-type: none"> What are the elective/s, option/s and context? Who is the audience? What are the students trying to achieve through the creation of this media artwork? What knowledge, understanding and skills do students need to make this media artwork? What do students need to know about the chosen technologies and techniques? What media art-making processes can students use in the development and realisation of this media artwork?
	<ul style="list-style-type: none"> Music in Practice 	<ul style="list-style-type: none"> nil

Learning area	Applied syllabus/es	Pedagogical approach
	<ul style="list-style-type: none"> • Visual Arts in Practice 	<ul style="list-style-type: none"> • Scenario • Construct a real-world scenario that can focus learning and be a stimulus for assessment. The scenario should establish the purpose for the creation of communications and artwork/s. <ul style="list-style-type: none"> - What is the area of study, option/s and context? - Will this be an individually produced artwork or a collaboratively developed artwork? - Who is the audience? - What are the students trying to achieve through the creation of this artwork or communication? - What knowledge, understanding and skills do students need to make this artwork or create this communication? - What do students need to know about the chosen medium, technologies and techniques? - What visual literacies can students use in the development and realisation of this artwork?

Table 3.2: Pedagogical approach in QCAA Applied (Essential) syllabuses

Syllabus	Pedagogical approach	More information
<p>Essential English</p>	<ul style="list-style-type: none"> The framework for the subject's interrelated objectives is informed by an understanding of the relationships between language, text, purpose, context and audience, and how these relationships shape meaning and perspectives All senior secondary English subjects aim to develop students' critical and creative thinking, both independently and collaboratively, and their capacity to understand and contest complex and challenging ideas in order to form their own interpretations and perspectives and to understand the interpretations and perspectives of others. 	<ul style="list-style-type: none"> Students engage critically and creatively with a variety of texts, taking into account the ways that: <ul style="list-style-type: none"> language and structural choices shape perspectives to achieve particular effects ideas, attitudes and perspectives are represented in texts, and the effects of these representations on readers, viewers and listeners meanings in texts are shaped by purpose, cultural contexts and social situations texts position readers, viewers and listeners.
<p>Essential Mathematics</p>	 <p>Adapted from Verhage & de Lange (1997) and Marzano & Kendall (2007).</p>	<ul style="list-style-type: none"> The relationship between foundational knowledge and problem-solving. To succeed in mathematics assessment, students must understand the subject matter (organised in domains of mathematics), draw on a range of cognitive skills, and apply these to problems of varying degrees of difficulty, from simple and routine, through to unfamiliar situations, complex contexts, and multi-step solutions (Grønmo et al. 2015). Problem-solving and mathematical modelling. A key aspect of learning mathematics is to develop strategic competence; that is, to formulate, represent and solve mathematical problems (Kilpatrick, Swafford & Bradford 2001). As such, problem-solving is a focus of mathematics education research, curriculum and teaching (Sullivan 2011). This focus is not to the exclusion of routine exercises, which are necessary for practising, attaining mastery and being able to respond automatically. But mathematics education in the 21st century goes beyond this to include innovative problems that are complex, unfamiliar and non-routine (Mevarech & Kramarski 2014). Problem-solving in mathematics can be set in purely mathematical contexts or real-world contexts. When set in the real world, problem-solving in mathematics involves mathematical modelling.

Appendix 4: Planning a course of study

Table 4.1: Planning a course of study advice in QCAA Applied syllabuses

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
Early Childhood Studies	Twice	4	4–8	<ul style="list-style-type: none"> • Fundamentals of early childhood • Practices in early childhood learning 	Core topics embedded in at least four electives		<ul style="list-style-type: none"> • opportunities by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) for students to: <ul style="list-style-type: none"> – interact with children in early childhood settings – devise at least two play-based learning activities responsive to children’s needs, with one play-based learning activity implemented with children aged from birth to five years.
Sport and Recreation	Twice	4	4–8	<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills 	<ul style="list-style-type: none"> • electives in this subject are the physical activities that schools choose to undertake over the course of study • two to four sport and recreation physical activity electives 		<ul style="list-style-type: none"> • two to four modules of work that address specific sport-related focuses or recreation-related focuses • Schools select a minimum of one elective from: <ul style="list-style-type: none"> – the games and sport category

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
				in sport and recreation activities	<ul style="list-style-type: none"> - Active play and minor games - Challenge and adventure activities - Games and sports - Lifelong physical activities - Rhythmic and expressive movement activities 		<ul style="list-style-type: none"> - challenge and adventure - lifelong physical activities category
Business Studies	Once	4	5–8	<ul style="list-style-type: none"> • Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing. 	→	<p>Core is integrated into contextualised modules of work developed using the electives</p> <ul style="list-style-type: none"> • Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining • Not-for-profit • Real estate • Retail 	<ul style="list-style-type: none"> • A module of work in Business Studies consists of: <ul style="list-style-type: none"> - a business context - a purpose or focus, e.g. inquiry question, issues study, case study, problem, scenario, enterprise study - concepts and ideas, and associated knowledge, understanding and skills, from the business practices delivered through the business functions.

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
						<ul style="list-style-type: none"> • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel 	
Religion and Ethics	Each unit	4	4–8 electives	Three core perspectives of human experience — personal, relational and spiritual	<ul style="list-style-type: none"> • The Australian scene • Ethics and morality • Good and evil • Heroes and role models • Indigenous Australian spiritualities • Meaning and purpose • Peace and conflict • Religion and contemporary culture • Religions of the world • Religious citizenship • Sacred stories • Social justice • Spirituality 	Each perspective of the core must be covered within every elective topic selected, and integrated throughout the course.	

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
Social and Community Studies	Each unit	4	4–8 electives	Three core life skills areas — personal, interpersonal and citizenship	<ul style="list-style-type: none"> • minimum of four and a maximum of eight electives • The Arts and the community • Australia's place in the world • Gender and identity • Health — food and nutrition • Health — recreation and leisure • Into relationships • Legally, it could be you • Money management • Science and technology • Today's society • The world of work. 		
Tourism	Twice	4	4–8	<ul style="list-style-type: none"> • 'Tourism as an industry' • 'The travel experience' • 'Sustainable tourism' 	<ul style="list-style-type: none"> • at least three electives across by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) • Technology and tourism • Forms of tourism 		Modules of work be developed through a local, national or global perspective

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
					<ul style="list-style-type: none"> • Tourist destinations and attractions • Tourism marketing • Types of tourism • Tourism client groups 		
Agricultural Practices	Core relates to Animal or Plant – school choice	4	4–8	<ul style="list-style-type: none"> • the core topic, associated concepts and ideas, knowledge, understanding and skills for the included area/s of study • core topics, and associated concepts and ideas, knowledge, understanding and skills for 'Safety and management practices' 	<ul style="list-style-type: none"> • at least two elective topics by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) 	Modules of work provide students with opportunities to learn in real-world and/or lifelike agricultural contexts, such as projects, businesses and other related undertakings that may be based in school or the wider community.	Safety and management practices twice
Aquatic Practices	Once	4	4–8	<ul style="list-style-type: none"> • Each of the four areas of study for aquatic activity includes core topics and elective topics with associated concepts and ideas, and knowledge, understanding and skills. 	<ul style="list-style-type: none"> • Each of the four areas of study for aquatic activity includes core topics and elective topics with associated concepts and ideas, and knowledge, understanding and skills. 	For each module of work, teachers select a real-world or lifelike aquatic context for teaching, learning and assessment. Core topics and,	Safety and management practices twice

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
				<ul style="list-style-type: none"> • ‘Safety and management practices’ include four core topics with associated concepts and ideas, and knowledge, understanding and skills. 		any selected elective topics are delivered through the aquatic context for the unit.	
Science in Practice	Twice	4	4–8	<ul style="list-style-type: none"> • ‘Scientific literacy and working scientifically’ • ‘Workplace health safety’ • ‘Communication and self-management’ 	<ul style="list-style-type: none"> • at least three electives by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) (see Electives) • Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change 		<ul style="list-style-type: none"> • modules of work include learning experiences from aspects of at least two science disciplines (Biology, Chemistry, Earth and Environmental Science or Physics) • field work — at least five hours of field work by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) (see Developing a module of work).
Building and Construction Skills	Twice	4	4–8 (include construction tasks)	<ul style="list-style-type: none"> • ‘Industry practices’ • ‘Construction processes’ 	Carpentry plus at least two other electives: <ul style="list-style-type: none"> • Bricklaying • Concreting 		<ul style="list-style-type: none"> • Construction tasks are chosen from the electives, which are drawn from the common building and

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
					<ul style="list-style-type: none"> • Landscaping • Plastering and painting • Tiling 		<ul style="list-style-type: none"> • construction trade qualifications. • Construction tasks are chosen from the electives.
Engineering Skills	Twice	4	4–8	'Industry practices' and 'Production processes'	<ul style="list-style-type: none"> • at least two electives • Fitting and machining • Sheet metal working • Welding and fabrication 		<ul style="list-style-type: none"> • Manufacturing tasks in all units • The manufacturing tasks are chosen from the electives, which are drawn from the common engineering trade qualifications.
Furnishing Skills	Twice	4	4–8	'Industry practices' and 'Production processes'	<ul style="list-style-type: none"> • furniture-making plus at least two other electives • Cabinet-making • Furniture finishing • Glazing and framing • Upholstery 		<ul style="list-style-type: none"> • Must do furniture making Manufacturing tasks in all units. • Manufacturing tasks are chosen from the electives, which are drawn from the common furnishing trade qualifications.
Industrial Graphics Skills	Twice	4	4–8	'Industry practices' and 'Drafting processes'	<ul style="list-style-type: none"> • Select at least two electives: <ul style="list-style-type: none"> – Building and construction – Engineering drafting – Furnishing 		<ul style="list-style-type: none"> • Drafting tasks in all units • At least one module of work that includes the construction of a model from drawings by midway through the course (end of Unit 2) and again by

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
							<p>the end of the course (end of Unit 4)</p> <ul style="list-style-type: none"> • Drafting tasks are chosen from the electives, which are drawn from the common manufacturing industries.
Industrial Technology Skills	Twice	4	4–8	‘Industry practices’ and ‘Production processes’	<ul style="list-style-type: none"> • a minimum of four and maximum of six electives drawn from at least two industry areas • Aeroskills • Automotive • Building and construction • Engineering • Furnishing • Industrial graphics • Plastics 		<ul style="list-style-type: none"> • Manufacturing tasks all units • The manufacturing tasks are chosen from the electives, which are drawn from the common manufacturing trade qualifications grouped by industry area
Hospitality Practices	Twice	4	4–6	<ul style="list-style-type: none"> • Navigating the hospitality industry • Working effectively with others • Hospitality in practice 	<ul style="list-style-type: none"> • minimum of two electives • Kitchen operations • Beverage operations and service • Food and beverage service 	Hospitality contexts are the authentic real-world settings or venues in which schools implement events.	Two actual/simulated events

