



New HSC English – meeting the challenges benefiting students

Year 12 students this year will become the first group to complete the New HSC courses and sit the new-style HSC examinations. English is a subject where teaching and assessment practices are experiencing a renewal as teachers introduce new course perspectives and approaches to teaching and learning in their classrooms.

Recently, a number of experienced English teachers were asked to share some of their experiences in preparing their students for the first New HSC examinations. Each spoke passionately about the challenges that they and their students are sharing in meeting the demands of the new English courses and of the strategies they have used to assist students to engage in these courses. Each identified a number of common challenges that are assisting their students' learning.

Sue Cass, Head Teacher, English at Randwick Girls High School is currently teaching the HSC English (Standard) course. Sue is delighted by the way in which her Year 12 students are responding to the broader, contextual approaches to the appreciation of texts required by the new syllabus. When asked for an overall impression of the impact of the new course on her students, she highlighted the advantage of using student-centred approaches in the new course:

- ◆ *The girls have responded well. They are challenged by the course. They are excited by the contemporary range of texts and they have particularly enjoyed the opportunity to engage with the film and multimedia works. I have valued a student-centred approach and encouraged my students to discuss texts and to appreciate each other's ideas. I have always encouraged students to inject their own insights into their reading of texts. I am now finding that the broader contextual approaches to the study of texts required in the new English course is providing my students with a real opportunity to*

value their own reading of the text and to bring their own life perspectives to their discussion of themes and ideas.

Certainly, the girls have also had to work very hard, particularly during Year 11, in coming to an understanding of the language of outcomes and marking schemes, even though I have tried to carefully write the marking schemes in 'student-friendly' terms and to discuss their meaning in class. I feel that they are now attempting tasks with a clearer sense of what they need to demonstrate to gain higher marks than was possibly the case in previous times. This is beginning to lead to work that is more structured and that more directly addresses the task criteria.

Paul Grover is Head Teacher, English at James Fallon High School, near the NSW/Victorian border in Albury. This year, Paul's Year 12 class is completing the HSC English (Advanced) course. Asked for his overall impressions of the reaction of his Year 12 students to the new English (Advanced) course, he identified challenges and benefits, acknowledging that the two are not mutually exclusive:

- ◆ *My students have been particularly engaged by the contemporary nature of the new course. They have really enjoyed the focus on film and multimedia. The introduction of a contextual approach has certainly allowed them to study more traditional texts in a contemporary and relevant way without diminishing their appreciation of the literary quality of the texts. They have been particularly challenged by the need to engage in a broader range of text analysis with the introduction of the comparative study of literature, which a number of them would not have encountered with the previous 2 unit courses. In particular, I have endeavoured to communicate the complexity of the syllabus requirements and outcomes in ways that enable students to*

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HSC and SC Important Dates

Year 10

- 7–11 May Board Endorsement Panel meeting to consider new course applications
- 1 Jun Final date for decision letters to schools on Board Endorsed Course applications
- 22 Jun Final date for submission of deferred courses to Board of Studies Liaison Officer for final rulings

Year 11

- 7–11 May Board Endorsement Panel meeting to consider new course applications
- 1 Jun Final date for decision letters to schools on Board Endorsed Course applications
- 22 Jun Final date for submission of deferred courses to Board of Studies Liaison Officer for final rulings
- 23 Jul Dispatch applications for special examination provisions for HSC students in 2002
- 27 Jul Dispatch principals' 'N' determination forms Board Endorsement Panel final decisions
- 10 Aug Board Endorsed Course applications not endorsed by this date lapse
- 14 Sep Final date for amendments to student entries

Year 12

- 7–11 May Board Endorsement Panel meeting to consider new course applications
- 25 May Final date for amendments to student entries online for courses with practical components
- 1 Jun Final date for decision letters to schools on Board Endorsed Course applications
- 22 Jun Final date for submission of deferred courses to Board of Studies Liaison Officer for final rulings
- 25 Jun Dispatch 2001 HSC Exam Timetable
- 29 Jun Final date for receipt of changes to HSC Drama and Music course options
- 23 Jul Dispatch Illness/Misadventure forms
- 27 Jul Dispatch principals' 'N' determination forms
- 1 Aug Advice to candidates of venues and times for HSC Speaking exams in Languages progressively from this date
- 5 Aug Completion date for Society and Culture PIP (submission details to be advised)
- 10 Aug Board Endorsed Course applications not endorsed by this date lapse
- 13 Aug HSC Dance Practical exams commence
Schools Online assessment collection service opens

