CHAPTER SEVEN - CONCLUSIONS AND RECOMMENDATIONS

Restatement of the problem and research questions.
Previous research suggests there is limited data to indicate why students choose the subjects they do for the senior years of schooling (Haeusler and Kay, 1997). It is further suggested (Oates, 1990) that the subjects studied are shaped by the interactive influences of interests, aptitudes and opportunities. The research to date has been mainly concerned with national data (Ainley et al., 1990; 1994) with some studies conducted at a state level (Hobbs, 1987) some in regional areas (Haeusler and Kay, 1997) and some studies conducted in single sex schools (Johnston and Spooner, 1992).

This study sought to add to research findings by undertaking a case study in a comprehensive high school using the findings of other research conducted throughout Australia as a guide. The questions asked were; firstly, what are the influences upon students to choose the subjects they do? This question sought to understand some of the complex inter-relationships between factors such as gender, ethnic background, socio-economic status, Aboriginality and state and federal policies affecting education. Secondly, what subjects do students choose? The purpose was to examine both student subject preference and final subject choice given the possibility of rule constraints of the education system and the school. Thirdly, why do students choose the subjects they do? This question sought to explore the intrinsic, extrinsic, instrumental, organisational and significant other reasons for subject choice in the context of the case study.

Conclusions
Influences on Students Subject Selection
The influences upon students’ subject selection for the senior years of schooling covers a wide range of inter-related factors, some of which the students themselves are not aware of, or have thought about. The extent to which these individual factors affect an individual student was beyond this research study but there are a number of factors that were significant and cited in the literature (see Figures 1 & 2, page 17).
A major influence found in the study that crosses the barrier of influence to reason for subject choice is the underlying significance of the TER and the associated regulations governing the functioning of the HSC in NSW. In the questionnaire data the TER did not appear to be important except for 3 unit Maths, Physics and Chemistry which was consistent with other studies. However, the significance of the TER was noted when the majority of the students interviewed at School A indicated that they considered the consequences of the TER in their subject selection process. When asked the perception of the TER, students suggested that it was a mark and that 50 was a pass. This perception is one that was also held by a year twelve group of students in School A when asked the same question. Students also indicated that some of their parents had the same perception of the TER.

Within School A the process of managing the subject selection of students starts with an explanation of the regulations governing the functioning of the HSC (see page 68). Even with the explanation a number of students found that having to study English, one unit from KLA group 1, one unit from KLA group 2 and that they counted towards their TER score, was restrictive (see page 87). This was particularly the case with boys who wanted to undertake maths, science and technology type courses rather than humanity subjects. However, the way the lines were constructed within School A, to cater for the regulations of the Board of Studies in NSW and university prerequisite subjects, tended to favour the boys who wanted the maths, science and technology combinations. This finding is consistent with research by Lamb (1996) (see page 34).

The full impact of socio-economic status was not able to be determined in this study as students were not asked the level of family income as it was considered too invasive given the relatively small sample. Studies from the early 1980’s suggest that the level of family income is significant in retention and participation in schools (see page 30). Other studies found that parental occupation and associated levels of income were significant in the subject selection process of their children (see pages 36-37). Given the context of the case study socio-economic status did not appear to be significant in this study. Only 3.6% of the students came from
homes where both parents were either unemployed and/or undertaking homeduties. All of these students were undertaking courses that would contribute to a TER. The percentage of students from single income families or with no income from work was virtually the same as the percentage of students who were financially supported, to varying levels, through AUSTUDY and Abstudy. There was no difference in the choices of subjects made by this group of students compared to the group as a whole.

In this study there were seven NESB students and seven Aboriginal students which together made up 12.6% of the sample (see page 81). In relation to the NESB students in this study the findings were similar to that of other research studies where students of a NESB were found to be more likely to select maths-science combinations of courses (see pages 38, 82 and 93ff).