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
Fashion	Twice	4	4–8	Fashion fundamentals <ul style="list-style-type: none"> • Fashion culture • Fashion technologies • Fashion design 	→	<ul style="list-style-type: none"> • Adornment • Collections • Fashion designers • Fashion in history • Haute couture • Sustainable clothing • Textiles • Theatrical design • Merchandising 	<ul style="list-style-type: none"> • two to six electives
Information and Communication Technology	Twice	4	4–8	<ul style="list-style-type: none"> • Software • Hardware • ICT in society 	<ul style="list-style-type: none"> • three or more elective contexts in Units 1 and 2 and revisited in Units 3 and 4 • Online communication • Network fundamentals • Document production • Digital imaging and modelling • Data management • Audio and video production • Application development 	From elective	Use of a problem-solving process in each module of work

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
					<ul style="list-style-type: none"> • Animation • Website production 		
Arts in Practice	Twice	4	4	'Arts literacies' 'Arts processes'	Exploration of 3+ electives (art forms) with at least two used in the creation of a product (artwork)	4 contextualised modules of work, developed with a context and focus that provides a purpose and audience within authentic arts settings, situations or practices	Authentic arts setting 2+ art forms in each unit
Dance in Practice	Twice	4	4–8	'Dance performance' 'Dance production' 'Dance literacies'	<ul style="list-style-type: none"> • The genres are: <ul style="list-style-type: none"> – Ballet – Contemporary – Jazz – Tap – Ballroom – Popular dance – World dance 	Exploring a dance genre in a particular style or styles and in a context that provides a purpose and audience.	<ul style="list-style-type: none"> • exploration of at least two dance genres in Units 1 and 2 and again in Units 3 and 4 of the course and three genres across the four-unit course of study
Drama in Practice	Twice	4	4–8	'Dramatic principles' and 'Dramatic practices'	<ul style="list-style-type: none"> • exploration of a minimum of four and a maximum of eight electives <ul style="list-style-type: none"> – Acting (stage and/or screen) – Career pathways 		

Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
					<ul style="list-style-type: none"> - Community theatre - Contemporary theatre - Directing - Playbuilding - Scriptwriting - Technical design and production - The theatre industry - Theatre through the ages - World theatre 		
Media Arts in Practice	Twice	4	4–8	'Media technologies' 'Media communications' 'Media in society'	→	<ul style="list-style-type: none"> • Audio • Curating • Graphic design • Interactive media • Moving images • Still image 	Four to eight modules of work across the course of study, based on one to three electives, developed for a purpose, where the purpose provides the reason for the media art-making process and the resulting media artwork/s.
Music in Practice	Twice	4	4–8	'Music principles' 'Music practices'	→	<ul style="list-style-type: none"> • Community music • Contemporary music • Live production and performance 	must be studied for no more than one unit but no less than half the unit time, to ensure adequate depth of coverage and allow sufficient time for

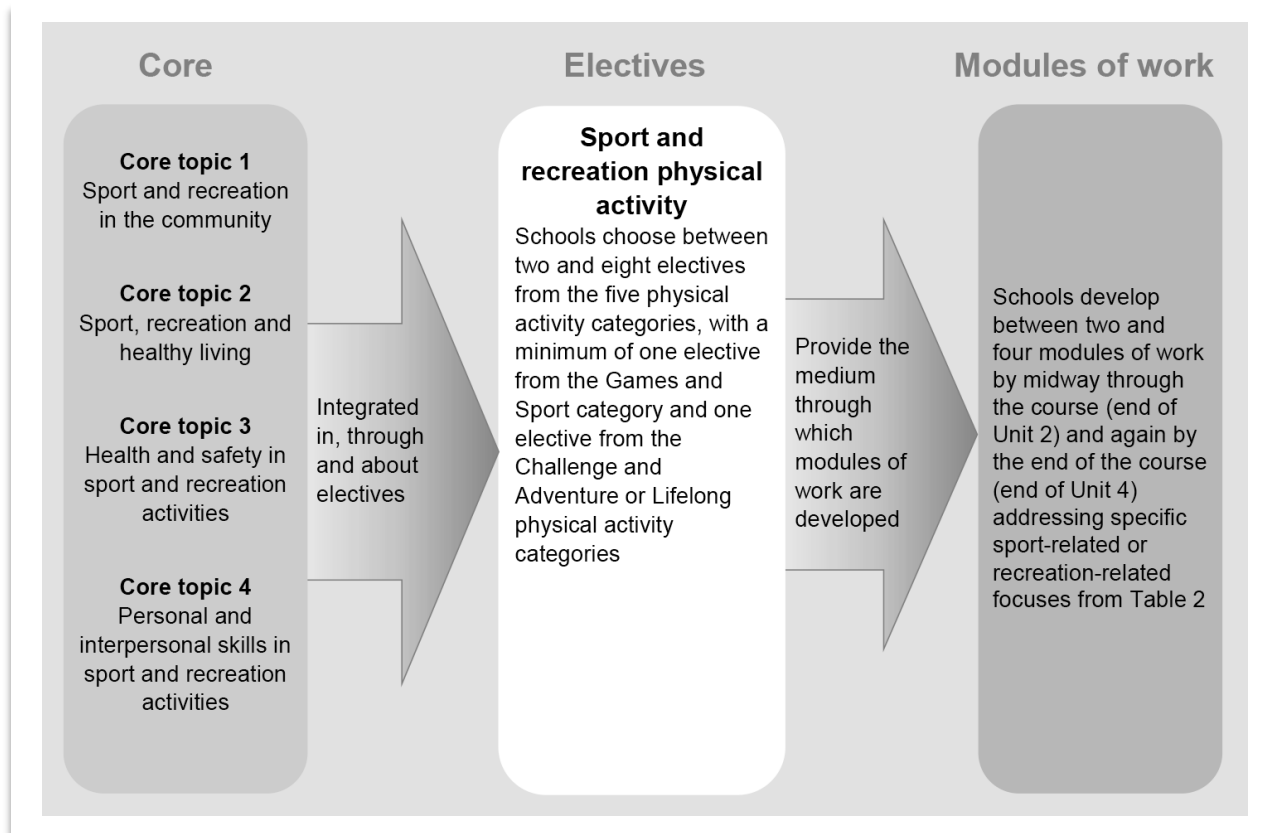
Applied syllabus	All core concepts (by end of course)	Units of work	Modules of work	Core	Elective	Contexts	Specific requirements
						<ul style="list-style-type: none"> • Music for film, TV and video games • Music in advertising • The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music 	students to develop the necessary knowledge, understanding and skills, and effectively engage with the learning experiences and assessment
Visual Arts in Practice	Twice	4	4–8	<p>‘Visual mediums, technologies and techniques’</p> <p>‘Visual literacies and contexts’</p> <p>‘Artwork realisation’</p>	→	<ul style="list-style-type: none"> • The areas of study are: <ul style="list-style-type: none"> – 2D – 3D – Digital and 4D – Design – Craft 	Two to four modules of work in Units 1 and 2 and again in Units 3 and 4, developed for a purpose in an area of study, where the purpose provides the reason for the art-making process and the resulting product/s. Each module of work must be based on one elective/area of study

Table 4.2: Planning a course of study advice in QCAA Applied (Essential) syllabuses

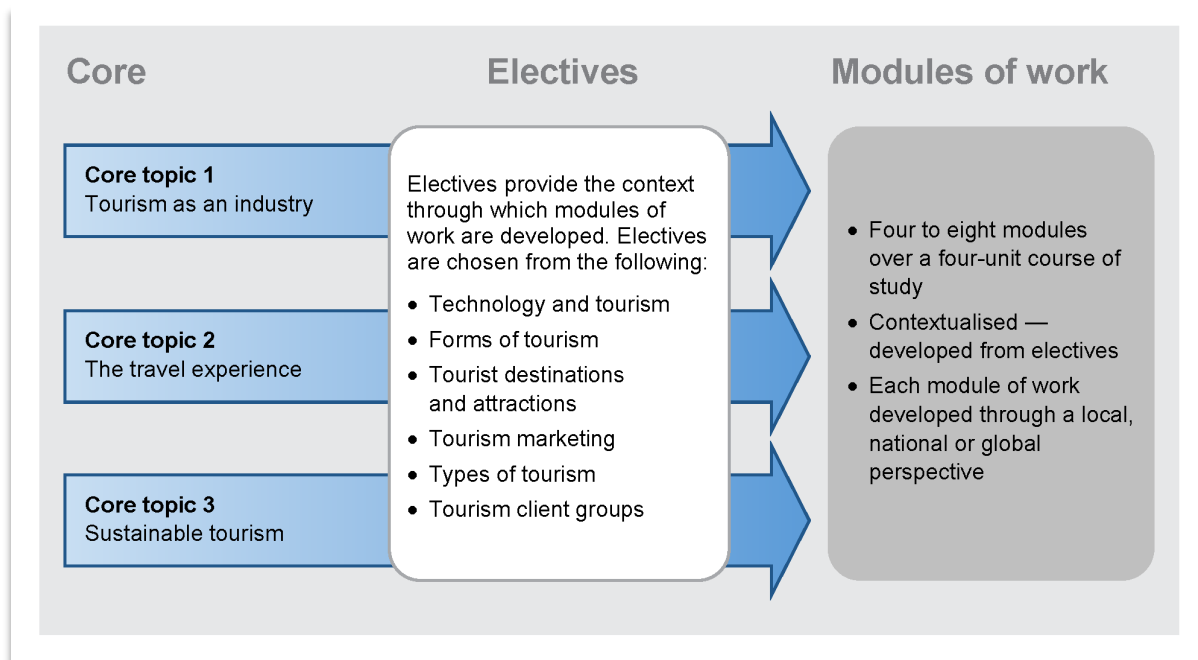
Applied (Essential) syllabus	Course of study guidelines			Subject matter			Specific requirements
	All core concepts (by the end of the course)	Units of work	Modules of work	Core	Elective	Contexts	
Essential English	All objectives in each unit	4	4	All	Choice of texts	Developed by schools	
Essential Mathematics	All objectives in each unit	4	4	All		Developed by schools	

Graphic representations of course planning in QCAA Applied syllabuses (one example per learning area)