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CHECK YOUR MAILBOX



- ❖ School Certificate Rules and Procedures
- ❖ 2001 Events Timetable
- ❖ 2001 HSC Extension Specimen Examination Papers
 - Modern Hebrew
 - Arabic
 - Latin
 - Spanish
 - Classical Hebrew
 - French
- ❖ 2001 HSC Sample Marking Guidelines
 - Industrial Technology
 - Music 1
 - History Extension
 - Design and Technology
- ❖ Poster – English 2001/2002 HSC:
Prescribed Areas of Study, Electives and Texts
 - English Standard Course, Advanced Course,
ESL Course, Extension Course 1

The *Board Bulletin* is a regular publication by the Board of Studies NSW. Principals are requested to circulate it among teachers and members of the School Council, P & C and parents. One copy should be filed for reference. Schools may only photocopy this publication for use by teachers, students and parents. Contributions or suggestions for articles are welcome.

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President's Message



The Minister's launching of Affirmations of Identity, the Aboriginal and Torres Strait Islander Visual Artists Resource Kit at the recent AECG Annual General Meeting was a very significant occasion. The kit, to be distributed to all secondary schools, is a magnificent resource providing samples of contemporary works by Indigenous artists.

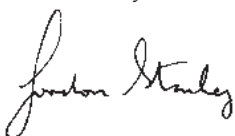
The kit is the product of a long process of consultation and professional work by members of the Aboriginal Curriculum Unit of the Board working with the AECG and the professional production team at the Board. They can take pride in an excellent product.

The kit has been designed for students in the Visual Arts in Years 7–10 and as support material for Aboriginal Studies, but it can also be used for other subjects such as History and Geography. The discussion of artists, artworks, communities and organisations will contribute to a much broader understanding of Indigenous culture and assist in the process of Reconciliation.

The Mathematics K–10 Symposium on 24 February was a day of energetic discussion of the issues around the structure and delivery of mathematics. A clear focus on the importance of procedural knowledge and understanding emerged from the discussion. Early engagement and success is important for the development of consistent progress in mathematical understanding and skill. While there was divergence of opinion on some issues, there was a recognition of the need to work together to ensure that we can attain significant outcomes for all students. This is vital in a world where mathematical knowledge and skills are needed for access to so many areas of employment.

We are grateful for the large number of thoughtful responses to the Board's discussion paper on the K–10 curriculum framework. Feedback has come in the form of written submissions as well as through consultation workshops. These responses will be taken into account as a revised document is prepared.

As has been my practice since coming to the Board, I have been engaged in a series of regional visits to schools this term. For me they provide great insight into the issues confronting teachers and students. Naturally, there is a great deal of discussion this year about the herculean task of implementing new syllabuses. What is unusual about this year is that everyone is directly involved in handling change. Moreover, there is a levelling and unifying effect insofar as everyone is confronted with the same challenges. We are working to ensure that we can respond effectively and consistently to issues that concern teachers. However, I am constantly being asked questions about issues that we have addressed, so I encourage people to look at our Board Bulletin and website to ensure that they have access to issues that have been resolved.



(Professor) Gordon Stanley

Important reminder to teachers – dates for the New HSC


The following documents may be found on the Board of Studies website at www.boardofstudies.nsw.edu.au

- Practical Examination Dates for the 2001 HSC, Memorandum to Secondary Schools and Institutes of TAFE, Office of the Board of Studies, November 2000.
- 2001 HSC Events Timetable wall chart provided to schools.
- 2001 Preliminary Events Timetable wall chart provided to schools.
- 2001 HSC Speaking Skills Language Examinations Timetable, Memorandum to Secondary Schools and Institutes of TAFE, Office of the Board of Studies, February 2001.
- Practical Submissions and Itinerant Marking of Performances, Memorandum to Secondary Schools and Institutes of TAFE, Office of the Board of Studies, February 2001.

The following subject-specific memorandums, issued in March–April 2001, refer to subjects with a performance, practical or project component:

- 2001 HSC Agriculture Examination — Options Collection Forms
- 2001 HSC Dance Examinations — Options Collection Forms
- 2001 HSC Design and Technology — Marking of Major Design Project
- 2001 HSC Drama Practical Requirements
- 2001 HSC English Extension 2 Major Work
- 2001 HSC Industrial Technology Major Projects
- 2001 HSC Music Requirements, Options Collection Forms and Examination Cover Sheets
- 2001 HSC Textiles and Design Practical Examination Requirements
- 2001 HSC Examination — Visual Arts Body of Work Survey.

