

Higher School Certificate

MEDIA GUIDE

1996

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1996 Higher School Certificate Statistics and Story Leads

1996 Higher School Certificate

Statistics and Story Leads

The 30th Higher School Certificate

This year marks the 30th New South Wales Higher School Certificate. The first HSC examinations took place in 1967, introduced as part of a groundbreaking educational reform package, the Wyndham Scheme. This year an estimated 63 000* students will undertake the HSC examinations, in contrast to the 18 336 candidates who took the inaugural examination.

In the 30 years of its existence there have been many changes to the HSC. They have been implemented to meet the needs of a rapidly growing and diverse candidature. That the HSC has changed over its life span is illustrated by the fact that a student of the first HSC would not have recognised terms such as ‘assessment tasks’, ‘TER’, ‘scaling’, ‘accumulation’ and ‘acceleration’ — terms that are familiar to today’s HSC candidates.

The HSC was introduced as a response to the findings of the Wyndham Committee, which had been instituted to investigate the school system that culminated in the Leaving Certificate. As a result of its findings, the committee introduced the HSC, with one of its aims being to improve the poor retention rate of students going on to senior school. Many of the students of that first HSC cohort alluded to themselves as the ‘Wyndham guinea pigs’!

In 1967 the retention rate for students staying on for the further two years of school was approximately 20%. In the mid-1990s the rate of retention to Year 12 has risen to 70%. From this alone it is clear that the ‘HSC experiment’ in which the ‘Wyndham guinea pigs’ took part has been a great success.

The Higher School Certificate — a retrospective

The HSC of 1967 offered 28 subjects organised into 67 different courses. Today there are 79** subjects organised into 151 courses.

In 1967 courses were differentiated into categories of difficulty and termed First Level, Second Level and Third Level. It was the HSC of 1975 that introduced the differentiation of courses by ‘units’. It was also in 1975 that the introduction of school-designed courses took place.

Among the many changes to the HSC is the introduction of new subjects; for example, Legal Studies and Computer Studies were introduced in 1990. Also in 1990 provisions were made for vocational and technological courses of a high standard and in 1991 Personal Development, Health and Physical Education was introduced as a Key Learning Area.

* Please note: All statistics in this guide refer to the enrolled candidature of 23 August 1996.

** Each science course is treated as a separate subject; all three Distinction Courses are treated as one subject.

Pathways provisions were introduced for students in 1993, enabling students to take a more flexible approach to their HSC (see page 15).

Languages and the Higher School Certificate, then and now

In 1967, 12 languages were examined, compared with the 37 languages on offer in 1996.

Many of these languages are studied through the Saturday School of Community Languages or the Open High School run by the Department of School Education.

Japanese is the most popular language, although 'traditional' languages such as French, German and Italian continue to have appeal. The most recent languages introduced to the HSC are Hindi, Persian and Portuguese. Filipino is soon to be introduced as an HSC subject.

Eighteen years ago there were 56 students studying Japanese: this year, there are more than 2000 students studying the language, the mastery of which has become a key asset in the business world.

There are 26 languages covered by a national syllabus under the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL). 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.

Recollections from the class of '67

They were dubbed the 'Wyndham guinea pigs' — and in Sandra Barry's class of '67 at St George Girls High School they wore guinea pig badges specially designed by their Headmistress.

Mrs Sandra Barry (nee Sayer) recalled what it was like being one of the first students to do the HSC in its inaugural year.

'We were made to feel important and were often reminded by our Headmistress that as the first HSC students we were special,' she says.

As one of their 'special responsibilities', the girls were given the task of designing their own uniform — the first senior uniform at their school.

'I recall huddling over drawings in the playground at lunch time. Being the '60s, we came up with a uniform which was not quite a mini, but a good deal shorter than what was expected. They still wear them today,' she says.

Another of her HSC memories is of studying Agriculture.

'In those days if you did Science you had to do everything — Chemistry, Physics, Biology. A lot of us chose to do Agriculture instead.

'However, we were at a city-based school with few resources for Agriculture, and so we grew wheat among the roses in the rose garden. On weekends our teacher would take all of us out to the Man on the Land displays.'

For more than 20 years Sandra and a group of friends who sat for the first HSC — and who are now all teachers — have continued to meet regularly.

They book a table at a restaurant and spend all afternoon ‘talking as if we were back in the playground’.

At these reunions the topic invariably turns to the HSC, with the group of friends making comparisons between how it was for them and what it is like for students today.

So far three members of the group have had their own children do the HSC, and now it is Sandra’s turn. Her son, Ryan, is a Year 12 student at Newington College.

Something that the women discuss when they meet is how few of them explored a broad range of career options. Sandra, a primary school teacher, says:

‘I see the kids of today finding out about a whole range of career options I didn’t even know about.’