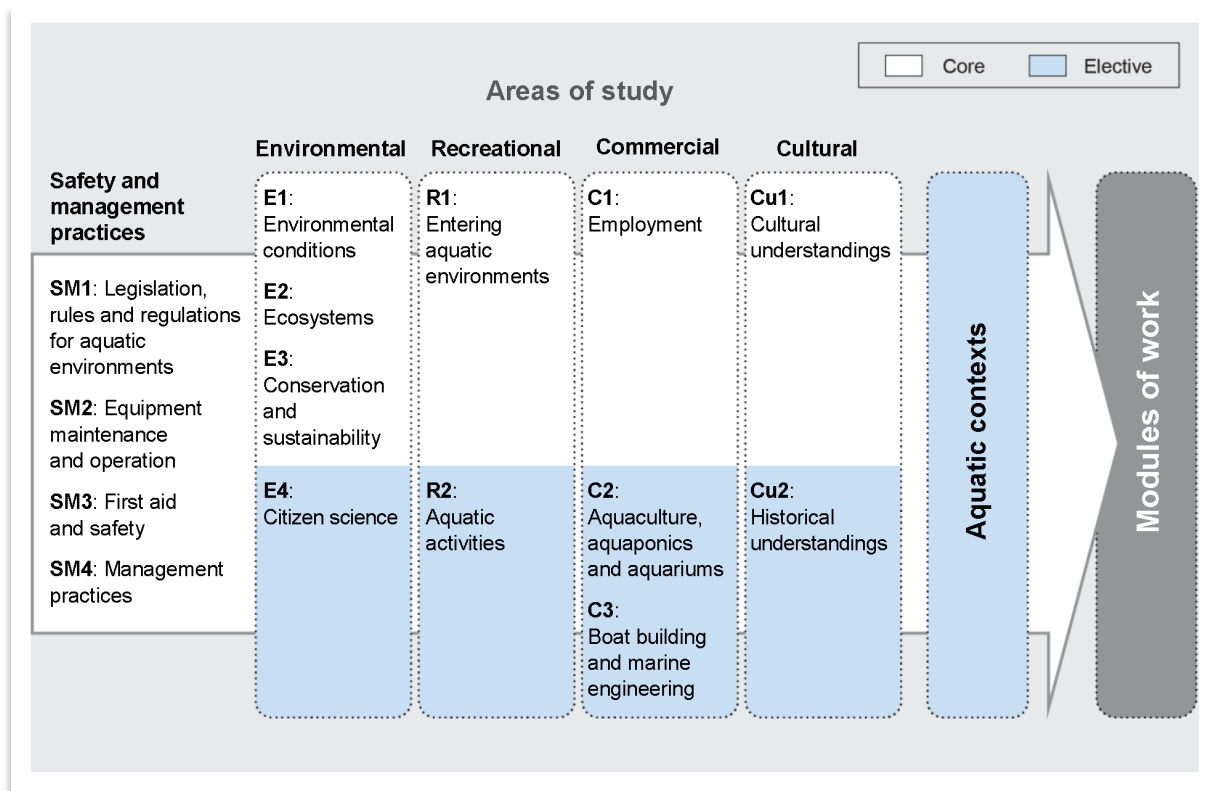
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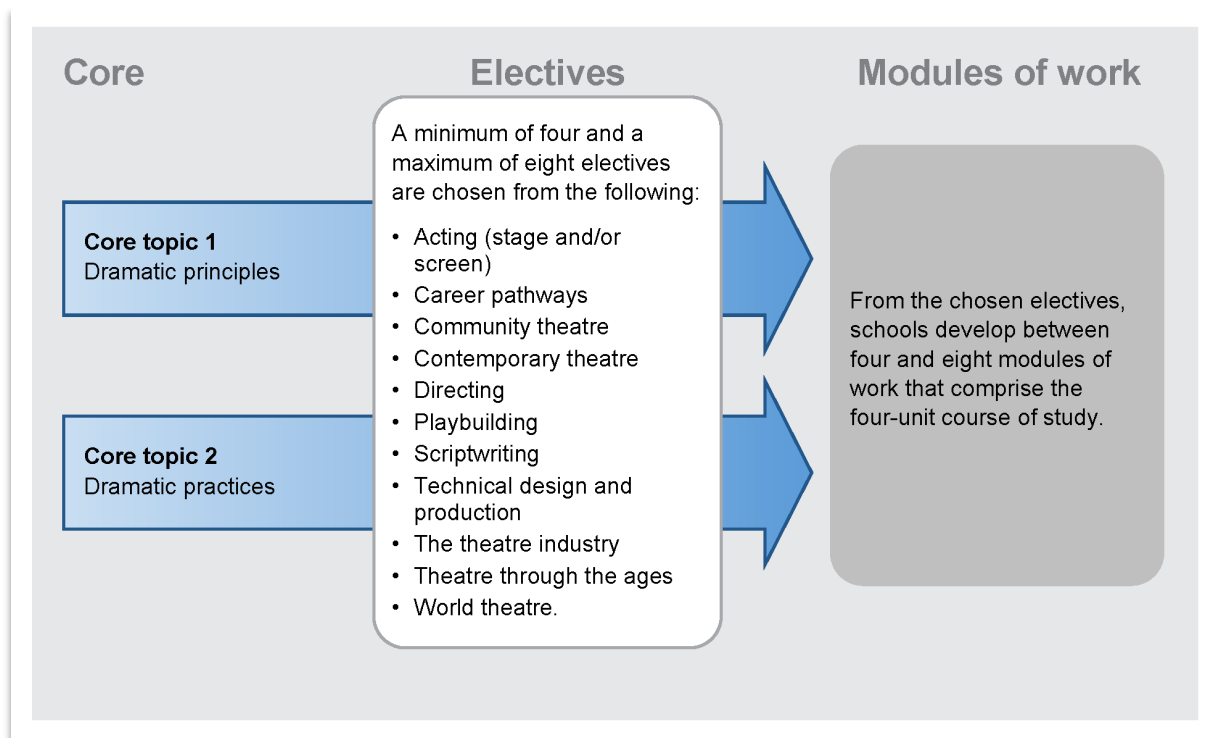
2. Humanities and Social Sciences: Tourism (2019)



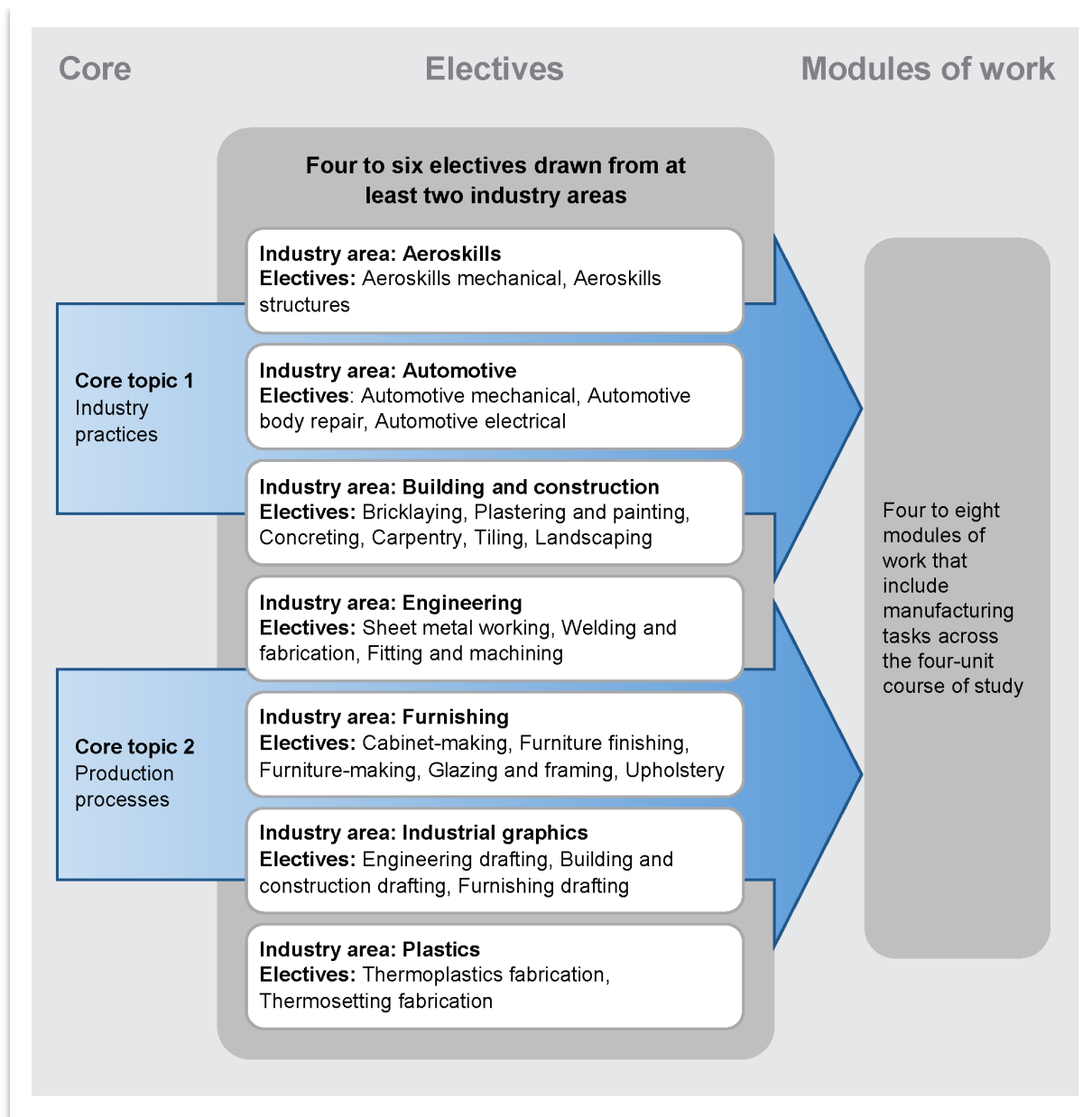
3. Sciences: Aquatic Practices (2019)



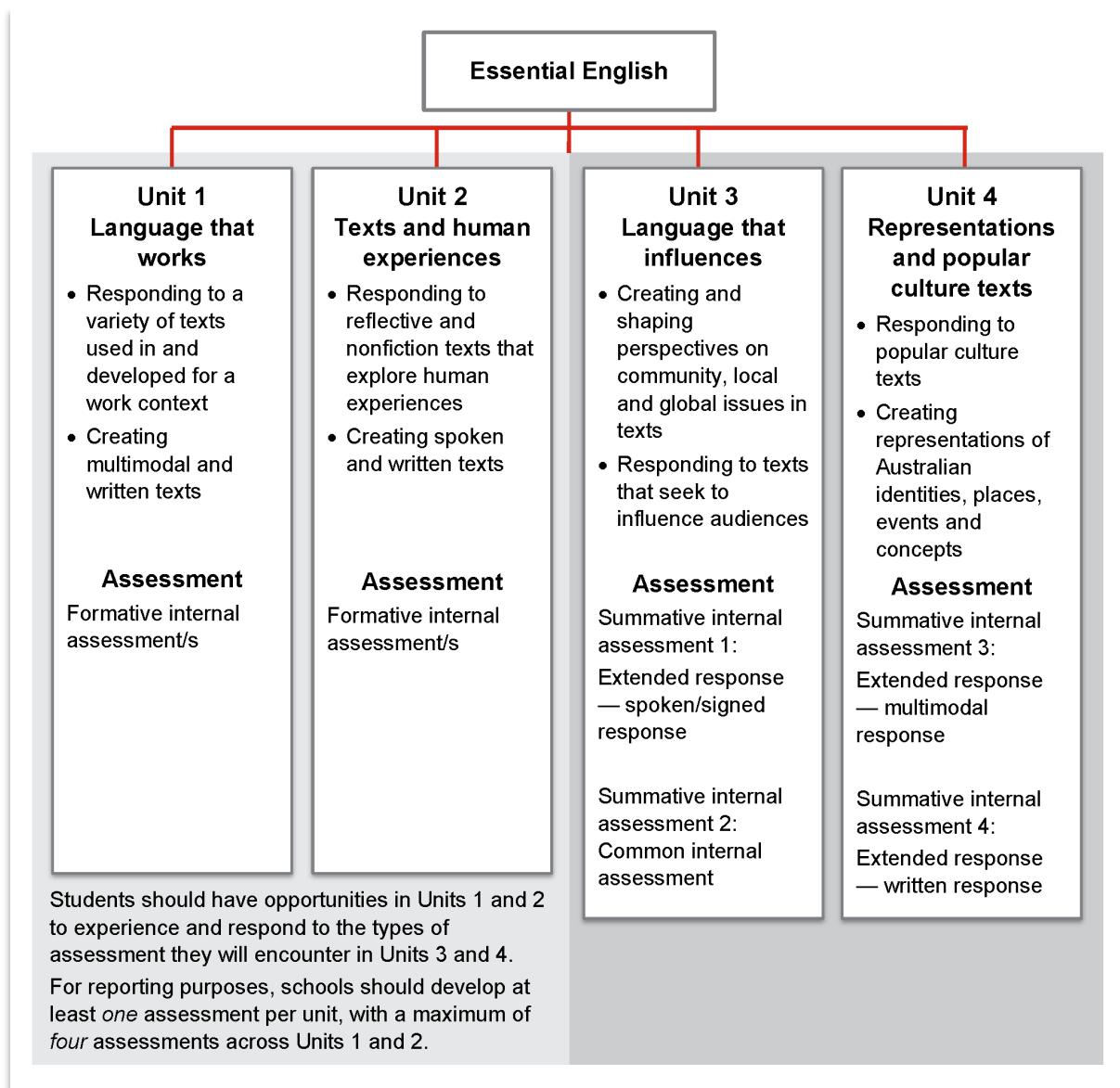
4. The Arts: Drama in Practice (2019)



