

BOARD OF STUDIES
NEW SOUTH WALES

Board of Studies NSW

MEDIA GUIDE

The

New Higher School Certificate

and

School Certificate

2001

Guidelines for media access to students during Higher School Certificate examinations

Members of the media are requested to observe the following procedures in the interests of HSC students:

- 1 Schools have requested that there be no media on school premises prior to the commencement of or during an HSC examination.
- 2 Media seeking access to a government school for television footage, photographs or student interviews during the Higher School Certificate examination period are required to contact a Department of Education and Training media liaison officer on (02) 9561 8501 at least 24 hours in advance.
- 3 Media seeking access to a non-government school should directly approach the school principal.
- 4 All media should notify the school principal on arrival at school premises.

All HSC media inquiries should be directed to:

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President's Message

The New Higher School Certificate commenced with Year 11 students in 2000, with the first standards-referenced New HSC examinations being undertaken by Year 12 students in 2001.

The New HSC shows more clearly what is to be learned, what students have achieved and what reported marks actually mean. It has a rigorous standards-based curriculum and a fairer system of assessing and reporting student achievement against the standards.

The development of the New HSC syllabuses has involved the most extensive consultation in education ever undertaken in NSW.

The New HSC 2 unit syllabuses make it clear to everyone what all students are expected to learn and be able to do by the end of Year 12. They each contain content and outcomes that describe the knowledge, skills and understanding that students are expected to learn in each course.

The compulsory study of English has been strengthened. Students are now able to study four units of English as part of their HSC program.

The quality of vocational education has been enhanced. Vocational education has been fully integrated into mainstream HSC study. Year 11 and 12 students can now undertake industry curriculum framework courses that deliver nationally accredited training qualifications. These courses count towards their Higher School Certificate and may also contribute to the calculation of a Universities Admission Index.

The New Higher School Certificate has been designed to prepare students for employment and further education. All new syllabuses have explicit pathways and recognition arrangements for further education in TAFE, university and industry.

The new standards-based HSC examinations have been designed to give students a clear understanding of what they need to do in order to earn high marks. The New HSC gives meaning to marks. Students will receive a mark for each course based only on their level of achievement of the course standards, instead of being scaled against other students in the course.

Reporting of student achievement will be more informative. Individual course reports will contain descriptions of what students know, understand and can do as a result of their study in each course.

The New Higher School Certificate reforms will ensure the continuing quality and standing of the HSC into the twenty-first century.

(Professor) Gordon Stanley

Contents

President’s Message 3
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PART A: *The New Higher School Certificate at a glance – a journalist’s summary*

1. The New HSC: a snapshot 7
2. The Class of 2001 – interesting facts and story lines 11
Introducing the Class of 2001	11
The New HSC – extended borders	12
An HSC for all ages	12
Logistical facts and figures	13
3. New HSC Statistics 14
Candidates by geographical location and institution type	14
Subjects with largest and smallest candidatures	15
4. The HSC Advice Line 16
How can the Advice Line assist students?	17
5. Release of New HSC results to students 18
Early release of HSC results to students	18
HSC results available on the Internet	18
HSC results by telephone	18
Release of results by post	19
HSC Examination Inquiry Centre	19
Release of HSC results information to the media	19
6. Calendar of key events and dates 20
7. The Old vs New HSC Comparison Table 21
How is the New HSC curriculum different and stronger?	21
How will the New HSC be measured and reported more fairly?	22

PART B: *The New Higher School Certificate and School Certificate in detail*

8. Key features of the New Higher School Certificate 23
9. The New HSC Curriculum 24
Background to the changes	24
The new course arrangements	24
The New HSC syllabuses	25
Professional development for teachers	25
Types of courses	25
Board Developed Courses	25
Life Skills Courses	26
Board Endorsed Courses	26
Distinction Courses	27
Units of study	27
2001 HSC Subjects	27
Vocational Education and Training (VET) Courses	27
TAFE delivered courses	28
Eligibility for the New Higher School Certificate	28
Pathways	29
The HSC and Recognition of Prior Learning (RPL)	29
HSC/TAFE Credit Transfer	29
10. 2001 HSC Assessment and Examinations 30
School-based assessment for the Higher School Certificate	30
The purpose and scope of school assessment	30
Components and weightings	30
Moderation of assessment marks	31
Assessment rank appeals	31
2001 HSC examinations	32
Preparation of HSC examinations	32
Producing the examinations	32
Assessors	33
Aural and Listening examinations	33
Preparing ‘the pack’	33
Supervision of the examinations	33
Special examination provisions for students with special needs	33
Illness/Misadventure appeals	34
Courses with practical examinations and submitted works	34
Marking the 2001 Higher School Certificate examinations	37
Security	37
Employment of markers	37
Marking venues	37
Country marking centres	37
Day marking	38
Metropolitan Sydney Area	38
Regional Areas	38

The Process of marking	38
Reliability control measures	38
HSC Results	39
HSC Documentation	39
11. Reporting Student Achievement in the New HSC 40
Reporting results in Board Developed Courses	40
Determination of marks for Board Developed Courses	40
The standards-setting procedure for the New HSC	40
Reporting for Stage 6 Life Skills courses	42
Reporting of results in Board Endorsed courses	42
Reporting Vocational Education and Training (VET) courses	42
HSC Credentials	43
Testamur	43
Record of Achievement	43
HSC Course Reports	43
Students Results Notice	43
The Universities Admission Index	44
12. Student entries by subject, course and gender 45
13. Websites 48
The Board of Studies website	48
HSC On-line	49
14. Showcase of outstanding HSC performances and works 50
ARTEXPRESS	50
ENCORE	50
<i>DesignTech</i>	51
OnStage	51
15. 2001 School Certificate 52
Key reforms to the School Certificate	52
Eligibility for the School Certificate	52
Key Learning Areas	53
2001 School Certificate Statistics	53
Reporting of results	54
Testamur	54
Record of Achievement Part A	54
Record of Achievement Part B	55
Test Reports	55
School attendance	55
16. The Board of Studies NSW 56
17. Board of Studies Liaison Officer area maps 60
New South Wales	60
Sydney Metropolitan	61

PART A — The New Higher School Certificate at a glance – a journalist’s summary

1. The New HSC: a snapshot

When did the New HSC commence?

- The New HSC started with Year 11 students in 2000, with the first standards-based New HSC examinations being undertaken by Year 12 students in 2001.

The New HSC – what’s it all about?

- The New HSC has retained the best features of the old HSC but has introduced a powerful new curriculum and a fairer system of assessing and reporting student achievement against clearly defined standards.
- The New HSC is designed to challenge students to reach high standards and to award marks that clearly relate to the standards they achieve.
- The New HSC combines more relevant and rigorous courses with new-style HSC exams that make it clear for students the standards they need to reach to get high marks.
- All syllabuses have been written to meet the highest educational standards, benchmarked against national and international best practice.
- One of the main aims of the New HSC is to make sure that when students do leave school, they are better qualified to win jobs or go on to higher education.
- One in four students from the class of 2001 is completing new Vocational Education and Training courses, earning them nationally recognised industry qualifications as part of their HSC.
- Employers will benefit by being able to choose HSC graduates who have already completed industry recognised training and qualifications before they commence work.

New HSC gives meaning to marks!

- The New HSC syllabuses make it clearer than ever before just what students are expected to learn and be able to do by the end of Year 12. Clear standards have been defined for each course. Students will be assessed against these set standards.
- Under the new ‘meaning to marks’ system, students will receive a mark for each course based only on their level of achievement of the course standards, instead of being scaled against other students in the course. Student achievement will no longer be reported

according to a pre-determined distribution of marks, which ranked students but did not provide descriptive evidence of their achievement.

- There will be no pre-determined number of students in each mark range and no restriction placed on the number of students who can be awarded top marks. There are no longer any artificial barriers or lids placed on student achievement. They have all been removed. The higher the standard, the higher the mark, the higher the band – it's as simple as that!
- The New HSC is intended to show more clearly what is to be learned, what students have achieved and what reported marks actually mean in terms of the set standards.
- A minimum standard expected has been set for each New HSC course. Students will be awarded a mark of 50 or more out of 100 if they reach or exceed the minimum standard.

How will the Class of 2001 be assessed?

- The New HSC provides students with the best of both worlds. It retains the most popular features of the previous system, including students still being able to count their school assessments and practical examinations as part of their final HSC mark. But this year they will also benefit from fairer, new-look HSC exams that give students a much clearer idea of what they need to do to earn high marks.
- The new-style HSC exams allow all students to demonstrate their level of achievement and to receive a mark that clearly reflects the standard they have achieved. Students will no longer have their marks scaled against other students in the course.
- In all New HSC examinations:
 - instructions and questions will be clearer
 - students will know the number of marks allocated to each question
 - the demands of the questions will be explicit
 - students will have a clearer sense of what they need to show in their answers in order to earn high marks
 - different question types will allow students to show what they know and can do.

New HSC students to receive most detailed report of any HSC class in history!

- Students in the first New HSC class of 2001 are set to receive the most detailed performance reports of any HSC class in history.
- In an HSC first, students will receive a detailed report describing their performance against set standards for each new course as well as showing their statewide position in the course. Students will get a mark for each course based on their own performance, instead of being scaled against other students in the course.

- Student performance in each New HSC course will be reported against six descriptive levels of achievement. These performance levels (or bands) clearly describe what students at each level of achievement typically know and can do in a course.
- All New HSC students and their future employers will have a clearer understanding of what students have achieved and what their final marks mean in terms of the new course standards.
- The New HSC allows graduating students an opportunity to achieve a range of credentials and other information unprecedented in the history of the HSC. These include:
 - HSC testamur (award certificate)
 - HSC Record of Achievement, summarising school-based assessment and HSC examination marks for each course
 - a New HSC report for each course, describing the standards achieved by the student and showing the student's statewide position in the course
 - nationally recognised industry qualification for students undertaking the powerful new Vocational Education and Training courses
 - Universities Admission Index (UAI) for eligible students.

Students vote to win jobs in the New Higher School Certificate!

- One in four students from the class of 2001 is completing new Vocational Education and Training courses that earn them nationally recognised industry qualifications as part of their HSC.
- The figures show that of the 63 000 students sitting the first New HSC examinations, more than 15 000 students are currently completing the new industry-recognised courses.
- Under the new arrangements, students have more options available to them than ever. Students doing the new Vocational Education and Training courses can graduate with an HSC, a nationally recognised industry qualification and a Universities Admission Index.
- Students enrolled in an industry course must complete compulsory work placement in an industry setting and an industry-trained assessor evaluates their competence.
- Employers will benefit by being able to choose HSC graduates who have already completed industry-recognised training and qualifications before they commence work.
- The New HSC has introduced seven new industry framework courses, including Business Services (Administration), Construction, Information Technology, Metal and Engineering, Primary Industries, Retail, and Tourism and Hospitality.

- The new arrangements also allow students to count their industry course towards a Universities Admission Index (UAI) and university entrance by electing to take an optional HSC examination for the industry.
- More than 70% of Year 12 students this year completing new Vocational Education and Training courses are sitting the optional HSC industry exam, which enables them to count their industry training towards a UAI score and university entrance.

Why was the New HSC introduced?

- In 1995, the NSW Government appointed Professor Barry McGaw to conduct the most extensive review of the HSC in its 30-year history.
- The McGaw Review confirmed key community concerns about the ‘old’ HSC, including:
 - too many courses, which restricted many schools from providing students with equitable access to the HSC curriculum, particularly at advanced levels of study
 - a significant decline in the number of students studying advanced-level courses
 - an assessment and reporting system based on scaling marks and ranking students rather than reporting the actual marks earned and describing the standards achieved
 - too much focus on maximising university entrance scores at the expense of the educational needs and interests of students.
- In 1997, following extensive consultation with teachers, principals, academics, professional teacher organisations and interested members of the community, the NSW Government accepted Professor McGaw’s New HSC reform recommendations.