In her son’s case, Ryan is not yet sure what he will do after the HSC. His interest lies in the direction of sales and marketing, says Sandra. To gain knowledge in this field he is studying Business Studies this year, one of many subjects that were not available to Sandra or her peers in 1967.

He is also studying Design and Technology, a subject that requires a Major Design Project that he will design and produce himself. This comparatively new subject fosters student creativity and ingenuity, and is characteristic of the progressive thinking behind much of today’s HSC.

Something else that was not available to Sandra when she was an HSC student was the chance to peruse past HSC papers.

‘Ryan is often at home poring over past HSC papers. As we sat for the first exam, we didn’t quite know what to expect,’ she says.

Sandra acknowledges that the HSC today is different in character with the introduction of the Tertiary Entrance Rank and assessment tasks.

When she did the HSC, results were presented in terms of levels rather than marks, and at her school it was entirely examination-based.

She says that today each HSC subject offers more in the way of depth and breadth in terms of content when compared with the subjects she studied.

Although her son Ryan has not utilised the benefits of the Pathways system — in which he could ‘accelerate’ or ‘accumulate’ HSC courses — Sandra is aware of the benefits such options offer HSC students today.

She also knows that if he was not happy with his HSC results, he could choose to do one or more subjects again, rather than redo his entire HSC or put up with disappointing results.

‘If you didn’t do as well as you expected when I did the HSC, often you couldn’t get into the course you wanted to do and had to either redo the whole HSC again, or in most cases, rethink your entire career so that your whole future changed as a consequence,’ she concluded.

Families celebrating 30 years of Higher School Certificate experience

There are many stories of former students from the class of '67. Many of these stories, which reveal a great deal about HSC history, have yet to be written.

In response to an invitation to do so, the following families contacted the Board of Studies in order to help celebrate the 30th anniversary of the HSC. They are all prepared to talk to the media and include:

- A female HSC student from **Baulkham Hills High School** whose father did the inaugural HSC at **Birrong Boys High School**. One of her friends, a Year 12 student at **Greystanes High School**, also has a father who did the first HSC at **Birrong Boys**.
- A female HSC student from **Cheltenham Girls High** whose mother sat for the HSC in 1967 at **Birrong Girls High School** and whose father sat for the HSC the same year at **Homebush Boys High**.
- A male HSC student from **Irrawang High School**, Raymond Terrace, whose mother and father did the HSC in 1967.
- A male Year 12 student at **Hurlstone Agricultural High School** whose mother went to **Cheltenham Girls High** for her HSC in 1967.
- A female student from **Smiths Hill High School** whose father did the first HSC at **Port Hacking High**.
- An HSC student from **St George Girls High** whose mother sat for the first HSC.
- A male HSC student from **Oakhill College** whose father went to **De la Salle Ashfield** to do his HSC in 1967.
- A male HSC student from **Trinity Grammar** whose mother went to **PLC Pymble** and whose father was at **Blakehurst High**.
- A female student from **Panania** whose mother sat for the first HSC at **Mt St Josephs**.
- A female student from **SCECGS Redlands** whose father sat for the HSC at **North Sydney Technical High School**.
- A female HSC student at **Meadowbank TAFE** whose mother did the first HSC at **Monte Sant' Angelo College**, North Sydney.
- A male student at **Gunnedah High School** whose mother sat for the HSC in 1967 at **Katoomba High School**.
- A female student from **Queanbeyan High School** whose parents both did their HSC in 1967. Her mother went to **Karabar High School** and her father went to **Inverell High School**.

There is also a male student from **Vaucluse High School** whose mother taught the first HSC.

Please contact the Media and Public Relations Branch on (02) 9927 8250 or (02) 9927 8248 if you wish to make contact with any of the HSC candidates and their parent/s listed above.

Some facts about the class of '96

Here are some general facts that may give a picture of the class of '96.

- An estimated 63 000 students are enrolled as HSC candidates this year, which is approximately 1500 more students than last year.
- This increased candidature is mainly due to the large number of 'accelerating' candidates sitting for one or two units of HSC courses this year.
- The subjects with the biggest candidatures are English, Mathematics, General Studies, Biology, Business Studies and Computing Studies (in that order), while the subjects with the smallest candidatures are Estonian, Maltese, Dutch, Lithuanian, Czech and Latvian.
- Three students are doing the HSC on HMAS warships.
- Two sisters from Queanbeyan are doing the HSC in Kazakhstan.
- There are students doing the examinations on Norfolk Island.
- A female student is doing her HSC at Bells' Beach, Torquay, Victoria while participating in National Junior Surfing Titles.
- There is a male student who will do his HSC while living in Adelaide to play National League Baseball.
- In Japan, 31 students are doing the HSC examinations in order to sit for the Japanese University Examination, and five students in Korea are doing the HSC for similar reasons.
- There are also students sitting for the HSC in Brazil, England, France, Greece, Hong Kong, Hungary, Malaysia, Pakistan, Papua New Guinea, Saudi Arabia, Scotland, Singapore, (this candidate will be on a soccer tour), South Africa, Thailand, Tonga, the USA and Vanuatu.

