

**Higher School Certificate**

**MEDIA GUIDE**

**1995**

**ALL MEDIA INQUIRIES TO:**

Nicola Gavel  
Media and Public Relations Branch  
Board of Studies NSW  
35-51 Mitchell Street  
McMahons Point NSW 2060

Phone (02) 9925 8250

Mobile 018 418 053

Fax (02) 9956 5205

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# Higher School Certificate Statistics and Story Leads

# Higher School Certificate Statistics and Story Leads

## **TODAY'S HIGHER SCHOOL CERTIFICATE — IN STEP WITH THE 1990s**

This year, 61 551\* students will sit for the New South Wales Higher School Certificate examinations around the world. More than one million people have now been awarded this internationally recognised credential, which was first introduced in 1967.

The 1990s have seen the introduction of a range of subjects and courses to the Higher School Certificate which have given the examination its current variegated character.

Some of the courses introduced this decade include: Aboriginal Studies; Classical Ballet; Dance; Drama; Industry Studies (Metal and Engineering, Retail, and Hospitality); Studies of Religion; Life Management; and Personal Development, Health and Physical Education. In 1994 three Distinction courses were introduced: Cosmology, Philosophy and Comparative Literature. The introduction of a vast array of language courses, including the introduction this year of Hindi, Maltese, Persian and Portuguese, is evidence of a shift towards a multicultural candidature.

In addition, Pathways, which allows students to accumulate their Higher School Certificate over a five-year period, has proved popular with students who need to combine their studies with work or family commitments.

**\* Please note: All statistics in this guide refer to the enrolled candidature of 24 August 1995.**

## **THE HIGHER SCHOOL CERTIFICATE AND THE LEAVING CERTIFICATE — A RETROSPECTIVE**

It is 50 years since Australia was involved in World War II. In keeping with the 1995 theme of 'Australia Remembers', here are some comparisons between the Higher School Certificate and its precursor, the Leaving Certificate.

In 1945 Australian school students undertook the Leaving Certificate in their fifth year of secondary school. The Leaving Certificate was based on a core of subjects such as English, Mathematics, Economics, Geography, History, the Sciences and Latin. It also included subjects such as Needlecraft and Garment Construction, Psychology and Hygiene, Wool Classing, Descriptive Geometry and Drawing, Botany and Zoology.

The flavour of the times can be seen in the 1945 Leaving Certificate in the Home Economics examination paper, in a section called Home Management and Laundry Service. Here students

were asked, among other things, to 'state five important rules to be observed when a) boiling green vegetables; b) making a stew; c) reheating cold cooked meat; d) making a broth'.

## **Statistics and Comparisons**

In 1945 students could choose from 30 subjects. In the 1995 Higher School Certificate there are 145 courses available in 78 subject areas, plus three Distinction courses. The 1995 Higher School Certificate now offers 36 language subjects, in comparison with the 1945 selection of Chinese, French, German, Classical Greek, Hebrew, Italian, Japanese and Latin.

The entire examination papers for the Leaving Certificate eventually filled a small book. In 1995 the individual examination papers range from two pages to 52 pages in length. Altogether, the papers weigh 65 tonnes.

The first Higher School Certificate examination was introduced in 1967. Since that time, the number of courses have more than doubled from 65 courses in 28 subject areas to 145 courses in 1995. The age of candidates in 1995 ranges from 13 to 80.

In recent years, many of the subjects from the first Higher School Certificate of 1967 have, in recent years, been expanded and redesigned to meet the needs of a modern context. Some of these changes have been made through the introduction of extra courses, so that Science now offers Science for Life, Mathematics includes Mathematics in Practice, and English now has a Contemporary English paper. Over the years some subjects have been redesigned, and/or have had title changes, eg Life Management and Food Technology took over from Home Economics, and Visual Arts is the contemporary version of what was once simply called Art.

A subject that particularly reflects the contemporary flavour of the 1995 Higher School Certificate is Design and Technology. Introduced for Year 12 students as an HSC course in 1994, Design and Technology has broadened the school approach to technology education. It can include study of areas such as computer graphics, aquaculture, textiles, desktop publishing, building and construction, manufacturing and entertainment. Students may develop a Major Design Project in an area of interest over an extended period of time.

Design and Technology is one of the many subjects that offers students the chance to provide a submitted work as part of their Higher School Certificate. While the concept is not new (the students of the 1945 Leaving Certificate were asked to submit examples of needlework or woodwork), students' involvement in determining the design and construction methods of their submitted work are markedly different from that of the past. The DesignTech exhibition clearly exemplifies this change.

## **WHAT'S NEW IN 1995?**

### **HSC courses and subjects**

#### ***Ancient History — a new syllabus***

This year's Higher School Certificate offers students a new Ancient History syllabus. The topics that made up the former Ancient History 2/3 Unit Syllabus have been redesigned to provide more scope for those students who wish to pursue Archaeological and Written Evidence simultaneously. Most importantly, in the new syllabus there is not only more information available for the students, but the areas of study have been broadened to provide opportunities for students to study such areas as Australian Ancient History.

#### ***Computing Studies — new developments***

There are a number of new Computing Studies courses available for the 1995 Higher School Certificate. The 2/3 Unit (Common) course places emphasis on how the computer works, how it can be instructed to carry out new or different tasks and how computer-based systems are designed and implemented. The new 3 Unit (Additional) course provides opportunities for students who are achieving at a high level in 2/3 Unit (Common) Computing Studies to apply their understanding of a range of systems to the design and implementation of their own computer-based solutions. The course consists of two components: Computer Programming — Principles and Theory, and Computer Programming — Software Implementation.

The new 2 Unit (General) course provides opportunities for students who wish to learn how to use application software to a high level of expertise. The HSC course includes the following topics: Spreadsheets, Databases, Graphics, Desktop Publishing, Computer Communications and Integration.

#### ***New HSC language courses — Hindi, Maltese, Persian and Portuguese***

Syllabuses in Hindi, Maltese, Persian and Portuguese were developed as national syllabuses according to the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL). Under the NAFLaSSL scheme, languages developed by host States can be accredited by all other States. Maltese, Portuguese, Hindi and Persian were developed for the national scheme by Victoria and have been accredited in NSW and other States. The courses were developed for national use based on the demand across Australia and the availability of resources.

There are 25 languages covered by this national arrangement, and all are developed according to a common structure emphasising the ability to communicate in varied contexts, flexibility to accommodate all students in all areas of Australia, and emphasis on cultural awareness.

There are also new developments in the Indonesian subject area. What formerly made up the Bahasa Indonesia/Malay course has now been remodelled to create separate courses, including two Indonesian for Background Speakers HSC courses.



### ***Statistics on new courses to be examined for the first time in 1995***

<b>Courses</b>	<b>Candidates</b>
2 Unit Ancient History (Personalities and Their Times)	2131
2 Unit Computing Studies (General)	3116
3 Unit Computing Studies	1122
2 Unit Hindi	6
2 Unit Indonesian (Background Speakers)	52
3 Unit Indonesian (Background Speakers)	41
2 Unit Maltese	1
2 Unit Persian	19
2 Unit Portuguese	15

### **THE MOST POPULAR SUBJECTS**

Computing Studies and Business Studies have experienced significant increases in candidature over the past two years. Among the languages, Japanese is the most popular, with Chinese having a rapidly growing candidature.

### **LANGUAGES**

In 1967, 12 languages were examined, compared with the 37 languages on offer in 1995.

Many of these community languages are studied through the Saturday Schools of Community Languages run by the Department of School Education.

Eighteen years ago there were 56 students studying Japanese: this year, there are 1978 students studying the language, the mastery of which has become a key asset in the business world.

## **NEW SYSTEMS IN PLACE FOR THIS YEAR'S HIGHER SCHOOL CERTIFICATE**

### **The HSC Advice Line**

In 1995 a phone-in service, the HSC Advice Line, will be established to offer the HSC students of New South Wales access to experienced teachers who can give help with last-minute queries on selected subjects and examination techniques.