A memorandum regarding commencement of the 2001 HSC Examinations and SC Tests, and the release of 2001 HSC results, was sent to secondary schools and institutes of TAFE on 9 October 2000 and was in Official Notice BOS/53/00.

The HSC Written Examination Timetable will be dispatched in June 2001 and published on the Board's website. 

Development of additional HSC VET curriculum frameworks

Late last year the Board agreed to investigate the feasibility of introducing further curriculum frameworks in industry areas beyond the seven currently available. The new areas to be investigated were Automotive, Child Studies, Entertainment, Health, and Sport and Recreation.

The feasibility study involved looking at the following criteria:

Essential Criteria


- the availability of current Industry Training Package(s)
- entry level qualifications that align to industry competency standards at a level which can be accommodated within an HSC framework
- identified ITAB and industry support for their training courses being included as part of the HSC.

Other Criteria

- the extent of current and future employment opportunities, state and nationwide
- industry support for workplace training and the availability of work placements in the industry
- the potential for articulation into further education and training (TAFE/universities/other providers)

- the appropriateness of the industry itself for 16–18 year olds, in relation to regulatory arrangements (including Occupational Health and Safety and child protection issues) and assumptions regarding the work-related experience and Certificate level qualifications of its entry-level employees
- the existence of registered traineeships in the industry
- the availability of appropriately qualified teachers in schools to deliver the course, or the capacity of schools to purchase course delivery from TAFE or other providers
- the existence of appropriate facilities in schools or the capacity of schools to access industry-standard training facilities
- existing and projected levels of student interest.

Data were collected through focus groups which consisted of representatives from industry, school authorities and TAFE, as well as teachers currently implementing endorsed VET courses in the industry area concerned.

Board decisions regarding the feasibility of introducing new frameworks in each of the five industry areas will be reported in subsequent Board Bulletins. 

School Certificate Test to address new Science Stages 4–5 syllabus

The School Certificate Science Test in 2001 will be the first to address the new Science Stages 4–5 syllabus.

The test will be of one and a half hours duration and will consist of 50 multiple-choice questions, 10 constrained response questions and 5–8 short response questions. The short response questions may be in parts. A variety of strategies will be used to reduce the time students take to read and interpret questions compared to previous tests. For example, the information provided in stimulus material may be reduced and several questions may draw from the one piece of stimulus material.

The new test format meets the principles of setting the School Certificate Test in a standards-referenced framework and the principles for developing marking guidelines in a standards-referenced framework.

The School Certificate Science Test package and new Science Course Performance Descriptors were sent to principals in March 2001, and are on the Board's website (www.boardofstudies.nsw.edu.au).

The New HSC History Extension course — frequently asked questions

For answers to the following frequently asked questions about the New Higher School Certificate History Extension course, check the Board of Studies website at www.boardofstudies.nsw.edu.au.

Who is the course for?

How do I teach the course when there is so much scope for individual choice within it?

How many of the readings should be covered?

How much do we have to do in the case study?

What topics can students choose for their projects?


How do I mark the project? How do I know my 'standard' is right?

For more information contact:

Libby Hegerty (02) 9367 8151 or

Lindsay Swan (02) 9367 8150 – HSIE Inspectors

Christine Preston (02) 9367 8242 – Curriculum Officer HSIE

Chris Graham (02) 9367 8218 – Assessment Officer HSIE 



Creative Arts K–6 Syllabus

Representatives from the Department of Education and Training, Catholic Dioceses and Christian Community School authorities have met with the Board of Studies to discuss the recently released Creative Arts K–6 syllabus and support documents.

Participants ‘took a walk through’ the syllabus and support documents with senior officers and selected teachers and discussed implementation plans. Discussion also focussed on the Department of Education and Training option of staging the implementation of the syllabus, noting the requirements of the *Education Act 1990* that Visual Arts and Music must be taught in this key learning area.

Representatives from arts organisations across the state also met to discuss the new syllabus and support documents as well as the wide range of programs that are currently being offered to support the teaching of visual arts, music, drama and dance in the community. Attention focused on the ways in which programs within state and regional galleries and museums, music organisations, performing arts companies and professional associations could be

further linked to the intentions of the new syllabus to support teachers in their implementation of visual arts, music, drama and dance.