(As we go to print there are still reports coming in from all over the world informing us of the whereabouts of HSC candidates who, for one reason or another, are not studying in New South Wales.)

Some facts relating to HSC candidates' ages:

- There is one 11-year-old HSC candidate enrolled in 5 units of HSC courses.
- There are four 14-year-old HSC candidates doing from 3 to 7 units of HSC courses.
- There is one 16-year-old student doing a standard 11 unit pattern of HSC study, and another doing 14 units of HSC courses.
- The oldest HSC candidate this year is an 81-year-old TAFE student.

Technology and teachers — helping Higher School Certificate students

The HSC Advice Line

The Minister for Education and Training, Mr John Aquilina MP, launched an improved and extended HSC Advice Line on 14 October 1996, offering HSC students greater access to last-minute advice and information from highly qualified teachers prior to the examinations.

'During its first operation last year, more than 1000 students called the HSC Advice Line each night to obtain advice regarding the HSC,' the Minister said.

'Whether a student lives in the city, a country town or a remote part of NSW, the cost will be that of a local call.

'The Advice Line will complement the assistance available to students from their teachers. The service will be operating after school hours, during 'stu-vac' and during the weeks in which the HSC exams are held,' Mr Aquilina said.

The phone-in service will be staffed by experienced teachers for the following large candidature subjects:

Ancient History	General Science	Personal Development, Health and Physical Education
Biology	General Studies	Physics
Business Studies	Geography	Science 3/4 Unit
Chemistry	Geology	Science for Life
Computing Studies	Legal Studies	Visual Arts
Economics	Mathematics (all courses)	
English (all courses)	Modern History	

The Advice Line will operate up until and including the night prior to the final examinations of each of the above subjects.

The feedback from students who used the Advice Line last year was extremely positive. Three students' remarks typify how many students felt about the service:

Thank God for the 'help line'. I don't know how many times I rang the helpful teachers from the Advice Line. Thanks again. It was much appreciated and a brilliant idea.

I wish to congratulate you on the Advice Line. In such demanding times I was glad I was only a phone call away from people who could clarify areas I was unsure of.

I used this service frequently and was impressed by the quality of service with teachers who were friendly, competent and extremely patient.

Based on last year's experience, the 1996 HSC Advice Line has been improved and extended to better meet student needs. This year there will be more teachers to assist at peak times in all subjects.

More than 600 teachers have been selected to staff the service this year on the basis of their experience and expertise in their subject areas.

The Advice Line will operate from 14 October 1996 for all subjects, and will have a major focus in the two weeks prior to and during the examinations in the various subjects. The hours of operation for the Advice Line will be Monday to Friday 4 pm – 10 pm, Saturday 10 am – 6 pm and Sunday 10 am – 10 pm. The telephone number is 13 11 12.

The Internet

Since the Board of Studies launched its Website on the Internet in September 1995 more than 10 000 users per month have visited it. With more and more schools accessing the Internet, students and teachers 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 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 updates about Board requirements; *On Board*, a magazine for students in Years 10, 11, 12; and 'Primary Matters', a monthly column for K–6 teachers.

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

The Board of Studies updates its site weekly, adding new announcements, syllabuses and support documents, past HSC papers and other useful information.

A list of links to schools throughout Australia is maintained, as are lists of links to subject-related Websites across the world.

The new Website address is <http://www.boardofstudies.nsw.edu.au>

For an interim period, users will be able to access the Board's Website from the old address.

1995 HSC Examination CD-ROM

In January 1996 the Board of Studies published the 1995 Higher School Certificate examination papers and related examination reports on CD-ROM.

The initiative was in response to requests from schools to provide the past papers early in the new year and in a format that would allow schools to develop their own examination papers based on the HSC format.

Schools were provided with all the HSC examination papers on CD-ROM using Adobe Acrobat software.

Acrobat allows access across Macintosh and Windows computers and is provided to schools at no charge.

Schools have responded very positively to the HSC examination CD-ROM and as a result the 1996 examination papers will be provided in a similar format.

What's new in '96

The Coffs Harbour marking centre

This year the marking of the Higher School Certificate examinations 'goes north' with the introduction of a new marking centre in Coffs Harbour.

To be declared open by the Minister for Education and Training, Mr John Aquilina MP, this centre will be staffed by 89 examiners chosen mainly from Coffs Harbour and surrounding region.