The Aboriginal students in the study also selected courses that were similarly found in other studies by Ainley et al. (1994) were Aboriginal students had high enrolments in Physical Education courses (see pages 39 and 94). In this study four of the seven students selected both Personal Development, Health and Physical Education and Sport, Lifestyle and Recreation.

What Subjects did Students Choose?
The choice of subjects, within the study, took into account both the subject preferences of students given no constraints on them and their final choice of subjects. The influence of gender as it relates to subject selection was of interest in the study.

Gender as an influence on subject selection has been researched quite extensively in recent years. Hobbs (1987) and Ainley et al. (1994) found that males predominate in Maths, physical sciences and technical studies while females predominate in languages, Home Economics and arts courses. Johnston and Spooner (1992) found that females were less likely to take specialised and vocational courses compared to males (see pages 32-36). In this research it was found that a greater percentage of males (62.3%) than females (44%) chose either 2 unit or 3 unit Maths (see Table 8,
At the interviews the girls justified why they undertook the Maths course they did by relating it to post-school training and work. For instance, no girls chose building and engineering as an occupational future; engineering requiring 3 unit Maths for entry to tertiary courses. Girls indicated that Maths in Society was sufficient for the course they wanted to do in the future and if they did well in the course compared to 2 unit Math: their TIER was enhanced. This supported the Stobart et al. (1994) finding that girls regarded Maths more in functional terms (see page 33).

In the sciences there were certainly more males (29.5%) than females (10%) in Physics. At the interviews both girls and boys indicated that their perception of Physics was that it was a difficult course to do and understand. A possible reason why males persisted with Physics is that it is a necessary prerequisite for tertiary entrance into engineering course: and useful for a range of trades and science related courses and careers (see Table 5, page 86). This same perception, by girls, was not shared for Chemistry with 23% of males and 24% of females doing the course although the girls interviewed did say that Chemistry was hard. Another factor is that Chemistry is more a prerequisite course for health and science courses where 12% of girls and 14.75% of boys indicated these courses were part of their future educational and occupational goals. For Biology 24.6% of boys and 30% of girls selected the course. In the un specialised Science for Life course, it was found that more females (18%) than males (9.8%) selected the course which supports the Johnston and Spooner (1992) finding that girls are more likely to choose mixed rather than specialised courses. However, the same can’t be said for the reasons to take Biology and Chemistry which were well supported by girls.

Research suggests that the traditional academic curriculum tends to favour males (see page 33). Given that more males than females in this study, except for Chemistry, selected the traditional academic courses of 2/3 unit Maths and Physics then this research is consistent with other studies. Participation by males, compared to females, was higher in courses such as Engineering Science and Industrial Technology and females were predominant in French, Visual Arts, Textiles and Design, EEC and Food Technology which is also consistent with other research.
studies. On the issue of gender, when raised at the interviews, both the girls and boys indicated that it was not important to them in choosing the subjects they did. The girls indicated that they did not feel intimidated in choosing a subject that was male dominated and intimidated that they were supported in their choice of subject by the teachers of their classes.

It was found that the participation by boys and girls in other courses did not support the findings of previous research. For instance, in the Industry Studies - Hospitality course that is a specialised Vocational Education course there was a 20% female participation compared to 49% male participation. In Drama males (11.5%) were predominant as compared to females (6%) whereas in Legal Studies there was 26% female participation compared to 13.1% male participation.

Other research studies indicate that females are moving more towards the subject selection patterns of males but the reverse is not true (see page 33). In this study it was found that girls were dominant in subjects such as Chemistry, Business Studies and Legal Studies. However, it was also found that boys dominated in subjects such as Geography, Drama and Music suggesting that males may be starting to select subjects that were previously considered ‘female type’ courses. Although some of the subjects selected by students in this study is consistent with other research there was no indication that the students believed that their selections were based on gender. It certainly is an influence but other factors appear to be more important.