2. The Class of 2001 – interesting facts and story lines

Introducing the class of 2001

- There are 62 751 students enrolled as New HSC candidates this year, comprising 33 031 female students and 29 720 male students.
- They will present for 74 subjects organised into 224 courses, including seven new industry-accredited Vocational Education and Training frameworks.
- The subjects with the largest candidatures are English (the only compulsory subject), followed by Mathematics, Business Studies, Biology, Information Processes and Technology, and Studies of Religion.
- Latvian is the subject with the smallest candidature, followed by Czech, Slovenian, Dutch, and Estonian (in ascending order).
- Student entries in the most demanding 2 unit English course in the New HSC have increased to 20 222 in 2001, compared to 8 370 in the last cohort of the Old HSC. There are 3 852 entries in English Extension 1 compared to 1 541 students in the corresponding 3 unit English course in 2000. A total of 1 463 students are completing the all-new English Extension 2 course, which features the development of a major work of composition. There was no corresponding 4 unit English course under the Old HSC.
- Mathematics Extension 2 course entries have increased 16% this year.
- More than 15 000 students (one in four candidates) are enrolled in one or more of the seven new Vocational Education and Training industry framework courses, earning them nationally recognised industry qualifications as part of their New HSC program.
- The most popular industry framework courses are Hospitality (6 257 students), Information Technology (3 430) and Business Services (2 491).
- The New HSC arrangements also allow students to count their industry framework course towards a Universities Admission Index (UAI) by electing to take an optional HSC examination for the industry. The popularity of the UAI option is demonstrated in over 70% of these Year 12 students this year electing to sit the optional HSC industry exam, enabling them to count their industry training towards a UAI score.
- Many languages are studied through the Saturday School of Community Languages, which has 1865 students enrolled this year; through the Open High School and other Distance Education Centres run by the Department of Education and Training; or through approved outside tutors.
- French is the most popular language, with 1 343 students this year. Japanese is the second most popular language, with 1 308 students – in 1979 there were only 56 students studying Japanese in NSW.

- Courses in 23 of the languages offered in 2001 were developed according to a common framework, as part of the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL). They emphasise the ability to communicate in language in a range of contexts. NAFLaSSL offers students across Australia the flexibility to sit for Year 12 examinations in subjects such as Hindi, Maltese and Latvian.

The New HSC – extended borders

Special circumstances, such as international and national sporting, educational or cultural commitments, can mean that some students are outside NSW at the time of their HSC examinations.

In such cases, the Board may arrange for the students to sit their examinations in a special centre interstate or overseas. The centres are usually embassies or British Council offices. Strictest security is maintained at all times.

This year students will be sitting for their HSC examinations or School Certificate tests in Argentina, Belgium, Canada, China, Egypt, England, Fiji, France, Germany, Hong Kong, India, Indonesia, Italy, Japan, Malaysia, Papua New Guinea, Singapore, South Korea, Spain, Thailand, USA and Yugoslavia.

An HSC for all ages

- The youngest student taking a full HSC program this year is a 13-year-old girl from the northern suburbs of Sydney. She is studying English, Mathematics, Chemistry, Software Design and Development, and a language.
- The oldest student taking a full HSC program this year is a 58-year-old man from western Sydney. He is studying English, Mathematics, Biology, Modern History, Music, and Personal Development, Health and Physical Education.
- Older students who should complete the HSC under Pathways accumulation this year include two 57-year-old women, one from the Hunter and one from the North Coast.
- The youngest students taking an HSC course this year include a 13-year-old boy from the eastern suburbs of Sydney studying Mathematics Extensions 1 and 2 and School Certificate English, and a 13-year-old girl from the northern suburbs studying Japanese and Latin.
- The oldest students taking an HSC course this year include an 86-year-old from northern Sydney studying English, and two Catholic nuns in their seventies studying Computing Applications at a central school.

Logistical facts and figures

- The Board of Studies established examination committees comprising almost 400 people to set 154 different New HSC examination papers for 108 courses.
- The 62 751 New HSC students will use HSC examination papers comprising more than 12 million printed pages and will complete their answers in 1.7 million writing booklets.
- More than 5 000 people will supervise the HSC examination sessions in some 750 examination centres.
- More than 7 000 markers will mark HSC examinations at 16 venues across the state.
- A team of more than 30 staff members took nearly 6 weeks to pack all written examination papers for all students in each course, resulting in over 50 000 parcels.
- Students' answers to HSC examinations are wrapped in secure parcels and sent to the marking centre. The following wrapping materials are used in this process: 42 000 sheets of brown paper; 51 kilometres of masking tape; 2 000 kilograms (2 tonnes) of twine.

3. New HSC statistics

Candidates by geographical location¹

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>% of total students</i>
Metropolitan Categories				
Metropolitan East	5 036	4 523	9 559	15.23%
Metropolitan North	3 308	3 368	6 676	10.64%
Metropolitan South West	5 053	4 431	9 484	15.11%
Metropolitan North West	5 406	4 964	10 370	16.53%
Total	18 803	17 286	36 089	57.51%
Country Categories				
Hunter	3 592	3 113	6 705	10.69%
North Coast	2 567	2 275	4 842	7.72%
North West	1 131	974	2 105	3.35%
Riverina	1 781	1 538	3 319	5.29%
South Coast	3 221	2 890	6 111	9.74%
Western	1 802	1 537	3 339	5.32%
Total	14 094	12 327	26 421	42.11%
Other Categories				
	134	107	241	0.38%
Total of all categories	33 031	29 720	62 751	100.00%

Candidates by institution type

School students	60 951	97.13%
TAFE students	1 776	2.83%
Self-tuition students	24	0.04%
Total	62 751	100.00%

¹ Location according to Board of Studies Liaison Officer (BOSLO) regions. Maps of BOSLO regions are included in Part B. Note that students doing the HSC overseas are included in BOSLO regions.

Subjects with the largest candidatures

<i>Subject</i>	<i>Candidates</i>
English	59 930
Mathematics	54 351
Business Studies	16 782
Biology	12 581
Information Processes and Technology	10 779
Studies of Religion	10 352
PDHPE	9 406
Chemistry	9 124
Visual Arts	9 038
Physics	9 030
Modern History	8 953
Legal Studies	7 973
Ancient History	7 382
Geography	6 333

Subjects with the smallest candidatures

<i>Subject</i>	<i>Candidates</i>
Latvian	1
Czech	2
Slovenian	2
Dutch	3
Estonian	3
Maltese	4
Hungarian	5
Hindi	7
Swedish	7
Classical Greek	11
Filipino	13
Malay	13
Portuguese	15
Tamil	20

4. The HSC Advice Line

The HSC Advice Line is a telephone information service for students preparing for the HSC examinations. It complements the advice of teachers by providing an after-hours and weekend service leading up to and during the examination period. Since its inception in October 1995, the Advice Line has received almost 190 000 calls.

The 2001 HSC Advice Line will be open on 25, 26, 27 September 2001 and 2, 3, 4 October and will be open every day from Monday, 8 October. It will conclude at 10 pm on Tuesday 13 November 2001.

In order to provide the best possible service to students the Advice Line will now commence on Tuesday 25 September. The new operating period now includes the school vacation period. The service will operate during the following hours:

Monday to Friday – 4 pm to 10 pm
Saturday – 10 am to 6 pm
Sunday – 10 am to 10 pm

The best times to call are 6—7 pm daily, Friday evenings and Saturday and Sunday mornings, as figures from previous years show there are not as many callers at these times.

The HSC Advice Line telephone number is

13 11 12

**The cost is that of a local call,
no matter where a student is calling from in NSW
or how long the call lasts.**

The Advice Line supports 25 HSC courses:

Ancient History	Information Processes and Technology
Biology	Legal Studies
Business Studies	Mathematics
Chemistry	Mathematics Extension 1
Economics	Mathematics Extension 2
English as a Second Language	Modern History
English Standard	PDHPE
English Advanced	Physics
English Extension 1	Senior Science
General Mathematics	Software Design and Development
Geography	Studies of Religion I and II
History Extension	Visual Arts

The subjects that have attracted the most calls over the past five years are English, Mathematics, Business Studies, Economics, Chemistry and Modern History.

How can the HSC Advice Line assist students?

The HSC Advice Line is staffed by more than 700 highly experienced teachers. Up to 80 lines are open at any one time for teachers to answer questions, no matter how simple or complex. Some of the common questions students ask are:

How is the exam structured?

What does that term or concept mean?

Can you explain this topic to me?

How do I structure an essay or use quotes and reference material?

Do I have the right answer to the question in the specimen exam paper?

I need more information on this topic – help!

What equipment do I need to take into the exam room?

What time does the exam start?

What areas will the exam cover?

What type of questions will be asked?

It is expected that the Advice Line will be especially busy in 2001 with the first examinations for the New HSC. To ensure that students sitting for the 2001 HSC examinations are aware of the Advice Line, a letter detailing the service's functions and hours of operation has been sent to all HSC candidates and to principals of all NSW secondary schools.

A separate letter is also sent to students with hearing difficulties to advise them of the teletypewriter facility that is available for all listed courses through an 1800 number.

5. Release of New HSC results to students

Early release of HSC results to students

This year, students will again receive their HSC results before Christmas. The HSC results will be available to students by an Internet and telephone service from 6 am on Wednesday 19 December. Students will receive HSC results summaries in the mail on Friday 21 December. The pre-Christmas release of HSC results enables students to maximise their opportunities to receive career counselling and other support services as they make their plans for the future.

HSC results available on the Internet

A special HSC results web page has been established on the Board's website for the past two years and will be available again this year. Students may view their HSC results on the computer screen after providing their student number and personal identification number (PIN). The student number and PIN, which are to be used for both the Internet and telephone services, ensure the security of the information.

Students will be able to access their results on the Internet from 6 am on Wednesday 19 December 2001. There will be no additional cost to students who use the Internet service, beyond the charges applied by their Internet Service Provider and/or the cost of the call.

The early release of HSC results gives students more time to consider their future options. In its two years of operation, the service has been a great success with about one-third of the candidature electing to access their HSC results using the Internet, either themselves or by asking their family and friends to access the results on their behalf. Students will receive their PIN in mid-November.

HSC results web page: www.hscresults.nsw.edu.au

Release of results by telephone

Students may also access their HSC results from 6 am on Wednesday, 19 December 2001 until mid-January 2002 by using the automated telephone service. They will access this service by telephoning 1902 220 100 and keying-in their student number and personal identification number (PIN). Students will receive their PIN in mid-November. They will get their HSC results by recorded message. The telephone service will run 24 hours a day and it is estimated that each call will take approximately two minutes, although students will have the option of having their results repeated.

The Board of Studies established the phone service in 1997. Last year, over 40 000 calls were made in the three days between the Results Line opening and students receiving their notification by mail.

HSC Results Line number: **1902 220 100**

Release of results by post

New South Wales students will receive a student results summary containing the results achieved in 2001. This is posted to them to arrive by Friday 21 December. The official New HSC award documents, including the Higher School Certificate testamur, HSC Record of Achievement and HSC Course Reports will arrive by mail in mid-January 2002.

HSC Examination Inquiry Centre

The Board of Studies runs a telephone inquiry centre to support the release of the HSC results. The HSC Inquiry Centre will operate from 9 am on Wednesday, 19 December 2001 until the New Year. It will be staffed by Board of Studies Liaison Officers, Board of Studies officers and experienced personnel from government and non-government schools.