The HSC Advice Line is a government initiative costing approximately \$1.6 million. It will operate after school hours and on the weekend during students' stu vac and the exam period.

The Advice Line will be accessible to students all over NSW, including remote areas of the state, for the cost of a local call.

The service will be available to students up until the night before the examination for which they seek advice. The teachers, who will offer on-call advice, have been selected on the basis of their experience.

Students will be able to obtain advice on the following HSC subjects:

English (all courses)	Modern History
Mathematics (all courses)	Geography
Sciences (all courses except Geology)	Economics
General Studies	Legal Studies
Computing Studies	Business Studies
Personal Development, Health and Physical Education	Ancient History

These 12 subject areas were chosen because they are popular with this year's candidature.

The HSC Advice Line will commence on 16 October and run through stu vac and the exam period from 4 pm to 10 pm on weekdays, and on Saturday and Sunday from 10 am to 6 pm. The Advice Line telephone number is 13 11 12.

### **Pathways**

With the introduction of Pathways for Year 11 students in 1994, the Higher School Certificate has a new flexibility in the way students can approach their study program. This year will be the first in which the Pathways scheme has been fully implemented. Through Pathways, students are able to take more time to complete their Higher School Certificate, move through their program more quickly, or repeat subjects and receive an accumulated result.

Already, Pathways is proving popular. In 1994 there were 1787 students using the Pathways model. In 1995 there are 4680 candidates (7.6% of the total) making use of this system. It works in a number of ways, including options where a student can take one or more subjects ahead of their peers (acceleration) or spread the Higher School Certificate over a period of up to five years. Previously, the accumulation option was only available for severely physically disabled students or elite athletes.

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 Tertiary Entrance Rank (TER). Before Pathways was introduced, the only way to improve results was to undertake the entire Higher School Certificate program again.

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 school work.

To be eligible for the award of the Higher School Certificate, students must satisfactorily complete 11 units of study in both the Preliminary and HSC study patterns. This program must comprise at least two units of English, at least one unit from Key Learning Area (KLA) Group 1 (Science, Mathematics, and Technological and Applied Studies) and at least one unit from Key Learning Area Group 2 (Languages Other Than English, Human Society and Its Environment, Creative Arts, and Personal Development, Health and Physical Education).

In calculating the Tertiary Entrance Rank, universities in NSW and the ACT will automatically include in a student's best 10 units at least one unit of English, at least one unit from KLA Group 1 and at least one unit from KLA Group 2.

## **The Higher School Certificate 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 in TAFE or another recognised post-secondary institution;
- Advanced Standing, whereby students may be exempted from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes.

## **The Internet**

'Surf the Board on the Net!' has been the catchcry at the Board of Studies ever since it launched its site on the Internet in September 1995. With more and more schools accessing the Internet, students can now link up to the Board's site to find out important information relating to syllabuses, the School Certificate, the Higher School Certificate and Board publications.

For students doing the Higher School Certificate, this means they will be able to access a calendar of important events leading up to the examinations, as well as the inclusion of a Higher School Certificate examination timetable.

Students and teachers will also be able to obtain Board of Studies publications such as *Board Bulletin*, which offers important news and syllabus updates.

The site will offer a sample of Board products, including access to extracts from some of the educational CD-ROMs produced through the Board of Studies. The Board's site will also feature students' artworks from ARTEXPRESS (selected works from each year's Visual Arts HSC) in a virtual art gallery exhibition.

The Board of Studies Web site has been made available through its collaboration with OPEN NET Pty Ltd, a Federal Government initiative set up to establish Internet services to educational institutions. Through OPEN NET, the Board site is offering toll-free access to the Internet for country schools that cannot find a local access point to the Internet.

The Internet address is <http://www.opennet.net.au/partners/bos>.

### **Student identity check**

The Board of Studies has implemented additional student identity check procedures for the 1995 Higher School Certificate.

All students presenting for examination are now required to have completed a Written Examination Photograph Form. This form contains a passport-sized photograph, certified by the student's principal or a Justice of the Peace to be a true likeness of the student. It also contains the student's specimen signature.

The purpose of the Photograph Form is to deter and detect any incidence of student impersonation during examinations. Photograph identification has already been in use for students sitting written examinations outside their home school, for TAFE students and for oral/aural and practical examinations.

## CATEGORISATION OF CANDIDATURE

Category	Candidates	Proportion
Metropolitan	41 765	67.9%
Country	19 214	31.2%
Interstate and overseas	572	0.9%
School students	58 059	94.3%
TAFE students	3372	5.5%
Self-tuition students	120	0.2%

### Candidates by geographical location and gender as at 24 August 1995

Geographical Location	Male	Female	Total	Percentage
<b>Metropolitan Categories</b>				
Metropolitan East	6244	6824	13 068	21.2%
Metropolitan North	5737	5718	11 455	18.6%
Metropolitan South West	3650	3832	7482	12.2%
Metropolitan West	4602	5158	9760	15.9%
Total	20 233	21 532	41 765	67.9%
<b>Country Categories</b>				
Hunter	2081	2446	4527	7.4%
North Coast	1701	1803	3504	5.7%
North West	904	1062	1966	3.2%
Riverina	1000	1369	2369	3.8%
South Coast	1957	2248	4205	6.8%
Western	1120	1523	2643	4.3%
Total	8763	10 451	19 214	31.2%
<b>Overseas Categories</b>				
All Overseas	159	150	309	0.5%
Total	159	150	309	0.5%
<b>Other Categories</b>				
All Other	187	76	263	0.4%
Total	187	76	263	0.4%
<b>Total of all categories</b>	<b>29 342</b>	<b>32 209</b>	<b>61 551</b>	<b>100.0%</b>

52.3% of the 1995 Higher School Certificate candidature is female (compared with 51.2% of the 1994 candidature).

## Subjects with the largest candidature

	Candidates	% of total
English	58 235	94.6*
Mathematics	56 816	92.3
General Studies	18 271	29.7
Biology	15 309	24.9
Computing Studies**	11 473	18.6
Business Studies***	11 463	18.6
Chemistry	11 040	17.9
Modern History	10 978	17.8
Geography	10 298	16.7
Physics	9941	16.2
Economics	9396	15.3
Visual Arts	8707	14.1
Legal Studies	8447	13.7
PDHPE	7621	12.4
Ancient History	6740	11.0

\* Although English is compulsory for the award of the Higher School Certificate, its participation rate is less than 100% due to the inclusion of part-time candidates.

\*\* Computing Studies has risen from 9th most popular subject to 5th.

\*\*\* Business Studies has risen from 11th most popular subject to 6th.