Unencumbered, students had a wide range of course preferences (see page 90ff). No clear pattern emerged with both traditional academic courses such as 3 unit Maths, Physics and Chemistry preferred to the same extent as Personal Development, Health and Physical Education, Visual Arts and Sport, Lifestyle and Recreation. Also courses that were dominated by males such as Agriculture, Computer Studies and Industrial Technology were preferred to the same extent as courses preferred by females such as Food Technology, Visual Arts and Legal Studies. Further, some of the CEC’s attracted significant preferences such as Photography and Sport, Lifestyle and Recreation.
At the other end of the preference scale were courses such as Economics, General Studies, Modern History, Italian and 3/4 unit Science. These academic courses, by this group of students, were of least interest to them as course preferences. However there was no evidence to suggest that vocational education courses or the CEC’s had taken their place as Industry Studies - Hospitality and Metals and Tourism Sector Services were also low on subject preference (see Table 6, page 90).

What students selected has been explained on page 110. Certainly the influence of gender is evident as is preferences for certain subjects which suggests there are other factors important to students in their final choice of subjects.

**Why Students Select the Course they do for the Senior Years of Schooling?**

The reasons students indicated for their selection of subjects are explained on pages 111-114. The conclusions reached are consistent with the research of Ainley et al. (1994) where they found a strong link between selecting subjects based on interest and enjoyment and selecting subjects based on their importance for future education/training and/or work (see page 44). Students who had specific careers or training in mind were conscious of the course requirements for entry into these fields and choose appropriate subjects. A number also choose courses of particular interest which is consistent with the counselling provided to students by School A during the subject selection process.

Students indicated that, overall, their parents were not significant as reasons for why they choose particular courses. The subjects where parents were most influential was 2 unit Maths, Computer Studies and Textiles and Design. Broadly however, the study was consistent with the findings of Garrett (1985) and Haeusler and Kay (1997) where they found parents were of little influence on their children in selecting subjects for the senior years of schooling (see page 41). The research of Johnston and Spooner (1992) suggests that the influence of parents is more complex than simply stating them as reasons for subject choice (see page 41). They found, as did Connell et al. (1982) that the family relationships have a vital impact
on students and the decisions they make (see page 37). In this study students did indicate that they discussed subject selection and future study options with their parents but indicated that they had the final choice of what subjects they selected. This aspect is discussed further in the chapter under recommendations.

Implications:
There are some implications from this research from a theoretical perspective, for professional practice and at an educational systems level.

1. Theoretical
A conceptual model of subject selection was developed as a means of understanding the direct and indirect influences upon students and the reasons why students selected the subjects they do for the senior years of schooling (see page 46). The development of a conceptual model was based on the findings of other research studies that had identified a range of factors that were found to be relevant and significant to students’ selection of subjects for their final years of schooling. The model shows the inter-relationship between the various factors. Along with the findings of other studies, this research suggests that the model is a useful foundation for understanding the inter-relationships that exist and a focal point on which to base processes of subject selection in the school.

Although the quantitative data is important in determining the numbers and percentages of students undertaking particular courses and identifying some of the reasons for their choice it was the interviews with individual students and with teachers in the context of the case study that provided the depth of understanding of the influences upon and reasons for selecting certain courses in the senior school. Such qualitative studies could greatly enhance the understanding of the influences upon and the reasons for subject selection by students in the senior years of schooling, especially if conducted on a broader scale.

2. Practical
Associated with the influences upon students and the reasons for their choice is the process of subject selection used within a school situation to assist students make
the best choice possible for them. What was found from this study was that the process is extensive and exhaustive but that some students did not fully understand the ramifications of their choice: such as not selecting courses from both KLA group 1 and group 2, not undertaking the correct number of units or choosing inappropriate courses for future education or training. An implication for School A, in particular, and for perhaps other schools, is that they need to have clear channels of communication to students and their parents so that the students have enough information and time to make the most appropriate selection of courses.

A further implication for schools is to be conscious of the process of subject selection for the senior school in relation to the needs of all students and not only those who want to undertake tertiary study and those who want to study certain courses. Schools need to be aware of the possible gender bias that may be generated by the way the lines in the school timetable are developed.