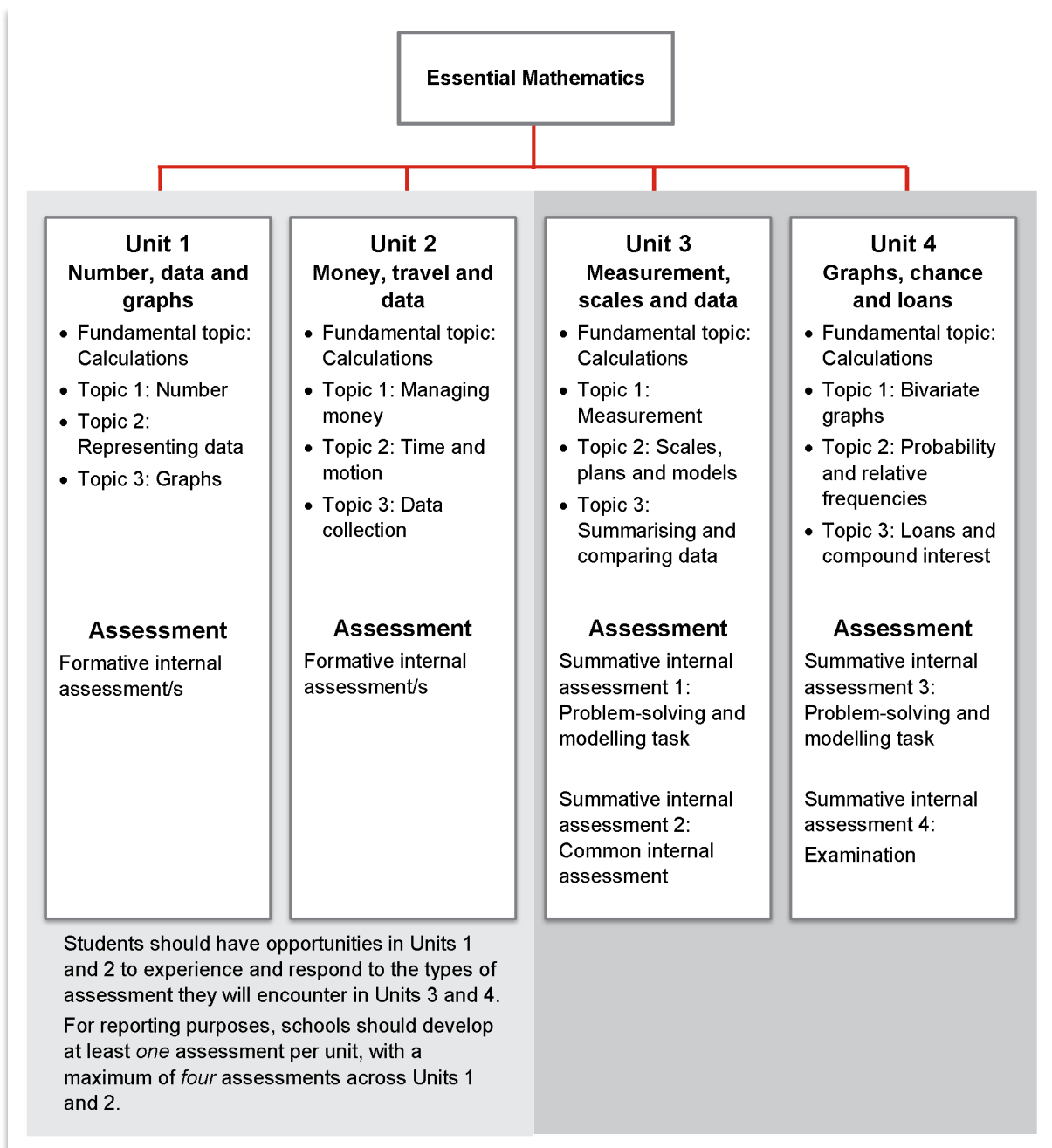
5. Technologies: Industrial Technology Skills (2019)



6. Essential English (2019)



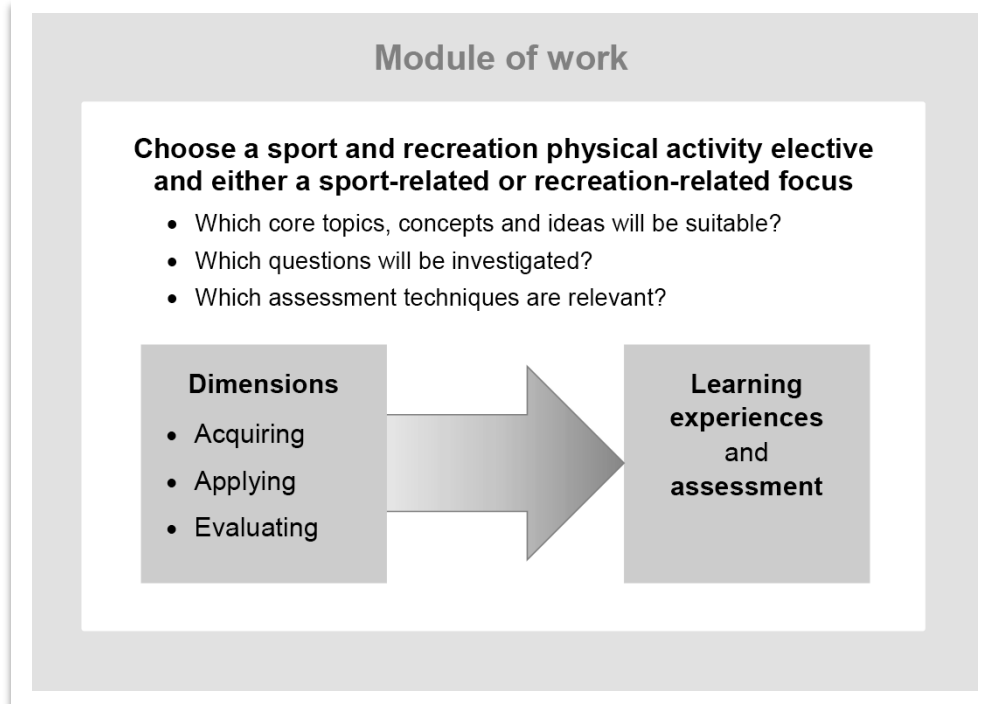
7. Essential Mathematics (2019)



Appendix 5: Developing a module of work

Developing a module of work in QCAA Applied syllabuses (one example per learning area)

1. Health and Physical Education: Sport and Recreation (2019)



2. Humanities and Social Sciences: Tourism (2019)



3. Sciences: Aquatic Practices (2019)

1.2.4 Developing a module of work

Schools develop modules of work to deliver teaching, learning and assessment in Aquatic Practices. The four-unit course of study must be organised to include a minimum of four and a maximum of eight modules of work. For each module of work, teachers select a real-world or lifelike aquatic context for teaching, learning and assessment.

Core topics and, any selected elective topics are delivered through the aquatic context for the unit. These are described in Areas of study. Requirements for 'Safety management practices', core learning and elective learning are described in Safety and management practices.

Defining *inquiry* in science education

This syllabus provides guidance to support schools in aligning a chosen pedagogical framework with the curriculum and assessment expectations outlined in this syllabus. This guidance clarifies the use of the term *inquiry* and articulates a framework to describe the process of inquiry. The purpose of this guidance is to prevent misunderstandings and problematic connotations and their subsequent negative impact on student learning. As Abrams, Southerland and Silva (2008, p. xv) stated in their book, *Inquiry in the Classroom: Realities and opportunities*:

Inquiry in the classroom can be conceived as a complex set of ideas, beliefs, skills, and/or pedagogies. It is evident that attempting to select a singular definition of inquiry may be an insurmountable and fruitless task. Any single definition of inquiry in the classroom would necessarily reflect the thinking of a particular school of thought, at a particular moment in time, or a particular goal, and such a singular definition may serve to limit legitimate and necessary components of science learning. **However, operating without a firm understanding of the various forms of inquiry leaves science educators often 'talking past' one another, and often results in very muddled attempts in the classroom.**

Uses of the term *inquiry*

Common phrases involving the term *inquiry* have been listed below:

- science inquiry
- science inquiry skills
- the inquiry process
- inquiry-based learning.

This syllabus refers to the first three uses listed above. The first, *science inquiry*, defines the practical work of a scientist (Harlen 2013). The second, *science inquiry skills*, refers to the skills required to do the work of a scientist (Harlen 2013). The third, *the inquiry process*, is a framework that can be used to describe the process of asking a question and then answering it.

The final phrase, *inquiry-based learning*, refers to a variety of teaching and learning strategies an educator may choose to use within their school's pedagogical framework. Although a school may choose to adopt an inquiry-based pedagogy, this syllabus is *not* intended to endorse or recommend an inquiry-based learning approach.

Figure 3: Stages of inquiry process



4. The Arts: Drama in Practice (2019)

1.2.4 Developing a module of work

A module of work is developed from one or two electives and outlines the concepts and ideas, and associated knowledge, understanding and skills, and assessment to be delivered. It should identify authentic and relevant learning experiences for students. Four to eight modules of work must be included across the four-unit course of study.

Schools should consider the underpinning factors when planning and integrating the relevant aspects of the core as learning experiences. The emphasis given to each core topic and the corresponding concepts and ideas will vary from each module of work.

Each module of work in Drama in Practice:

- is based on one to two electives chosen from the list provided in the syllabus and is influenced by the interests and abilities of the student cohort, the expertise of teachers and the available facilities and resources
- provides opportunity for in-depth coverage of the relevant concepts and ideas, and associated knowledge, understanding and skills from the core topics of 'Dramatic principles' and 'Dramatic practices' and allows sufficient time for students to effectively engage with the learning experiences and assessment
- provides opportunities for teaching, learning and assessment of the objectives of Knowing and understanding, Applying and analysing and Creating and evaluating.