The following Creative Arts K–6 documents are now available on the Board’s website (www.boardofstudies.nsw.edu.au):

- Creative Arts K–6 Syllabus
- Creative Arts K–6 Units of Work
- Creative Arts K–6 Principal’s Package
- Introducing Parents and the Community to Creative Arts K–6
- Creative Arts K–6 Syllabus — School Planning in the Creative Arts. (This document includes commentary on frequently asked questions, including the place of craft, working with the four artforms etc.)
- Creative Arts K–6 Resources.

Further information:

Contact: Kerry Thomas

Inspector, Creative Arts

Phone: (02) 9367 8161

email: thomas@boardofstudies.nsw.edu.au



CHECK OUR WEBSITE <http://www.boardofstudies.nsw.edu.au>

The following items were added to the Board of Studies website in March–mid-April 2001.

General Information

Board Bulletin Vol 10 No 1

School Developed Board Endorsed Courses Guidelines and Application Forms Booklet

K–6

Modern Greek K–6 Syllabus

K–10

Mathematics K–10 Literature Review

Aboriginal Numeracy Development K–10: Report

Middle Years Literature Review

7–10

Geography Stages 4–5 Support Material Part A

History Stages 4–5 Support Material Part A

Aboriginal Literacy 7–10: Report

School Certificate (SC)

2000 SC English – Answers to Objective Response Questions

2000 SC Test Papers and Sample Answers

2000 SC Test and Awards Statistics

2001 SC Events Timetable

Guide to the SC: Rules and Procedures for Students Booklet

2001 SC Science Specimen Test Package

11–12

2001 Preliminary Events Timetable

English Extension 2 Major Work – FAQs

English Prescribed Areas of Study, Electives and Texts 2001–2002

Languages 11–12

Syllabuses

Persian Background Speakers

Resource Lists

Latin Extension

Latvian Continuers

Lithuanian Continuers

Malay Background Speakers

Russian Background Speakers

Spanish Extension

HSC Specimen Examination Papers

Classical Hebrew Extension

Classical Greek Extension

Sample Assessment Items

Latvian Continuers

Lithuanian Continuers

Persian Background Speakers

Malay Background Speakers

HSC

2000 HSC Examination Statistics

2000 HSC Notes from the Examination Centre – selected subjects

Approved Scientific Calculators for 2001 HSC

2001 HSC Speaking Skills Exam Timetable

2001 HSC Events Timetable

HSC Course Numbers

The *Board Bulletin* can also be found in the Reading Room on the Board’s website. Please note that amendments and errata to Board documents are not listed in this column: they are contained in the Official Notices. Board documents on the website are up-to-date, that is, they are amended to reflect the changes listed in the Official Notices.



Stages 4–5 English Symposium

Over 230 teachers, academics, parents and members of various professional organisations participated in the Stages 4–5 English Symposium on 10 February to consider the widest possible range of views regarding the content and approach of the new Stages 4–5 English syllabus.

The NSW Government made a commitment to the development of a new Years 7–10 English syllabus in its Education and Training Plan for 1999–2003. This position was reflected in the Minister’s recent announcement of a review of the Years 7–10 curriculum.

Delegates at the symposium were nominated by their systems, sectors, professional associations, universities or interest groups. Systems and sectors were requested to ensure that there was sufficient rural representation and that K–6 teachers were included in their nominations. Delegates were issued with pre-conference reading material to assist with their preparation and involvement in the consultation.

Presenters included Trevor Wootten, Executive Director of Secondary Education for the DET, Libby Gleeson, a parent and well-known author, Associate Professor Roslyn Arnold, University of Sydney, and Wayne Sawyer, University of Western Sydney. They offered a range of perspectives for consideration by the delegates. They addressed topics such as: the needs and characteristics of students in the middle years of schooling; a parent’s perspective of English; continuity of K–12 in English, with a particular focus on the transition from Stages 3–4 and 5–6; and a review of English theory and pedagogy relevant to English Stages 4–5.


Delegates also had the opportunity to participate in workshops that were focused on issues such as:

- students’ needs, interests and abilities in Years 7–10
- continuity of learning K–12
- the nature and content of learning in English in Years 7–10 and how this can be addressed through the knowledge, understanding, skills and values to be developed in Stages 4 to 5.