3. Systemic

A major influence identified in this research was that of the TER and the regulations governing the HSC in NSW by the Board of Studies. Associated with this is the subject prerequisite requirements placed on students for entry into certain tertiary courses. Although students indicated that the TER was not the main reason for their selection of courses for the senior school they did say that the TER was an underlying consideration in all their decision making. Firstly, they had to decide if they wanted a TER. Secondly, if they did want a TER they had to make sure that the combination of courses was correct and that the appropriate level in some subjects, such as Maths, was selected.

At School A 34% of the students indicated that they wanted to attend university but 89% indicated that they wanted a TER. There appears to be a misunderstanding of what the TER means both by students and the wider community. That single figure, the TER, appears to be seen as the HSC and an indication of the worth of the student, not only for academic study but for work in the wider community. An implication for the education system is to inform the
community of the nature of the HSC and the TER and the different pathways available to students for their study and future.

**Recommendations:**

1. **Further Research**

The research by Johnston and Spconer (1992) and Connell et al. (1982) in relation to the influence of the family is an important area for further study. In undertaking this kind of study a greater emphasis needs to be given to qualitative methods of research, especially interviews of parents and students both separately and together to gain an insight into the complexity of influential factors on families as students make their selection of courses or the senior years of school. Certainly if the resources were available for this study more interviews of students and their parents would have been undertaken as the full impact of family influence could have provided greater depth to the study.

A further area for research would be to undertake a longitudinal study of a broad cross section of students and to explore the relationship between intrinsic reasons for selecting subjects in the senior school of interest and enjoyment of subjects and extrinsic reasons for selecting courses for their future education and training value. Ainley et al. (1994) alluded to the relationship between the two reasons in their study. Further research in this field would also be of value in the present climate of educational change with vocational education a major consideration by the NSW Department of School Education and the variety of potential pathways that students have available to them to undertake post school education, training and work. This would help in finding answers to the statement of Ainley et al. (1990; 1994) when they indicated that the subjects chosen by students are considered important in shaping educational and occupational futures.

2. **The School**

The relationship between intrinsic and extrinsic reasons mentioned above also has relevance to the school as well. The process of subject selection is managed well within School A, however there are still some students who have difficulty with the process for what appears to be a variety of reasons. Firstly, nearly a quarter of the
students in the study had little idea of what they may like to do after they had completed high school. This is not a crucial issue in itself but is important in the context of the following.

Secondly, about 30% of students changed at least one of their subjects from the beginning of term four 1996 to the end of term one 1997. If students had chosen subjects for the ‘right’ reasons in the first place why was it necessary for them to change and what were the reasons for their changes? It is recommended that the school keep a record of the reasons why students change their courses. If it is in relation to future education and training or because of a particular interest or enjoyment of the subject then the change would be consistent with the findings in the study. If, on the other hand, the majority change because of the teacher of the course or the influence of parents, which was indicated by some students in the interviews, then a process of careful counselling of students needs to be implemented to reduce the number of changes. Counselling of teachers may be necessary as well in this process if they are discussing possible subject changes with students.

Thirdly, students and their parents need to be made aware of the various pathways that are available to them after students finish their high school education so as to take advantage of the options to suit their individual needs. Although the school did offer the students counselling in this area, which Johnston and Spooner (1992) indicated was a necessary part of the subject selection process, it was voluntary. Although parents were invited to make appointments to come into the school to discuss subject selection and post school options the number who did so was small in comparisons to the cohort of students. A discussion with each student would be recommended in an attempt to reduce the number who had little idea of what they wanted to do after completing school and to reduce the number of changes to courses. Certainly any changes to the Board of Studies rules governing the HSC in NSW would have a significant impact on this aspect of the subject selection process into the senior years of secondary education.
3. The System
The underlying influence of the TER and the mandatory regulations of the HSC are constraints on students and tends to maintain the traditional academic curriculum at a time when 33% of HSC students attend university, when the clientele of the senior secondary school is changing and when governments are emphasising vocational education and training for students. There needs to be less emphasis on the TER as a score and its perception that it is an overall mark for a student’s HSC and more of an emphasis on the subjects that the student have undertaken and the relevance of these courses of study to future education, training and work options.

