

**BOARD OF STUDIES
NEW SOUTH WALES**

**REPORT ON
PRELIMINARY ENTRIES
FOR THE
NEW HIGHER SCHOOL
CERTIFICATE**

2000

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EXECUTIVE SUMMARY

Report on Preliminary Entries for the New HSC

INTRODUCTION

Securing Their Future centred on improving curriculum standards through increasing the rigour and quality of the curriculum.

Major concerns identified in the current Higher School Certificate were:

- an excessively differentiated curriculum
- a significant decline in the number of students studying courses at an advanced level

Government Strategies

- Arresting the decline in advanced study
- Strengthening English.
- More flexible study requirements
- Enhancing the quality of vocational courses

TRENDS AND ISSUES

1. The breadth of study patterns for the preliminary entries in 2000 indicate that students are still selecting a broad range of subjects in Year 11.
2. In 2000, 64 234 students had a preliminary course of study comprising at least 12 units, an increase of 12% on 1999 entries.
3. The percentage of preliminary entries in VET Board-developed courses has risen from 1.5% in 1999 to 5.7% in 2000. In 2000, there are 23 263 student entries which represents a four-fold increase on 1999 entries.
4. The number of students entered in at least one VET course in the preliminary year was 19 154 (27.6% of total candidature) in 1999 as against 24 868 (34.7% of total candidature) in 2000. There is an increase of 30% from 1999 to 2000.
5. A larger percentage of students has opted to undertake a higher level study of English. The English Advanced Course has a candidature of 25,566 compared to the current 2 Unit (Related) English course of 17,690, an increase of 7 876 (44.5%).
6. The proportion of the entries in Board-developed courses in the New HSC preliminary year has dropped in Mathematics, Science and Human Society probably due to the elimination of lower level courses in these areas.

7. While the number of the HSC preliminary entries in science courses has decreased from 50 891 to 48 241 the combined total of student entries in *Biology*, *Chemistry*, *Earth and Environmental Science* (formerly *Geology*) and *Physics* remains very similar. With a net loss of three science courses, including two lower level courses, it was not unexpected that overall enrolments are somewhat less than for previous years.
8. The new *General Mathematics* course has about 4 000 students more than *Mathematics in Society* in 1999. Another 4 000 students have chosen to discontinue the study of mathematics or take a Board-endorsed mathematics course.
9. Entries in the Technology area are up slightly. Increases were led by *Industrial Technology* (up by 1 664 or 39%), *Textiles and Design* (up by 626 or 64%) and *Engineering Studies* (up by 469 or 26%).
10. There are 22 998 entries in computing courses (*Information Processes and Technology* (14 203) and *Software Design and Development* (5 014), VET - *Information Technology* (3 781)) in 2000 compared to 19 795 in 1999. This represents an increase of 16.2% on 1999 entries.
11. The number of entries in *Modern History* has declined from 12 701 to 11 667 in 2000 which could be attributed to the loss of the *People and Events* course. However, *Ancient History* has increased from 9 289 to 10 008 entries in 2000, an increase of 7.7%, even though there is now a single course.
12. There has been very little change in Preliminary Course enrolments in the Creative Arts and PDHPE courses.
13. There is an overall decline of 2% in Languages entries.

Report on Preliminary Entries for the New HSC

INTRODUCTION

The curriculum reforms in the Government's White Paper, *Securing Their Future*, centred on improving curriculum standards through increasing the rigour and quality of the curriculum.

Major concerns in the current Higher School Certificate highlighted by Professor Barry McGaw were:

- an excessively differentiated curriculum structure that encouraged students to opt for courses that did not adequately challenge them and
- a significant decline in the number of students studying courses at an advanced level.

In response, the Government put in place a range of strategies:

- **Arresting the decline in advanced study** through adopting a 2 unit structure for courses in the New HSC and by reporting results on a single scale. Many of the 3 unit and 4 unit courses in the current HSC do not extend the students beyond the demands of the related 2 unit course.

The new 2 unit courses were re-written to incorporate the content of both the 2 unit and 3 / 4 unit courses. 2 unit *Science for Life* and 2 unit *Mathematics in Practice* were deleted in the New HSC because they do not meet the standard required for other Stage 6 courses. The 1 unit courses, *Applied Studies* and *General Studies*, were also removed from the curriculum offerings as they overlap significantly with other current HSC courses and lack the rigour required in Stage 6 courses.