The work that will be done at this Centre involves the marking of approximately 29 000 students' examination papers in the English 2 Unit General reading question.

The centre will commence operation on Saturday, 16 November 1996 at the Coffs Harbour Education Campus.

The Higher School Certificate Review

The HSC Review is currently under way in order to fulfil the Carr Government's commitment to hold the most comprehensive review of the HSC since the first examinations in 1967.

The first stage of the review took place in May of this year, with the release of Professor Barry McGaw's Green Paper titled *Their Future: Options for Reform of the Higher School Certificate*. The Green Paper, which outlined 40 proposed changes to the current HSC, was circulated within the educational and broader communities for consultation.

The main areas considered in the Green Paper were:

- the curriculum;
- assessment of students' knowledge and skills, and reporting of their results;
- the TER and its influence on post-school options.

On 6 May 1996, the most up-to-date communication technology was used to present the findings outlined in the Green Paper, using TAFE's Open Training and Education Network (OTEN) to beam a live broadcast to schools and TAFE colleges.

During the four-month consultation process, 11 000 copies of the 194 page HSC Review paper were distributed and more than 3000 telephone enquiries were made.

More than 4000 teachers, students, parents, educational specialists and community members attended 35 public meetings, and 30 special interest group meetings were held to debate the Green Paper.

The full document was available on the Internet and on CD-ROM, the options were translated into nine community languages, and more than 100 people attended an Equity Forum and Workshop to discuss the mooted options. The closing date for responses was 30 August 1996.

About 1000 submissions from individuals and groups representing the views of at least 30 000 people statewide have been sent to the NSW Higher School Certificate Review.

All comments and questions from public meetings have been recorded. They will be evaluated and will form an important part of Professor McGaw's final recommendations to the Government.

Professor McGaw will report to the Government on the outcome of the consultation in December. The Government will decide early next year what changes should be made, with implementation expected for Year 11 in 1998.

A more flexible Higher School Certificate

Pathways

Today's Higher School Certificate offers students more flexibility than ever before in the way they can approach their study program through the provisions offered by Pathways.

Prior to the introduction of Pathways, senior students could only take one year to do Year 11 studies (Preliminary courses), and one year to do Year 12 studies (HSC courses). Furthermore, if a student was not satisfied with their HSC results there was no provision to repeat an individual course or courses. To improve their Tertiary Entrance Rank (TER) the student had to repeat their entire Year 12 program of study.

All this changed when Pathways was introduced for students in 1993.

Under Pathways provisions, students are now 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 now '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.

Already Pathways is proving popular. In 1994 there were 1787 students using the Pathways model. In 1995 there were 4680 candidates (7.6% of the total) making use of this system. 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).

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.

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 at a 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 HSC on show

There are a range of forthcoming exhibitions and performances of outstanding works from HSC students of 1996.

ARTEXPRESS

ARTEXPRESS is a touring exhibition of outstanding works of art from the 1996 HSC examination in Visual Arts. The works in this exhibition will be presented in a range of media including photographs, films and computer-generated images, paintings, drawings, sculpture, wearables and jewellery, textiles and fibre, ceramics, collections of works, design, graphics, and integrated visual/verbal studies.

The program for ARTEXPRESS in 1997 is as follows:

Sydney	Art Gallery of New South Wales	11 January – 2 March 1997
	State Library of New South Wales	February – March 1997
	David Jones city store window	Mid-January 1997
	Campbelltown City Art Gallery	October 1997 – January 1998
Newcastle	Newcastle Regional Art Gallery	14 March – 20 April 1997
Goulburn	Goulburn Regional Art Gallery	26 April – 25 May 1997
Albury	Albury Regional Art Centre	6 June – 6 July 1997
Orange	Orange Regional Gallery	11 July – 17 August 1997
Lismore	Lismore Regional Art Gallery	27 August – 26 September 1997

For further information please contact Ms Jan Hackett, Exhibitions Officer/ARTEXPRESS, Department of School Education on (02) 9561 8446.

Call Back!

Call Back! is a production of outstanding dance performances and compositions by students studying HSC Dance in 1996. Call Back! will be staged on Saturday, 14 December and Sunday, 15 December, 1996 at the Studio Theatre, Newtown High School of Performing Arts, King Street, Newtown. Tickets will be on sale for \$5.00. For further information please contact Mr Craig Teece, Riverside Girls High School on (02) 9816 4264.

Encore

Encore is an annual concert of outstanding music performances and compositions from HSC Music students. The inaugural concert was held in 1989, and since 1993 Encore has been presented in the Concert Hall of the Sydney Opera House. Encore 96 will take place on Sunday, 23 February 1997.

In Encore 96 students will present original works and performances in a range of styles and genres that represent their study of the performance and compositions of HSC Board Music courses (in 2/3 Unit and 2 Unit Course 1) and also performances from AMEB Music (2/3 Unit).