The recommendations of Securing Their Future (McGaw, 1997) propose some changes to this aspect of the HSC and the response by government and the Department of School Education in NSW will be important for the future of many students who use the HSC as a credential for something else other than the traditional pathway to tertiary education.
BIBLIOGRAPHY


Braithwaite, J. (1986). *Staying or leaving? Commonwealth financial assistance to secondary students*. Sydney: School of Education, Macquarie University, NSW.


Breton, R. (1972). *Social and academic factors in the career decisions of Canadian youth*. Ottawa: Manpower and Immigration.


NSW Department of School Education - Dual Accredited Vocational Courses, Information Package. Sydney.


APPENDIX A - STUDENT QUESTIONNAIRE.

The following information will be very useful for me to understand what you choose for your senior years of schooling and why you choose the subjects you did. This information is part of a research activity at the University of New England.

AS YOU ARE ASKED NOT TO PUT YOUR NAME ON THESE SHEETS YOUR HONEST ANSWERS WOULD BE VERY MUCH APPRECIATED.

SECTION 1: BACKGROUND INFORMATION

1. Gender:  
   Male  
   Female

2. Nationality:  
   Australian  
   Yes  
   No
   Aboriginal/Torres Strait Islander  
   Yes  
   No
   Non-Australian (please state country)

3. What was the country of birth of your parents?

   (Tick one box in each column)

   Australia .................................................................  
   Other English language country (eg. Britain, Canada, USA) ....  
   Northern Europe (eg. Germany, Holland) ..........................  
   Southern Europe (eg. Italy, Greece) ...............................  
   Asia (eg. China, Japan, Vietnam) .................................  
   Pacific (eg. Fiji, PNG) ............................................  
   Other (please specify) .............................................  

4. What is the present occupation of your father or guardian?

   _______________________________________________________

5. What is the present occupation of your mother or guardian?

   _______________________________________________________

6. Do you enjoy school?

   Don't like school  
   Somewhat enjoy school  
   Enjoy school  
   Very much enjoy school
7. When you first identified the subjects you most wanted to do, please list your first three choices in order and state the reason you wanted to do them?

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

8. When do you intend to leave school?

- At the end of the year
- At the end of year 11
- After the HSC

9. After you leave school, what do you intend to do?

- Job
- Apprenticeship/traineeship
- Attend a TAFE course
- Attend a Private College
- Attend University
- Other (please state)

10. What career or job do you hope to have after finishing your training?

__________________________________________
<table>
<thead>
<tr>
<th>SUBJECTS OFFERED</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL STUDIES</td>
<td>LINE 1</td>
</tr>
<tr>
<td>SCIENCE FOR LIFE</td>
<td>LINE 2</td>
</tr>
<tr>
<td>FOOD TECHNOLOGY</td>
<td>LINE 3</td>
</tr>
<tr>
<td>PHOTOGRAPHY</td>
<td>LINE 4</td>
</tr>
<tr>
<td>MATHEMATICS IN SOCIETY</td>
<td>LINE 5</td>
</tr>
</tbody>
</table>

**PLEASE BE HONEST IN YOUR ANSWERS**

1. The reasons for choosing this subject, including who/what influenced your choice.
2. The subject you have chosen in each line.

In the following table, could you please indicate...
SECTION 3: SOME MAY BE

There are many subjects offered each year. It would be useful to know why you didn’t consider or choose certain subjects. In the table below could you give reasons for not choosing the subjects specified?

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Industry Studies (Metals)</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>4 Unit Science</td>
<td></td>
</tr>
<tr>
<td>Hospitality (CEC)</td>
<td></td>
</tr>
</tbody>
</table>

If you have any other comments in relation to subject choice and reasons for subject choice please write them here.