- **Strengthening English** through expanding the range of courses offered. There is now a 2 unit *English Advanced* course, a 2 unit *English Standard* course, a new *English as a Second Language* course as well as a new *Fundamentals of English* course available to assist students in Year 11. Two extension courses in English are now available in Years 11 and 12.
- **More flexible study requirements** which require students to complete at least 12 units in the Preliminary course of study and at least 10 units in the HSC course of study while maintaining English as a mandatory subject.
- **Enhancing the quality of vocational courses** by ensuring that Board-developed VET courses in the HSC are based on national training packages and lead to industry-recognised qualifications.

METHODOLOGY

Preliminary Course Entry data for June 1999 and June 2000 have been collected and, where possible, analysed against the intentions of the White Paper reforms.

LIMITATIONS

It is important to note that these are preliminary entry data and that these students' HSC patterns of study may change significantly in 2001 because students will only have to complete 10 units in Year 12.

While it is valid to compare trends in subject entries over time for the current HSC as the candidature tends to be relatively stable this analysis is comparing two entirely different programs with different Board requirements. It should be recognised that fluctuations in entries do occur from year to year and that valid comparisons will be better made over the next 3-5 years. However, the data provide an indication of the initial impact of the Government's reforms on the New Higher School Certificate preliminary year.

FINDINGS

Candidature for Preliminary Entries in Board Developed Courses by Learning Area¹

Learning Area	2000	% Preliminary entries	1999	% Preliminary entries
English	79 336	19.5	67 621	17.6
Mathematics	74 773	18.4	78 361	20.4
Science	48 241	11.8	50 891	13.3
Technology	42 820	10.5	40 260	10.5
Vocational ²	23 263	5.7	5 912	1.5
Human Society	88 830	21.8	90 606	23.6
Creative Arts	24 504	6.0	24 303	6.3
PDHPE	17 091	4.2	17 358	4.5
Languages	8 516	2.1	8 694	2.3
Total Preliminary Entries	407 374	100.0	384 006	100.0
Total Candidature	71 632		69 296	

1 **Caution:** Preliminary entry figures include part-time and full-time students in Years 11, accelerants and accumulants. They are student entries not individual students. Students may enter for more than one course within a Learning Area which means that they will be counted more than once.

2 Figures do not include Board-endorsed Courses.

Trends

1. The most significant change in the proportion of the total preliminary entries in Board-developed courses over the last two years is in the Vocational Education and Training area. The percentage of preliminary entries in VET Board-developed courses has risen from 1.5% in 1999 to 5.7% in 2000.
2. The proportion of the entries in Board-developed courses in the New HSC preliminary year has dropped in Mathematics, Science and Human Society probably due to the elimination of lower level courses in these areas.
3. In other subjects the proportions have remained relatively stable.

INDICATORS FOR ANALYSING PATTERNS OF STUDY

HSC Eligibility

In order to satisfy HSC eligibility requirements for the current HSC, students must complete at least 11 units in both their preliminary and HSC courses of study. The New HSC requires students to undertake the same overall number of units but the number of units required for the preliminary and HSC courses of study differ. Students must now complete at least 12 units of preliminary courses and at least 10 units of HSC courses.

Preliminary Entry Data – Units Studied

Year	Average No. Units	Mode	No.(%) students studying ≥ 11 units	No.(%) students studying ≥ 12 units	Candidature
1999	11.71	12 units	64 821 (94%)	57 139 (83%)	68 959
2000	11.98	12 units	66 352 (94%)	64 234 (91%)	70 587

The percentage (94%) of students who had a preliminary course of study with at least 11 units is the same for 1999 and for 2000.

In 2000, 64 234 (91%) of students had a preliminary course of study comprising at least 12 units. This represents an increase of 12% on 1999 entries.

The average number of preliminary course units taken by students in 2000 (11.98) is slightly higher than for 1999 (11.71).

The number of units most frequently taken by students in 1999 and in 2000 is 12.

BREADTH AND BALANCE OF STUDY SHOWN IN NEW HSC PRELIMINARY DATA

The lifting of the restriction placed on students in the current HSC which requires them to choose at least one subject from each KLA Group does not appear to have impacted significantly on the number of students studying subjects in Group 1 and Group 2. Students are still electing to study a broad range of subjects for their preliminary course of study.

Of the students studying at least 12 units for their preliminary course of study this year

- 678 (1%) are not studying a Group 1 (Science/Technology/Mathematics) subject
- 2 542 (3.8%) are not studying a Group 2 (Humanities) subject
- 8 008 (12.1%) students are studying one Group 1 subject while 9 742 (14.7%) are studying one Group 2 subject.

ACADEMIC RIGOUR

One of the requirements for UAI eligibility is the completion of at least 10 units of Board Developed Courses (BDCs).