DesignTech

DesignTech 96 is an exhibition of outstanding Major Design Projects by HSC Design and Technology students. DesignTech 96 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 96 will be exhibited in Sydney at the Powerhouse Museum from 7 December 1996 to 27 February 1997.

Country venues will be finalised shortly.

OnSTAGE

Exemplary 1996 HSC Drama students will have an opportunity to perform their Group Presentations and Individual Projects in Performance and present their design, script writing, video and critical analysis projects at OnSTAGE 96.

OnSTAGE comprises a series of group-devised and individual performances as well as an exhibition of script writing, set, costume, lighting and publicity design projects, which reflect the hard work, talent and dedication of students and their teachers.

The OnSTAGE season will be from Wednesday, 26 February 1997 to Saturday, 1 March 1997 at the York Theatre, Seymour Theatre Centre, Chippendale NSW.

For further information on DesignTech, Encore and OnSTAGE, please contact Mr Rob Curtis, Exhibition Coordinator, Board of Studies on (02) 9927 8313.

Where, what and how HSC students are studying in 1996

Category of candidates	Candidate number	Proportion of total		
Metropolitan	42 861	68.0%		
Country	19 605	31.1%		
Interstate and overseas	534	0.9%		
School students	59 019	93.7%		
TAFE students	3864	6.1%		
Self-tuition students	117	0.2%		
Geographical Location	Male	Female	Total	Percentage
Metropolitan Categories				
Metropolitan East	6390	6863	13 253	21%
Metropolitan North	5816	5962	11 778	18.7%
Metropolitan South West	3731	4049	7780	12.4%
Metropolitan West	4812	5238	10 050	16%
Total	20 749	22 112	42 861	68.1%
Country Categories				
Hunter	2186	2505	4691	7.4%
North Coast	1700	1954	3654	5.8%
North West	887	1009	1896	3.0%
Riverina	998	1325	2323	3.7%
South Coast	1940	2339	4279	6.8%
Western	1186	1576	2762	4.4%
Total	8897	10 708	19 605	31.1%
Overseas Categories				
All overseas	118	141	259	0.4%
Total	118	141	259	0.4%
Other Categories				
All other	210	65	275	0.4%
Total	210	65	275	0.4%
Total of all categories	29 974	33 026	63 000	100.0%

(NB: Candidates by geographical location and gender as at 23 August 1996.)

Subjects with the largest candidatures

Subject	Candidates
English	57 744
Mathematics	56 663
General Studies	17 993
Biology	14 608
Business Studies	12 907
Computing Studies	12 451
Modern History	11 012
Chemistry	10 668
Physics	9719
Geography	9409
Visual Arts	9018
Legal Studies	8215
PDHPE	8111
Economics	8028

Subjects with the smallest candidatures

Subject	Candidates
Estonian	1
Maltese	2
Dutch	3
Lithuanian	4
Czech	4
Latvian	5
Ukrainian	7
Swedish	11
Thai	12
Hindi	12
Hungarian	14
Classical Greek	14
Portuguese	16

Entries in Board Developed Courses by subject, course and gender for the 1996 HSC at 23 August 1996

Subjects and courses	Course Value (Unit)	Total Male	Total Female	Total Male & Female
Aboriginal Studies	2	187	451	638
Accounting	2	124	230	354
Agriculture	2	893	530	1423
Agriculture	3	209	155	364
Ancient History	2	1195	1795	2990
Ancient History	3	525	1002	1527
Ancient History (Personalities & Times)	2	885	1350	2235
Applied Studies	1	604	557	1161
Arabic	2	26	33	59
Arabic	3	61	79	140
Arabic (General)	2	60	112	172
Arabic Z	2	10	29	39
Armenian	2	7	31	38
Biology	2	5253	9355	14 608
Business Studies	2	5216	4655	9871
Business Studies	3	1536	1500	3036
Chemistry	2	5821	4847	10 668
Chinese	2	15	9	24
Chinese	3	11	5	16
Chinese (BS)	2	133	116	249
Chinese (BS)	3	168	215	383
Chinese Z	2	13	20	33
Classical Ballet	2	0	27	27
Classical Ballet	3	2	6	8
Classical Greek	2	4	0	4
Classical Greek	3	8	2	10
Comparative Literature – Distinction Course	2	1	3	4
Computing Studies	2	4254	2808	7062
Computing Studies	3	1231	287	1518
Computing Studies (General)	2	1887	1984	3871
Contemporary English	2	11 200	7953	19 153
Cosmology – Distinction Course	2	10	4	14
Croatian	2	13	31	44
Czech	2	4	0	4
Dance	2	17	227	244
Design and Technology	2	3824	720	4544