Thank you for your time in filling out this survey
David Mitchell
APPENDIX B - ASCO CATEGORIES

Occupational classifications
The eight occupational categories used in most of the tables in this report were compiled from Australian Standard Classification of Occupations (ASCO) major and minor groups in the following way:

Business and management professionals/paraprofessionals—managers and administrators (major) plus business professionals and investment insurance and real estate salespersons (all minor).

Building and engineering professionals/paraprofessionals—building professionals and engineers, and engineering and building associates and technicians (all minor).

Health and science professionals/paraprofessionals—health diagnosis and treatment practitioners, natural scientists, medical and science technical officers and technicians, nurses (all minor).

Teaching and social professionals/paraprofessionals—school teachers and other teachers and instructors, social professionals, miscellaneous paraprofessionals except arts support workers (all minor).

Arts and related professionals/paraprofessionals—artists and related professionals (minor) plus performing arts support workers (unit).

Police, defence, air and sea—police, air and sea transport technical workers (minor) plus our category for 'non-specific defence'.

Trades—as for major group trades.

Clerical/sales/service/operators—clerks, sales and personal service workers (except investment, insurance and real estate salespersons), plant and machine operators and drivers, labourers and related workers (all minor).
APPENDIX C - PRELIMINARY COURSES 1997

PRELIMINARY COURSE CHOICES FOR 1997

From the following list of subjects, choose courses to the value of 10 or 11 units. English is not listed as it is compulsory and makes up 2 units of study.

**Board Developed Courses** - 2 units unless specified

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td></td>
</tr>
<tr>
<td>French Z</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>German Z</td>
<td></td>
</tr>
<tr>
<td>Industry Studies - Hospitality</td>
<td></td>
</tr>
<tr>
<td>Italian Z</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Mathematics - 3 unit</td>
<td></td>
</tr>
<tr>
<td>Maths in Society</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td>Music - course one</td>
<td></td>
</tr>
<tr>
<td>PD/Health/PE</td>
<td></td>
</tr>
<tr>
<td>Science for Life (B)</td>
<td></td>
</tr>
<tr>
<td>Tourism Sector Services(B) #</td>
<td></td>
</tr>
</tbody>
</table>

**Content Endorsed Courses** - 1 unit unless specified

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Engines #</td>
<td></td>
</tr>
<tr>
<td>Exploring Early Childhood</td>
<td></td>
</tr>
<tr>
<td>Hospitality CEC</td>
<td></td>
</tr>
<tr>
<td>Hospitality - Coffee Shop /</td>
<td></td>
</tr>
<tr>
<td>Hospitality - Mise - En - Place #</td>
<td></td>
</tr>
<tr>
<td>Office Studies - Computing ; #</td>
<td></td>
</tr>
<tr>
<td>Studies in Religion</td>
<td></td>
</tr>
<tr>
<td>TRAC - Retail 2 unit</td>
<td></td>
</tr>
</tbody>
</table>

**Other Endorsed Courses** - 1 unit

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese for Tourism and Hospitality</td>
<td></td>
</tr>
</tbody>
</table>

Open High School:  (choice, if any)

Key:
- B Category B subject for calculation of the TER
- # Joint Secondary Schools TAH: course

NAME: ___________________________ ROLL: ___________________________

CAREER/COURSE CHOICES:

Signed: ___________________________ Signed: ___________________________ 

(student)  (parent/guardian)
<table>
<thead>
<tr>
<th>Term</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 7</td>
<td>English</td>
</tr>
<tr>
<td>June 6</td>
<td>English</td>
</tr>
<tr>
<td>June 5</td>
<td>English</td>
</tr>
<tr>
<td>June 4</td>
<td>English</td>
</tr>
<tr>
<td>June 3</td>
<td>English</td>
</tr>
<tr>
<td>June 2</td>
<td>English</td>
</tr>
<tr>
<td>June 1</td>
<td>English</td>
</tr>
</tbody>
</table>

**Appendix D - Year 11 Lines 1997**

If you have any problems please see Mrs. Walsh.