In 1999, 64 828 students were studying at least 11 units, the minimum number of units required to be eligible for a HSC. In 2000, 65 975 students are studying at least 12 units. These cohorts of students are subsets of the total candidature.

Of these two subsets

- 58 023 (89.5%) students were studying 10 or more units in 1999 compared to 61 222 (92.8%) in 2000.
- 35 040 (54.1%) students had no Board Endorsed Courses in their preliminary course of study in 1999 compared with 38 621 (58.5%) in 2000.
- 2 694 (4.2%) students were studying 5 or more Board-endorsed units in their preliminary year in 1999 compared with 1 472 (2.2%) in 2000.
- 1 724 (2.7%) students were studying 6 or more Board-endorsed units in their preliminary year in 1999 compared with 1 036 (1.6%) this year.
- 64 726 (99.8%) students were studying the required minimum of six Board-developed units in 1999 compared with 65 907 (99.9%) in 2000.

There is a slight shift towards more students opting to include Board-developed courses in their preliminary course of study. Similarly, there are slightly more students opting to take enough units (10) of BDCs to be eligible for the UAI.

COMPARISON OF PRELIMINARY COURSE ENTRIES IN 2000 AND 1999

English

Context

Given the complete revision and restructuring of the courses in English, direct comparisons with the current English courses are difficult.

Under the current course arrangements the 2 Unit (Related) English course has a candidature of approximately 25% and is designed to cater for the more able English students while over 70% of the total candidature opt for the less challenging General English and Contemporary English courses.

For the New HSC courses are available in English Advanced and English Standard and an English Extension Course is also offered for study in the Preliminary and in the HSC year.

A new ESL English course has been designed to meet the needs of students whose first language is not English. A new course offered as a Preliminary Course only – Fundamentals of English – taken in conjunction with either the Standard or ESL English course will assist students who require additional support to meet the outcomes of the Standard or ESL course.

Preliminary Enrolment data

New HSC	2000	1999	Current HSC
English Extension 1	5 756		
English Advanced	25 566	17 690	English 2 Unit
English Standard	40 857	30 965	English General
English as a Second Language	1 963		
Fundamentals of English	5 194		
		18 218	Contemporary English
		748	Supplementary English
Total entries	79 336	67 621	Total entries

Trends

It is evident from the 2000 Preliminary Course entries that a significantly larger percentage of students has opted to undertake a higher level study of English. The English Advanced Course has a candidature of 25,566 compared to the current 2 Unit (Related) English course of 17,690, an increase of 7 876 (44.5%). The new English as a

Second Language course has attracted almost 2000 students or about 2.7% of the candidature. 5194 students (7.3%) have chosen to take Fundamentals of English which has replaced the outdated Supplementary English course and will assist Year 11 students who require some support in English.

Discussion

English is the only compulsory subject for the Higher School Certificate. There was an expectation that under the restructured course arrangements in English, more students would be attracted to study higher levels in English. This has in fact occurred with 8% of the candidature electing to take the Extension 1 course in English. In total, more than one-third of all candidates (35.7%) are now studying English at an advanced level.

Mathematics

Context

The McGaw review recommended the merging of the former Mathematics in Society and Mathematics in Practice courses to form one course. The new General Mathematics course is a non-calculus course with a broader emphasis than either of the two previous courses.

The courses in 2, 3 and 4 Unit Mathematics remain unchanged at present, renamed Mathematics, Extension 1 and Extension 2. Extension 2 is offered only as an HSC course.

The Board of Studies has approved the teaching of Mathematics in Practice as a Board-endorsed course for one cohort only.

Preliminary Enrolment data

New HSC	2000	1999	Current HSC
Mathematics Extension 1	12 340	12 233	Mathematics 3 Unit
Mathematics	31 276	31 067	Mathematics 2 Unit
General Mathematics	31 157		
		27 210	Mathematics in Society
		7 851	Mathematics in Practice
Total entries	74 773	78 361	Total entries

Trends

Entries in Mathematics and Mathematics Extension 1 remain similar to the former 2 and 3 Unit courses. This is to be expected as neither course has been significantly revised at this stage. The new General Mathematics course (over 31 000 students) has about 4000 students more than Mathematics in Society.

Discussion

Entries to the new General Mathematics course (31 157) are about 3900 fewer than the combined candidature in the former Mathematics in Society and Mathematics in Practice courses (35 061). The loss of 3900 potential students from General Mathematics suggests that at least 50% of students who would previously have studied Mathematics in Practice (7800) have not chosen a Board-developed Mathematics course. They have opted instead for a Board-endorsed Mathematics course or discontinued the study of Mathematics. Entries in Board-endorsed Mathematics courses have increased from about 100 students in 1999 to over 1900 students in 2000.