## Subjects with the smallest candidature

Persian	19
Portuguese	15
Czech	13
Thai	12
Hungarian	11
Armenian	10
Classical Greek	10
Ukrainian	7
Dutch	5
Slovenian	5
Swedish	5
Latvian	4
Hindi	3
Estonian	1
Lithuanian	1
Maltese	1

**ENTRIES IN BOARD-DEVELOPED COURSES BY SUBJECT, COURSE AND SEX FOR THE 1995 HSC AS AT 24 AUGUST 1995**

<b>Subject and course</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>M%</b>	<b>F%</b>
Aboriginal Studies	665	215	450	32.3	67.7
2U Aboriginal Studies	665	215	450	32.3	67.7
Accounts Clerical	455	166	289	36.5	63.5
2U Accounts Clerical	455	166	289	36.5	63.5
Agriculture	2101	1332	769	63.4	36.6
2/3U Agriculture	1703	1089	614	63.9	36.1
3U Agriculture	398	243	155	61.1	38.9
Ancient History	6740	2554	4186	37.9	62.1
2U Ancient History (Personalities & Their Times)	2131	879	1252	41.2	58.8
2/3U Ancient History	2929	1109	1820	37.9	62.1
3U Ancient History	1680	566	1114	33.7	66.3
Applied Studies	1026	582	444	56.7	43.3
1U Applied Studies	1026	582	444	56.7	43.3
Arabic	390	186	204	47.7	52.3
2U Z Arabic	28	16	12	57.1	42.9
2U Arabic (General)	166	70	96	42.2	57.8
2/3U Arabic	60	29	31	48.3	51.7
3U Arabic	136	71	65	52.2	47.8
Armenian	10	3	7	30.0	70.0
2U Armenian	10	3	7	30.0	70.0
Biology	15 309	5509	9800	36.0	64.0
2U Biology	15 309	5509	9800	36.0	64.0
Business Studies	11 463	6062	5401	52.9	47.1
2/3U Business Studies	8523	4494	4029	52.7	47.3
3U Business Studies	2940	1568	1372	53.3	46.7
Chemistry	11 040	5965	5075	54.0	46.0
2U Chemistry	11 040	5965	5075	54.0	46.0
Chinese	780	425	355	54.5	45.5
2U Z Chinese	24	8	16	33.3	66.7
2/3U Chinese (Background Speakers)	360	215	145	59.7	40.3
3U Chinese (Background Speakers)	360	179	181	49.7	50.3
2/3U Chinese	19	12	7	63.2	36.8
3U Chinese	17	11	6	64.7	35.3

<b>Subject and course</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>M%</b>	<b>F%</b>
Classical Ballet	31	2	29	6.5	93.5
2/3U Classical Ballet	26	2	24	7.7	92.3
3U Classical Ballet	5	0	5	0.0	100.0
Classical Greek	10	10	0	100.0	0.0
2/3U Classical Greek	2	2	0	100.0	0.0
3U Classical Greek	8	8	0	100.0	0.0
Comparative Literature – Distinction	10	1	9	10.0	90.0
2U Comparative Literature (Distinction Course)	10	1	9	10.0	90.0
Computing Studies	11 473	6532	4941	56.9	43.1
2U Computing Studies (General)	3116	1574	1542	50.5	49.5
2/3U Computing Studies	7235	4092	3143	56.6	43.4
3U Computing Studies	1122	866	256	77.2	22.8
Cosmology – Distinction	11	9	2	81.8	18.2
2U Cosmology (Distinction Course)	11	9	2	81.8	18.2
Croatian	47	18	29	38.3	61.7
2U Croatian	47	18	29	38.3	61.7
Czech	13	3	10	23.1	76.9
2U Czech	13	3	10	23.1	76.9
Dance	202	14	188	6.9	93.1
2U Dance	202	14	188	6.9	93.1
Design and Technology	5553	4808	745	86.6	13.4
2/3U Design and Technology	5067	4450	617	87.8	12.2
3U Design and Technology	486	358	128	73.7	26.3
Drama	2500	635	1865	25.4	74.6
2U Drama	2500	635	1865	25.4	74.6
Dutch	5	2	3	40.0	60.0
2/3U Dutch	5	2	3	40.0	60.0
Economics	9396	5384	4012	57.3	42.7
2/3U Economics	6645	3873	2772	58.3	41.7
3U Economics	2751	1511	1240	54.9	45.1
Electronics Technology	160	154	6	96.3	3.8
2U Electronics Technology	160	154	6	96.3	3.8
Engineering Science	1794	1687	107	94.0	6.0
2/3U Engineering Science	1465	1377	88	94.0	6.0
3U Engineering Science	329	310	19	94.2	5.8



<b>Subject and course</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>M%</b>	<b>F%</b>
English	58 235	27 745	30 490	47.6	52.4
2U Contemporary English	18 534	11 068	7466	59.7	40.3
2U English (General)	30 389	13 683	16 706	45.0	55.0
2/3U English	7074	2401	4673	33.9	66.1
3U English	2238	593	1645	26.5	73.5
Estonian	1	0	1	0.0	100.0
2U Estonian	1	0	1	0.0	100.0
Food Technology	3809	699	3110	18.4	81.6
2/3U Food Technology	3092	637	2455	20.6	79.4
3U Food Technology	717	62	655	8.6	91.4
French	1700	381	1319	22.4	77.6
2U Z French	588	87	501	14.8	85.2
2U French (General)	435	96	339	22.1	77.9
2/3U French	434	113	321	26.0	74.0
3U French	243	85	158	35.0	65.0
General Science	2361	1369	992	58.0	42.0
2U General Science	2361	1369	992	58.0	42.0
General Studies	18 271	8549	9722	46.8	53.2
1U General Studies	18 271	8549	9722	46.8	53.2
Geography	10 298	5482	4816	53.2	46.8
2/3U Geography	6932	3838	3094	55.4	44.6
3U Geography	3366	1644	1722	48.8	51.2
Geology	300	182	118	60.7	39.3
2U Geology	300	182	118	60.7	39.3
German	782	242	540	30.9	69.1
2U Z German	154	39	115	25.3	74.7
2U German (General)	176	48	128	27.3	72.7
2/3U German	278	92	186	33.1	66.9
3U German	174	63	111	36.2	63.8
Hebrew	54	24	30	44.4	55.6
2U Hebrew (General)	19	7	12	36.8	63.2
2/3U Hebrew	12	4	8	33.3	66.7
3U Hebrew	23	13	10	56.5	43.5
Hindi	3	1	2	33.3	66.7
2U Hindi	3	1	2	33.3	66.7
Hungarian	11	5	6	45.5	54.5
2U Hungarian	11	5	6	45.5	54.5

<b>Subject and course</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>M%</b>	<b>F%</b>
Indonesian	374	120	254	32.1	67.9
2U Z Indonesian	130	21	109	16.2	83.8
2/3U Indonesian	84	27	57	32.1	67.9
3U Indonesian	67	22	45	32.8	67.2
2/3U Indonesian (Background Speakers)	52	34	18	65.4	34.6
3U Indonesian (Background Speakers)	41	16	25	39.0	61.0
Industry Studies	697	332	365	47.6	52.4
2U Industry Studies – Hospitality	403	114	289	28.3	71.7
2U Industry Studies – Metal and Engineering	135	133	2	98.5	1.5
2U Industry Studies – Retail	159	85	74	53.5	46.5
Italian	696	199	497	28.6	71.4
2U Z Italian	271	74	197	27.3	72.7
2/3U Italian	311	85	226	27.3	72.7
3U Italian	114	40	74	35.1	64.9
Japanese	1978	578	1400	29.2	70.8
2U Z Japanese	881	266	615	30.2	69.8
2/3U Japanese	735	181	554	24.6	75.4
3U Japanese	278	87	191	31.3	68.7
2U Japanese (Background Speakers)	84	44	40	52.4	47.6
Korean	152	64	88	42.1	57.9
2U Z Korean	7	2	5	28.6	71.4
2/3U Korean (Background Speakers)	81	42	39	51.9	48.1
3U Korean (Background Speakers)	64	20	44	31.3	68.8
Latin	158	80	78	50.6	49.4
2/3U Latin	73	25	48	34.2	65.8
3U Latin	85	55	30	64.7	35.3
Latvian	4	2	2	50.0	50.0
2U Latvian	4	2	2	50.0	50.0
Legal Studies	8447	3071	5376	36.4	63.6
2/3U Legal Studies	6717	2582	4135	38.4	61.6
3U Legal Studies	1730	489	1241	28.3	71.7
Life Management Studies	2706	429	2277	15.9	84.1
2/3U Life Management Studies	1918	393	1525	20.5	79.5
3U Life Management Studies	788	36	752	4.6	95.4