Subjects and courses	Course Value (Unit)	Total Male	Total Female	Total Male & Female
Design and Technology	3	395	203	598
Drama	2	726	2199	2925
Dutch	2	2	1	3
Economics	2	3269	2529	5798
Economics	3	1298	932	2230
Electronics Technology	2	204	8	212
Engineering Science	2	1427	92	1519
Engineering Science	3	251	15	266
English	2	2194	4094	6288
English	3	493	1326	1819
English (General)	2	13 583	16901	30 484
Estonian	2	1	0	1
Food Technology	2	702	2461	3163
Food Technology	3	71	487	558
French	2	84	262	346
French	3	74	117	191
French (General)	2	92	352	444
French Z	2	72	426	498
General Science	2	1180	922	2102
General Studies	1	8601	9392	17 993
Geography	2	3639	2954	6593
Geography	3	1376	1440	2816
Geology	2	159	96	255
German	2	67	142	209
German	3	67	120	187
German (General)	2	41	136	177
German Z	2	52	126	178
Hebrew	2	8	8	16
Hebrew	3	6	3	9
Hebrew (General)	2	13	34	47
Hindi	2	4	8	12
Hungarian	2	6	8	14
Indonesian	2	27	76	103
Indonesian	3	12	41	53
Indonesian (BS)	2	28	30	58
Indonesian (BS)	3	22	18	40
Indonesian Z	2	18	86	104
Industry Studies – Hospitality	2	263	709	972
Industry Studies – Metal & Engineering	2	281	5	286
Industry Studies – Retail	2	131	111	242

Subjects and courses	Course Value (Unit)	Total Male	Total Female	Total Male & Female
Italian	2	100	257	357
Italian	3	38	60	98
Italian Z	2	70	164	234
Japanese	2	145	633	778
Japanese	3	102	219	321
Japanese (BS)	2	41	37	78
Japanese Z	2	222	401	628
Korean (BS)	2	43	25	68
Korean (BS)	3	53	53	106
Korean Z	2	2	5	7
Latin	2	41	32	73
Latin	3	51	33	84
Latvian	2	2	3	5
Legal Studies	2	2452	4123	6575
Legal Studies	3	509	1131	1640
Life Management Studies	2	384	1795	2179
Life Management Studies	3	54	748	802
Lithuanian	2	2	2	4
Macedonian	2	43	45	88
Malay (BS)	2	41	63	104
Malay (BS)	3	16	16	32
Maltese	2	1	1	2
Mathematics	2	8172	8736	16 908
Mathematics	3	4796	3812	8608
Mathematics	4	1577	774	2351
Mathematics in Practice	2	2164	2946	5110
Mathematics in Society	2	10 511	13 175	23 686
Modern Greek	2	82	87	169
Modern Greek	3	83	141	224
Modern Greek Z	2	3	10	13
Modern History	2	2246	2892	5138
Modern History	3	845	1222	2067
Modern History (People & Events)	2	1831	1976	3807
Music (AMEB)	2	39	69	108
Music (AMEB)	3	25	55	80
Music(Board)	2	96	167	263
Music(Board)	3	139	268	407
Music(Board) Course 1	2	1222	1246	2468
Persian	2	18	19	37
Personal Develop, Health & PE	2	4025	4086	8111

Subjects and courses	Course Value (Unit)	Total Male	Total Female	Total Male & Female
Philosophy – Distinction Course	2	11	12	23
Physics	2	7157	2562	9719
Polish	2	11	22	33
Portuguese	2	9	7	16
Rural Technology	2	75	1	76
Russian	2	6	8	14
Russian	3	14	23	37
Russian Z	2	0	4	4
Science	3	89	112	201
Science	4	265	266	531
Science for Life	2	2489	2006	4495
Serbian	2	20	31	51
Sheep Husbandry & Wool Technology	2	26	2	28
Society & Culture	2	381	1748	2129
Society & Culture	3	74	576	650
Spanish	2	81	103	184
Spanish	3	47	93	140
Spanish Z	2	20	87	107
Studies of Religion	2	146	324	470
Studies of Religion	1	2480	3052	5532
Swedish	2	5	6	11
Textiles & Design	2	11	663	674
Textiles & Design	3	2	256	258
Thai Z	2	2	10	12
Travel	2	71	553	624
Turkish	2	15	22	37
Turkish	3	30	44	74
Ukrainian	2	3	4	7
Vietnamese	2	147	183	330
Visual Arts	2	2005	3134	5139
Visual Arts	3	1285	2594	3879

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 1995 and April 1996. 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 40 staff members 6–7 weeks to pack all the written examination papers for all students in each course, which resulted in over half-a-million parcels.

More than 3500 people will supervise the HSC examination sessions in 700 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 on a number of islands and ships 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 section 'Some facts about the class of '96' on page 11). The centre may be located at a school, another institution or the Australian Embassy based in the relevant region.