This data suggests that about 2000 students who might have studied Mathematics in Practice in 1999 are not studying any Mathematics in 2000. They may have opted instead for the study of a VET industry curriculum frameworks course.

Science

Context

There are five new science courses in the New Higher School Certificate. While there are three fewer science courses overall in the New HSC much of the content in the current science courses, including the 3 and 4 unit courses, was incorporated into the new science courses. The content and level of difficulty of some new courses differ from those in the current HSC. Notably, the new *Biology* and *Senior Science* courses are more rigorous than the corresponding courses in the current HSC.

HSC science enrolments in NSW have been declining over the past decade. This is a worldwide trend.

Preliminary Enrolment data

New HSC	2000	1999	Current HSC
Biology	17 223	18 907	Biology
Chemistry	12 897	13 283	Chemistry
Earth & Environmental Science	2 101	248	Geology
Physics	11 523	10 992	Physics
Senior Science	4 497		
		2 897	General Science
		274	Science 4 Unit
		78	Science 3 Unit
		4 212	Science for Life
Total entries	48 241	50 891	Total entries

Trends

The number of the HSC preliminary entries in science courses has decreased from 50 891 (13.3% of total entries) to 48 241 (11.8% of total entries).

The entries in *Physics* remain similar to those for the current course. In *Biology* there has been a decline of about 9% and *Chemistry* a decline of about 3%. The new course, *Earth and Environmental Science* has over 2000 entries, an increase of about 1800 over the current *Geology* course. Enrolments in *Senior Science* are close to 4 500, compared to enrolments in the current courses *General Science* (\approx 2 900) and *Science for Life* (\approx 4 200).

The preliminary science enrolment data indicate a decline of about 2 650 entries from Board developed science courses, which is considerably less than the 1999 *Science for Life* (course deleted from the science course offerings in the New HSC) candidature of 4212.

The two new courses, *Senior Science* and *Earth and Environmental Science*, have attracted significant candidatures in their first year.

Discussion

While the number of the HSC preliminary entries in science courses has decreased from 50 891 to 48 241 the combined total of student entries in *Biology*, *Chemistry*, *Earth and Environmental Science* (formerly *Geology*) and *Physics* remains very similar. With a net loss of three science courses, including two lower level courses, it was not unexpected that overall enrolments are somewhat less than for previous years.

The total entries in the courses removed from science, namely, *General Science* and *Science for Life* in 1999 is 7 109 while the total entries in *Senior Science* is 4 497.

The students who would have traditionally selected *General Science* and *Science for Life* may have selected a VET Board developed course. This would give them the opportunity to study a course that provides an AQF outcome as well as counting towards the UAI. It is likely that students who would have previously selected *Biology* have selected *Earth and Environmental Science*.

The Board will continue to monitor science enrolments to see if the provision of new syllabuses across Years 7-12 and the subsequent improvement in the quality, relevance and currency of the content leads to a reversal in the trend of decline in science enrolments of recent years.

Technology

Context

The technology courses in the New HSC have been reviewed to reflect recent developments in particular fields, the integration of computer-based technologies and enhance links to industry practice. The incorporation of project and team or group work into the syllabuses has resulted in courses that are relevant to student needs, interests and abilities and that also provide pathways for further study and employment.

Preliminary Enrolment Data for Board-developed Courses

New HSC	2000	1999	Current HSC
Agriculture	2 279	2 424	Agriculture
Design and Technology	6 380	6 278	Design and Technology
Engineering Studies	2 268	1 799	Engineering Science
Food Technology	5 141	4 570	Food Technology
Industrial Technology	5 925	4 261	Industrial Technology
Information Processes & Technology	14 203		
Software Design & Development	5 014		
		19 795	Computing Studies
Textiles and Design	1 610	984	Textiles and Design
		86	Applied Studies
		52	Rural Technology
		11	Sheep Husbandry & Wool Tech
Total entries	42 820	40 260	Total entries

Trends

Entries in the Technology area are up by 2 560. Increases were led by *Industrial Technology* (up by 1 664 or 39%) and *Textiles and Design* (up by 626 or 64%) and *Engineering Studies* (up by 469 or 26%).

Entries in the new Board-developed computing courses *Information Processes and Technology* (14 203) and *Software Design and Development* (5 014) are slightly down from those in the current *Computing Studies* course (19 795) in 1999. Some students appear to have opted instead for the new VET course *Information Technology* which has 3 781 entries. There are 22 998 entries in computing courses in 2000 compared to 19 795 in 1999. This represents an increase of 16.2% on 1999 entries.