Delegates worked energetically and many reported that they valued this opportunity to make a contribution to the development of the new syllabus. The speakers’ addresses provoked some in-depth discussion from delegates in the afternoon workshop sessions. Sue Cass, English Head Teacher at Randwick Girls’ High School, commented ‘teachers were very enthusiastic about the process, they genuinely valued the opportunity to put forward their views.’ Sandra Duggan, an English teacher from St Stanislaus’ College Bathurst said ‘it was wonderful to see the depth of professionalism from participants.’ Anthony Samson, a student at Penrith High School, made the comment ‘it was very positive that the Board recognised the importance of student input.’

Transcripts and summaries of the various workshops and the Symposium proceedings will be published on the Board’s website (www.boardofstudies.nsw.edu.au). The symposium and a literature review will assist in establishing broad directions to inform the Stages 4–5 English Draft Writing Brief.


Further consultation will occur over the next few months and the draft writing brief and survey will be distributed to schools in May 2001. Consultation on the draft writing brief will be conducted for six weeks from mid-May until early July. The syllabus will be available to schools in 2002 for implementation from 2003.

To assist with its management of the syllabus development program, the Office of the Board of Studies is updating its register of curriculum writers. This register is used to identify potential syllabus writers or writers interested in undertaking other tasks associated with the development of syllabus materials. To be considered for appointment as writers, teachers with demonstrated writing expertise should submit an expression of interest to the Office of the Board of Studies. The application form for expressions of interest can be found in *Board Bulletin* Vol 10 No 1 or by contacting Tony Moore on (02) 9367 8422. 

ArtExpress Exhibition on CD-ROM



The annual ARTEXPRESS exhibition is a culturally significant event, showcasing exceptional works by NSW Higher School Certificate Visual Arts students. ARTEXPRESS was exhibited at the NSW Art Gallery, NSW State Library, David Jones City, College of Fine Arts, National Art School and throughout the State.

This year, for the first time, the ARTEXPRESS CD-ROM also includes photographic images of the actual exhibitions at the Art Gallery and State Library. The CD-ROM user can now view the artworks in exhibition context, promoting greater understanding of the curatorial choices that are made for these exhibitions. To order contact Client Services (02) 9367 8178. 

School Certificate Test in Australian History, Geography, Civics and Citizenship for 2002

A test in Australian History, Geography, Civics and Citizenship will become a mandatory component of the School Certificate from 2002 as part of the NSW Government's focus on strengthening the School Certificate. The trial test in 2000 in Australian History, Geography, Civics and Citizenship provided the first opportunity to develop a test based on the new History and Geography syllabuses. Trial tests were also conducted in 1998 and 1999 based on the old syllabuses.

Additionally, the trial tests have provided an opportunity to develop appropriate supporting curriculum and assessment advice for the 2002 School Certificate. Initial support documents have been developed for both History and Geography. Part A is now available to all schools via the Board's website. Part B will be made available during Term 2 and provide additional information about the test, assessment, and Civics and Citizenship.


Following the previous trial tests in Australian History, Geography, Civics and Citizenship, feedback has been provided by individual teachers, participating schools, systems, professional associations, the marking centre and the test committee to inform:

- the most appropriate structure and item types for the test

- identification of issues relating to the implementation of the syllabuses in schools
- the most appropriate test committee structure
- development of marking guidelines
- development of a draft reporting scale for the 2002 test with bands that describe student performance
- identification of samples of student work that illustrate actual student performance in relation to the bands
- development of a specimen test for the 2002 School Certificate.

In reporting the test in 2001 (as for 2000) schools will be provided with a single mark achieved by students with a corresponding band description. Separate History and Geography marks will not be made available.

Information provided in the March 2001 *Board Bulletin* about the Australian History, Geography, Civics and Citizenship Trial Test included details of the nature and structure of the 2001 test.

For further information regarding the trial test in Australian History, Geography, Civics and Citizenship, contact Chris Graham, Senior Assessment Officer, Human Society and its Environment. Phone (02) 9367 8218, email: grahamc@boardofstudies.nsw.edu.au 

Mathematics K–10 Symposium

More than 170 delegates participated in the Mathematics K–10 Symposium to raise and explore some key issues in the review and development of Mathematics syllabuses for the compulsory years of schooling. The delegates were nominated by key educational organisations and included mostly teachers, parents and academics.


Six academics, Professor Sue Willis (Monash University), Professor John Mack (University of Sydney), Associate Professor Bob Perry (University of Western Sydney), Associate Professor Dianne Siemon (Royal Melbourne Institute of Technology), Professor John Pegg (University of New England) and Professor Garth Gaudry (University of New South Wales), presented papers on Mathematics learning.