The HSC Examination Inquiry Centre provides an opportunity for students to discuss any queries regarding their Higher School Certificate results. Personnel at the Inquiry Centre are able to answer questions about HSC results only. Inquiries relating to the UAI, university admissions and post-secondary education should be directed to the Universities Admissions Centre or the Advisory Centres for Students and School Leavers.

HSC Examination Inquiry Centre phone: 13 11 12

Release of HSC results information to the media

The Board of Studies will provide the media with the HSC Distinguished Achievers List, which details the students who have achieved the highest standard established for the course. For 2 Unit courses, this means that they have reached band 6 standard by achieving a mark of 90 or more for a course. This mark is a composite of both the HSC examination mark and the moderated school assessment mark.

The top student in each course who has reached band 6 standard will be placed on the First Place in Course List.

The Board will also provide a list of students who have achieved all-round excellence in the Higher School Certificate. These are students who appear on the Distinguished Achievers List for courses totalling a minimum of 10 units.

The Board of Studies does not have access to students' UAI information from the Universities Admissions Centre. Individual UAI results are confidential and will not be provided to parties other than the student, the Universities Admissions Centre and the universities to which the student has applied.

Media will be provided with a breakdown of entries by course and by school. As for the School Certificate, the Board will also be providing the numbers of students in each band for each course.

6. Calendar of key events and dates

25 September	HSC Advice Line opens
22 October	Higher School Certificate written examinations commence
12–13 November	School Certificate tests
16 November	Higher School Certificate written examinations finish
6 December	<i>DesignTech</i> opens – Powerhouse Museum
12 December	School Certificate award documents arrive in schools
19 December	HSC results available to students by Internet/telephone HSC Inquiry Centre opens
21 December	HSC Student Results Summary available to students by mail
mid-January 2002	HSC award documents available to students by mail
mid-January 2002	ARTEXPRESS begins at David Jones – City
15 February 2002	ARTEXPRESS opens at Art Gallery of NSW
To be confirmed	Premier’s Awards for Excellence in the 2001 Higher School Certificate
4–9 February 2002	OnSTAGE – Seymour Theatre Centre
25 February 2002	ENCORE – Sydney Opera House

7. The Old vs New HSC Comparison Table

How is the New HSC curriculum different and stronger?

New HSC	Old HSC
<ul style="list-style-type: none"> Students must now complete at least 12 units of Preliminary course work and at least 10 units of HSC course work. 	<ul style="list-style-type: none"> Students completed at least 11 units of Preliminary course work and at least 11 units of HSC course work.
<ul style="list-style-type: none"> Most courses are now 2 unit giving more students access to more courses. 	<ul style="list-style-type: none"> Many schools could only offer a limited range of courses, especially 3 unit courses.
<ul style="list-style-type: none"> The content and outcomes of the 2 unit courses are just as or more demanding than those of the previous 2 unit and 3 unit courses. The syllabus standards of all courses are higher, drawing on best practice in Australia and internationally. 	<ul style="list-style-type: none"> There was a decline in the number of students taking advanced study.
<ul style="list-style-type: none"> English courses have been restructured to encourage students to attempt the more demanding courses. 2 Unit Standard English and 2 Unit Advanced English courses overlap and will be reported on a single scale. New extension English courses provide students with additional opportunities to perform at the highest levels. New courses are now available for students from non-English speaking backgrounds and for students experiencing difficulty in their English study. 	<ul style="list-style-type: none"> Many students were not being academically challenged in their English courses.
<ul style="list-style-type: none"> All new syllabuses provide a means through which students develop essential competencies needed for effective participation in employment and further education. All new syllabuses have explicit pathways and recognition arrangements for further education in TAFE, university and industry. The seven new vocational education and training framework courses provide students with the opportunity to gain Australian Qualification Framework (AQF) Certificates and Statements of Attainment. 2 units of the new vocational courses can now count towards a student's Universities Admission Index. 	<ul style="list-style-type: none"> The relationships between the HSC curriculum and the world of work and further education were not clearly articulated. Vocational education and training pathways were not explicit, dual accreditation was limited and VET courses lacked parity of esteem.
<ul style="list-style-type: none"> English is the only compulsory subject. Students can now choose in-depth, specialised study programs or broader patterns of study according to their interests, skills, strengths and career aspirations. 	<ul style="list-style-type: none"> The pattern of study requirements restricted subject choice.

How will the New HSC be measured and reported more fairly?

New HSC	Old HSC
<ul style="list-style-type: none"> Each student's achievement will be assessed and reported against set standards of performance as well as showing position in the course. 	<ul style="list-style-type: none"> Each student's achievement was assessed and reported against that of all other students taking the same course.
<ul style="list-style-type: none"> Individual course reports provide marks along with descriptions of what students know, understand and can do. They put meaning into marks. 	<ul style="list-style-type: none"> Marks reported had limited meaning.
<ul style="list-style-type: none"> All marks reflect the standards achieved. 	<ul style="list-style-type: none"> Marks awarded reflected the position in the group.
<ul style="list-style-type: none"> All students who reach the minimum standard will receive a mark of 50 or more. 	<ul style="list-style-type: none"> Students who had achieved the course outcomes may still have received a mark below 50.
<ul style="list-style-type: none"> There will be no predetermined number of students in each mark range provided they reach the standard required. 	<ul style="list-style-type: none"> Final marks placed a predetermined number of students in each mark range.
<ul style="list-style-type: none"> There will be no limit on the number of students who can reach top marks. 	<ul style="list-style-type: none"> There was a set limit on the number of students who could receive top marks.
<ul style="list-style-type: none"> The standards will be able to be compared from year to year. 	<ul style="list-style-type: none"> The standards were difficult to compare from year to year.

PART B — The New Higher School Certificate and School Certificate in detail

8. Key features of the New Higher School Certificate

The New Higher School Certificate has introduced a powerful new curriculum and a fairer system of assessing and reporting student achievement against clearly defined standards.

Under the new arrangements, students are able to choose in-depth, specialised study programs or broader patterns of study according to their career aspirations, interests and abilities. For each course, students will know whether it leads most directly to university study, to accredited TAFE NSW courses or to particular career opportunities.

Study in the majority of subjects is based on the single 2 unit model, involving a 2 unit Preliminary course and a 2 unit HSC course. All new 2 unit HSC courses have been designed to meet or exceed the previous 2 unit course standards as well as incorporate any previous 3 unit course standards in those subjects where a 3 unit course previously existed.

Extension courses, which require students to work beyond the standard of the new 2 unit course on which they are based, are offered in English, Mathematics, Music, History, some languages and vocational education and training courses.

The Board of Studies has also developed eight Stage 6 Life Skills courses for students with special education needs. These courses provide schools with the flexibility to develop an individualised program of study for students with special education needs that challenge each student according to their individual level of need.

The development of New HSC syllabuses was informed by an unprecedented level of consultation with teachers, schools, academics and industry and community organisations, involving submissions from 7 610 teachers, 1 924 schools, 482 academics and 560 industry and community groups. The development and implementation of the New HSC has been supported by \$30 million, with a significant portion provided for professional development and training for teachers.

This year, 62 751 students from the class of 2001 will present for 74 subjects organised into 224 courses, including seven new industry-accredited Vocational Education and Training frameworks.

Students in the New HSC class of 2001 are set to receive the most detailed performance reports of any HSC class in history. In an HSC first, students will receive a detailed report describing their performance against set standards for each new course as well as showing their statewide position in the course. They will get a mark for each course based on their own performance, instead of being scaled against other students in the course.

Each HSC report will describe what a student's HSC mark means in terms of the standards set for the course. A minimum standard expected has been defined for each new course and students who reach this standard will receive a mark of at least 50 out of 100.

9. The New HSC curriculum

Background to the changes

In 1995, the NSW Government appointed Professor Barry McGaw to conduct the most extensive review of the HSC in its 30-year history. His report, while recognising the HSC as a world-class credential, confirmed key concerns held by the community, including:

- too many courses, which restricted many schools from providing students with equitable access to the HSC curriculum, particularly at advanced levels of study
- a significant decline in the number of students studying advanced level courses
- an assessment and reporting system based on scaling marks and ranking students rather than reporting the actual marks earned and describing the standards achieved
- too much focus on maximising university entrance scores at the expense of the educational needs and interests of students.

In 1997, following extensive consultation with teachers, principals, academics, professional teacher organisations and interested members of the community, the Government accepted Professor McGaw's New HSC reform recommendations.

The new course arrangements

The evaluation of the HSC affirmed the 2 unit structure as the basic building block of the HSC curriculum, with subjects being offered in 2 unit components.

Study in the majority of New HSC subjects is based on the single 2 unit model, involving a 2 unit Preliminary course and a 2 unit HSC course. All new 2 unit HSC courses have been designed to meet or exceed the previous 2 unit course standards as well as incorporate any previous 3 unit course standards in those subjects where a 3 unit course previously existed.

Extension courses, which require students to work beyond the standard of the new 2 unit course on which they are based, are offered in English, Mathematics, Music, History, some languages and vocational education and training courses.

Under the new arrangements, students are able to choose in-depth, specialised study programs or broader patterns of study according to their career aspirations, interests and abilities. For each course, students will know whether it leads most directly to university study, to accredited TAFE NSW courses or to particular career opportunities.

The Board of Studies has also developed eight Stage 6 Life Skills courses for students with special education needs. These courses provide schools with the flexibility to develop an

individualised program of study for students with special education needs that challenge each student according to their individual level of need.

The New HSC syllabuses

Extensive consultation was an integral part of the development of the syllabuses and support documents for the New HSC. The syllabuses were released in July 1999, giving teachers time to prepare to teach the new syllabuses to Year 11 students in 2000.

The changes to the syllabuses were made in line with the new course arrangements, the findings from the evaluation process and changes to assessment outlined in *Securing Their Future*.² In most cases, this has involved reorganising existing content into the new course structures. For the vast majority of subjects, the content of courses remains familiar and has much in common with existing courses.

Professional development for teachers

\$30 million was allocated for the development and implementation of the New HSC, with a significant portion provided for professional development and training for teachers. A program of workshops operated across the state, providing teachers with information to help them fully understand the new courses and the new basis of assessment and reporting.

Other support includes a new interactive HSC website; additional programs, activities and resources; a calendar of events and the opportunity to participate in professional discussion groups.

These comprehensive support measures have ensured that all schools have been able to implement the new arrangements as smoothly as possible.

Types of courses

The Preliminary and HSC courses fall into a number of categories.

Board Developed Courses

These are the large number of courses that are set and externally examined by the Board of Studies and include English courses, Mathematics courses, Biology and Visual Arts. These courses may contribute to the calculation of a Universities Admission Index (UAI).

² *Securing Their Future: The NSW Government's Reforms for the Higher School Certificate* (1997) is the NSW Government's HSC White Paper developed on the basis of the McGaw review into the NSW HSC, *Shaping Their Future* (March, 1997).

Life Skills Courses

These Board Developed Courses for students with special education needs can be used in place of other Board Developed Courses to meet the requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. These courses are not subject to external examination and do not contribute to the calculation of the UAI.

Board Endorsed Courses

These include courses that may be developed by schools or Colleges of TAFE NSW. Board Endorsed Courses contribute to the HSC but do not contribute to the calculation of the UAI.

Board Endorsed Courses fall into two categories:

Content Endorsed Courses (CECs) were introduced in 1985. They are developed by the Board of Studies from exemplary school-developed courses for statewide implementation.