When developing a module of work, schools should:

- establish a focus and/or purpose for the module of work
- identify:
 - relevant concepts, ideas and subject matter
 - suitable learning experiences
- consider suitable assessment/s (there may be more than one piece of assessment included in the module of work), identifying:
 - which objectives from the three dimensions will be demonstrated through the assessment/s
 - the core topics, concepts and ideas, questions and subject matter that students need to demonstrate to complete the assessment/s
 - guidelines (purpose, audience and conditions) that will be provided for students to complete the assessment/s
- establish possible situations, scenarios or real-world contexts.

5. Technologies: Industrial Technology Skills (2019)

1.2.4 Developing a module of work

A module of work is developed from the elective/s and outlines the knowledge, understanding and skills, learning experiences and assessment that will be effective in implementing the objectives of the syllabus.

A module of work in Industrial Technology Skills consists of:

- one or more electives (multiple electives in a single module of work should be integrated)
- one or more manufacturing tasks related to the chosen elective/s
- in-depth coverage of both core topics ('Industry practices' and 'Production processes') and associated concepts and ideas (not all core concepts and ideas need to be evident in each module of work)
- opportunities for teaching, learning and assessment of the objectives of Knowing and understanding, Analysing and applying, and Producing and evaluating.

1.2.5 Manufacturing tasks

Manufacturing tasks in this syllabus are defined as industry-related learning experiences through which students may demonstrate Knowing and understanding, Analysing and applying and Producing and evaluating. Manufacturing tasks range from skill exercises focused on specific production procedures to the combination of 'Industry practices' and 'Production processes' needed to manufacture completed functional products to predefined specifications.

The manufacturing tasks are chosen from the electives, which are drawn from the common manufacturing trade qualifications grouped by industry area. Examples of manufacturing tasks are provided in each of the electives to assist with module of work planning (see Electives).

Appendix 6: Aboriginal perspectives and Torres Strait Islander perspectives

Table 6.1: Aboriginal perspectives and Torres Strait Islander perspectives in QCAA Applied syllabuses

	Advice
Early Childhood Studies	In Early Childhood Studies, teachers and students should have opportunities to build cultural competence by understanding, communicating and effectively interacting with people across all cultures, but particularly Aboriginal and Torres Strait Islander cultures. This cultural competence is achieved through honest engagement, building trust, and working with local community members.
Sport and Recreation	No subject-specific advice
Business Studies	No subject-specific advice
Religion and Ethics	<ul style="list-style-type: none"> • In Religion and Ethics there is opportunity to explore Aboriginal knowledge, culture and values and Torres Strait Islander knowledge, culture and values as they relate to, and impact upon, the development of the three perspectives of human experience, the search for meaning, and the nature of religion, spirituality, beliefs and ethics. <ul style="list-style-type: none"> – Electives that especially lend themselves to exploring these aspects include: <ul style="list-style-type: none"> – Elective 1: The Australian scene – Elective 5: Indigenous Australian spiritualities – Elective 11: Sacred stories – Elective 13: Spirituality.
Social and Community Studies	<ul style="list-style-type: none"> • In Social and Community Studies there is opportunity to explore Aboriginal and Torres Strait Islander knowledge, culture and values as they relate to, and impact upon, the development of life skills and social inquiry. • Electives that especially lend themselves to exploring these aspects include 'The Arts and the community', 'Into relationships', and 'Today's society'.
Tourism	No subject-specific advice
Agricultural Practices	<ul style="list-style-type: none"> • Aboriginal peoples and Torres Strait Islander peoples have successfully managed their land for thousands of years. This land provides the primary resources for clothes, food, building materials and all the other items required for a healthy sustainable life. Traditional land use practices of Aboriginal peoples and Torres Strait Islander peoples include the use of resources in such a way that they are renewed and not exhausted. • Land use practices of Aboriginal peoples and Torres Strait Islander peoples rely on specific knowledge of the local area, including the complex diversity of plants and animals found there and the physical environment and ecology in which they live. There is a deep understanding of season changes which affect all land use activities including food collection, mobility and ceremonial practices. • Aboriginal peoples and Torres Strait Islander peoples have diverse relationships with, connections to and understanding of the Australian environment. Aboriginal peoples refer to 'country' while Torres Strait Islander peoples refer to 'place' — the significant place they have a symbiotic connection to and relationship with, including the people, flora, fauna, sky, spirituality (ancestors) and weather cycles.

	Advice
Aquatic Practices	<ul style="list-style-type: none"> • Aboriginal peoples and Torres Strait Islander peoples have successfully managed their waterways for thousands of years. These waterways provide primary sources of food, required for a healthy sustainable life. Cultural practices of Aboriginal peoples and Torres Strait Islander peoples include the use of resources — including water and all that lives in it — in such a way that they are renewed and not exhausted. • Aboriginal peoples and Torres Strait Islander peoples rely on specific knowledge of the local area, including the complex diversity of plants and animals found there and the physical environment and ecology in which they live. There is a deep understanding of season changes and how they affect ways of life, including food availability, mobility and ceremonial practices. • Aboriginal peoples and Torres Strait Islander peoples have diverse relationships with, connections to and understanding of the Australian environment. Aboriginal peoples refer to ‘Country’ while Torres Strait Islander peoples refer to ‘Place’ — the significant place they have a symbiotic connection to and relationship with, including the people, flora, fauna, waterways, sky, spirituality (ancestors) and weather cycles.
Science in Practice	<ul style="list-style-type: none"> • Aboriginal peoples and Torres Strait Islander peoples have successfully managed their environment for thousands of years. The land provides the primary resources for clothes, food, building materials and all the other items required for a healthy sustainable life. Traditional land use practices of Aboriginal peoples and Torres Strait Islander peoples include the use of resources in such a way that they are renewed and not exhausted. • Aboriginal peoples and Torres Strait Islander peoples rely on specific knowledge of the local area, including the complex diversity of plants and animals found there and the physical environment and ecology in which they live. There is a deep understanding of season changes and how they affect ways of life. • Aboriginal peoples and Torres Strait Islander peoples have diverse relationships with, connections to and understanding of the Australian environment. Aboriginal peoples refer to ‘Country’ while Torres Strait Islander peoples refer to ‘Place’ — the significant place they have a symbiotic connection to and relationship with, including the people, flora, fauna, waterways, sky, spirituality (ancestors) and weather cycles.
Building and Construction Skills	<ul style="list-style-type: none"> • In Building and Construction Skills, teachers and students should have opportunities to build cultural competence by understanding, communicating and effectively interacting with people across all cultures, but particularly Aboriginal cultures and Torres Strait Islander cultures. This cultural competence is achieved through honest engagement, building trust and working with local community members. • There is an opportunity for students to: <ul style="list-style-type: none"> – appreciate that Aboriginal peoples and Torres Strait Islander peoples have a longstanding tradition of developing and using a range of technologies in a sustainable way – explore how Aboriginal peoples’ and Torres Strait Islander peoples’ capacity for innovation is evident in the incorporation of a range of introduced technologies within existing practices in ways that purposefully build or maintain cultural, community and economic capacity.
Engineering Skills	No subject-specific advice

	Advice
Furnishing Skills	<ul style="list-style-type: none"> • In Furnishing Skills, teachers and students should have opportunities to build cultural competence by understanding, communicating and effectively interacting with people across all cultures, but particularly Aboriginal cultures and Torres Strait Islander cultures. This cultural competence is achieved through honest engagement, building trust and working with local community members. • There is an opportunity for students to: <ul style="list-style-type: none"> – appreciate that Aboriginal peoples and Torres Strait Islander peoples have a longstanding tradition of developing and using a range of technologies in a sustainable way – understand that Aboriginal peoples and Torres Strait Islander peoples develop technologies that support sustainable practices for local conditions – explore how Aboriginal peoples' and Torres Strait Islander peoples' capacity for innovation is evident in the incorporation of a range of introduced technologies within existing practices in ways that purposefully build or maintain cultural, community and economic capacity
Industrial Graphics Skills	No subject-specific advice
Industrial Technology Skills	No subject-specific advice
Hospitality Practices	In Hospitality there is opportunity to explore Aboriginal and Torres Strait Islander knowledge, culture and values that can impact on the food and beverage sector and the availability of niche food and beverage in hospitality activities. Sensitivity to Aboriginal peoples' and Torres Strait Islander peoples' cultural ways and protocols in relation to food and beverages should underpin teaching and learning opportunities. When planning events, there may be opportunities to incorporate produce or foods that are indigenous to Australia, e.g. lilly pilly berries.
Fashion	No subject-specific advice
Information and Communication Technology	No subject-specific advice
Arts in Practice	<ul style="list-style-type: none"> • For Aboriginal peoples and Torres Strait Islander peoples, the arts are a rich and integral aspect of community life and culture. Indigenous arts are not just a form of self-expression. They are a response to the world that conveys meaning and has a spiritual purpose. Through artworks — paintings, sculpture, carvings, ceremonial clothing, works in a range of media, songs, dances and storytelling — stories of creation, spirituality and beliefs are passed on and explained. • Students can gain knowledge, understanding and appreciation of Aboriginal histories and cultures and Torres Strait Islander histories and cultures through exploring the various forms of art produced by Aboriginal peoples and Torres Strait Islander peoples, and through the diversity of arts practices. They also need to develop ways of responding to the artworks in a culturally sensitive and responsible manner. • An Arts curriculum incorporating Aboriginal perspectives and Torres Strait Islander perspectives should ensure: <ul style="list-style-type: none"> – respect for Aboriginal peoples and Torres Strait Islander peoples – respect for the rights of the traditional owners of artworks – use of accurate and up-to-date resources – accessibility for Aboriginal students, Torres Strait Islander students and non-Indigenous students.

	Advice
Dance in Practice	No subject-specific advice
Drama in Practice	<ul style="list-style-type: none"> • For Aboriginal peoples and Torres Strait Islander peoples, drama is a rich and integral aspect of community life and culture. As with all Indigenous arts, Indigenous drama is not just a form of self-expression. It is a response to the world that conveys meaning and has a spiritual purpose. Through song, dance and storytelling, drama is used to pass on and explain stories of creation, spirituality and beliefs. • Students can gain knowledge, understanding and appreciation of Aboriginal histories and cultures and Torres Strait Islander histories and cultures by exploring the various forms of drama produced by Aboriginal peoples and Torres Strait Islander peoples and through the diversity of drama-making practices. They also need to develop ways of responding to artworks in a culturally sensitive and responsible manner. • A drama curriculum incorporating Aboriginal perspectives and Torres Strait Islander perspectives should ensure: <ul style="list-style-type: none"> – respect for Aboriginal peoples and Torres Strait Islander peoples – respect for the rights of the traditional owners of artworks, songs, stories and dances – use of accurate and up-to-date resources – accessibility for Aboriginal students, Torres Strait Islander students and non-Indigenous students.
Media Arts in Practice	No subject-specific advice
Music in Practice	<ul style="list-style-type: none"> • For Aboriginal peoples and Torres Strait Islander peoples, music is a rich and integral aspect of community life and culture. As with all Indigenous arts, Indigenous music is not just a form of self-expression. It is a response to the world that conveys meaning and has a spiritual purpose. Through song, dance and storytelling, music is used to pass on and explain stories of creation, spirituality and beliefs. • Students can gain knowledge, understanding and appreciation of Aboriginal histories and cultures and Torres Strait Islander histories and cultures by exploring the various forms of music produced by Aboriginal peoples and Torres Strait Islander peoples, and through the diversity of music-making practices. They also need to develop ways of responding to Aboriginal and Torres Strait Islander music in a culturally sensitive and responsible manner. • A music curriculum incorporating Aboriginal perspectives and Torres Strait Islander perspectives should ensure: <ul style="list-style-type: none"> – respect for Aboriginal peoples and Torres Strait Islander peoples – respect for the rights of the traditional owners of artworks, songs, stories and dances – use of accurate and up-to-date resources – accessibility for Aboriginal students, Torres Strait Islander students and non-Indigenous students.
Visual Arts in Practice	No subject-specific advice

Table 6.2: Aboriginal perspectives and Torres Strait Islander perspectives in QCAA Applied (Essential) syllabuses

	Advice
Essential English	<ul style="list-style-type: none"> • Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal peoples and Torres Strait Islander peoples and their contributions to Australian society.
Essential Mathematics	<ul style="list-style-type: none"> • In Mathematics, students have the opportunity to gain an awareness of the contributions of Aboriginal peoples and Torres Strait Islander peoples at local, regional, national and global levels through contextualisation of the subject matter. • To understand and use mathematics content, teaching and learning strategies may include: <ul style="list-style-type: none"> – using pedagogies such Maths as Storytelling (MAST) – using mathematics subject matter in real-world Aboriginal contexts and Torres Strait Islander contexts – identifying the specific Aboriginal issues and Torres Strait Islander issues relevant to the mathematics topics being covered – providing learning experiences and opportunities that support the application of students’ general mathematical knowledge and problem-solving processes in an Aboriginal context and Torres Strait Islander context.