To Q3 Group:

Preliminary subjects and lines for 1997

If you have two or more subjects, please circle them.

Name: ____________________________
APPENDIX E - INTERVIEW SCHEDULE

1. What subjects are you currently studying in the senior school?
2. Why did you choose particular subjects or combinations of subjects?
3. Were the subjects that you chose for the senior school influenced by the subjects that you studied in the junior school?
4. How much influence did your parents have in the subjects you selected?
5. Was the TER a significant influence in your choice?
6. Was your future education/training more important in your decision than the TER?
7. How much of your choice was affected by the organisation of the lines?
8. Does the school offer a wide enough range of subjects for selection?
9. What is your perception of subjects like Physics, Chemistry, Personal Development, Health and Physical Education?
10. What is the gender distribution like in these classes and do you think girls are disadvantaged in any way in these subjects?
11. The rules for the HSC set out by the Board of Studies dictates certain KLA groupings for the senior course. Do these constraints affect you in any way or would you have changed your subjects if they didn’t exist?
12. Was the discussion about the HSC and its requirements in Careers classes last year any help to you in making your decision about subjects?
13. Were Careers classes useful in helping you to develop an understanding about future jobs and the requirements necessary to gain entry to them?
14. How are you finding the work load in the senior school? Is it harder than you expected?
APPENDIX F - SCHOOLS AS LEARNING COMMUNITIES

ORGANISATION
- Diffuse internal and external boundaries
- Open communication and information flows
- Networks and partnerships
- Structures, time and space provided for dialogue and discussion

PRACTICE
- Continuous learning
  - Individual, team and organisation
- Trust and risk-taking
- Participative decision-making
- Balance of inquiry and advocacy
- Experimentation
- Critical reflection

PURPOSE
- Sense of identity, purpose and power
- Sense of belonging and connectedness
- School is a centre of inquiry
- Focus on students and their learning
- Learning focused work environment

CORE BELIEFS AND VALUES
- All people can learn
- Diversity is honoured
- Learning is valued
- Learning how to learn is valued
- Quality of everyone's learning is important

ROLES AND RELATIONSHIPS
- Principal as leading learner
- Parents as learning partners
- Teachers as learners and leaders
- Students as self-directed and committed learners
- Collaboration and collegiality

145
APPENDIX G - RULES AND REGULATIONS FOR THE HSC

COURSES FOR THE
SENIOR YEARS OF SCHOOLING
COMMENCING IN 1996

ELIGIBILITY TO PRESENT FOR THE H.S.C.

Students seeking a N.S.W. Higher School Certificate must have

* been granted a N.S.W. School Certificate, or
* attained such other qualifications as the Board considers satisfactory

An individual's intellectual capacity and/or level of performance are not factors determining eligibility for the award of an H.S.C. or entry to the examination. The basis of the H.S.C. is the completion of required courses of study and experiences.

COURSE STRUCTURE

The Senior Years of Schooling are comprised of two components:
  Preliminary Courses, and
  HSC Courses

For A.H.S., courses undertaken in the first three terms of the Senior Years of Schooling will make up the Preliminary Course. These courses constitute assumed knowledge for HSC Courses.

NUMBER OF COURSES AND SUBJECTS

Students undertaking Preliminary Courses at Armidale High School in 1995 will be required to follow a program of study involving:

* 12 units of study including 2 units of English, and
* at least 1 unit from the Key Learning Areas of Science, Mathematics and Technological and Applied Studies (Key Learning Area Group 1), and
* at least 1 unit from the Key Learning Areas of Language Other Than English, Human Society & its Environment, Creative Arts, Personal Development, Health & Physical Education (Key Learning Area Group 2), and
* at least 5 subjects.
For HSC courses commencing Term 4, 1995, and into 1996, students will be required to follow a program of study involving a minimum of:

* 11 units of study including 2 units of English, and
* at least 1 unit from the Key Learning Area Group 1, and
* at least 1 unit from the Key Learning Area Group 2, and
* 4 subjects