Content Endorsed courses include:

Ceramics	Skills for Living
Computing Applications	Sport, Lifestyle and Recreation Studies
Drama and Theatre	Visual Design
Exploring Early Childhood	Work Studies
Marine Studies	Horticulture
Environmental Studies	Practical Writing Skills
Mass Media Studies	Religion Studies
Photography, Video and Digital Imaging	Studies in Dance

- School-Developed Board Endorsed Courses are designed by schools to meet the particular needs of their students and to extend the range of courses offered. These courses must be endorsed by the Board of Studies for inclusion in an HSC program of study. This flexibility means that schools can use local resources and personnel most effectively to the advantage of students.

There is a broad range of School-Developed Board Endorsed Courses available for HSC candidates in 2001. Generally, there are two broad requirements for the endorsement of a School-Developed BEC. The course must meet:

- an educational need that cannot be met by an existing Board Developed or Content Endorsed Course; and
- the Board's requirements for the course aim and objectives, content and assessment of student achievement. These courses must be as challenging as Board Developed Courses of equivalent unit value and duration. Schools must complete a course evaluation as a condition of endorsement. Non-vocational BECs are endorsed for a maximum of four years.

There are also additional requirements for School-Developed vocational BECs.

Distinction Courses

Distinction Courses are high-level HSC courses delivered by universities through distance education. Eligible students need to complete one or more HSC courses at the highest level, one or more years ahead of their cohort. The courses consist of 2 units of study, which are additional to the required 10 units of HSC study but can be counted towards the calculation of the UAI. In 2001 three Distinction Courses were offered: Cosmology, Comparative Literature and Philosophy.

Units of study

All HSC courses are prescribed a unit value. Each unit requires 2 hours per week of indicative school time spent studying the course and attracts a total possible mark of 50 in the HSC assessment and examination system. This means that the typical 2 unit course requires 4 hours per week of indicative school study time and attracts a total possible mark of 100.

Most Board Developed Courses are 2 unit courses studied over two years. They comprise the Preliminary course (studied usually during Year 11) followed by the HSC course (usually completed in Year 12). Students must satisfactorily complete the Preliminary course before they are permitted to study the HSC course. HSC courses may be accumulated over a period of up to five years.

One unit Extension courses are also available where extra time in addition to the 2 unit course is needed to reach the highest standards in a subject. This occurs in English, Mathematics, Music, History, some languages and some Vocational Education and Training (VET) courses.

2001 HSC subjects

A comprehensive description of each New HSC course is available from the 'A New HSC Course Description File' located on the Board's website www.boardofstudies.nsw.edu.au

Vocational Educational and Training (VET) courses

The opportunities for students to study vocational education and training courses as part of the HSC have been enhanced. Seven new Board Developed Industry Curriculum Frameworks, each incorporating a range of courses, have been developed. They provide students with the opportunity to gain Australian Qualifications Framework (AQF) Certificates and Statements of Attainment. These seven new industry-recognised courses are:

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

The new courses all involve mandatory assessed work placement but allow students to use part-time work in industry towards their workplace requirement. Students may also undertake these courses as part of a traineeship.

These courses provide students with a valuable head start towards future employment and training in an industry while they are still at school. Employers will benefit by being able to choose HSC graduates who have already completed industry-recognised training and qualifications before they commence work.

The new arrangements also allow students enrolled in a 240 hour framework course to count their industry course towards a Universities Admission Index (UAI) score by electing to take an optional HSC examination for the industry.

In addition to their credentials issued by the Board of Studies, students receive a Vocational Certificate or Statement of Attainment for school-delivered courses and a transcript of results delivered by Registered Training Organisations.

TAFE delivered vocational courses

There is a wide range of TAFE delivered courses. These courses may be Board Developed, Content Endorsed or Board Endorsed. In addition to the Industry Framework listed above, which may be delivered by TAFE, there are two technology Board Developed TAFE delivered courses – Accounting and Electronics Technology – which are exclusively delivered by TAFE.

Eligibility for the New Higher School Certificate

To be eligible for the award of the 2001 Higher School Certificate, students must have:

- gained the School Certificate or such other qualifications as the Board of Studies considers satisfactory
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by the Board or a college of TAFE
- satisfactorily completed courses that comprise the pattern of study required by the Board for an award of the Higher School Certificate (see below)
- sat for and made a serious attempt at the requisite Higher School Certificate examinations.

Students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include at least:

- six units from Board Developed courses
- two units of a Board Developed course in English
- three courses of two unit value or greater (either Board Developed or Board Endorsed)
- four subjects.

Pathways

The Higher School Certificate offers students a great deal of flexibility in the way they can approach their study program through the provisions offered by Pathways.

Under Pathways provisions, students are able to take extra time to complete their Higher School Certificate, move through their program more quickly, or repeat one or more courses. Students may ‘accumulate’ their studies over a longer period of time by taking up to five years to complete the HSC study pattern, and unlimited time to complete their Preliminary pattern.

Another option is to ‘accelerate’ HSC courses. Students who are gifted or talented in a particular area can undertake HSC courses ahead of their peers.

After completing their Higher School Certificate, students can also use the Pathways provisions to repeat one or more courses in an attempt to improve their Universities Admission Index (UAI).

Because they may take up to five years to complete their Higher School Certificate, students now have the option to combine part-time work or TAFE study with schoolwork.

The HSC and Recognition of Prior Learning (RPL)

The Board of Studies uses the term ‘Recognition of Prior Learning’ (RPL) as a generic term for the two mechanisms (Credit Transfer and Advanced Standing) by which the Board may recognise formal or informal study and/or relevant life experience as contributing to the award of the Higher School Certificate.

RPL arrangements are provided for individual students and are granted as follows:

- Credit Transfer for study successfully completed at a TAFE or other recognised post-secondary institution;
- Advanced Standing, whereby students may be exempt from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes.

HSC/TAFE Credit Transfer

Through HSC/TAFE Credit Transfer students can obtain advanced standing in many TAFE courses, which means that they may not have to do all the modules in the TAFE course in which they enrol. A website sponsored by The Schools Consortium, which consists of the Board of Studies NSW, the NSW Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools is available for students’ information. See <http://www.det.nsw.edu.au/hsctafe>

10. 2001 HSC Assessment and Examinations

The HSC mark received by each student for each course will be a 50:50 combination of the school-based assessment mark and the external HSC examination mark. The internal school-based assessment mark summarises the student's performance in assessment tasks set and marked by the school. The external HSC examination mark is gained by the student in the HSC examinations set and marked by the Board of Studies.

School-based assessment for the New Higher School Certificate

Students will have an examination mark and an assessment mark reported separately on the Record of Achievement. The examination mark is based on examination performance and the assessment mark is based on tasks undertaken during the HSC course. The assessment mark counts 50% of the student's final HSC marks for each course.

The purpose and scope of school assessment

School assessments are designed to measure a wider range of achievements than can be measured by the external examination, and they use a number of measures over the HSC year to provide a balanced indication of each student's achievement for the course. Together, the examination and assessment marks provide a more consistent and complete picture of a student's achievement.

Towards the end of the HSC course, schools provide a mark based on a student's performance in set school-based assessment tasks. To ensure that comparisons of results for the same courses from different schools throughout the state are fair, assessments from each school are adjusted to a common scale of marks using the examination marks in the course from that school (see Moderation of Assessments below).

Assessments are required for most courses developed or endorsed by the Board. They are not required for Vocational Education and Training courses, which are industry-assessed.

Moderated assessments are reported on the Record of Achievement and are available for use in Illness/Misadventure appeals. Assessments provided by tutors of outside subjects are not reported but may be used in Illness/Misadventure appeals.

Components and weightings

Each syllabus specifies components and weightings that must be applied in determining school assessment marks. These ensure a common focus for internal assessment in a course across schools, but also allow schools flexibility in the design and timing of tasks. Schools should use a variety of tasks so that students are given the opportunity to demonstrate achievement in various ways.

For example, the components, weightings, and suggested tasks for the Geography course are:

Component	Weighting	Suggested Tasks
Geographical research	20	Evaluation of the research framework and processes, independent research project
Interpretation and synthesis of geographical stimulus	30	Multiple-choice skills test, short-answer response items such as comprehension exercises, graph analysis, photograph and cartographic interpretation
Geographical writing	40	video report, matching exercises, letter writing, written reports, discussions, explanations and expositions, extended response, structured essays, stimulus-based response
Fieldwork	10	Writing a questionnaire, data analysis, field observations, pre- and post-fieldwork activities
Total	100	

Moderation of assessment marks

Assessment marks are ‘moderated’, or placed on a common scale, allowing them to be compared with assessments from other schools. The assessment marks awarded to students in each course are changed so that their average (mean) matches the average (mean) of those students’ examination marks. A similar spread of assessments to the exam marks is achieved by setting the top assessment mark from the school equal to the top reported examination mark and, generally, the lowest assessment mark equal to the lowest examination mark.

After the assessment marks for a course have been adjusted in this way they are aligned to the course performance scale by using the same adjustments used to align the raw examination marks to the performance scale.

Because the raw assessment marks cannot be compared fairly, schools are not allowed to reveal these to students. However, the Board informs students of their ranking within the school for each course after the final examination. Schools are required to provide feedback on performance in each assessment task that contributes to assessment throughout the course.

Assessment rank appeals

After all students at a school have finished their examinations, students can obtain from their school advice from the Board showing their position within their school in the rank order for assessments in each course they studied. If students consider that their placement in any course is incorrect, they may apply to the school for a review.

There is no provision for a review of the actual marks awarded for assessment tasks. The only matters a school may consider are whether:

- the weightings specified by the school in its assessment program conform with the Board’s requirements

- the procedures used by the school for determining the final assessment mark conform with its published assessment program
- there are computational or other clerical errors in determining the assessment mark.

The final date for applications for a school review of assessments is 16 November 2001. The school will advise the student of the outcome of the review by 23 November 2001. If a student is dissatisfied with the outcome of a school review, appeal to the Board is possible.

2001 HSC examinations

Preparation of HSC examinations

The Board of Studies NSW organised examination committees to set 154 different examination papers for 108 courses between September 2000 and 1 July 2001. In addition, examination papers for some small candidature languages were set by other States participating in the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL).

It took more than 30 staff members nearly six weeks to pack all the written examination papers for all students in each course, which resulted in over 50 000 parcels.

More than 5 000 people will supervise the HSC examination sessions in 750 examination centres. These centres are mostly in schools and TAFE NSW institutes that have more than 40 candidates.

Other examination centres will be set up in all States and Territories in Australia, as well as on a number of islands off the coast of Australia. Internationally, examination centres will be set up at the place at which a candidate is located at the time of the HSC examinations (see 'The class of 2001'). The centre may be located at a school, another institution, the Australian Embassy or British Council in the relevant region.

Producing the examinations

HSC examinations are set by examination committees working under secure conditions. Each committee is led by a committee chairperson, and works with assessment experts from the Board's staff. Committees usually comprise four people and, where possible, the committee is made up equally of practising teachers and representatives from tertiary institutions. For the 2001 HSC examinations, almost 400 people have participated as members of examination committees.

Each examination committee sets examinations for the course(s) it is responsible for, following the examination specifications contained in the syllabus and in accordance with the Board's principles for setting examinations in a standards-referenced framework. A change this year is that the examination committees are also responsible for developing marking guidelines.

For students with special examination needs, the Board produces a large variety of ‘special provisions’ examination papers. These include papers that are printed on coloured paper, papers in larger size fonts (up to 72 point) for visually impaired students, braille papers, papers that are split into sections to allow students to sit them over separate sessions, and papers where questions are specially modified to meet the requirements of particular students. Special provisions papers are produced by staff members, working with the State Braille Unit and other disability consultants. In 2001 approximately 700 individual papers have been produced, in over 50 courses.