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 a scaled examination mark and a moderated 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 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 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 vocational courses with student logs, such as Industry Studies.

Assessments are reported and are available for use in Illness/Misadventure appeals. Assessments provided by tutors are not reported but may be used in Illness/Misadventure appeals.

Components and weightings

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:

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

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 the schools 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.

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 completed. 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 2 December 1996.

The school advises the student of the outcome of the review by 6 December 1996. 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 advisory 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 National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) scheme.

Assessors

After examinations are set, each paper is assessed by practising teachers of that subject. 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 practical examinations

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

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

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.

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 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.

Examination provisions for students with special needs

Special examination 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 examination provisions for students with disabilities were submitted to the Board of Studies from 29 April 1996. 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 3 December 1996 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, in most cases 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.

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 that 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. Depending on the student's choice of electives, this may contribute between 10% and 70% to the 2 Unit Course 1 total examination mark. In Music 2/3 Unit, performance is worth between 20% and 50% and in Music 3 Unit, students may specialise totally in performance. Candidates may present solo and/or ensemble performances using instruments or voice.

Design and Technology

A subject that particularly reflects the contemporary flavour of the 1996 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 the extended period of time.

Design and Technology is one of the major subjects that offers students the chance to provide a submitted work as part of their Higher School Certificate.

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 and are examined on a practical task in the presence of two HSC examiners.

Classical Ballet, Dance, and Drama

Practical examinations for Classical Ballet 2/3 Unit and Dance 2 Unit were held at central metropolitan venues in August/September 1996. Performance in Classical Ballet 2 Unit contributes between 15% and 55% of the total examination mark, depending on the student's choice of electives. Performance in Dance 2 Unit 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 2 Unit were examined in schools throughout the metropolitan and country areas in September 1996. The group presentation is worth 35% of the total examination work.

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 2 Unit 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, 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 their 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 of the Higher School Certificate examinations

Security

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

Security procedures include allowing entry to marking centres for authorised personnel only. 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 700 clerical staff. The RAS Showground and centres in its vicinity comprise 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 as well as a new centre in Coffs Harbour (see page 14).

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, 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 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.

Results

Students will receive their 1996 Higher School Certificate results on Tuesday, 7 January 1997.

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 courses and results.

Those who have not followed the required HSC study program will receive a Higher School Certificate Record of Achievement but not a Higher School Certificate. Self-tuition students will receive only a Result Notice. The Record of Achievement and Result Notice list 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 recheck. 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.

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

Reporting of results in Board courses

Student's 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 median mark for all students set at 60. The pattern of marks in large candidature 2 unit courses except English 2 Unit Related will be such that:

- 1–2% of candidates will be awarded marks of 90 or more;
- approximately 25% of candidates will be awarded marks of 70 or more;
- no less than 50% of candidates will be awarded marks of 60 or more;
- no less than 75% of candidates will be awarded marks of 50 or more;
- no more than 5% of candidates will be awarded marks of less than 30.

Variations of 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 concept of 'passing' or 'failing' does not apply to the Higher School Certificate.

Scaling of English 2 Unit Related

This year, the marks for English 2 Unit Related will be directly comparable to the marks for English 2 Unit General. There will be common questions on Paper 1 and Paper 2* of the 2 Unit General and 2 Unit Related examinations. The marks for 2 Unit General students will be scaled according to the usual pattern for 2 Unit courses, and the 2 Unit Related marks will be scaled to reflect the relative performance of these students compared to the 2 Unit General students on the common questions.

** Both 2 Unit Related and 2 Unit General English examinations have two papers each. The English 2 Unit Related examination has Paper 1: Resources and Uses of English and Shakespeare; and Paper 2: Poetry–Fiction–Drama. The English 2 Unit General examination has Paper 1: Uses of English and Topic Areas; and Paper 2: Responses to Literature.*

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 symbol *** in the space designated for the examination mark.

Joint Secondary Schools/TAFE courses that are Board Endorsed Courses will also be reported as being either satisfactorily or unsatisfactorily completed.

Dual-accredited vocational HSC courses

In Industry Studies 2 Unit 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 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 Tertiary Entrance Rank (TER)

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 (on behalf of universities in NSW and the ACT) 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 units of Board Developed Courses are not eligible for a TER. Board Endorsed 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 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 on the Record of Achievement. It is not valid to add the Board's marks for each course as doing so takes no account 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

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

HSC Examination Inquiry Centre

On the day that Higher School Certificate results arrive — Tuesday, 7 January 1997 — the Higher School Certificate Examination Inquiry Centre will open. The inquiry centre will be established at the Board of Studies. It will be staffed by the Board Liaison Officers, Board of Studies officers and 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 HSC Examination Inquiry Centre 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.