<b>Subject and course</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>M%</b>	<b>F%</b>
Lithuanian	1	0	1	0.0	100.0
2U Lithuanian	1	0	1	0.0	100.0
Macedonian	58	23	35	39.7	60.3
2U Macedonian	58	23	35	39.7	60.3
Malay	118	58	60	49.2	50.8
2/3U Malay (Background Speakers)	70	39	31	55.7	44.3
3U Malay (Background Speakers)	48	19	29	39.6	60.4
Maltese 1	0	1	0.0	100.0	0.0
2U Maltese	1	0	1	0.0	100.0
Mathematics	56 816	27 404	29 412	48.2	51.8
2U Mathematics in Practice	4529	1962	2567	43.3	56.7
2U Mathematics in Society	22 126	9912	12 214	44.8	55.2
2/3U Mathematics	18 454	8790	9664	47.6	52.4
3U Mathematics	9035	4981	4054	55.1	44.9
4U Mathematics	2672	1759	913	65.8	34.2
Modern Greek	410	159	251	38.8	61.2
2U Z Modern Greek	19	7	12	36.8	63.2
2/3U Modern Greek	161	60	101	37.3	62.7
3U Modern Greek	230	92	138	40.0	60.0
Modern History	10 978	4957	6021	45.2	54.8
2U Modern History (People and Events)	3320	1695	1625	51.1	48.9
2/3U Modern History	5293	2306	2987	43.6	56.4
3U Modern History	2365	956	1409	40.4	59.6
Music (AMEB)	176	63	113	35.8	64.2
2U Music (AMEB)	102	34	68	33.3	66.7
3U Music (AMEB)	74	29	45	39.2	60.8
Music (Board)	3099	1502	1597	48.5	51.5
2U Music (Board) Course 1	2373	1241	1132	52.3	47.7
2/3U Music (Board)	287	96	191	33.4	66.6
3U Music (Board)	439	165	274	37.6	62.4
Persian	19	8	11	42.1	57.9
2U Persian	19	8	11	42.1	57.9
Personal Development, Health and Physical Education	7621	3880	3741	50.9	49.1
2U Personal Development, Health and Physical Education	7621	3880	3741	50.9	49.1

<b>Subject and course</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>M%</b>	<b>F%</b>
Philosophy – Distinction	9	3	6	33.3	66.7
2U Philosophy (Distinction Course)	9	3	6	33.3	66.7
Physics	9941	7231	2710	72.7	27.3
2U Physics	9941	7231	2710	72.7	27.3
Polish	38	15	23	39.5	60.5
2U Polish	38	15	23	39.5	60.5
Portuguese	15	4	11	26.7	73.3
2U Portuguese	15	4	11	26.7	73.3
Rural Technology	88	88	0	100.0	0.0
2U Rural Technology	88	88	0	100.0	0.0
Russian	44	14	30	31.8	68.2
2U Z Russian	10	5	5	50.0	50.0
2/3U Russian	13	3	10	23.1	76.9
3U Russian	21	6	15	28.6	71.4
Science	846	411	435	48.6	51.4
3U Science	225	104	121	46.2	53.8
4U Science	621	307	314	49.4	50.6
Science for Life	4597	2544	2053	55.3	44.7
2U Science for Life	4597	2544	2053	55.3	44.7
Serbian	52	25	27	48.1	51.9
2U Serbian	52	25	27	48.1	51.9
Sheep Husbandry and Wool Technology	41	38	3	92.7	7.3
2U Sheep Husbandry and Wool Technology	41	38	3	92.7	7.3
Slovenian	5	2	3	40.0	60.0
2U Slovenian	5	2	3	40.0	60.0
Society and Culture	2795	514	2281	18.4	81.6
2/3U Society & Culture	2040	433	1607	21.2	78.8
3U Society & Culture	755	81	674	10.7	89.3
Spanish	391	145	246	37.1	62.9
2U Z Spanish	79	20	59	25.3	74.7
2/3U Spanish	166	71	95	42.8	57.2
3U Spanish	146	54	92	37.0	63.0
Studies of Religion	4834	2039	2795	42.2	57.8
2U Studies of Religion	224	37	187	16.5	83.5
1U Studies of Religion	4610	2002	2608	43.4	56.6

<b>Subject and course</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>M%</b>	<b>F%</b>
Swedish	5	4	1	80.0	20.0
2U Swedish	5	4	1	80.0	20.0
Textiles and Design	1098	7	1091	0.6	99.4
2/3U Textiles & Design	777	7	770	0.9	99.1
3U Textiles & Design	321	0	321	0.0	100.0
Thai	12	5	7	41.7	58.3
2U Z Thai	12	5	7	41.7	58.3
Travel	568	75	493	13.2	86.8
2U Travel	568	75	493	13.2	86.8
Turkish	123	58	65	47.2	52.8
2/3U Turkish	23	10	13	43.5	56.5
3U Turkish	100	48	52	48.0	52.0
Ukrainian	7	4	3	57.1	42.9
2U Ukrainian	7	4	3	57.1	42.9
Vietnamese	391	165	226	42.2	57.8
2U Vietnamese	391	165	226	42.2	57.8
Visual Arts	8707	3099	5608	35.6	64.4
2/3U Visual Arts	4715	1872	2843	39.7	60.3
3U Visual Arts	3992	1227	2765	30.7	69.3

## THE HIGHER SCHOOL CERTIFICATE ON SHOW

In Design and Technology, Music, Drama, and Visual Arts, students submit work or perform work that they have developed during the course of their Higher School Certificate study program.

Each year, once the works have been marked, a selection is made from the top entries in each subject. With the students' permission, these works are organised into exhibitions that are shown in various venues in Sydney and then toured throughout the State. This gives the public the opportunity to witness the high standards achieved by the HSC students of NSW.

## ARTEXPRESS

ARTEXPRESS is an exhibition of exemplary works from the HSC Visual Arts examination. The exhibition displays a wide range of artworks that students submit in Visual Arts. Subject matter ranges from ideas on self-identity to social and cultural issues, and a broad range of media are used. Works may include painting, sculpture, drawing, wearables, photography, design, graphics, mixed media, film and video.

ARTEXPRESS is a joint venture of the Board of Studies NSW and the NSW Department of School Education.

### Tour dates for 1996 are:

Gallery	Dates
The Art Gallery of NSW	11 January – 10 March
State Library	2 February – 3 March
David Jones	City and suburban store windows during January
Newcastle Regional Art Gallery	18 March – 21 April
Dubbo Regional Art Gallery	29 April – 31 May
Grafton Regional Gallery	7 June – 7 July
Wagga Wagga City Gallery	2 August – 1 September
Bega Valley Shire Art Gallery	9 September – 4 October
Wollongong City Gallery	11 October – 24 November

## DesignTech

DesignTech is an exhibition of outstanding Major Design Projects from the 1995 Higher School Certificate Design and Technology students.

Each year, Higher School Certificate examiners 'red spot' approximately 250 projects from around NSW. A 'red spot' indicates that the projects are suitable for display as part of the exhibition program. A core group of around 25 projects is then selected for use at all exhibition venues. These are supplemented by a number of local projects at each regional venue. Projects displayed represent both government and non-government schools.

DesignTech offers students an insight into designing and producing Major Design Projects. All projects selected show creativity, innovation and a high level of skill in design and production. As a result of last year's exhibition, some students were offered places in university courses, apprenticeships and cadetships in their area of interest, and others are intending to take out patents on their designs.

The venues for DesignTech 95 are:

- **Wollongong:** Crown Central Shopping Centre, 18 October – 27 October 1995
- **Orange:** Orange City Centre, 30 October – 8 November 1995
- **Armidale:** Hanna's Arcade, 11 November – 20 November 1995
- **Sydney:** Powerhouse Museum, 16 December 1995 – 28 February 1996
- **Albury:** Myer City Centre, 5 March – 12 March 1996
- **Newcastle:** Charlestown Square, 16 March – 24 March 1996

The DesignTech exhibition program is a joint venture of the Board of Studies NSW and the NSW Department of School Education and is sponsored by Pacific Power.