Appendix 7: Assessment in Applied syllabuses

Table 7.1: Assessment techniques in Queensland Applied syllabuses

2019 Applied syllabus	Project	Investigation	Practical demonstration	Performance	Collection of work	Extended response	Examination	Product
Early Childhood Studies	♦	♦				♦	♦	
Sport and Recreation	♦	♦		♦		♦	♦	
Business Studies	♦					♦	♦	
Religion and Ethics	♦	♦				♦	♦	
Social and Community Studies	♦	♦				♦	♦	
Tourism	♦	♦				♦	♦	
Agricultural Practices	♦	♦			♦	♦	♦	
Aquatic Practices	♦	♦		♦		♦	♦	
Science in Practice	♦	♦			♦	♦	♦	
Building and Construction Skills	♦		♦				♦	
Engineering Skills	♦		♦				♦	
Furnishing Skills	♦		♦				♦	

2019 Applied syllabus	Project	Investigation	Practical demonstration	Performance	Collection of work	Extended response	Examination	Product
Industrial Graphics Skills	♦		♦				♦	
Industrial Technology Skills	♦		♦				♦	
Hospitality Practices	♦	♦				♦	♦	
Fashion	♦	♦				♦		♦
Information and Communication Technology	♦					♦		
Arts in Practice	♦	♦				♦		♦
Dance in Practice	♦	♦		♦		♦		♦
Drama in Practice	♦	♦		♦		♦		♦
Media Arts in Practice	♦	♦				♦		♦
Music in Practice	♦	♦		♦		♦		♦
Visual Arts in Practice	♦	♦				♦		♦

Table 7.2: Assessment techniques and associated conditions across syllabuses

Assessment techniques	Conditions (in most syllabuses)		Exceptions/additional requirements
Project	<p>Written component Units 1 & 2: 400–700 words</p> <p>Spoken component Units 1 & 2: 1½ – 3½ minutes</p> <p>Multimodal component Units 1 & 2: 2–4 minutes</p>	<p>Written component Units 3 & 4: 500–900 words</p> <p>Spoken component Units 3 & 4: 2½ – 3½ minutes</p> <p>Multimodal component Units 3 & 4: 3–6 minutes</p>	<p>Units 1 & 2: 2–4 minutes — 6 A4 pages max (or equivalent)</p> <p>Units 3 & 4: 3–6 minutes — 8 A4 pages max (or equivalent)</p> <p>Fashion Product Units 1 & 2: 1–3 products; Units 3 & 4: 1–4 products</p> <p>Dance in Practice Performance component Units 1 & 2: 30 seconds – 1½ minutes; Units 3 & 4: 1½ minutes – 2 minutes</p> <p>Drama in Practice Performance onstage component (stage acting) Units 1 & 2: 1½ – 3 minutes individual 1–2 minutes group Units 3 & 4: 1½ – 2–4 minutes individual 3 minutes group Performance onstage component (screen acting) Units 1 & 2: 1½ – 2 minutes individual; 1–1½ minutes group Units 3 & 4: 2–3 minutes individual; 1½ – 2½ minutes group Performance offstage component (directing, designing) Units 1 & 2: 2½ – 4½ minutes individual Units 3 & 4: 4–6 minutes individual</p>
Investigation	<p>Written Units 1 & 2: 500–800 words</p> <p>Spoken Units 1 & 2: 2–4 minutes</p> <p>Multimodal Units 1 & 2: 3–5 minutes</p>	<p>Written Units 3 & 4: 600–1000 words</p> <p>Spoken Units 3 & 4: 3–4 mins</p> <p>Multimodal Units 3 & 4: 4–7 mins</p>	<p>Units 1 & 2: 3–5 minutes — 8 A4 pages max (or equivalent)</p> <p>Units 3 & 4: 4–7 minutes — 10 A4 pages max (or equivalent)</p>
Practical demonstration			<p>Technologies A practical demonstration involves students demonstrating construction skills and procedures over a set period of time. Students are given specifications (such as a drawing or template) and use class time under teacher supervision.</p>

Assessment techniques	Conditions (in most syllabuses)		Exceptions/additional requirements
Performance	Performances Units 1 & 2: 2–4 minutes	Performances Units 3 & 4: 2–4 minutes	<p>Aquatic Practices Students will demonstrate performances in a range of aquatic contexts. Contexts may include individual, and group environments.</p> <p>Dance in Practice Dance performance Units 1 & 2: 1–2 minutes; Units 3 & 4: 2–3 minutes</p> <p>Drama in Practice Acting performance (stage) Units 1 & 2: 2–3½ minutes individual 1½ – 2½ minutes group Units 3 & 4: 3–5 minutes individual 2–4 minutes group Acting performance (screen) Units 1 & 2: 2–3 minutes individual 1–2 minutes group Units 3 & 4: 2½ – 3½ minutes individual 2–3 minutes group Directing performance Units 1 & 2: 3–5 minutes individual (excluding actors delivering text) Units 3 & 4: 5–7 minutes individual (excluding actors delivering text)</p>
Collection of work	Written component Units 1 & 2: 150–250 words Spoken component Units 1 & 2: 1–2 minutes Multimodal component Units 1 & 2: 1½ – 2½ minutes	Written component Units 3 & 4: 200–300 words Spoken component Units 3 & 4: 1½– 2½ minutes Multimodal component Units 3 & 4: 2–3 minutes	<p>Science in Practice Multimodal component Units 1 & 2: 1½– 2½ minutes — 4 A4 pages max (or equivalent) Units 3 & 4: 2–3 minutes — 6 A4 pages max (or equivalent) Test: Units 1 & 2: 20–30 minutes; 50–150 words per item Units 3 & 4: 20–30 minutes; 50–250 words per item</p>
Extended response	Written Units 1 & 2: 500–800 words Spoken Units 1 & 2: 2–4 minutes Multimodal Units 1 & 2: 3–5 minutes	Written Units 3 & 4: 600–1000 words Spoken Units 3 & 4: 3–4 minutes Multimodal Units 3 & 4: 4–7 minutes	Multimodal Units 1 & 2: 3–5 minutes — 8 A4 pages max (or equivalent) Units 3 & 4: 4–7 minutes — 10 A4 pages max (or equivalent)

Assessment techniques	Conditions (in most syllabuses)		Exceptions/additional requirements
Examination	<p>Recommended duration Units 1 & 2: 60–90 minutes</p> <p>Short response test Units 1 & 2: 50–150 words per item</p>	<p>Recommended duration Units 3 & 4: 60–90 minutes</p> <p>Short response test Units 3 & 4: 50–250 words per item</p>	<p>Agricultural Practices Units 1 & 2: up to 150 words per item Units 3 & 4: up to 250 words per item</p>
Product	<p>Fashion Units 1 & 2: 1–3 products</p> <p>Dance in Practice — Choreographic work Units 1 & 2: 1–2 minutes</p>	<p>Fashion Units 3 & 4: 1–4 products</p> <p>Dance in Practice — Choreographic work Units 3 & 4: 2–3 minutes</p>	<p>Arts in Practice This component requires students to apply a range of cognitive, technical, physical and/or creative/expressive skills to create a product (artwork) that expresses a personal aesthetic which integrates two or more art forms.</p> <p>Drama in Practice This technique assesses the application of a range of creative, expressive, cognitive, technical and physical skills in the production of a design solution (set, lighting, sound and/or audiovisual/multimedia, costume).</p> <p>Media Arts in Practice This technique assesses the application of a range of creative, expressive, cognitive, technical and physical skills in the production of media artwork/s.</p> <p>Music in Practice Product (Composition) Manipulating existing sounds Units 1 & 2: min 1 minute; Units 3 & 4: min 2 minutes Arranging and creating Units 1 & 2: min of 16 bars or 30 seconds; Units 3 & 4: min of 32 bars or 60 seconds</p> <p>Visual Arts in Practice Product (Artwork) This technique assesses the production of artworks and will be the outcome of applying a range of cognitive, technical, physical and creative/expressive skills.</p>

Table 7.3: Exit folio requirements in Queensland Applied syllabuses

2019 Applied syllabus	Number of instruments	Number of projects	Dimensions/objectives	Other rules
Early Childhood Studies	4	<ul style="list-style-type: none"> • 2 projects, each from a different elective, including one project implemented with children aged from birth to 5 years 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed in each assessment instrument 	
Sport and Recreation	4	<ul style="list-style-type: none"> • 1 project (annotated records of the performance is also required) 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed in each assessment instrument 	<ul style="list-style-type: none"> • 1 investigation, extended response or examination • annotated records of two performances (separate to an assessable component of a project)
Business Studies	4	<ul style="list-style-type: none"> • 1 project 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed at least twice 	<ul style="list-style-type: none"> • no more than two assessments from each technique
Religion and Ethics	4	<ul style="list-style-type: none"> • 1 project or investigation 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed at least twice 	<ul style="list-style-type: none"> • 1 examination • no more than two assessments from each technique
Social and Community Studies	4	<ul style="list-style-type: none"> • 1 project or investigation 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed at least twice 	<ul style="list-style-type: none"> • 1 examination • no more than two assessments from each technique
Tourism	4	<ul style="list-style-type: none"> • 1 project 		<ul style="list-style-type: none"> • 1 examination • no more than two assessments from each technique
Agricultural Practices	4	<ul style="list-style-type: none"> • (no project) 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed at least twice • at least one instrument that assesses all three dimensions 	<ul style="list-style-type: none"> • no more than two instruments from any one technique