Agriculture

The preliminary entries in Agriculture show a reduction of 145 students from 2 424 in 1999 to 2 279 in 2000.

Design & Technology

The preliminary entries show a small increase of 102 students, from 6 278 in 1999 to 6 380 in 2000.

Engineering Studies

There is an overall increase in preliminary entries of 26% from 1 799 in 1999 to 2 268 in 2000.

Food Technology

There is an increase in preliminary entries of 12.5% from 4 570 in 1999 to 5 141 in 2000.

Industrial Technology

There is an increase in preliminary entries of 39% from 4 261 to 5 925 in 2000.

Information Processes and Technology

Entries in this new course are 14 203.

Software Design and Development

Entries in this new course are 5014.

Textiles & Design

There is an increase in preliminary entries of 64% from 984 to 1 610 in 2000.

Discussion

When making comparisons of technology subject candidature and changes from 1999 it is appropriate to consider the impact of the VET courses. In some cases combining entries in Technology courses and VET courses, which relate to the same overall field of study, gives a clearer picture of movement in student numbers.

Such VET courses include Electronics Technology, Construction, Information Technology, Metal and Engineering, Primary Industries and Tourism and Hospitality.

For example, while there is a small reduction in the number of students studying Agriculture in 2000, there is an overall increase in the combined candidature for the *Agriculture* (2 279) and *Primary Industries Framework* (864) taking entries in 2000 to 3 143 which represents an increase of 26% on 1999 entries.

Gender Issues

There appears to be an overall decrease in the percentage of female entries in technology courses from 40% in 1999 to 36% in 2000. However, in analysing this statistic it is helpful to consider the shift in the number of students studying technology related VET courses.

If the number of female students studying in the technology related VET subjects (Electronics Technology, Construction, Information Technology, Metal and Engineering, Primary Industries, Tourism and Hospitality) is added to these figures, then the proportion of females studying in technology related fields is similar to 1999 (40%).

The percentage of females in the new computing courses is lower than expected. In 1999 the proportion of females studying Preliminary Computing Studies was 40%. In 2000 this has reduced to 31% which is comprised of:

Software Design and Development – 15%

Information Processes - 38%

VET Information Technology – 36%

The percentage of female entries in *Design and Technology* (34%) has not changed.

The percentage of female students studying *Industrial Technology* has increased from 6% in 1999 to 7% in 2000. While this is still a small proportion it is an actual increase from 255 students in 1999 to 427 students in 2000.

Vocational Education and Training

Context

The Board of Studies has developed seven Industry Curriculum Frameworks for the New Higher School Certificate introduced in 2000.

The courses within each framework require a competency-based assessment approach in accordance with relevant national training package requirements. In addition, each framework contains at least one 240 hour course that is externally examined as part of the HSC. This has enabled the VET framework courses to be both recognised for inclusion in calculations for the Universities Admission Index (UAI) as Category B courses and accommodated a standards-referenced approach to assessment and reporting. Students have the option of undertaking the examination at the conclusion of Year 12.

New VET Framework Courses:

- Business Services (Administration)
- Construction
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail
- Tourism and Hospitality

Work-placements are mandatory for each course.

Types of VET Courses

There are only two types of VET Board-developed courses in the current HSC, Industry Studies and Joint Secondary School TAFE (JSST). The *Industry Studies* course has three separate strands – Retail, Hospitality and Metal and Engineering – which are examinable and classified as Category B by the universities.

The VET JSST courses – *Accounting*, *Electronics Technology* and *Tourism Sector Services* are also Category B. *Accounting* and *Electronics Technology* continue under the New HSC arrangements while *Tourism Sector Services* has been overtaken by the new VET framework, *Tourism and Hospitality*.

The Content Endorsed Courses cover the following industry areas: office, furnishings, building and construction, hospitality, primary industries, electronics and retail. The CECs that continued to be offered in the New HSC are furnishings and electronics. All other industry areas have been absorbed into a new industry framework course. This approach ensures the industry currency of the courses and all framework courses are derived from nationally endorsed training packages.

The *Information Technology* framework is a new VET area to be included as part of the New HSC.