## **Encore**

Encore is a concert of outstanding performances and compositions from Higher School Certificate Music students studying any of the following music courses — 2/3 Unit Related, 2 Unit Course 1 and AMEB. The concert is an annual event and in 1993 was presented for the first time in the Concert Hall of the Sydney Opera House.

The final selection provides a well-balanced combination of performances and compositions from both government and non-government school students throughout the State.

Encore is a joint venture of the Board of Studies NSW and the NSW Department of School Education. It will be staged on 17 February 1996 at the Sydney Opera House.

## **OnSTAGE**

This year, for the first time, students who studied Drama for the 1994 Higher School Certificate had an opportunity to publicly perform their Group Presentation and Individual Performance and present their Design projects. OnSTAGE ran successfully for a week in February 1995 at the Sydney Theatre Company's Wharf 2 Theatre.

Students could perform a group presentation where improvisation was used to explore ideas that were then workshopped to create theatre. Of those students who performed in OnSTAGE 94, one has been accepted into the full-time Bachelor of Dramatic Art course at NIDA, one has gained entrance to the London School of Contemporary Dance, and another has received the prestigious Singapore Airline Young Shakespearean Globe Centre Australia Award.

OnSTAGE is presented by the Board of Studies NSW and the NSW Department of School Education. The 1996 dates for OnSTAGE are currently being finalised.

# **Higher School Certificate Examination and Assessment**



# Higher School Certificate Examination and Assessment

The Board of Studies NSW organised 66 examination committees to set 338 different examination papers for 130 courses between December 1994 and April 1995. In addition, examination papers for some small candidature languages were set by other States participating in the NAFLaSSL (National Assessment Framework for Languages at Senior Secondary School Level).

It takes 40 staff members 6–7 weeks to pack all the written examination papers for all students in each course. This will result in over half a million parcels.

More than 3500 people will supervise the HSC examination sessions in 676 examination centres. These centres are mostly in schools and NSW TAFE colleges that have more than 40 candidates.

Other examination centres will be set up in all states and territories in Australia, as well as Norfolk Island. Internationally, examination centres will be set up in Argentina, Bahrain, Czech Republic, Hong Kong, Indonesia, Italy, Japan, Malaysia, Moscow, Noumea, Papua New Guinea, Saudi Arabia, Singapore, South Korea, Sweden, Thailand, Tonga, United Kingdom, USA and Vanuatu.

There are two students on Navy ships who will sit for their Higher School Certificate examination while at sea.

## **ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE**

To be eligible for the Higher School Certificate, students must follow a course of study comprising a minimum of 11 units at a government or registered and accredited non-government school, a college of Technical and Further Education (TAFE) or a school outside New South Wales that is recognised by the Board.

Students may enter for courses they have studied at another school or a college of TAFE in addition to those studied at their own school. For example, 1870 students have entered for the HSC examination in Languages studied at the Department of School Education's Saturday School of Community Languages. A student may also enter for an 'outside' subject that has been studied with a private tutor, if this is approved by the school principal.

## THE HSC ASSESSMENT SCHEME

Students will have an examination mark and an assessment mark reported separately on the Record of Achievement. The exam mark is based on examination performance and the assessment mark is based on tasks undertaken during the HSC course.

### The purpose and scope of assessments

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 an accurate measure of each student's final achievement for the course. Together, the examination and assessment marks provide a more accurate and complete picture of a student's achievement. 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 exam marks in the course from the school.

Towards the end of the HSC course, schools provide a mark based on a student's performance in set assessment tasks.

Assessments are required for most courses set or endorsed by the Board. They are not required for courses with competency logs.

Assessments will be reported and will be available for use in illness/misadventure appeals. Assessments provided for self-tuition students will not be reported but could be used in illness/misadventure appeals.

### Components and weighting

To assess students' achievements, courses are divided into components that represent the skills and knowledge objectives of the course. The components are weighted and the school devises individual assessment tasks to measure a student's performance consistent with these components.

For example, the weightings of the components of the Modern History 2 Unit course are:

<b>Component</b>	<b>Weighting (%)</b>
1. Core	30
2. Twentieth Century Studies	40
EITHER	
3a. Nineteenth Century Studies	
OR	
3b. Modern World Studies	30
Total	100

## **Moderation of assessments**

The assessment marks awarded to students in each course are adjusted to match the average (mean) of those students' scaled examination marks (SEM), with a similar spread of assessments to the exam marks being achieved by setting the top assessment to the top SEM and, where possible, the lowest assessment to the lowest SEM. This places the assessment marks on a common scale, allowing them to be compared with assessments from other schools.

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 each course after the final examination. Schools are required to provide feedback on performance throughout the course.

## **Unsatisfactory assessments**

Students are expected to undertake all assessment tasks set. If a task is missed, the school may require the student to undertake an alternative task. Decisions to allow students to do alternative tasks, as well as decisions to award a zero mark, are based on guidelines issued by the Board of Studies and conveyed to students in each school's assessment policy.

If a student does not attempt assessment tasks that together are worth more than 50% of available marks in any course, the principal certifies that the course has not been satisfactorily studied. Unless a student subsequently appeals successfully to the Board, neither an assessment mark nor an examination mark is granted, whether or not the student attends the examination.

## **School reviews and appeals to the Board**

After all students at a school have finished their examinations, students may obtain a sheet from the Board showing their position within their school in the rank order for assessments in each course they studied. If students consider their placement in any course 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 4 December 1995.

The school advises the student of the outcome of the review by 5 December 1995. If a student is dissatisfied with the outcome of a school review, appeal to the Board is possible.

## **PRODUCING THE EXAMINATIONS**

### **Setting the examinations**

HSC examinations are set by examination committees that usually comprise six people including practising teachers, representatives from tertiary institutions and syllabus committee members. This year 66 committees prepared 338 different examination papers for 130 courses set in NSW.

In addition, examination papers for some small candidature languages are set by other states participating in the NAFLaSSL scheme (National Assessment Framework for Languages at Senior Secondary Level).

### **Assessors**

After examinations are set, each paper is assessed by practising teachers in that subject. The assessor checks whether the paper is a fair and valid examination of the relevant course. Where appropriate the assessor will attempt the actual paper to ensure its fairness to students.

### **Aural and practical examinations**

For each examination in most modern languages, cassette tapes are produced to test a student's aural skills. Example tapes are prepared by examination committees and checked by assessors.

Each actual examination is then produced in a high quality form using two readers who are native speakers of the language involved.

Compact discs are prepared for the Music aural exams.

Cassette tapes are produced for the Contemporary English Listening Paper. Special video tapes in sign language are prepared for hearing-impaired students studying Contemporary English.

Transcripts of tapes are provided in the event of equipment malfunction or problems with electricity supply.

### **Preparing 'the pack'**

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

## **CONDUCTING THE EXAMINATIONS**

### **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 provisions for students with disabilities**

Special provisions are made for Higher School Certificate students who experience difficulty receiving examination questions or communicating acquired knowledge in an examination at a level that allows those students to complete the examination on an equal basis with all Higher School Certificate students.

Arrangements 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 typewriter or keyboard; provision for special furniture and lighting; and establishment of a special examination centre or separate supervision.

Applications for special provisions for students with disabilities were submitted to the Board of Studies from April 1995. 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 apply to the Board of Studies for consideration and a possible variation to their results.

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 28 November 1995 except in the case of oral/aural 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, a student's achievement may be measured by the use of the moderated school assessment mark for that subject. In general, appeals are not considered for courses for which no assessment is available.

## **OTHER COURSES WITH PRACTICAL EXAMINATIONS AND SUBMITTED WORKS**

Some HSC subjects involve forms of examination other than written examination papers. For example, all modern languages have an oral/aural component.