Assessors

After examinations are set, each paper is assessed by practising teachers not teaching the subject that year, and a syllabus expert. The assessor checks whether the paper is a fair and valid examination of the relevant course and attempts the actual paper to ensure its fairness to students. It is also assessed by a specialist to ensure that students with special needs are not disadvantaged.

Aural and Listening examinations

English (ESL) and most modern languages have listening examinations where students answer questions relating to recorded texts. Music 1 and Music 2 have aural examinations in which students respond to recordings of music extracts. Examination committees are responsible for choosing appropriate material to be recorded for each of these examinations.

Professional-quality recordings are made, and cassette tapes are produced (CDs for the Music examinations) to be sent to each examination centre.

Preparing ‘the pack’

Once examination cassettes and disks are produced and examination papers printed, compilation of ‘the pack’ begins. This involves packing and labelling enough cassette tapes, CDs and sets of papers in each course for all students at each examination centre.

Supervision of the examinations

The task of running each examination centre is the responsibility of a Presiding Officer (PO). The Presiding Officer is responsible for supervision throughout the examination period and is assisted by a number of supervisors.

Special examination provisions for students with special needs

The Board of Studies administers a special examination provisions program each year for the HSC examinations and School Certificate Tests. This program is designed to provide practical support to students with special examination needs.

Arrangements may include provision of large print, coloured, and braille papers; the assistance of a writer; provision of an appropriate reader or oral interpreter; rest breaks; use of a keyboard; provision for special furniture and lighting; and establishment of a special examination centre or separate supervision.

Applications for special examination provisions for students with disabilities were submitted to the Board of Studies from September 2000. Arrangements needed as a result of accidents or other emergencies may be applied for up to and including the examination period.

Illness/Misadventure appeals

Students who are prevented from attending an examination, or whose performance has been affected by illness or misadventure immediately before or during the examination, may lodge an appeal with the Board of Studies.

Students must notify the Presiding Officer at every examination session in which they consider their performance may have been affected. The student is responsible for lodging an appeal with the Board of Studies by 16 November 2001 except in the case of speaking or practical examinations, where the appeal must be lodged within one week of the date of examination. Appeals must be supported by appropriate documentary evidence.

If an appeal is upheld, in most cases a student's achievement may be measured by the use of the moderated school assessment mark for that subject.

Courses with practical examinations and submitted works

Some HSC subjects involve forms of examination other than written examination papers. For example, most modern languages have a speaking and listening component.

Agriculture

All Stage 6 Agriculture students complete a core of learning which represents 70% of the HSC course. For the remainder of the course, students have the option of completing *either* two electives *or* a research project.

The research project is submitted to the Board of Studies and contributes to 30% towards the final examination mark. The Research Project enables students to study a particular agricultural issue or problem. The scope of the issue or problem open to students includes those that arise from production, the economic environment, marketing and the social environment.

The material submitted by students for the Research Project consists of a report and process journal. The report communicates the research methodology, data analysis and evaluation of the Research Project. It must consist of at least 3 000 and no more than 5 000 words and may be supplemented by graphs, figures, tables, slides and photographs. The process journal details the student's progress through the Research Project. The Research Project is marked at a designated HSC marking centre.

Design and Technology

The HSC course includes the development and realisation of a Major Design Project and contributes 60% toward the final examination mark. The project consists of a product, system or environment together with a design folio. It involves students in selecting and applying

appropriate design, production and evaluation skills to satisfy an identified need or opportunity.

Students research, select and apply the most appropriate materials, tools and processes to complete the Major Design Project and they document each stage of the process in the folio which assists to address the examination criteria relating to the project proposal and management, project development and realisation and evaluation. The Major Design Project is marked by HSC examiners who visit each school across the State.

Industrial Technology

The HSC course includes the development of a Major Project and contributes 60% toward the final examination mark. The Major Project consists of a product and folio, which are examined in conjunction with one another.

Students choose to study one of eight focus areas in the Preliminary course: automotive industries; building and construction industries; electronics industries; graphics industries; metals and engineering industries; multimedia industries; plastics industries; and timber products and furniture industries.

The HSC course is a detailed study relevant to the student's Major Project and their study of the overall industry in the focus area. The criteria for examining the Major Project include design and management, workplace communication and production.

The Major Project is marked by HSC examiners who visit each school across the State.

Textiles and Design

Students undertake a Major Textiles Project worth 50% of the final HSC mark. The project focus is selected from one of the following areas: apparel, furnishings, costume, textile arts and non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the syllabus content areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

The examination of the Major Textiles Project considers two components: the supporting documentation which includes detail relating to design inspiration, visual design development, manufacturing specifications and investigation, experimentation and evaluation; and the textile item/s.

The Major Textiles Project is marked at a designated HSC marking centre.

Visual Arts

Candidates in Visual Arts submit a body of work for examination. This contributes 50% of the final mark for the 2 unit course, the other 50% being derived from a written examination. Artworks are produced in a wide variety of media including photography, video, digital media, graphic design, painting, drawing, sculpture, interactives and designed objects and environments.

Music

All students of Music courses are examined in music performance. Depending on the student's choice of electives, this may contribute between 10% and 70% to the total examination mark. In Music 2, performance is worth between 20% and 50% and in Music 1 Extension, students may specialise totally in performance. Candidates may present solo and/or ensemble performances using instruments or voice.

Dance and Drama

Practical examinations for Dance were held at central metropolitan venues in August 2001. Performance in Dance contributes between 20% and 60% of the total examination mark, depending on the student's choice of electives.

Group performances and group presentations of an original devised piece of theatre in Drama were examined in schools throughout the metropolitan and country areas in August 2001. The core group performance is worth 30% of the total examination mark and students may elect to undertake an individual project in performance that is worth an additional 30%.

Projects and reports

Twelve courses require candidates to submit a project or report for examination. Students select and pursue an area of interest closely related to the basic concepts of the course. For example, Design and Technology candidates carry out a Major Design Project, which will result in a product, a system or an environment, and a folio documenting all aspects of the project. Music students may submit scores and tapes of their original compositions and arrangements and/or an extended essay on topic(s) from the syllabus, while the Society and Culture candidates complete a Personal Interest Project based on a topic related to the fundamental concepts of the course.

Languages

In 24 language subjects, New South Wales, South Australia, Tasmania, Western Australia and Victoria cooperate to provide one common examination for students of these languages living anywhere in Australia. This means, for example, that a student of Hindi living in Broome will do the same examination as a student living in Sydney. Each student will receive recognition for his or her results from their own State or Territory certification authority. This is known as the NAFLaSSL (National Assessment Framework for Languages at Senior Secondary Level) Project.

Marking the 2001 Higher School Certificate examinations

Security

A high level of security is maintained throughout the whole of the Higher School Certificate operation.

Security procedures include restriction of entry to marking centres to authorised personnel only. Security guards are employed to guard each marking centre.

Employment of markers

More than 7 000 markers will mark the exams at 16 venues. They will be assisted by 900 clerical staff. The largest centre is the Sydney Showground and Exhibition Centre at Homebush Bay. Other centres in the Sydney metropolitan area will accommodate smaller numbers of markers. Altogether, the Sydney-based marking operation covers 72 subjects. As well as those in Sydney, marking centres will be set up in Armidale, Bathurst, Coffs Harbour, Gosford, Newcastle, Wagga Wagga and Wollongong.

Marking venues

The vast majority of HSC papers are marked by groups of markers, marking together in centres established by the Board. Both teachers and students benefit from having a wide range of markers.

Metropolitan Sydney marking in 2001 will take place chiefly at Homebush. There will be five smaller venues in Sydney. The itinerant marking of performances and projects occurred in Term 3.

Country marking centres and day marking will operate again this year to give teachers valuable professional development opportunities, and allow marking to reflect the expertise of teachers throughout the State.

Teachers who mark the HSC exams are selected on the basis of their teaching experience and subject knowledge.

Country marking centres

In 2001, Armidale, Bathurst, Gosford, Wagga Wagga, Newcastle, Wollongong, and Coffs Harbour will again have marking centres.

Components of English (Standard) will be marked at Armidale, Coffs Harbour, Gosford and Wollongong. The Newcastle centre will mark Biology, Engineering Studies, Business Studies and part of English (Advanced) and the Wollongong centre will mark part of English (Standard) as well as Senior Science. Other components of English (Advanced) will be marked in Bathurst and Wagga Wagga. A component of Agriculture will be marked in Bathurst.

Day marking

The introduction of day marking has given teachers who would not normally have ready access to evening marking the opportunity to gain significant professional development in their subject. Schools are provided with relief when teachers participate in day marking.

The day marking initiative will continue in 2001 with day marking centres in metropolitan and country areas.

Metropolitan Sydney Area

Venue

Sydney Showground, Homebush Bay

Subject

Aboriginal Studies
English (Standard)
English (Advanced)
PDHPE

Regional Areas

Subject

Agriculture

Venue

Bathurst

English Standard

Armidale

English Standard

Coffs Harbour

English Advanced

Wagga Wagga

English Advanced

Bathurst

The process of marking

A Supervisor of Marking is appointed to coordinate the marking of each subject. Supervisors of Marking ensure that markers are fully briefed at the beginning of the marking session. They also join the Examination Committee to set the marking guidelines.

The majority of HSC papers are marked by groups of markers, marking together in centres established by the Board of Studies. See information about Country Marking Centres and Day Marking.

Reliability control measures

Generally, questions that require extended answers (eg essays) will be double marked. For example, many questions in subjects such as English will be marked by two examiners. In the case of significant discrepancy between the marks awarded by these two examiners, additional independent marking is undertaken. Since different markers are assigned to mark the various questions in the papers, in some subjects up to 10 different examiners are likely to mark a student's paper.

Questions or parts of papers where students are given detailed guidance as to the structure and nature of the answer required, and where the range of responses can be specified, will be marked by one examiner supported by a range of additional checks.

Where single marking is used, additional checking procedures are employed throughout the marking process. Where appropriate, these will include daily statistical checks.

HSC results

Students will receive their results through:

- the Internet and an automated telephone service from 6 am on Wednesday 19 December 2001
- an HSC Student Results Summary by post on Friday 21 December 2001
- the HSC award documents by post in January 2002.

HSC documentation

HSC Student Results Summary (received 21 December 2001)

The Higher School Certificate Student Results Summary will list, for each HSC course completed in 2001, the:

- examination mark
- assessment mark
- HSC mark (average of the examination mark and assessment mark)
- performance band and the description associated with that band.

With the HSC Student Results Summary, the student will receive an application form for a clerical processing recheck for externally examined courses. There is no provision for re-marking of papers, but a clerical recheck ensures that all answers have been marked, and that marks have been correctly allocated and computed.

11. Reporting student achievement

Reporting results in Board Developed Courses

Students' results in the various Board Developed courses are reported by an examination mark, a moderated school assessment mark, an HSC mark and a performance band that shows each student's achievement in that course.

Students who are absent from an examination for which they are entered, and who do not have an Illness/Misadventure appeal upheld, will receive neither an examination mark nor a moderated assessment mark for the paper concerned.

Determination of marks for Board Developed Courses

The procedure used to align New HSC marks to established standards is based on the professional judgement of subject experts, informed by statistical data and student responses. It is a multi-staged procedure that enables the subject experts to review and adjust their earlier decisions.

In the past, HSC examination marks in all courses were scaled. From 1996 to 2000, HSC marks were reported against a predetermined pattern. For example, for 2 unit courses with large candidatures the examination marks were scaled so that any given mark would be at approximately the same percentile rank regardless of the course:

- 1–2% of students received a mark of 90 or more
- 25% of students received a mark of 70 or more
- 50% of students received a mark of 60 or more
- 75% of students received a mark of 50 or more
- 95% of students received a mark greater than 30.