2019 Applied syllabus	Number of instruments	Number of projects	Dimensions/objectives	Other rules
Aquatic Practices	4	<ul style="list-style-type: none"> • (no project) 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed at least twice • at least one instrument that assesses all three dimensions 	<ul style="list-style-type: none"> • no more than two instruments from any one technique
Science in Practice	4	<ul style="list-style-type: none"> • (no project) 	<ul style="list-style-type: none"> • evidence of all dimensions being assessed at least twice • at least one instrument that assesses all three dimensions 	<ul style="list-style-type: none"> • 1 investigation (primary data) • no more than two instruments from any one technique
Building and Construction Skills	4	<ul style="list-style-type: none"> • 2 projects 		<ul style="list-style-type: none"> • 1 practical demonstration
Engineering Skills	4	<ul style="list-style-type: none"> • 2 projects 		<ul style="list-style-type: none"> • 1 practical demonstration
Furnishing Skills	4	<ul style="list-style-type: none"> • 2 projects 		<ul style="list-style-type: none"> • 1 practical demonstration
Industrial Graphics Skills	4	<ul style="list-style-type: none"> • 2 projects (one includes physical model) 		<ul style="list-style-type: none"> • 1 practical demonstration
Industrial Technology Skills	4	<ul style="list-style-type: none"> • 2 projects 		<ul style="list-style-type: none"> • 1 practical demonstration
Hospitality Practices	4	<ul style="list-style-type: none"> • 2 projects (one actual event) 		<ul style="list-style-type: none"> • 1 extended response or investigation
Fashion	4	<ul style="list-style-type: none"> • 2 projects 		<ul style="list-style-type: none"> • 1 extended response
Information and Communication Technology	4	<ul style="list-style-type: none"> • 2 projects 		<ul style="list-style-type: none"> • 1 extended response
Arts in Practice	4	<ul style="list-style-type: none"> • 1 project (from community connections) 		<ul style="list-style-type: none"> • 1 product (artwork) [2 art forms]

2019 Applied syllabus	Number of instruments	Number of projects	Dimensions/objectives	Other rules
Dance in Practice	4	<ul style="list-style-type: none"> • 1 project (from community connections) 		<ul style="list-style-type: none"> • 1 performance
Drama in Practice	4	<ul style="list-style-type: none"> • 1 project (from community connections) 		<ul style="list-style-type: none"> • 1 performance (acting)
Media Arts in Practice	4	<ul style="list-style-type: none"> • 2 projects (one from community connections) 		<ul style="list-style-type: none"> • 1 product
Music in Practice	4	<ul style="list-style-type: none"> • 1 project (from community connections) 		<ul style="list-style-type: none"> • 1 performance • 1 product (composition)
Visual Arts in Practice	4	<ul style="list-style-type: none"> • 2 projects 		<ul style="list-style-type: none"> • 1 product
Essential English	4	<ul style="list-style-type: none"> • (no project) 		<ul style="list-style-type: none"> • 3 school-developed assessments • 1 CIA
Essential Mathematics	4	<ul style="list-style-type: none"> • (no project) 		<ul style="list-style-type: none"> • 3 school-developed assessments • 1 CIA

Appendix 8: Duplication of learning

Table 8.1: Applied subjects and Certificate II VET qualifications with duplication of learning

Learning area	Applied subject	VET qualification	Max. QCE credit
English	Essential English	No duplication	4
Health and Physical Education	Early Childhood Studies	No duplication	4
	Sport and Recreation	SIS20115 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20115 Certificate II in Business	4
	Religion and Ethics	No duplication	4
	Social and Community Studies	No duplication	4
	Tourism	SIT20116 Certificate II in Tourism	4
Mathematics	Essential Mathematics	No duplication	4
Science	Agricultural Practices	AHC20116 Certificate II in Agriculture <i>or</i> AHC21216 Certificate II in Rural Operations	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
Technologies	Building and Construction Skills	CPC202011 Certificate II in Construction	4
	Engineering Skills	MEM20413 Certificate II in Engineering Pathways	4
	Fashion	MST20616 Certificate II in Applied Fashion Design and Technology	4
	Furnishing Skills	MSM20516 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality	4

Learning area	Applied subject	VET qualification	Max. QCE credit
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information and Communication Technology	ICT20115 Certificate II in Information, Digital Media and Technology	4
The Arts	Arts in Practice	No duplication	4
	Dance in Practice	CUA20113 Certificate II in Dance	4
	Drama in Practice	No duplication	4
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20615 Certificate II in Music Industry	4
	Visual Arts in Practice	CUA20715 Certificate II in Visual Arts	4

Table 8.2: Applied subjects and General subjects with potential duplication of learning

Learning area	Summary of duplication	Applied subject	General subject (possible duplication)
Health and Physical Education	While there are some connections between these study areas (e.g. the emphasis on public service), they largely exist independently of each other. Source: <i>Health and Physical Education Literature Review: Senior syllabus redevelopment (QCAA, 2016)</i>	Early Childhood Studies	
		Sport and Recreation	Physical Education
Humanities and Social Sciences	Source: <i>Humanities and Social Sciences Literature Review: Senior syllabus redevelopment (QCAA, 2016)</i> ; <i>Business and Economics Literature Review: Senior syllabus redevelopment (QCAA, 2016)</i>	Business Studies	Business
		Religion and Ethics	
		Social and Community Studies	
		Tourism	
Science	There are significant overlaps between the Authority subject Agricultural Science 2013 and the Authority-registered subject Agricultural Practices 2014. Source: <i>Science Literature Review: Senior syllabus redevelopment (QCAA, 2016)</i>	Agricultural Practices	Agricultural Science
		Aquatic Practices	Marine Science
		Science in Practice	
Technologies	There is no evidence of significant overlap in any of the Design subgroup courses. Source: <i>Technologies Literature Review: Senior syllabus redevelopment (QCAA, 2016)</i>	Building and Construction Skills	
		Engineering Skills	Engineering
		Fashion	Design
		Furnishing Skills	
		Hospitality Practices	

Learning area	Summary of duplication	Applied subject	General subject (possible duplication)
		Industrial Graphics Skills	
		Industrial Technology Skills	
		Information and Communication Technology	Digital Solutions
The Arts	<p>In general, there is more overlap or ‘closeness’ between the Authority subjects and Authority-registered subjects, than between the Authority-registered subjects and VET courses. In many respects, the Authority-registered syllabuses are versions of the Authority subjects, but with less focus on broad contexts — they are more locally oriented. There is also less focus on conceptual development and ‘theory’ in the Authority-registered subjects. Despite this, the Authority-registered subjects often focus on both arts practice and responding to artworks.</p> <p>Source: <i>Arts Literature Review: Senior syllabus redevelopment</i> (QCAA, 2016)</p>	Arts in Practice	
		Dance in Practice	Dance
		Drama in Practice	Drama
		Media Arts in Practice	Film, Television & New Media
		Music in Practice	Music
		Visual Arts in Practice	Visual Art

Appendix 9: QCAA Applied syllabuses data

Table 9.1: Number of students completing a VET Certificate II and a specific Applied subject

Qualification code	Qualification	Applied subject	Students completing both
BSB20115	Certificate II in Business	Sport and Recreation	451
SIT20316	Certificate II in Hospitality	Sport and Recreation	398
SIT20316	Certificate II in Hospitality	Visual Arts in Practice	280
ICT20115	Certificate II in Information, Digital Media and Technology	Sport and Recreation	249
BSB20115	Certificate II in Business	Visual Arts in Practice	204
MEM20413	Certificate II in Engineering Pathways	Sport and Recreation	197
BSB20115	Certificate II in Business	Tourism	194
BSB20115	Certificate II in Business	Hospitality Practices	190
SIT20316	Certificate II in Hospitality	Tourism	169
SIT20116	Certificate II in Tourism	Sport and Recreation	161
ICT20115	Certificate II in Information, Digital Media and Technology	Visual Arts in Practice	154
BSB20115	Certificate II in Business	Furnishing Skills	147
ICT20115	Certificate II in Information, Digital Media and Technology	Furnishing Skills	124
MSF20516	Certificate II in Furniture Making Pathways	Sport and Recreation	119
SIT20316	Certificate II in Hospitality	Furnishing Skills	113
BSB20115	Certificate II in Business	Information and Communication Technology	110
ICT20115	Certificate II in Information, Digital Media and Technology	Engineering Skills	102
SIT20316	Certificate II in Hospitality	Building and Construction Skills	102
MSM20216	Certificate II in Manufacturing Technology	Sport and Recreation	95
MEM20413	Certificate II in Engineering Pathways	Industrial Technology Skills	91
ICT20115	Certificate II in Information, Digital Media and Technology	Tourism	88
AHC21216	Certificate II in Rural Operations	Sport and Recreation	84

Qualification code	Qualification	Applied subject	Students completing both
ICT20115	Certificate II in Information, Digital Media and Technology	Building and Construction Skills	82
SIT20316	Certificate II in Hospitality	Industrial Technology Skills	81
BSB20115	Certificate II in Business	Building and Construction Skills	78
BSB20115	Certificate II in Business	Engineering Skills	77
SIT20316	Certificate II in Hospitality	Engineering Skills	77
BSB20115	Certificate II in Business	Industrial Technology Skills	76
ICT20115	Certificate II in Information, Digital Media and Technology	Hospitality Practices	69
MEM20413	Certificate II in Engineering Pathways	Building and Construction Skills	64
CUA20715	Certificate II in Visual Arts	Sport and Recreation	63
BSB20115	Certificate II in Business	Music in Practice	60
SIT20316	Certificate II in Hospitality	Information and Communication Technology	58
SIS20115	Certificate II in Sport and Recreation	Industrial Technology Skills	54
AHC21216	Certificate II in Rural Operations	Engineering Skills	53
ICT20115	Certificate II in Information, Digital Media and Technology	Industrial Technology Skills	52
CUA20715	Certificate II in Visual Arts	Hospitality Practices	50
SIT20116	Certificate II in Tourism	Industrial Technology Skills	47
SIT20116	Certificate II in Tourism	Hospitality Practices	44
CUA20715	Certificate II in Visual Arts	Tourism	42
MEM20413	Certificate II in Engineering Pathways	Visual Arts in Practice	42
SIS20115	Certificate II in Sport and Recreation	Sport and Recreation	40
SIS20115	Certificate II in Sport and Recreation	Visual Arts in Practice	40
SIT20316	Certificate II in Hospitality	Music in Practice	40
SIT20116	Certificate II in Tourism	Visual Arts in Practice	38
CUA20715	Certificate II in Visual Arts	Visual Arts in Practice	36
ICT20115	Certificate II in Information, Digital Media and Technology	Music in Practice	36
SIS20115	Certificate II in Sport and Recreation	Furnishing Skills	34
CUA20715	Certificate II in Visual Arts	Furnishing Skills	33