### ***Submitted artworks***

Candidates in Visual Arts submit an artwork, or series of artworks, for examination which 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 painting, film and video, sculpture, drawing, photography, jewellery, design and graphics. Students taking a 3 unit course may choose to submit an additional submitted artwork or an integrated visual/verbal study or undertake another written examination.

### ***Music performance***

All students for Music (Board) courses are examined in music performance. Candidates may present solo and/or ensemble performances using instruments or voice.

### ***Design and Technology (see page 2)***

### ***Industry Studies***

Candidates in Industry Studies present in one of three strands — Hospitality, Metal and Engineering, or Retail. Retail students present for a practical exam based on responses to a video. Metal and Engineering and Hospitality students undertake a practical task while being assessed by two independent, external assessors.

### ***Classical Ballet, Dance, and Drama***

Individual performances in Classical Ballet and Dance were held at central metropolitan venues in August/September 1995.

Individual performances and group presentations in Drama were examined in schools throughout the metropolitan and country areas in September 1995.

### ***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, 2 Unit 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 (Board) 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 25 language subjects, New South Wales, South 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 Arabic living in Port Hedland will do the same examination as a student living in Sydney. Each student will receive recognition for their results from their own State or Territory certification authority. This is known as the NAFLaSSL Project (National Assessment Framework for Languages at Senior Secondary Level).

## **MARKING OF THE HIGHER SCHOOL CERTIFICATE EXAMINATIONS**

### **Security**

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

Success of the security operation depends on anonymity and on a complex system of checks and careful procedures.

Security procedures include restricting access to marking centres and only allowing entry to authorised personnel. Security guards are employed to guard each marking centre at all times, day and night.

### **Employment of markers**

Approximately 7000 markers will mark the exams at 17 venues. They will be assisted by 600 clerical staff. The RAS Showground is the largest marking centre, accommodating approximately 60 subjects. As well as those in Sydney, marking centres will be set up in Newcastle, Wollongong and Wagga Wagga.

HSC Examination Inquiry Centres for students will operate at the Board of Studies for two weeks and in major regional centres for one week in January 1995.

### **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.

The majority of HSC papers are marked by groups of markers, marking together, in centres established by the Board of Studies.

### **Reliability control measures**

Generally, questions where a range of answers would be acceptable will be double marked. For example, all questions in subjects such as English and General Studies will be marked by two examiners. In the case of significant discrepancy between the marks awarded by these two examiners, an additional independent marking is undertaken. Since different examiners are

assigned to mark the various questions in the papers, in some subjects, up to 10 different examiners are likely to mark each 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. This arrangement will ensure that the Higher School Certificate continues to be marked rigorously and in a manner that is fair to all students.

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

## **RESULTS**

Students will receive their 1995 Higher School Certificate results on Tuesday 9 January 1996.

All students eligible for a Tertiary Entrance Rank (TER) will receive notification of this in the same envelope as their Higher School Certificate results. The TER is not printed on the Higher School Certificate.

All students who satisfactorily complete at least one HSC course will receive a Record of Achievement listing their courses and results.

Those who have not followed the required HSC study program will receive a Higher School Certificate Record of Achievement. Self-tuition students will receive a Results Notice. The Record of Achievement and Results Notice lists their results in each course.

On the back of the HSC Record of Achievement is an explanation of the way in which the Board determines the marks and percentile bands for each course.

All students will receive an application form for a clerical processing re-check. There is no provision for re-marking of papers, but a clerical re-check ensures that all answers have been marked, and that marks have been correctly allocated and computed.

Individual student's results will not be published but released only to the student, the student's school principal and the Universities Admissions Centre.

### **Reporting of results in Board courses**

Students' performances in the various Board courses are reported by a scaled examination mark, a moderated school assessment mark and a percentile band that shows the student's relative position 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 for the paper concerned.



## **Scaled examination marks for Board courses**

In all 2 unit courses the scaled examination mark is out of 100, with the average mark for all students set at 60. The pattern of marks in 2 unit courses will be such that:

- 1–2% of candidates will be awarded marks of 90 or more;
- approximately 20% of candidates will be awarded marks of 70 or more;
- approximately 80% of candidates will be awarded marks of 50 or more;
- no more than 1% of candidates will be awarded marks of less than 30.

Variations to this pattern of marks will occur for students doing 1 unit, 3 unit and 4 unit courses. These variations will be explained in detail in the literature accompanying the certificate or Result Notice.

In this context there is no 'pass mark'. The concepts of 'passing' and 'failing' do not apply to the Higher School Certificate.

## **Reporting of results in Other Endorsed Studies 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 courses. Other Endorsed Studies courses have the symbol \*\*\* in the space designated for the examination mark.

Joint Secondary School/TAFE courses that are Other Endorsed Studies courses will also be reported as being either satisfactorily or unsatisfactorily studied.

## **Dual-accredited vocational HSC courses**

In Industry Studies and Vocational Content Endorsed Courses, a student log provides specific information on modules successfully completed for the course.

Students who successfully complete the Industry Studies 2 Unit course or a 240-hour Vocational Content Endorsed Course will receive a certificate issued by the Board of Studies under authorisation from the Vocational Education and Training Accreditation Board (VETAB). Students who successfully complete modules that total less than 240 hours will receive Statement(s) of Competency issued by the Board of Studies under authorisation from VETAB.

## **Result Notice**

Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by the Board. Such students can receive neither a Record of Achievement nor a Higher School Certificate testamur. The Result Notice is a cumulative record, which will list the courses satisfactorily completed and the results achieved.



## **THE TERTIARY ENTRANCE RANK**

The Tertiary Entrance Rank (TER) is a number reported on a scale of 0 to 100 with intervals of 0.05. The TER is calculated by the University of Sydney and is based on a scaled aggregate calculated by using a student's best 10 units in Board-developed HSC courses, subject to the following restrictions: at least one unit of English must be included; at least one unit from each Key Learning Area group must be included; at most, two units of Category B courses may be included, and the TER may include units accumulated by a candidate over a total span of five years.

Students who do not attempt at least 10 Board-developed units are not eligible for a TER. Other Endorsed Studies courses do not count towards the TER.

The TER shows where a student stands in relation to all other Higher School Certificate students for whom a TER was calculated. The TER a student receives indicates what percentage of Higher School Certificate students are below that student in the overall order of merit of students.

Students on the top rank will receive a TER of 100. For the lowest 15% the TER will simply state '15.00 or below'.

Students receive advice of their TER on a document separate from, but included in the same envelope as, their Higher School Certificate results.

The Board of Studies reports the marks for each course, which are reported on the Record of Achievement. It is not valid to add the Board's marks for each course as no account has been taken of the comparative difference between candidates in different courses.

The University of Sydney calculates the TER using a scaling process that enables marks obtained in different courses to be added together for tertiary entrance purposes. It should also be stressed that the TER is a rank or position, not a mark.

### **Tertiary entry**

Candidates' results will be forwarded automatically to the Universities Admissions Centre, which processes applications for admission to participating universities unless the student specifically requests otherwise.

## **HSC EXAMINATION INQUIRY CENTRES**

On the day that Higher School Certificate results arrive, Tuesday 9 January 1996, the Higher School Certificate Examination Inquiry Centres will open. The inquiry centres are established in each country region and at the Board of Studies. They are staffed by the Board Liaison Officers, Board of Studies officers and personnel from government and non-government schools after the issue of results.

The Higher School Certificate Examination Inquiry Centres provide an opportunity for students to discuss any queries regarding their Higher School Certificate results.

Personnel at the Higher School Certificate Examination Inquiry Centres are able to answer questions about results only. Inquiries in relation to university admissions and post-secondary education should be directed to the Universities Admissions Centre or the Advisory Centres for Students and School Leavers.

## **ADVISORY CENTRES FOR STUDENTS AND SCHOOL LEAVERS**

The Advisory Centres for students and school leavers, which operate in January 1996, are established by the Department of School Education and are set up across the State. The main role of the Advisory Centres is to answer inquiries and advise students about assessing their career and tertiary education options on the basis of their Higher School Certificate results.