The Higher School Certificate Curriculum

The Higher School Certificate Curriculum

The HSC study program

To qualify for the Higher School Certificate, students must study a pattern of Preliminary and HSC courses. Both patterns must comprise at least 11 units of study including:

- at least two units of English
- at least one unit from Key Learning Area Group 1 (Science/Mathematics/ Technological and Applied Studies [TAS])
- 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)
- at least 6 units of Board Developed (examination) courses.

Students may undertake a combination of Board Developed and Board Endorsed 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 Developed Courses for the students to be eligible for the award of the Higher School Certificate.

Types of courses

The Preliminary and HSC courses 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.

Distinction Courses

Distinction Courses are high-level HSC courses delivered by universities through distance education. The courses consist of 2 units of study, which are additional to the required 11 units of HSC study but can be counted towards the calculation of the TER. In 1996 three Distinction Courses were offered — Cosmology, Comparative Literature and Philosophy. Distinction Courses provide an exciting preparation for university study.

Board Endorsed Courses

These include courses that may be developed by schools or colleges of TAFE but not examined by the Board. Board Endorsed Courses are designed 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.

Generally, there are two broad requirements for the endorsement of a Board Endorsed 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 aim and objectives, content, assessment of student achievement and course evaluation. These courses must be as challenging as Board Developed Courses, of equivalent unit value and duration. Schools must complete a course evaluation as part of the endorsement process. After a course has been implemented for four years, it must be completely revised and re-submitted as a new course.

Categories of Board Endorsed Courses

Board Endorsed Courses fall into three categories: those developed by schools; those run in conjunction with colleges of TAFE, namely Joint Secondary Schools/TAFE (JSSTAFE) courses; and those developed from exemplary school-developed courses and used by the Board of Studies.

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

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

Board Endorsed Courses in the 1996 HSC

A variety of Board Endorsed Courses is available for HSC candidates in 1996. Popular areas of study include:

Religious Studies

Interpreting and Translating

Technology: Graphic Design

Parenting and Child Care

Visual Arts, Ceramics

Business Management

Health 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 Courses

Content Endorsed Courses (CECs) 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 Early Childhood	Mass Media Studies
Marine Studies	Sport, Lifestyle and Recreation Studies
Photography	Work Studies
Visual Design	

The assessment marks for Content Endorsed Courses do not contribute to the TER, but satisfactory achievement is recorded on the appropriate Record of Achievement.

Dual-accredited vocational HSC courses

These courses contribute to the Higher School Certificate and can be either 1 or 2 units. 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 and Training Accreditation Board (VETAB) for industry purposes;
- they are arranged in a modular structure;
- successful completion of modules ensures advanced standing into TAFE and a range of traineeships and apprenticeships;
- 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 completed;
- are based on national training curriculum where available;
- are written and assessed in competency-based terms.

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.

The dual-accredited vocational Content Endorsed Courses (CECs) are:

- Hospitality CEC
- Retail CEC
- Office Skills CEC
- Rural Industries CEC
- Building and Construction CEC
- Furnishing CEC
- Electronics CEC

Units of study

Most subject areas have a number of courses that 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 HSC 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.

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.

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 26 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.

Prescribed texts and works

For many subjects in the 1996 HSC 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, curriculum developments, and registration and accreditation of non-government schools.

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 Managing Director, Technical and Further Education Commission

Ms Jane Diplock

Director-General, Department of Training and Education Coordination

Professor John Mack

Nominee of the New South Wales Vice-Chancellors' Committee

Dr Kathie Forster
(representing parents of primary school children)
and

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

Ms Dianne Butland
(representing parents of secondary school children)

Dr Brian Croke

Nominee of the Catholic Education Commission of New South Wales

Mr Anthony Rae AM

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 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 AC Ms Ann Clark AM Professor Jillian Maling AM Mr Stepan Kerkyasharian AM Mr Tony Selmes Dr Gregory Hotchkis	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

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
- conducting statistical analyses
- 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
- facilitating and coordinating the HSC Advice Line
- developing high-profile exhibitions to demonstrate achievements and excellence at HSC level.

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 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).

Board of Studies Liaison Officers are:

Metropolitan North
Ms Jo-Anne Bains-Finn
(02) 9923 1371

Metropolitan West
Mrs Judy Sims
(02) 9683 9642

Hunter
Ms Kay Peno
(049) 68 1677

North West
Mr Neil Mierendorff
(067) 68 4716

Riverina
Mr Colin Anderson
(069) 21 0989

Metropolitan East
Mr Kevin Ford
(02) 9930 6012

Metropolitan South West
Mr Peter Jensen
(02) 9683 9637

North Coast
Mr Peter Cameron
(066) 59 3274

Western
Mr David Evans
(063) 33 4299

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