Preliminary Entry Data for all VET Courses¹

Year	VET Board Developed Courses				VET Board Endorsed Courses				Total
	VET Frameworks	Industry Studies	BDC JSST	Sub-Total	CEC TAFE	CEC VET	BEC VET	Sub-Total	
2000	22 737	-	526	23 263	6 420	791	610	7 821	31 084
1999	-	4 049	1 394	5 443	8 071	9 355	941	18 367	23 810

¹ 1999 data is based on final course entries in December
2000 data is based on entries in June

Preliminary Enrolment Data for VET Board Developed Courses

New HSC	2000	1999	Current HSC
Accounting	335	439	Accounting
Electronics Technology	191	235	Electronics Technology
Business Services	3 382		
Construction	2 418		
Information Technology	3 781		
Metal & Engineering	1 103	749	Industry Studies - Metal & Eng
Primary Industries	864		
Retail	2 145	852	Industry Studies - Retail
Tourism	742	734	Tourism Sector Services
Hospitality	8 302	2 903	Industry Studies - Hospitality
Total entries	23 263	5 912	Total entries

Trends

All VET Courses (incl. BDCs and BECs)

There has been an overall increase of 7 274 (30.6%) in the combined Board-developed and Board-endorsed vocational education and training course entries from 1999 to 2000.

The number of students entered in at least one VET course in the preliminary year was 19 154 (27.6% of total candidature) in 1999 as against 24 868 (34.7% of total candidature) in 2000. There is an increase of 30% from 1999 to 2000.

VET Board-developed Courses

There has been significant growth in the number of entries in Board-developed courses in Vocational Education and Training. In 1999, there were 5 443 entries in Board-developed VET. In 2000, there are 23 263 entries which represents a four-fold increase. This is not surprising given that under the current HSC many students entered Board-endorsed VET courses because Board-developed courses in these industry areas were not available until the commencement of the New HSC.

VET Board-endorsed Courses

There is a corresponding decline in the number of students taking the VET Board-endorsed courses. In 1999 there were 18 367 VET BEC entries comprising mainly CECs delivered by TAFE and schools. This decreased by 57% in 2000 to 7 821 and is mainly due to the shift away from school-delivered CECs.

Preliminary Entry Data in Board-developed Courses and Content Endorsed Courses

INDUSTRY		2000	1999	% CHANGE	NOTES		
Business Services	BDC	3382					
	CEC		2664		Office Skills CEC		
	TOTAL	3382	2664	27			
Construction	BDC	2418					
	CEC		1485		Building & Construction CEC		
	TOTAL	2418	1485	63			
Information Technology	BDC	3781					
	CEC						
	TOTAL	3781					
Metal & Engineering	BDC	1103	618		Industry Studies in 1999		
	CEC						
	TOTAL	1103	618	78			
Primary Industries	BDC	864					
	CEC		301		Rural Industries CEC		
	TOTAL	864	301	187			
Retail	BDC	2145	828		Industry Studies in 1999		
	CEC		714				
	TOTAL	2145	1542	39			
Hospitality	BDC	8302	2603		Industry Studies in 1999		
	CEC		3402				
	TOTAL	8302	6005	38			
Tourism	BDC	742	724		Tourism Sector Services in 1999		
	CEC						
	TOTAL	742	724	3			
Accounting	BDC	335	439				
	CEC						
	TOTAL	335	439	-24			
Electronics	BDC	191	231				
	CEC	177	226				
	TOTAL	368	457	-19			
Furnishing	BDC						
	CEC	613	559				
	TOTAL	613	559	10			
Locally-implemented	BEC	7030	8957	-22			
GRAND TOTAL		31083	23751	31			

VET Industry Curriculum Frameworks

Seventy three percent of all Year 11 VET entries in 2000 are in VET Frameworks.

The growth in VET entries has been strong in each of the Industry Curriculum Framework areas available to students in schools, with *Hospitality* attracting the highest candidature – in excess of 8000 candidates, an increase of nearly 40% on last year.

The next largest candidature is in *Information Technology*, which is a new area, and with a candidature exceeding 3700 highlights the attraction to students of a course that is very contemporary and that provides them with further education, training and employment opportunities post-school.

Business Services, *Construction* and *Retail* continue to grow with candidatures exceeding 3300, 2400 and 2100 respectively, again reflecting the employment, training and further education opportunities in these areas.

In both *Primary Industries* and *Metal and Engineering* there has been dramatic growth of 187% and 78% respectively, indicating that while the candidatures are small in comparison to other areas students have seen merit in enrolling in courses in these areas.

Discussion

The large increase in VET entries indicates that one of the key reforms of the HSC is well on the way to being achieved.

The Government's HSC White Paper deliberately set out to enhance the quality of vocational studies available in the Higher School Certificate. The preliminary entry data suggest that students have recognised the value in studying the new VET courses while at school.