# **The Higher School Certificate Curriculum**

# The Higher School Certificate Curriculum

## THE HSC STUDY PROGRAM

To be awarded the Higher School Certificate, students must:

- study at least two units of English
- study at least one unit from Key Learning Area Group 1 (Science/Mathematics/Technological and Applied Studies [TAS])
- study at least one unit from Key Learning Area Group 2 (Languages Other Than English [LOTE]/Human Society and Its Environment [HSIE]/Personal Development, Health and Physical Education [PDHPE]/Creative Arts)
- study at least 6 units of Board-developed (examination) courses
- study a minimum of 11 units.

Students may undertake a combination of Board endorsed and Other Endorsed Studies (OES) courses to make up the 11 required units for both the Preliminary and Higher School Certificate patterns. However, at least six of these units must be Board courses for the students to be eligible for the award of the Higher School Certificate.

## TYPES OF COURSES

The courses studied in Preliminary and Higher School Certificate years fall into a number of categories:

### Board-developed courses

These are courses that are set and externally examined by the Board of Studies, eg English, Mathematics, Biology, Computing Studies and Visual Arts.

### Board-endorsed courses

Board-endorsed courses are courses that may be developed by schools or colleges of TAFE but not examined by the Board.

### Other Endorsed Studies

HSC candidates have the opportunity to study Board-endorsed Other Endorsed Studies (OES) courses as well as courses based on Board syllabuses.

OES courses are designed by schools to meet the particular needs of their students and to extend the range of courses offered. OES courses must be endorsed by the Board of Studies for inclusion in an HSC program of study.

### ***Board endorsement of OES courses***

Generally, there are two broad requirements for the endorsement of an OES course:

- (i) the course must offer subject matter for study that does not duplicate an existing Board course;
- (ii) it must meet the Board's requirements for course content, planning, assessment of student achievement and course evaluation. OES courses must be as challenging as Board courses, of equivalent unit value and duration. Schools must complete a course evaluation as part of the re-endorsement process. After a course has been implemented for six years, it must be completely revised and re-submitted as a new course.

OES course proposals are submitted to the Board's endorsement panel, which considers whether proposals meet the above requirements, and:

- show that they meet a real need within the school that cannot be met by existing syllabuses;
- demonstrate that they are comparable in organisation and educational value with existing electives within the school;
- show that they have been satisfactorily researched and planned.

### ***Categories of OES courses***

OES courses fall into three categories: those developed by individual schools; those developed by two or more schools working together; and those run in conjunction with colleges of TAFE, namely Joint Secondary Schools/TAFE (JSSTAFE) courses.

The flexibility that these three approaches gives to schools means that local resources and personnel can be used most effectively to the advantage of students.

Schools are able to share their facilities by developing courses in school clusters while still retaining responsibility for their students. Similarly, a school or group of schools can join together with a local college of TAFE or other training institution in developing OES courses, or can use an existing TAFE course as an OES course.

Students who satisfactorily complete JSSTAFE courses have the added advantage of receiving accreditation from both the Board of Studies and TAFE. Other OES courses attract industry-recognised accreditation.

### ***OES courses in the 1995 HSC***

A variety of OES courses is available for HSC candidates in 1995. Popular areas of study include:

Religious Studies  
Interpreting and Translating  
Applied Science and Technology  
Applied Arts and Crafts  
Parenting and Child Care

Life Skills  
Recreational Studies  
Business Practice  
Multicultural Studies

### **Joint Secondary Schools/TAFE courses**

There is a wide range of Content Endorsed Courses available in conjunction with TAFE. JSSTAFE courses are externally examined by TAFE. Popular areas include:

Office Skills	Hospitality Studies
Automotive Studies	Rural Studies
Child Studies	

### **Content Endorsed OES courses**

Content Endorsed OES courses were introduced in 1985. The courses are endorsed by the Board to cater for a wide candidature. Course outlines have been distributed to all secondary schools in NSW and any school may implement any course that meets the needs of its own students.

Currently there are 17 such courses:

Drama and Theatre	Religious Studies
Practical Writing Skills	Skills for Living
Ceramics	Horticulture
Computing Applications	History for Leisure
Environmental Studies	Studies in Dance
Exploring Childhood	Mass Media Studies
Marine Studies	Sport, Lifestyle and Recreation Studies
Photography	Work Studies
Visual Design	

### **Dual-accredited vocational HSC courses**

The courses have the following features:

- they are dual accredited, that is accredited by the Board of Studies for HSC purposes and the Vocational Education Training and Accreditation Board (VETAB) for industry purposes;
- they are arranged in a modular structure;
- successful completion of modules ensures advanced standing into TAFE and industry training courses;



- students can be taught in a variety of settings, including school, TAFE or in an accredited industry training situation;
- students spend at least a third of course time in an industry workplace. This placement will enable students to gain quality, structured training in a real workplace setting;
- in addition to the Higher School Certificate, students will receive a credential issued by the Board of Studies under authorisation from VETAB for modules successfully achieved.

Dual-accredited courses can be either Board-developed or Content-endorsed.

Industry Studies is the only Board-developed, dual-accredited vocational course. This course consists of three strands, Metal and Engineering, Hospitality, and Retail. It is a 2 unit, two-year course that contributes to the student's HSC and may be used in the calculation of the Tertiary Entrance Rank.

The Content Endorsed dual-accredited vocational courses are:

Hospitality CEC

Retail CEC

Office Skills CEC

Rural Industries CEC

Building and Construction CEC

Furnishing CEC

Electronics CEC

These courses contribute to the Higher School Certificate and can be either 1 or 2 units in duration.

## **UNITS OF STUDY**

Most subject areas have a number of courses. These are divided into units of study. The number of units is based on the amount of indicative school time spent studying the course.

Most courses are at 2 unit level and most have a 3 unit additional course of study. Mathematics and Science both have a 4 unit additional course. Others, such as General Studies and Applied Studies, can only be studied as 1 unit courses.

Each unit requires approximately 60 hours of classroom study per year. Therefore, a student taking Science 4 Unit for Preliminary and Higher School Certificate courses could expect to study that course for approximately 240 hours each year.

The higher unit values allow students with special aptitude for, or interest in, a particular course to study the content more deeply and pursue more of the available options.

Based on unit values, the Board of Studies offers the following groups of courses:

- 1 unit courses
- 2 unit courses that lead to 3 unit courses

- 2 unit courses that do not lead to 3 unit courses
- 2 unit Z courses
- 3 unit courses
- 4 unit courses.

*1 unit courses:* The outcomes for 1 unit courses studied over one year would be achievable by most students over approximately 60 hours of classroom study.

*2 unit courses:* There are three kinds of 2 unit courses:

- 2 unit courses that lead to a 3 unit course in the subject.
- 2 unit courses that do not lead to a 3 unit course in the subject.
- 2 unit Z courses in languages other than English, designed for students who begin study of the language for the Higher School Certificate.

*3 unit courses:* 3 unit courses incorporate all of a 2 unit course and, in the required additional timetabled school study, provide a deeper and more extensive treatment of the subject. Students in 3 unit courses sit for the paper for the 2 unit course (and any other submitted work required) and then will prepare for an additional paper and /or submitted works.

*3 and 4 unit courses in Mathematics and Science:* Mathematics 3 Unit is a course of study that incorporates all of the 2 unit course and would generally require 180 hours of timetabled school time in each of the Preliminary and Higher School Certificate courses.

Science 3 Unit is interdisciplinary and contains some Biology, Chemistry, Physics and Geology. It requires 180 hours of timetabled school time in each of the Preliminary and Higher School Certificate components.

Mathematics 4 Unit incorporates all of the 3 unit course and would require approximately 180 hours of timetabled school time for the Preliminary Year followed by 240 hours for the Higher School Certificate component.