This is no longer the case.

The standards-setting procedure for the New HSC

For each course in the New HSC, a team of experienced markers (judges) is trained. The team members are provided with:

- a copy of the band descriptions for their course
- a copy of the examination paper and marking guidelines
- recording sheets.

Stage 1

Working independently, each judge:

- reads the band descriptions carefully to develop an ‘image’ of the knowledge, understanding and skills of students whose achievement would place them in each performance band in that course
- develops an image of students whose achievements would place them on the borderline between band 5 and band 6
- records the mark for each examination question (or task) that a borderline band 5/band 6 student would receive
- sums the individual marks giving the total examination mark that the judge believes corresponds to the borderline (or cut-off mark) between band 5/band 6.

The judges follow the same procedure for the other band borderlines. The recording sheets are collected and the cut-off marks proposed by each of the judges for each question are averaged. These averages are added to produce the first estimate of the examination mark that will represent the borderline between each pair of bands.

Stage 2

The judges meet to review and discuss the decisions they arrived at individually and their ‘images’ of the students at the borderlines between bands. They discuss their individual decisions and consider statistical reports. Each judge has the opportunity to modify any of the decisions he or she recorded during the first stage.

The judges recording sheets are again collected and processed as in Stage 1. This results in a new set of band cut-off marks.

Stage 3

The judges have the opportunity to further refine their band cut-off marks when reviewing a sample of work by a student whose marks are equal to each of the proposed band cut-off marks. The judges also review student works above and below the proposed cut-off marks.

In this final stage, the judges review the band descriptions to ensure that they correctly and appropriately encapsulate the knowledge, skills and understanding typically possessed by students who will achieve each band.

Reviewing and applying the decisions

The Consultative Committee meets with the judges before giving its approval to the cut-off marks to be used for the 2001 HSC examinations. The Consultative Committee also approves the maximum and minimum mark for the course.

Once this is done the Board's computer is programmed so that the band 5/band 6 cut-off mark will be mapped to 90, the band 4/band 5 cut-off mark will be mapped to 80, and so on. Marks in between these key values are adjusted in a linear manner.

School assessment marks will be moderated using a similar process to that previously in use and then adjusted using the same mapping used for the examination marks. In this way, both the examination marks and the assessment marks are aligned to the performance standards.

Reporting for Stage 6 Life Skills courses

Students who satisfactorily complete a Stage 6 Life Skills course will receive a Profile of Student Achievement to be issued by the school. The Profile of Student Achievement reports on student performance for each of the syllabus outcomes that the student has been working towards during Stage 6.

Reporting of results in Board Endorsed Courses

These courses are not examined by the Board, and results are reported in terms of assessment marks submitted by schools and colleges. These marks are not moderated and cannot be compared with marks awarded in similar courses at other schools or for Board Developed Courses. Board Endorsed Courses have the symbols *** in the space designated for the examination mark.

Reporting Vocational Education and Training (VET) courses

Students who successfully complete any VET course within the HSC will receive:

- recognition of the course and its unit value on their HSC Record of Achievement
- details of examination performance where the course has an optional HSC examination and the student has attempted the examination
- a VET Certificate, or Statement of Attainment within the Australian Qualifications Framework as appropriate.

In Industry Curriculum Frameworks and VET Content Endorsed Courses, students also receive an individual Student Competency Record issued by the school or course provider giving specific information on units of competency or modules successfully completed.

HSC Credentials

Testamur

Students who meet all the requirements will be awarded a Higher School Certificate. This certificate shows the student's name and school.

Record of Achievement

Students who satisfactorily complete at least one Preliminary or one HSC course will receive a Record of Achievement. For students who are accumulating or repeating courses, the Record of Achievement will list all courses satisfactorily completed and the results in those courses.

Courses that were studied but not satisfactorily completed are not reported on the Record of Achievement.

HSC Course Reports

A Course Report will be issued for each Board Developed HSC Course completed. It will show:

- school assessment mark
- examination mark
- HSC mark (the average of the assessment mark and examination mark)
- performance band with a description of what a typical student knows and can do at that level of achievement
- a graph showing where the mark lies in relation to all candidates' marks for the course.

Students who have completed requirements for one or more Board Developed VET Courses will also receive an AQF Certificate or Statement of Attainment listing units of competency that have been satisfactorily completed.

Students who have completed requirements for one or more Board Developed Life Skills Courses will also receive a Profile of Student Achievement from their school.

The Universities Admission Centre will send students separate advice of their Universities Admissions Index (UAI) at the same time as the Board sends out students' HSC results. The UAI is confidential and will be known only by the student, UAC and the universities to which the student has applied.

Students Results Notice

Results Notices are issued to students who are not enrolled at an accredited school or a school recognised by the Board. Such students cannot receive either a Record of Achievement or a Higher School Certificate testamur. The Result Notice is a cumulative record, which will list the courses satisfactorily completed and the results achieved.

The Universities Admission Index (UAI)

What is the UAI?

The Universities Admission Index (UAI) is a rank which reports a student's achievement in relation to that of other students. The Universities' Technical Committee on Scaling calculates the UAI for use as one of several measures used to select school leavers for university study. The Universities Admissions Centre (UAC) releases the UAI.

Who calculates the UAI and how is it calculated?

The universities determine the requirements for the UAI. It is calculated by the Universities' Technical Committee on Scaling. The UAI is released by the Universities Admissions Centre (UAC).

To be eligible for a UAI students must satisfactorily complete at least ten 10 units (including at least two units of English) of Board Developed Courses for which there are formal examinations conducted by the Board of Studies.

Board Developed courses must include at least three courses of two units or greater and at least four subjects.

The UAI will be based on an aggregate of scaled marks in 10 units of Board Developed Courses comprising the best two units of English and the best eight units from the remaining units. No more than two units of Category B courses will be included.

The UAI may include units accumulated by a candidate over a period of up to five years. If a course is repeated, only the last satisfactory attempt is used in the calculation of the UAI.

The scaling process used to calculate the UAI enables marks obtained in different courses to be added together for tertiary entrance purposes. The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using as a criterion the overall demonstrated academic attainment of the course candidature. It is not valid to add the marks from the Board's Record of Achievement in an attempt to approximate a UAI, as doing so takes no account of the comparative difference between candidates in different courses.

What is the relationship between the UAI and the HSC?

In the New 'standards-based' HSC the Board of Studies will report student achievement in terms of standards achieved in a particular course. The Board will also provide HSC marks for individual students to the Chair of the Technical Committee on Scaling, for the purpose of calculating students' Universities Admission Index (UAI).

The UAIs are confidential and released by the committee to UAC, which then provides them to:

- students who have requested a UAI; and
- universities to which the students have applied.

Under the agreement with the Board, UAIs are not provided to either the Board or individual schools.

12. Student entries in Board Developed Courses by subject, course and gender for the 2001 HSC at 1 September 2001

Entries by course and subjects

<i>Course name</i>	<i>Units</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Aboriginal Studies	2	213	108	321
Accounting	2	196	164	360
Agriculture	2	600	927	1 527
Ancient History	2	4 641	2 706	7 347
Arabic Beginners	2	3	4	7
Arabic Continuers	2	220	148	368
Arabic Extension	1	55	42	97
Armenian	2	22	8	30
Biology	2	8 297	4 264	12 561
Business Services - Office Administration	1	32	39	71
Business Services - Office Administration	2	2 088	453	2 541
Business Services - Office Administration	4	16	4	20
Business Services - Office Administration Examination	2	1 594	314	1 908
Business Services - Office Administration Extension	1	14	0	14
Business Services - Office Administration Extension	2	2	0	2
Business Studies	2	8 214	8 538	16 752
Chemistry	2	4 323	4 817	9 140
Chinese Background Speakers	2	408	307	715
Chinese Beginners	2	10	3	13
Chinese Continuers	2	26	31	57
Chinese Extension	1	3	13	16
Citizenship & Society Life Skills	2	187	187	374
Classical Greek Continuers	2	2	9	11
Classical Greek Extension	1	0	6	6
Classical Hebrew Continuers	2	19	12	31
Classical Hebrew Extension	1	6	4	10
Community and Family Studies	2	3 148	254	3 402
Distinction Course – Comparative Literature	2	5	2	7
Distinction Course – Cosmology	2	10	25	35
Distinction Course – Philosophy	2	21	16	37
Construction	1	0	14	14
Construction	2	8	1 509	1 517
Construction	3	0	2	2
Construction Examination	2	6	1 089	1 095
Construction Specialist Study	1	0	2	2
Creative Arts Life Skills	2	188	185	373
Croatian	2	17	9	26
Czech	2	1	1	2
Dance	2	342	15	357
Design and Technology	2	1 596	2 755	4 351
Drama	2	3 052	1 140	4 192
Dutch	2	2	1	3
Earth & Environmental Science	2	602	656	1 258
Economics	2	2 245	3 277	5 522
Electronics Technology	2	1	125	126
Engineering Studies	2	61	1 399	1 460

English as a Second Language	2	918	901	1 819
English Standard	2	17 616	19 339	36 955
English Advanced	2	12 647	7 575	20 222
English Extension 1	1	2 580	1 272	3 852
English Extension 2	1	1 013	450	1 463
English Life Skills	2	408	430	838
Estonian	2	2	1	3
Filipino	2	10	3	13
Food Technology	2	2 705	665	3 370
French Beginners	2	503	81	584
French Continuers	2	583	176	759
French Extension	1	94	45	139
Geography	2	3 130	3 183	6 313
German Beginners	2	66	18	84
German Continuers	2	330	168	498
German Extension	1	69	38	107
Hindi	2	2	5	7
History Extension	1	1 002	588	1 590
Hospitality Kitchen Operations	2	94	42	136
Hospitality Operations	1	24	15	39
Hospitality Operations	2	4 584	1 602	6 186
Hospitality Operations	4	15	5	20
Hospitality Operations Examination	2	3 962	1 321	5 283
Hospitality Operations Extension	1	114	40	154
Hungarian	2	2	3	5
Indonesian Background Speakers	2	73	33	106
Indonesian Beginners	2	39	7	46
Indonesian Continuers	2	93	22	115
Indonesian Extension	1	29	6	35
Industrial Technology	2	234	3 371	3 605
Information Processes & Technology	2	3 949	6 802	10 751
Information Technology	1	4	91	95
Information Technology	2	1 145	2 095	3 240
Information Technology	3	0	2	2
Information Technology	4	13	26	39
Information Technology Examination	2	959	1 820	2 779
Information Technology Specialist Study	1	7	58	65
Information Technology Specialist Study	2	4	42	46
Italian Beginners	2	134	32	166
Italian Continuers	2	279	106	385
Italian Extension	1	40	19	59
Japanese Background Speakers	2	28	21	49
Japanese Beginners	2	206	129	335
Japanese Continuers	2	664	260	924
Japanese Extension	1	155	80	235
Khmer	2	15	10	25
Korean Background Speakers	2	57	58	115
Korean Continuers	2	4	2	6
Latin Continuers	2	56	81	137
Latin Extension	1	20	30	50
Latvian	2	1	0	1
Legal Studies	2	4 966	2 965	7 931
Macedonian	2	12	11	23
Malay Background Speakers	2	11	2	13
Maltese	2	2	2	4
Mathematics – General Mathematics	2	16 010	13 573	29 583
Mathematics	2	10 351	10 982	21 333
Mathematics Extension 1	2	3 715	5 286	9 001