The VET Framework courses are based on national training packages and provide students with the opportunity of gaining credit towards their HSC while also gaining an Australian Qualifications Framework credential. Students who enrol in VET courses for 240 hours across Years 11 and 12 will also be able to undertake an exam in the area and have their score count towards the UAI.

With the New HSC, there are now ten industry areas represented in VET courses (Category B) which are recognised by the universities for inclusion in the UAI. This is an increase of four on 1999. The additional industry areas that can now count towards the UAI are business service (administration), construction, information technology, and primary industries.

Candidates in these courses are also required to undertake a mandatory work placement during Years 11 and 12. This ensures that they gain skill and proficiency in the specific industry area as well as develop an understanding of the world of work and the way in which their skills and knowledge will be applied.

Human Society

Context

General Studies was not included in the New HSC. The McGaw review found that the former course was not taken seriously by many students, and there was substantial overlap between General Studies and at least seven other subjects. Many submissions to the McGaw review were critical of the lack of rigour in General Studies.

The remaining courses in the New HSC are broadly similar to the courses in the current HSC.

Preliminary Enrolment data

New HSC	2000	1999	Current HSC
Aboriginal Studies	594	681	Aboriginal Studies
Ancient History	10 008	9 289	Ancient History
Business Studies	21 952	20 269	Business Studies
Economics	7 315	7 347	Economics
Geography	8 444	10 265	Geography
Legal Studies	11 067	10 448	Legal Studies
Modern History	11 667	12 701	Modern History
Society and Culture	4 572	3 675	Society and Culture
Studies of Religion I	11 562	10 233	Studies of Religion 1 Unit
Studies of Religion II	1 649	842	Studies of Religion 2 Unit
		4 856	General Studies
Total entries	88 830	90 606	Total entries

Trends

If the General Studies candidature is not considered, there is little difference in entries in the study of human society. There are shifts between the courses, most of which continue trends that have been emerging as the range of course offerings in the area has expanded over the past ten years or so. That is, some decline in Geography, Modern History and Economics being offset against increasing enrolments in Business Studies, Society and Culture, Legal Studies, Ancient History and Studies of Religion.

Entries to Studies of Religion from government school students have increased from 51 in 1999 to 429 in 2000.

The continuing decline in enrolments for Aboriginal Studies is a concern.

Discussion

The impact of the introduction of new syllabuses and mandatory study of History and Geography for the School Certificate will be monitored. For the current Preliminary candidature the mandatory courses were substantially taught in years 7-8 and for a significant number of students their last experience of these two subjects was more than two years ago.

The decline in numbers studying Modern History could be attributed to the loss of the People and Events course. For Ancient History, however, there has been an increase even though there is now a single course.

The continuing growth of Studies of Religion is a positive indication that the course meets the needs of students. The flexibility of Studies of Religion I and II is a significant structural feature of the New HSC.

Creative Arts

Context

Under the current Preliminary Course arrangements, six courses are offered in the Creative Arts learning area. In the New HSC, Classical Ballet has been incorporated within the Dance course but the other courses have been maintained. Five courses are now available in the learning area of Creative Arts.

Preliminary Enrolment data

New HSC	2000	1999	Current HSC
Dance	537	441	Dance
Drama	5 756	5 557	Drama
Music 2	892	1 083	Music 2 Unit
Music 1	4 743	4 484	Music Course 1
Visual Arts	12 576	12 689	Visual Arts
		49	Classical Ballet
Total entries	24 504	24 303	Total entries

Trends

There has been very little change in Preliminary Course enrolments in the Creative Arts courses. In terms of the percentage of total Preliminary Course candidature, none of the Creative Arts Preliminary course enrolments for 2000 varies by greater than 1% in comparison with 1999 figures. The largest course, Visual Arts, with 12,576 students enrolled in 2000, has dropped by less than 1% (from 12,689 in 1999). Although Music Course 2 has declined by 191 students this year over 1999 figures (21%), these students seem to have moved into Music Course 1 which has increased by 259 (about 5%). Similarly, the small Classical Ballet candidature (49 in 1999) appears to have transferred to Dance which has had an increase of 96 students.

Discussion

The overall Preliminary Course participation in the Creative Arts learning area under the New HSC arrangements this year has shown a slight increase over the 1999 figure. In 2000, there were 24504 student entries in Creative Arts compared with 24303 in 1999, an increase for the learning area of 0.8 percent.

Despite some concerns expressed by teachers about the effects of the New HSC course structures on Creative Arts courses, the Preliminary Course entries appear strong.