Delegates participated in workshops and discussed issues related to:

- identification of the mathematical ideas that contribute to essential knowledge, skills and understanding for all students

- the structure and delivery of Mathematics K–10
- curriculum models to address issues in the design of a continuum of Mathematics learning in the compulsory years, and
- the structure of a K–10 continuum that would meet the needs of all students.

The symposium was one of a number of strategies used to collect data as part of the review. Other strategies have included a literature review, oral and written submissions from invited organisations and academics and a survey of 100 schools. Additional data have been contributed through surveys and written submissions from other groups and individuals. Findings from the data collected will be used to establish the broad directions for the writing brief/s. The writing brief/s will be sent to all schools and organisations with an interest in Mathematics education, for consultation from 23 July to 27 August 2001.

Updates on the Mathematics K–10 Review are included in the 'What's New' section on the Board's website at www.boardofstudies.nsw.edu.au 

New HSC English – Meeting the Challenges Benefiting Students *continued from p 1*

understand what is expected in assessment tasks and examinations.

I have found that the most pressing issues have been to find the extra critical thinking time that is necessary in order to provide students with contemporary course materials and with assessment tasks that clearly communicate in student terms what the task requirements are, the outcomes that will be assessed and the marking guidelines that will be used. All in all, the students are certainly handling and benefiting from the new content but not without a good deal of work on their part and mine.

Richard Clarke, Head of English at SHORE, confirmed that his Year 12 boys were responding with great interest to the contemporary range of texts, including film:

- ◆ *I believe that the new courses have given English teachers a great incentive to modernise their teaching practices. The broader range of texts together with the fresh approaches to ‘teaching text through context’ encourage us to introduce fresh approaches to teaching and stimulate the students to engage in group discussion and student-centred research and to bring their own experiences and perspectives to the study of the texts.*

Richard also identified the complex nature of ‘standards-based’ assessment task design as a major challenge that he has had to negotiate for his students to reap the benefits of the new courses:

- ◆ *I feel that we have had to spend additional time planning for the new approaches and in locating contemporary resource materials, particularly from the Internet, in order to do justice to the new course content. We have also had to spend time preparing the assessment tasks and identifying the targeted outcomes and marking criteria and writing the criteria in a way that is accessible for students. Certainly, I think that we have had to be much more explicit with students about what is required in the task and how marks will be awarded – and I must admit that the great temptation is to then revert back to previous marking practices! The students have responded well to the additional information and guidance but they are still finding it difficult to match their understanding of the criteria with mine. Clarifying expectations is requiring a good deal of classroom discussion but this is proving to be extremely beneficial to them. What I now have to do is bring them all to a clear understanding of*

the specimen examination papers in preparing them for the end of year exams.

When asked what advice he would offer colleagues in meeting the challenges, Richard stressed the importance of collegiality and teamwork.

- ◆ *My feeling is that individual English teachers should not be trying to manage everything on their own. Discussion time with colleagues and the sharing around of ideas and resources are absolutely essential in ensuring that students reap the benefits from the new content and that common opportunities, expectations and standards are communicated by teachers across a number of different classes.*

Paul Grover also emphasised the importance of collegial support in the staffroom but highlighted the value of such support further afield:

- ◆ *In Albury, English teachers from government and non-government schools are attending regular professional association meetings and sharing their resources and strategies. The local English Teachers’ Association is funding a number of teachers to go to conferences in Sydney and these teachers are coming back and sharing what they have learned. The sharing and collegial support has been essential for us. I am using the Internet to locate related materials for the new texts, and I have also found the HSC specimen examination papers particularly valuable in guiding our interpretation of the syllabus, and in developing marking guidelines for assessment tasks.*

Sue Cass also nominated the importance of collegial support and the need to devote time for faculty discussion and planning:

- ◆ *Yes, you certainly spend more time up front discussing the approaches to the new content and in planning assessment tasks and marking schemes. However, the shared approach has enhanced collegiality in the faculty and a greater sharing of ideas and expertise. This in turn means that students benefit from the shared ideas and approaches of their teachers and develop a more common appreciation of what is required of them in their assessment tasks and, ultimately, in the New HSC examinations.*

These experiences and insights are of much interest to teachers and also help to provide the Board with valuable early feedback on the progress of teachers and students in engaging with the new English courses. 