Mathematics Extension 2	2	925	1 696	2 621
Mathematics Life Skills	2	351	380	731
Metal & Engineering	1	2	20	22
Metal & Engineering	2	18	616	634
Metal & Engineering	4	1	5	6
Metal & Engineering Examination	2	13	446	459
Metal & Engineering Specialist Study	2	0	14	14
Modern Greek Beginners	2	10	7	17
Modern Greek Continuers	2	137	94	231
Modern Greek Extension	1	72	37	109
Modern Hebrew Continuers	2	14	7	21
Modern History	2	4 951	3 976	8 927
Music 1	2	1 828	1 776	3 604
Music 2	2	326	215	541
Music Extension	1	186	133	319
Persian	2	28	17	45
Personal Development, Health & PE Life Skills	2	264	266	530
Personal Development, Health & Physical Education	2	5 259	4 119	9 378
Physics	2	2 402	6 663	9 065
Polish	2	19	15	34
Portuguese	2	10	5	15
Primary Industries	1	1	9	10
Primary Industries	2	182	328	510
Primary Industries	3	0	1	1
Primary Industries Examination	2	145	268	413
Primary Industries Extension	1	2	18	20
Primary Industries Extension	2	4	35	39
Retail Operations	1	16	17	33
Retail Operations	2	972	570	1 542
Retail Operations	4	7	8	15
Retail Operations Examination	2	694	435	1 129
Russian	2	28	13	41
Science Life Skills	2	74	104	178
Senior Science	2	2 163	2 594	4 757
Serbian	2	42	29	71
Slovenian	2	1	0	1
Society and Culture	2	2 632	428	3 060
Software Design & Development	2	421	2 958	3 379
Spanish Beginners	2	61	23	84
Spanish Continuers	2	127	79	206
Spanish Extension	1	42	14	56
Studies of Religion I	1	4 796	4 105	8 901
Studies of Religion II	2	890	543	1 433
Swedish	2	3	4	7
Tamil	2	10	10	20
Technology & Applied Studies Life Skills	2	241	252	493
Textiles and Design	2	1 135	13	1 148
Tourism	1	1	0	1
Tourism	2	654	90	744
Tourism	4	5	1	6
Tourism Examination	2	439	57	496
Turkish	2	54	51	105
Vietnamese Continuers	2	78	51	129
Visual Arts	2	6 305	2 699	9 004
Work & the Community Life Skills	2	263	266	529

13. Websites

The Board of Studies website

<http://www.boardofstudies.nsw.edu.au>

Since the Board of Studies launched its website on the World Wide Web in September 1995, hundreds of thousands of teachers, students and parents have accessed the Board's website for information about the School Certificate, the Higher School Certificate (including past examination papers and reports) and other Board publications. Many regard the website as their 'filing cabinet online', as it contains many important documents to which they refer frequently.

- The website receives an average of 120 000 'hits' a day throughout the year. It is among the top 40 websites in the Education and Government categories of all sites accessed by Australians (see www.top100.com.au).
- The average visitor to the Board website views seven pages. In the weeks following the launch of the final New HSC syllabuses in 1999, more than 5 000 copies of syllabuses each day were being downloaded by parents, teachers and other members of the public.
- Students doing the New HSC can access a calendar of important dates leading up to the examinations, as well as the HSC examination timetable. They can also download or view copies of syllabuses, support materials, past HSC examination papers from 1995–99 (over 800 multi-page document files) and HSC examiners' reports on the past HSC papers.
- Students and teachers can view Board of Studies publications such as *Board Bulletin*, which offers important news and updates about Board activities and decisions.
- About 70 emails a day are received on the Board's website with orders for Board products, inquiries about the availability of particular documents and requests for general information. These are directed to the appropriate Board officer for attention.
- The Board of Studies updates its site daily. The process for the web publication of documents has been refined so that now the document may appear on the website within an hour of the final version being authorised for publication.
- A list of links to school websites throughout Australia is maintained, now numbering more than 1 200. Schools are listed at their request only.
- Many access the website through links with the Department of Education and Training and Charles Sturt University *HSC On-line* website (<http://hsc.csu.edu.au>) and other link pages where the Board site is listed, such as the Macquarie University Library link pages.

HSC On-line

<http://hsc.csu.edu.au>

The HSC On-line website gives students sitting for the HSC access to a wealth of HSC resources and support, no matter where they live.

HSC On-line's materials have been developed by highly experienced HSC teachers and examiners. Each subject site has sections for tutorials, exams and resources, and provides detailed information on core and elective topics. The HSC On-line site also includes study and exam techniques, information for teachers on on-line teaching techniques and research, links to schools, and a segment called 'Broadening Horizons', where students can find information on post-HSC options and careers. This year, the website has been completely redesigned to support the New HSC. In response to requests by teachers and students, a section has been added to support the parents of HSC students.

It makes help available to students in most major HSC subjects, including Aboriginal Studies, Agriculture, Ancient History, Biology, Business Studies, Chemistry, Cosmology, Dance, Design and Technology, Drama, Economics, English (all courses), Food Technology, French, Geography, German, Indonesian, Japanese, Legal Studies, Mathematics (all courses), Modern History, Music, PDHPE, Physics, Society and Culture, Studies of Religion, and Visual Arts. The site is constantly being updated and expanded, with Legal Studies being added recently.

The HSC On-line project is a joint venture between the Department of Education and Training and Charles Sturt University. It is supported by the Board of Studies NSW and the Professional Teachers' Council.

14. Showcase of outstanding HSC performances and works

The HSC students of 2001 will participate in a range of exhibitions and performances of outstanding works.

ARTEXPRESS

ARTEXPRESS is an exhibition of outstanding ‘bodies of work’ produced by students for the 2001 HSC examination in Visual Arts. The exhibition is shown in city, metropolitan and regional centres. The bodies of work will be in a range of media including photography, video, digital media, painting, drawing, sculpture, textiles and fibre, ceramics, collection of works, design, graphics, digital animation, and documented forms.

The full program is as follows:

Sydney

David Jones City store	mid-January 2002
Art Gallery of New South Wales	15 February – 14 April 2002
State Library of New South Wales	15 February – 14 April 2002
National Art School	to be confirmed
College of Fine Arts	1 March – 14 April 2002

Regional

Grafton	20 February – 14 April 2002
Newcastle Region Art Gallery	22 April – 26 May 2002
Campbelltown	3 June – 7 July 2002
Wollongong	15 July – 18 August 2002
Bathurst	23 August – 6 October
Coffs Harbour	14 October – 17 November 2002

For further information, please contact the Exhibitions Officer/ARTEXPRESS, NSW Department of Education and Training Performing Arts Unit on (02) 9318 0517 or 0408 967 712.

ENCORE

ENCORE is an annual concert of outstanding music performances and compositions from HSC Music students. The concert was first held in 1989, and since 1993 ENCORE has been presented in the Concert Hall of the Sydney Opera House. ENCORE 2001 will take place on 25 February 2002.

In ENCORE 2001, students will present original compositions and performances in a range of styles and genres that include vocal/choral music, chamber music, orchestral music, art music, jazz, popular music and music for theatre. These represent exemplars of students’ study of the HSC Music courses in Music 1, Music 2 and Music Extension. The concept will include solo, small and large ensemble pieces.

DesignTech

DesignTech 2001 is an exhibition of outstanding major design projects by HSC Design and Technology students. *DesignTech* 2001 offers an insight into how major design projects are designed and produced.

Projects are selected for *DesignTech* on the basis of their demonstrated creativity and innovation, production techniques, project design and marketing aspects.

DesignTech 2001 will be exhibited in Sydney at the Powerhouse Museum from 6 December 2001.

The exhibition will tour as follows:

Wollongong	30 April – 5 May 2002
Wagga Wagga	8 May – 12 May 2002
Dubbo	15 May – 19 May 2002
Tamworth	22 May – 27 May 2002
Coffs Harbour	30 May – 5 June 2002
Newcastle	12 June – 17 June 2002

OnSTAGE

Exemplary Drama students from the 2001 HSC will have an opportunity to perform their group performance and individual projects in performance as well as present their design, scriptwriting, critical analysis and video drama projects at OnSTAGE 2001.

OnSTAGE comprises two different programs of group-devised and individual performances as well as an exhibition of scriptwriting, set, costume, lighting and promotion and program design projects.

Writers OnSTAGE is a one-show-only, rehearsed reading of two exemplary scripts from the script-writing individual project. Student drama video projects will also be shown during Writers OnSTAGE.

The OnSTAGE season will be from 4 February to 9 February 2002 at the York Theatre, Seymour Theatre Centre, Chippendale NSW. Writers OnSTAGE will take place on 7 and 8 February 2002 in the Everest Theatre, Seymour Theatre Centre.

For further information on *DesignTech*, ENCORE and OnSTAGE, please contact the Exhibitions Coordinator, Office of the Board of Studies on (02) 9367 8309.

15. 2001 School Certificate

Key reforms to the School Certificate

The new School Certificate, introduced in 1998, is adding greater meaning and purpose to Year 10 study, promoting continuity between Years 10 and 11, ensuring that students are completing meaningful work until the end of the year and raising standards and student expectations.

A total of 82 350 students will sit the statewide School Certificate Tests this year. This figure includes 100 students sitting the tests overseas.

In order to receive a School Certificate in 2001, students must sit for the tests in English-literacy, Mathematics and Science.

The Statewide tests in English-literacy and Science will be held on Monday, 12 November 2001, and in Mathematics on Tuesday, 13 November 2001.

A trial test will also be conducted with volunteer schools on Tuesday, 13 November in Australian History, Geography, Civics and Citizenship. Schools will receive their students' results in this test, but these will be provided separately from the School Certificate documentation.

The trialling for the Australian History, Geography, Civics and Citizenship test commenced in 1998. Participation in the test is optional in 2001, and will be mandatory from 2002. Trialling is conducted to make sure that teachers and students are familiar with the changes before they become compulsory.

The School Certificate documents use descriptive reporting and provide students with school-based grades and their own marks in statewide tests. The reports give students, parents and employers more information on what students know and can do.

Eligibility for the School Certificate

To be eligible for the School Certificate in 2001 students must:

- attend a government school or accredited non-government school in NSW, or a school outside NSW recognised by the Board of Studies
- have satisfactorily completed a Board-approved program of study
- have undertaken the School Certificate Tests in English-literacy, Mathematics and Science
- have completed Year 10.

Key Learning Areas

To receive the School Certificate, students must study the following five key learning areas (KLAs) each year in Years 7–10:

English
 Mathematics
 Science
 Human Society and Its Environment
 Personal Development, Health and Physical Education.

At some point during Years 7–10, students are also required to study courses in the key learning areas of Technological and Applied Studies, Creative Arts and Languages.

Students may also be credentialled for the satisfactory completion of additional (or elective) Board Developed courses undertaken during Years 9 and 10.

2001 School Certificate Statistics

Geographical Location³

Location	Female	Male	Total	Percentage
<i>Metropolitan</i>				
Metropolitan East	4 820	4 971	9 791	11.89%
Metropolitan North	3 468	3 399	6 867	8.34%
Metropolitan South West	6 118	6 430	12 548	15.24%
Metropolitan North West	6 631	6 950	13 581	16.49%
Total	21 037	21 750	42 787	51.96%
<i>Country</i>				
Hunter	4 992	5 124	10 116	12.28%
North Coast	3 576	3 763	7 339	8.91%
North West	1 590	1 707	3 297	4.00%
Riverina	2 435	2 411	4 846	5.88%
South Coast	4 390	4 522	8 912	10.82%
Western	2 400	2 553	4 953	6.01%
Total	19 383	20 080	39 463	47.92%
Other	50	50	100	0.12%
Total of all areas	40 470	41 880	82 350	100.00%

³ Location according to Board of Studies Liaison Officer (BOSLO) regions. Maps of BOSLO regions are located at the end of Part B.