Personal Development, Health and Physical Education

Context

There are 2 courses only offered from this learning area in the New HSC the same number as under current arrangements. Following review and revision, the course Personal Development, Health and Physical Education has been retained but the current Life Management Studies course has been discontinued. It has been replaced by Community and Family Studies a course which emphasises the structural aspects of communities and families rather than focussing on the individual in relation to life management issues.

Preliminary Enrolment data

New HSC	2000	1999	Current HSC
Community and Family Studies	4 854		
		5 689	Life Management Studies
PDHPE	12 237	11 669	PDHPE
Total entries	17 091	17 358	Total entries

Trends

Enrolments in the PD/H/PE learning area have shown very little change under the New HSC course arrangements. In 2000, there were 17 091 student entries in personal development, health and physical education compared with 17 358 in 1999, a decrease of 1.5%. There has been a slight increase in the number of students studying the PD/H/PE course (4.6%) but a significant decrease (approximately 15%) in the number of students electing to study the second course offered in this learning area.

Discussion

The smaller numbers taking the new Community and Family Studies course may be attributed to the fact that the current Life Management Studies course attracted critical comment in the McGaw review of HSC courses. If this is so, it is likely that the new course will grow when it is seen as a new, completely revised and restructured course with a different emphasis from the current Life Management Studies course.

Languages

Context

Under the New Higher School Certificate there are 39 languages available for study which include Classical languages, the 'traditional' modern European languages, Asian languages and a wide range of community languages. In certain languages, courses are available as Beginners Courses, Continuers Courses and Background Speakers Courses. In the HSC year, Extension Courses are available in some languages. These course arrangements replace the 2 and 3 Unit Courses, General Courses and 2 Unit Z structures operating under the current HSC.

Enrolments in Preliminary Courses in the larger candidature languages only are set out below.

Preliminary Enrolment data (larger candidatures only)

New HSC	2000	1999	Current HSC
Arabic Beginners	23	4	Arabic 2 Unit Z
Arabic Continuers	420	193	Arabic
		249	Arabic 2 Unit General
Total Arabic entries	443	446	Total Arabic entries
Chinese Beginners	28	5	Chinese 2 Unit Z
Chinese Continuers	104	118	Chinese
Chinese Background Speakers	785	683	Chinese Background Speakers
Total Chinese entries	917	806	Total Chinese entries
French Beginners	964	682	French 2 Unit Z
French Continuers	1 025	766	French
		298	French 2 Unit General
Total French entries	1 989	1 746	Total French entries
German Beginners	173	198	German 2 Unit Z
German Continuers	594	541	German
		130	German 2 Unit General
Total German entries	767	869	Total German entries
Indonesian Beginners	73	113	Indonesian 2 Unit Z
Indonesian Continuers	132	214	Indonesian
Indonesian Background Speakers	23	42	Indonesian Background Speakers
Total Indonesian entries	228	369	Total Indonesian entries
Italian Beginners	274	316	Italian 2 Unit Z
Italian Continuers	478	468	Italian
Total Italian entries	752	784	Total Italian entries
Japanese Beginners	543	511	Japanese 2 Unit Z

Japanese Continuers	1 194	1 263	Japanese
Japanese Background Speakers	58	54	Japanese Background Speakers
Total Japanese entries	1 795	1 828	Total Japanese entries
Modern Greek Beginners	25	26	Modern Greek 2 Unit Z
Modern Greek Continuers	234	304	Modern Greek
Total Modern Greek	259	330	Total Modern Greek
Spanish Beginners	149	107	Spanish 2 Unit Z
Spanish Continuers	219	240	Spanish
Total Spanish	368	347	Total Spanish
Other small candidature Lang.	998	1169	Other small candidature Lang.
Total entries – all Languages	8516	8694	Total entries – all Languages

Trends

A general downward trend in the study of languages in Years 11 and 12 has been evident throughout the 1990s. Despite the availability of more languages for study for the Higher School Certificate, the decline in the total number of students taking languages has continued at a fairly uniform rate. While there was rapid growth in recent years in the numbers studying some Asian languages, particularly Japanese, this trend seems to have plateaued. However, numbers studying Preliminary Chinese in 2000 have shown an increase of approximately 14% over 1999.

Discussion

While overall language numbers enrolled in Preliminary courses in 2000 have declined by approximately 2% there has been a growth of about 12% in numbers studying French. However, numbers taking the other traditional modern European language, German, have declined by a similar percentage. Enrolments in the other language courses for 2000 show only minor change from 1999.

Language courses continue to attract a predominantly female candidature. Less than one-third of the language candidates are males.