Qualification code	Qualification	Applied subject	Students completing both
CUA20715	Certificate II in Visual Arts	Industrial Technology Skills	33
MEM20413	Certificate II in Engineering Pathways	Furnishing Skills	33
MSF20516	Certificate II in Furniture Making Pathways	Engineering Skills	33
MSM20216	Certificate II in Manufacturing Technology	Engineering Skills	32
SIT20316	Certificate II in Hospitality	Fashion	32
SIT20116	Certificate II in Tourism	Building and Construction Skills	30
AHC21216	Certificate II in Rural Operations	Industrial Technology Skills	29
AHC21216	Certificate II in Rural Operations	Hospitality Practices	28
CPC20211	Certificate II in Construction Pathways	Furnishing Skills	28
ICT20115	Certificate II in Information, Digital Media and Technology	Agricultural Practices	28
SIT20116	Certificate II in Tourism	Music in Practice	28
SIT20316	Certificate II in Hospitality	Business Studies	28
AHC21216	Certificate II in Rural Operations	Furnishing Skills	27
BSB20115	Certificate II in Business	Dance in Practice	27
CPC20211	Certificate II in Construction Pathways	Sport and Recreation	26
MSM20216	Certificate II in Manufacturing Technology	Furnishing Skills	26
SIS20115	Certificate II in Sport and Recreation	Tourism	25
CUA20715	Certificate II in Visual Arts	Music in Practice	24
ICT20115	Certificate II in Information, Digital Media and Technology	Information and Communication Technology	24
BSB20115	Certificate II in Business	Agricultural Practices	23
MSF20516	Certificate II in Furniture Making Pathways	Visual Arts in Practice	23
MEM20413	Certificate II in Engineering Pathways	Agricultural Practices	22
MSF20516	Certificate II in Furniture Making Pathways	Hospitality Practices	22
SIT20316	Certificate II in Hospitality	Hospitality Practices	22
AHC20116	Certificate II in Agriculture	Sport and Recreation	21

Qualification code	Qualification	Applied subject	Students completing both
MSF20516	Certificate II in Furniture Making Pathways	Industrial Technology Skills	21
SIS20115	Certificate II in Sport and Recreation	Building and Construction Skills	21
ICT20115	Certificate II in Information, Digital Media and Technology	Business Studies	20
SIT20316	Certificate II in Hospitality	Dance in Practice	20
SIT20116	Certificate II in Tourism	Furnishing Skills	19
ICT20115	Certificate II in Information, Digital Media and Technology	Dance in Practice	17
AHC21216	Certificate II in Rural Operations	Building and Construction Skills	16
MSF20516	Certificate II in Furniture Making Pathways	Building and Construction Skills	16
SIS20115	Certificate II in Sport and Recreation	Business Studies	16
CUA20715	Certificate II in Visual Arts	Business Studies	15
SIT20116	Certificate II in Tourism	Information and Communication Technology	15
AHC21216	Certificate II in Rural Operations	Business Studies	14
AHC21216	Certificate II in Rural Operations	Visual Arts in Practice	14
MEM20413	Certificate II in Engineering Pathways	Information and Communication Technology	14
SIT20316	Certificate II in Hospitality	Agricultural Practices	14
AHC21216	Certificate II in Rural Operations	Agricultural Practices	13
SIS20115	Certificate II in Sport and Recreation	Engineering Skills	13
CUA20715	Certificate II in Visual Arts	Fashion	12
MSM20216	Certificate II in Manufacturing Technology	Visual Arts in Practice	12
SIS20115	Certificate II in Sport and Recreation	Agricultural Practices	12
CUA20715	Certificate II in Visual Arts	Information and Communication Technology	11
MEM20413	Certificate II in Engineering Pathways	Business Studies	11
MSM20216	Certificate II in Manufacturing Technology	Tourism	11
SIT20116	Certificate II in Tourism	Engineering Skills	11
AHC20116	Certificate II in Agriculture	Agricultural Practices	10

Qualification code	Qualification	Applied subject	Students completing both
CUA20715	Certificate II in Visual Arts	Building and Construction Skills	10
SIS20115	Certificate II in Sport and Recreation	Fashion	10
SIS20115	Certificate II in Sport and Recreation	Hospitality Practices	10
SIT20116	Certificate II in Tourism	Tourism	10
AHC20116	Certificate II in Agriculture	Industrial Technology Skills	9
AHC21216	Certificate II in Rural Operations	Information and Communication Technology	9
AHC21216	Certificate II in Rural Operations	Tourism	9
MEM20413	Certificate II in Engineering Pathways	Hospitality Practices	9
MSM20216	Certificate II in Manufacturing Technology	Agricultural Practices	9
MSM20216	Certificate II in Manufacturing Technology	Building and Construction Skills	9
CUA20615	Certificate II in Music Industry	Visual Arts in Practice	8
MSM20216	Certificate II in Manufacturing Technology	Hospitality Practices	8
BSB20115	Certificate II in Business	Fashion	7
CUA20615	Certificate II in Music Industry	Sport and Recreation	7
MSF20516	Certificate II in Furniture Making Pathways	Information and Communication Technology	7
MST20616	Certificate II in Applied Fashion Design and Technology	Hospitality Practices	7
BSB20115	Certificate II in Business	Business Studies	6
MSF20516	Certificate II in Furniture Making Pathways	Agricultural Practices	6
MSF20516	Certificate II in Furniture Making Pathways	Music in Practice	6
AHC20116	Certificate II in Agriculture	Furnishing Skills	5
AHC20116	Certificate II in Agriculture	Visual Arts in Practice	5
CUA20615	Certificate II in Music Industry	Business Studies	5
CUA20715	Certificate II in Visual Arts	Dance in Practice	5
CUA20715	Certificate II in Visual Arts	Engineering Skills	5
MST20616	Certificate II in Applied Fashion Design and Technology	Industrial Technology Skills	5

Qualification code	Qualification	Applied subject	Students completing both
MST20616	Certificate II in Applied Fashion Design and Technology	Visual Arts in Practice	5
SIT20116	Certificate II in Tourism	Business Studies	5
SIT20116	Certificate II in Tourism	Dance in Practice	5
CUA20113	Certificate II in Dance	Dance in Practice	4
CUA20615	Certificate II in Music Industry	Furnishing Skills	4
CUA20615	Certificate II in Music Industry	Industrial Technology Skills	4
CUA20715	Certificate II in Visual Arts	Agricultural Practices	4
ICT20115	Certificate II in Information, Digital Media and Technology	Fashion	4
MST20616	Certificate II in Applied Fashion Design and Technology	Building and Construction Skills	4
SIS20115	Certificate II in Sport and Recreation	Information and Communication Technology	4
AHC20116	Certificate II in Agriculture	Building and Construction Skills	3
CUA20113	Certificate II in Dance	Hospitality Practices	3
CUA20113	Certificate II in Dance	Sport and Recreation	3
CUA20615	Certificate II in Music Industry	Building and Construction Skills	3
CUA20615	Certificate II in Music Industry	Information and Communication Technology	3
CUA20615	Certificate II in Music Industry	Music in Practice	3
AHC20116	Certificate II in Agriculture	Dance in Practice	2
AHC20116	Certificate II in Agriculture	Music in Practice	2
CUA20113	Certificate II in Dance	Tourism	2
CUA20615	Certificate II in Music Industry	Engineering Skills	2
CUA20615	Certificate II in Music Industry	Hospitality Practices	2
MEM20413	Certificate II in Engineering Pathways	Tourism	2
MSF20516	Certificate II in Furniture Making Pathways	Business Studies	2
MST20616	Certificate II in Applied Fashion Design and Technology	Sport and Recreation	2
SIS20115	Certificate II in Sport and Recreation	Music in Practice	2
SIT20116	Certificate II in Tourism	Agricultural Practices	2

Qualification code	Qualification	Applied subject	Students completing both
AHC20116	Certificate II in Agriculture	Hospitality Practices	1
AHC21216	Certificate II in Rural Operations	Dance in Practice	1
AHC21216	Certificate II in Rural Operations	Fashion	1
CPC20211	Certificate II in Construction Pathways	Agricultural Practices	1
CPC20211	Certificate II in Construction Pathways	Music in Practice	1
CUA20113	Certificate II in Dance	Building and Construction Skills	1
CUA20113	Certificate II in Dance	Business Studies	1
CUA20113	Certificate II in Dance	Industrial Technology Skills	1
CUA20113	Certificate II in Dance	Visual Arts in Practice	1
MEM20413	Certificate II in Engineering Pathways	Dance in Practice	1
MEM20413	Certificate II in Engineering Pathways	Engineering Skills	1
MEM20413	Certificate II in Engineering Pathways	Music in Practice	1
MSF20516	Certificate II in Furniture Making Pathways	Tourism	1
MSM20216	Certificate II in Manufacturing Technology	Business Studies	1
MSM20216	Certificate II in Manufacturing Technology	Industrial Technology Skills	1
MSM20216	Certificate II in Manufacturing Technology	Information and Communication Technology	1
SIT20116	Certificate II in Tourism	Fashion	1

Table 9.2: Student results by Applied subject with percentage of students completing Unit 1 or Unit 2 with a rating of Unsatisfactory

Subject	Unit	S	U	Total	% U
Agricultural Practices	1	509	64	588	10.88
Agricultural Practices	2	563	61	639	9.55
Aquatic Practices	1	1825	162	2021	8.02
Aquatic Practices	2	1967	179	2184	8.2
Arts in Practice	1	202	26	239	10.88
Arts in Practice	2	209	31	253	12.25
Building and Construction Skills	1	1436	77	1535	5.02
Building and Construction Skills	2	1507	93	1608	5.78
Business Studies	1	808	94	926	10.15
Business Studies	2	852	113	992	11.39
Dance in Practice	1	320	25	348	7.18
Dance in Practice	2	340	12	352	3.41
Drama in Practice	1	416	37	463	7.99
Drama in Practice	2	452	41	498	8.23
Early Childhood Studies	1	1069	132	1205	10.95
Early Childhood Studies	2	1077	142	1242	11.43
Engineering Skills	1	1691	124	1832	6.77
Engineering Skills	2	1747	146	1912	7.64
Essential English	1	11338	1643	13200	12.45
Essential English	2	13146	1434	14808	9.68
Essential Mathematics	1	9748	2056	11996	17.14
Essential Mathematics	2	11576	2241	14066	15.93
Fashion	1	468	42	514	8.17
Fashion	2	483	45	537	8.38
Furnishing Skills	1	2444	161	2630	6.12
Furnishing Skills	2	2459	225	2712	8.3
Hospitality Practices	1	2311	312	2648	11.78
Hospitality Practices	2	2471	310	2820	10.99
Industrial Graphics Skills	1	1097	120	1221	9.83

Subject	Unit	S	U	Total	% U
Industrial Graphics Skills	2	1123	109	1246	8.75
Industrial Technology Skills	1	2076	162	2247	7.21
Industrial Technology Skills	2	2207	141	2362	5.97
Information and Communication Technology	1	1186	170	1366	12.45
Information and Communication Technology	2	1316	155	1480	10.47
Media Arts in Practice	1	830	107	951	11.25
Media Arts in Practice	2	916	118	1048	11.26
Music in Practice	1	469	43	527	8.16
Music in Practice	2	511	57	573	9.95
Religion and Ethics	1	5585	347	6065	5.72
Religion and Ethics	2	5863	358	6319	5.67
Science in Practice	1	1380	176	1579	11.15
Science in Practice	2	1591	211	1844	11.44
Social and Community Studies	1	1797	228	2070	11.01
Social and Community Studies	2	2141	252	2430	10.37
Sport and Recreation	1	5624	387	6117	6.33
Sport and Recreation	2	6068	411	6612	6.22
Tourism	1	1167	134	1318	10.17
Tourism	2	1296	169	1484	11.39
Visual Arts in Practice	1	2637	279	3006	9.28
Visual Arts in Practice	2	2920	355	3368	10.54