Reporting of results

Students will receive a School Certificate folio of results comprising:

- School Certificate testamur
- Record of Achievement Part A
- Record of Achievement Part B
- a Test Report for each of the tests in English-literacy, Mathematics and Science.

Testamur

Students will receive a School Certificate testamur that states that the student has met all Board requirements.

Record of Achievement Part A

This is a cumulative record of all courses completed in Years 9 and 10 along with grades awarded by the school and the hours of study. Students also receive a statement on this Record of Achievement regarding the satisfactory completion of the mandatory requirements.

Schools will award grades (A–E) to their students in all courses, using course performance descriptors developed by the Board of Studies. These descriptors are descriptions of typical student achievement. The descriptors are grouped into five different levels, ranging from ‘excellent’ to ‘elementary’.

Grade A Excellent achievement. Extensive knowledge and understanding of the course content and high level of competence.

Grade B High level of achievement. Thorough knowledge, understanding and competence.

Grade C Substantial achievement. Sound knowledge and competence.

Grade D Satisfactory achievement. Acceptable knowledge and understanding and basic level of competence in the processes and skills of the course.

Grade E Elementary achievement. Elementary knowledge and understanding and limited competence in the processes and skills of the course.

In each course, schools will match each student to the course performance descriptor that best fits the student’s overall achievement in the course. The grade that corresponds with that descriptor is then awarded to the student. The use of these descriptors in assigning grades to students is designed to ensure comparability in the grades awarded by different schools.

Record of Achievement Part B

This shows the results achieved by the student in the School Certificate Tests in English-literacy, Mathematics and Science. For each test, it shows:

- the mark awarded (out of a possible 100)
- the band achieved (from 1 to 6). Band 1 is the lowest band and band 6 the highest.

Test Reports

In addition, students receive a report for each test that provides more detail of their performance. A vertical scale from 0 to 100 is divided into the six bands, where:

- Band 1 corresponds to the marks from 0 to 49
- Band 2 corresponds to the marks from 50 to 59
- Band 3 corresponds to the marks from 60 to 69
- Band 4 corresponds to the marks from 70 to 79
- Band 5 corresponds to the marks from 80 to 89
- Band 6 corresponds to the marks from 90 to 100.

For bands 2 to 6, there is a paragraph that describes the knowledge and skills *typically* demonstrated by a student whose results fall within that band.

The student's test mark is represented on this vertical scale. A graph drawn along the scale shows the distribution of marks awarded to all the students who have sat the test. This indicates the position of the student within the total candidature of the test.

Students who satisfactorily complete a Stage 5 Life Skills course in a key learning area will receive a Student Profile, which reports on student performance for each of the learning outcomes in that key learning area.

School attendance

In 2001 the tests in English-literacy and Science will be held on Monday 12 November. The test in Mathematics (and an optional test in Australian History, Geography, Civics and Citizenship) will be held on Tuesday 13 November.

The Board of Studies requires that Year 10 students attend school until the tests have been completed. Schools and systems may have further attendance requirements.

School Certificate award documents will arrive in schools in the week commencing Monday 10 December 2001.

16. The Board of Studies NSW

The Board of Studies NSW, established by the *Education Act* 1990, is responsible for the conduct of the Higher School Certificate and the School Certificate, curriculum development, and registration and accreditation of non-government schools.

The membership of the Board includes a full-time President and three ex-officio members, with the remaining 19 members being appointed by the Minister for Education and Training as nominees of particular organisations or persons with identified knowledge or expertise.

Board Members

President of the Board

Professor Gordon Stanley

Ex-officio Members

Nominees of the Director-General, Department of Education and Training, and the Director-General, Technical and Further Education Commission:

Mr Trevor Wootten

Dr Gary Willmott

Dr Michelle Bruniges

Appointed Members

Nominee of the New South Wales Vice-Chancellors' Committee:

Professor Kevin McConkey

Nominees of the Council of the Federation of Parents & Citizens Associations of New South Wales:

Mr Ian Morris (representing parents of primary school children)

Ms Dianne Butland (representing parents of secondary school children)

Nominee of the Catholic Education Commission of New South Wales:

Dr Brian Croke

Nominee of the Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls Schools:

Mr Philip Heath

Non-government school teacher being a nominee of the NSW Independent Education Union:

Mr Timothy Horstead

Parent of a child attending a non-government school, being a nominee of the Council of Catholic School Parents and the New South Wales Parents Council:

Ms Caroline Benedet

Principals of government schools, one being a nominee of the New South Wales Council of Primary School Principals and the other being a nominee of the New South Wales Council of Secondary School Principals:

- Ms Janet Chan (representing primary schools)
- Ms Judith King (representing secondary schools)

Nominees of the New South Wales Teachers Federation, one being a government primary school teacher (other than a principal) and the other being a government secondary school teacher (other than a principal):

- Ms Theresia Zadkovich (primary school teacher)
- Ms Mary Fogarty (secondary school teacher)

Person with knowledge and expertise in early childhood education:

Associate Professor Sue Dockett

Aboriginal person with knowledge and expertise in the education of Aboriginal people:

Mr Charles Davison

Six other persons having, in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in New South Wales:

- Professor Anthony Blake
- Br Kelvin Canavan
- Dr James McMorrow
- Mr Stepan Kerkyasharian AM
- Ms Susan Gazis
- Dr Meredith Martin

In relation to the Higher School Certificate, the Board is responsible for:

- developing and endorsing courses of study
- making arrangements for conducting examinations and student assessments
- regulating the conduct of examinations and assessments, and the recording of students' achievements in them
- granting the Higher School Certificate
- providing the Preliminary and HSC Records of Achievement and/or Result Notices
- providing advice and assistance to students, employers and the public regarding the nature and content of secondary courses, assessment and examination procedures, and the reporting of students' achievements in them.

The Board has a number of standing committees that make recommendations to the Board concerning syllabus and examination requirements.

Staff of the Office of the Board of Studies

The staff of the Office of the Board of Studies involved with the Higher School Certificate provide administrative, technical and professional support in the following areas:

- designing Higher School Certificate courses
- preparing Higher School Certificate examination papers
- planning, conducting, marking and processing Higher School Certificate examinations
- processing student assessments
- issuing the certificate, Records of Achievement and/or Result Notices and course reports
- conducting statistical analyses
- facilitating and coordinating the HSC Advice Line
- setting up the Higher School Certificate Examination Inquiry Centre
- advising schools of Board policy and procedures directly and through Board Liaison Officers
- communicating information about the Higher School Certificate to school students, parents and the community
- developing high-profile exhibitions to demonstrate students' achievements and excellence at HSC level.

The staff of the Office of the Board of Studies also provides similar support to the committees of the Board that deal with the School Certificate.

Board of Studies Liaison Officers

The Board of Studies has ten Board Liaison Officers (BOSLOs) located across the State.

A Board of Studies Liaison Officer is:

- the Board's representative who works closely with government and non-government schools
- the immediate contact person within a region for any inquiries from interested parties on Board-related matters
- a communications link between the Board and schools
- available to assist schools in design, implementation and evaluation of their assessment programs

- the coordinator of Board Endorsed Courses and Joint Secondary Schools/TAFE programs within the region
- a member of the Higher School Certificate Illness/Misadventure Appeals Review Panel
- involved in the Higher School Certificate Examination Inquiry Centres to assist students with interpretation of their Higher School Certificate results.

The Board of Studies Liaison Officer may assist with:

- statistics on course entries for the region
- factual information concerning the Higher School Certificate such as the Higher School Certificate examination timetables, HSC eligibility and course requirements
- school liaison (in consultation with government and non-government school systems).

The Board of Studies Liaison Officers are:

Metropolitan North

Mr Chris Bounds
9367 8356

Metropolitan East

Ms Fran Trefry
9314 7987

Metropolitan South West

Ms Jenny Bryant
Ms Peta O’Keefe (returning to duty
15.10.01)
9806 1547

Metropolitan North West

Mr Paul Carnemolla
9806 1549

Hunter

Ms Amanda McLaughlan
4924 9976

North Coast

Ms Carolyn Ryan
6659 3274

North West

Mr Stuart Hemmings
6755 5043

Western

Ms Kathie Prudence
6334 8048

Riverina

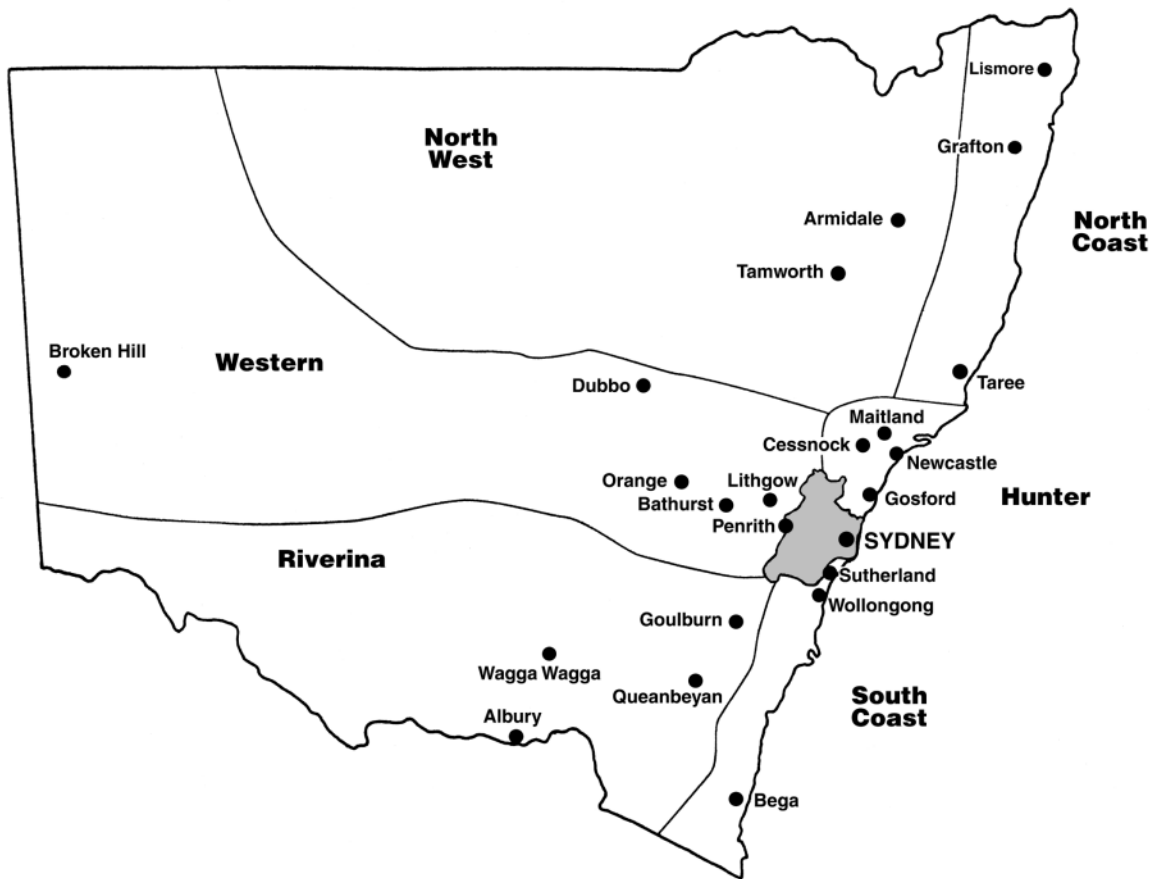
Ms Lindy Walker
6937 3889

South Coast

Ms Diane Trist
4226 8607

17. Board of Studies Liaison Officer (BOSLO) area maps

New South Wales



Area Maps — Sydney Metropolitan