<table>
<thead>
<tr>
<th>Group</th>
<th>Key Learning Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Technological and Applied Studies</td>
</tr>
<tr>
<td>2</td>
<td>Human Society and its Environment</td>
</tr>
<tr>
<td></td>
<td>Languages other than English</td>
</tr>
<tr>
<td></td>
<td>Creative Arts</td>
</tr>
<tr>
<td></td>
<td>Personal Development, Health &amp; P E</td>
</tr>
</tbody>
</table>

Students may undertake a combination of Board Developed Courses, Content Endorsed Courses and Other Endorsed Courses to make up the 12 required units for Preliminary Course and the 11 required units for HSC Course.

At least 6 of these units must be Board Developed courses in the Senior Years of Schooling for the student to be eligible for the award of a Higher School Certificate (HSC). The other 6 units in the Preliminary year and 5 units for the HSC can be chosen from any courses.

Courses are rated in units. One unit is equal to 4 periods per 10 day cycle at Armidale High School. Two units are equal to 8 periods per 10 day cycle and so on. There are courses of 1, 2, 3 and 4 units.
REQUIREMENTS FOR THE CALCULATION OF A TERTIARY ENTRANCE RANK (TER)

The Tertiary Entrance Rank will be computed as follows:

1. The TER will be based on the scaled aggregate of the marks in the best ten (10) units in recognised HSC courses, subject to the following restrictions:
   (a) at least one (1) unit of English must be included;
   (b) at least one (1) unit from each Key Learning Area Group must be included; and
   (c) at most two (2) units of Category B subjects may be included. Category B subjects are indicated with a (B) next to them under the heading of Courses offered in 1994.

2. The TER may include units accumulated by a student over a total of five (5) years, provided that:
   (a) exam marks in different years will be compared by scaling each subject as far as possible to the same distribution,
   (b) if a student repeats a unit, only the last attempt will be available for inclusion in the TER.

TYPES OF COURSES

Board Developed Course  This is a course of study which has been designed by the Board of Studies (referred to as the Board) and which is suitable for implementation in all schools. For each Board Developed course there is a syllabus designed by the Board and students are examined by the Board at the external H.S.C. examinations and assessed by the School. These courses are used to calculate the TER. Only students who wish to consider entrance to university need to do at least ten (10) of these unit:

Content Endorsed Course  (CEC)  The Board has noted that some Other Endorsed Courses tend to be more popular than others and in many instances, their content, rationale and aims appear to be similar. These courses have been collected, modified slightly to cater for a wider candidature, and reproduced for the information of all secondary schools in NSW. Similar to ordinary Other Endorsed Courses, they are assessed by the school and they are not examined at the final H.S.C. examinations.
APPENDIX H - TABLES

Table 19

Nationality of Students (N = 111)

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian</td>
<td>97</td>
<td>87.4</td>
</tr>
<tr>
<td>Aboriginal/Torres Strait Islander</td>
<td>7</td>
<td>6.3</td>
</tr>
<tr>
<td>Non - Australian</td>
<td>7</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 20.

Student’s Enjoyment of School

<table>
<thead>
<tr>
<th></th>
<th>Girls (No.)</th>
<th>Girls (%)</th>
<th>Boys (No.)</th>
<th>Boys (%)</th>
<th>Total (No.)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t like school</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>11.5</td>
<td>12</td>
<td>10.8</td>
</tr>
<tr>
<td>Somewhat enjoy school</td>
<td>22</td>
<td>44</td>
<td>25</td>
<td>41</td>
<td>47</td>
<td>42.4</td>
</tr>
<tr>
<td>Enjoy school</td>
<td>21</td>
<td>42</td>
<td>25</td>
<td>41</td>
<td>46</td>
<td>41.4</td>
</tr>
<tr>
<td>Very much enjoy school</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6.5</td>
<td>6</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
<td>61</td>
<td>100</td>
<td>111</td>
<td>100</td>
</tr>
</tbody>
</table>