Science 4 Unit requires 240 hours of timetabled school time for each of the Preliminary and Higher School Certificate courses.

## **THE COURSES OFFERED**

With many more students now staying on to study for the Higher School Certificate, schools cater for a much wider range of interests and abilities.

There are 145 courses in 78 subject areas, plus three Distinction courses offered by the Board of Studies. In addition to these, schools develop their own courses according to particular student needs and interests.

Developments in society are reflected in the courses offered by the Board of Studies — for example, Computing Studies, Legal Studies, Business Studies, Aboriginal Studies, Design and Technology, Industry Studies and community languages such as Arabic and Vietnamese.

Many schools have developed other courses to meet the diversity of students' needs. Some of these courses, known as Other Endorsed Studies, are developed to suit local needs which may not be met by existing Board syllabuses.

## **NAFLASSL**

The National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) is a joint venture by the States to provide a common syllabus and assessment scheme for 25 of the small candidature languages. Each participating state assumes responsibility for certain languages and writes the syllabuses, and sets and marks the examination papers that are used in all states.

## **DISTINCTION COURSES**

Distinction courses are high-level Higher School Certificate courses delivered by universities through distance-education mode. The courses consist of 2 units of study, which are additional to the required 11 units of Higher School Certificate study but can be counted towards the calculation of the TER. In 1995 three Distinction courses were offered — Cosmology and Comparative Literature were implemented by Charles Sturt University, and Philosophy was implemented by the University of New England. Distinction courses provide an exciting preparation for university study and enrich and broaden Higher School Certificate study for exceptional students.

## **PRESCRIBED TEXTS AND WORKS**

For more than 35 of the subjects in the 1995 Higher School Certificate there are prescribed texts, topics, projects and works that students will have studied specifically for the examination. These texts and topics were determined in 1993 to ensure that schools were able to plan ahead.

# Board of Studies NSW

# Board of Studies NSW

The Board of Studies NSW, established by the *Education Reform Act 1990*, is responsible for the Higher School Certificate and the School Certificate.

## BOARD MEMBERS

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

### Representing

Mr G G (Sam) Weller  
President

Dr Terry Burke

Nominee of the Director-General of  
School Education

Ms Judy Byrne

Nominee of the Technical and Further  
Education Commission

Ms Jane Diplock

Director-General of Training and  
Education Coordination

Professor John Loxton

Nominee of the New South Wales  
Vice-Chancellors' Committee

Dr Kathie Forster  
Representing parents of primary  
school children  
*and*

Ms Dianne Butland  
Representing parents of  
secondary school children

Nominees of the Council of the  
Federation of Parents and  
Citizens Associations of New South Wales

Dr Brian Croke

Nominee of the Catholic Education  
Commission, New South Wales

Mr Anthony Rae

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

Ms Kitty Guerin	Non-government school teacher (other than a principal) being a nominee of the Independent Education Union
Dr Gregory Haines	Parent of a child attending a non-government school, being a nominee of the Catholic Education Commission, New South Wales and the New South Wales Parents Council
Mr Terry Sanders (representing primary schools) <i>and</i> Mr Bernard Shepherd (representing secondary schools)	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
Mr Charles Simpson Primary school teacher <i>and</i> Ms Mary Fogarty Secondary school teacher	Nominees of the New South Wales Teachers Federation, one being a primary government school teacher (other than a principal) and the other being a secondary government school teacher (other than a principal)
Dr Sue Dockett	Person with knowledge and expertise in early childhood education
Ms Linda Burney	Aboriginal person with knowledge and expertise in the education of Aboriginal people
Dame Leonie Kramer	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
Ms Ann Clark	
Professor Jillian Maling	
Mr Stepan Kerkyasharian	
Mr Tony Selmes	
Dr Gregory Hotchkis	

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 Higher School Certificate Records of Achievement and/or Result Notice;
- 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 Notice
- conducting statistical analyses
- setting up Higher School Certificate Examination Inquiry Centres
- 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.

Staff of the Office of the Board of Studies also provide 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 OES and Joint Secondary Schools/TAFE programs within the region;
- a member of the Higher School Certificate Illness/Misadventure Appeals Review Panel;
- responsible for conducting the central and regional Higher School Certificate Examination Inquiry Centres to assist students with interpretation of their Higher School Certificate results. (The Regional Centres operate for one week from the date of issue of 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).

Board of Studies Liaison Officers are:

Metropolitan North  
Mr Grant Prowse  
(02) 9923 1371

Metropolitan East  
Mr Kevin Ford  
(02) 9930 6012

Metropolitan West  
Mrs Judy Sims  
(02) 683 9642

Metropolitan South West  
Mr Peter Jensen  
(02) 829 4605

Hunter  
Ms Kay Peno  
(049) 681677

North Coast  
Mr Peter Cameron  
(066) 59 3273

North West  
Mr Neil Mierendorff  
(067) 684716

Western  
Mr David Evans  
(063) 33 4299

Riverina  
Mr Colin Anderson  
(069) 21 0989

South Coast  
Dr Michael O'Mullane  
(042) 26 8260



# Glossary of HSC Terms

**Board-developed courses:** courses developed and examined by the Board of Studies.

**Board-endorsed courses:** Content Endorsed Courses (see below) designed by the Board and all courses designed at school level submitted to the Board for endorsement.

**Other Endorsed Studies (OES):** courses that have been designed by a school or group of schools and endorsed by the Board through the Endorsement Panel. OES courses contribute towards the Higher School Certificate but are not examined externally. The assessment mark for OES courses does not contribute to the TER, but satisfactory achievement is recorded on the appropriate Record of Achievement.

**Content Endorsed Courses (CECs):** these courses have a syllabus that is developed from popular OES courses and supplied by the Board of Studies. The assessment mark for CECs does not contribute to the TER, but satisfactory achievement is recorded on the appropriate Record of Achievement.

**Credit Transfer:** some HSC students who complete particular Board Higher School Certificate courses may be given Advanced Standing in specific TAFE courses. Students who have completed some study in TAFE may be granted credit for this towards the HSC.

**Curriculum:** all those educational experiences that happen within the educational environment.

**Distinction Courses:** 2 unit HSC courses undertaken in Year 12 in which the content is of a higher level than 3 or 4 unit courses.

**Dual-accredited vocational HSC courses:** courses that have been designed to secure the accreditation of both the Board of Studies and the Vocational Education and Training Accreditation Board. The courses are designed using entry-level training modules endorsed by industry.

**Key Learning Areas (KLAs):** the broad areas of the curriculum from Kindergarten to Year 12. The secondary curriculum is organised into eight Key Learning Areas:

English

Science

Languages Other Than English (LOTE)

Technological and Applied Studies (TAS)

Mathematics

Human Society and Its Environment (HSIE)

Creative Arts

Personal Development, Health and Physical Education (PDHPE).

**Mandatory courses:** these must be studied by all students who want to obtain a credential.

**Syllabus:** a document that describes — in terms of aims, objectives, outcomes and content — what students are expected to learn. At the classroom level, a syllabus is interpreted and developed by teachers into a program of work that takes account of the students' particular learning and the context in which the teaching/learning occurs.

**Subjects and courses:** the title or name given to an area of study. For example, Arabic is a subject but there are several different Arabic courses within the subject Arabic, eg a 2 unit course, a 2/3 unit course and a 2 unit general course.

**Recognition of Prior Learning (RPL):** 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. This also applies to students who complete particular Higher School Certificate courses who may be given Advanced Standing in specific TAFE courses.

**Tertiary Entrance Rank (TER):** the TER is calculated by the University of Sydney on behalf of the Universities Admissions Centre (UAC) using the student's best ten units accepted by the university. The TER is used to select students for entry to university courses. The TER is a rank out of 100, so if a student receives a TER of 80.00 it means that the student scored better than 80% of all HSC candidates.