

# Board Bulletin



BOARD OF STUDIES NSW

October 2001 – Vol 10 No 5

## The New Higher School Certificate Final Preparations for the Examinations

The 2001 Higher School Certificate written examinations are about to begin. The class of 2001 will sit for 132 different written papers (including 11 separate listening papers) over a period of four weeks from Monday 22 October to Friday 16 November.

### Conducting the HSC written examinations

Ensuring that each exam centre has the right number of papers is a huge organisational task. It took more than 30 staff members nearly 6 weeks to pack all the papers for all the students in each course. More than 50,000 parcels, including 20,000 packs of examination paper questions and 1,700,000 writing (answer) booklets, have been packed and distributed. These will be held under high security until each exam commences.

Along with the 62,751 students who are awaiting the first day of exams, more than 5,000 supervisors are ready and waiting to ensure all goes smoothly for the students. The exams will take place at over 750 centres in NSW, mostly located in schools and TAFE institutes. Exams will also occur at nearly 100 interstate and overseas centres. The chief supervisors, known as Presiding Officers, have attended briefing sessions to ensure that they understand the organisation and structure of the exams. The briefing sessions were held in Sydney and regional centres around the state.

At the conclusion of each examination, students' answers are transported to the central marking centre under very tight security.

### Practical examinations

During Term 3, about 8,700 students studying Dance, Drama and Music undertook performance examinations and 6,300 students studying modern languages, aside from English, undertook speaking skills examinations. These were conducted at venues throughout the state.

More than 22,000 practical works were also submitted

by students studying Agriculture, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design and Visual Arts. Most of these works were marked during Term 3 at either the student's school or at a central venue.

Practical components can make up to 60% of a student's final examination mark in some subjects.

### Marking the HSC

More than 7,000 markers are about to be briefed in preparation for marking. By the end of the briefing period all markers will be familiar with applying marking guidelines within a standards-referenced framework.

The markers will be assisted by 900 clerical officers. Many of these clerical officers have been working on the Higher School Certificate examinations for many years, and they too are being briefed to ensure that they are aware of the impact the New HSC will have on their work.

There are sixteen marking venues, with the Sydney Showground and Exhibition Complex at Homebush Bay being by far the largest. As in previous years, there are marking centres around NSW — Armidale, Bathurst, Coffs Harbour, Gosford, Newcastle, Wagga Wagga and Wollongong. The operation is very intensive so that students will have their results available to them on Wednesday 19 December, just under 5 weeks after the last exam.

### Advice Line

As in past years, the Advice Line is available to students. This year the Advice Line opened just before the school holidays on 25 September. In the twenty-five courses supported by the Advice Line students can get help from experienced teachers for the cost of a local call, up to the day before their examination.



# HSC and SC Important Dates

## Year 10

- 30 Oct** Latest date for principals to submit 'N' determination appeal forms with related documents where appeal declined and Board review requested
- 7 Nov** Final date for submission of grades  
Final date for submission of Profile Sheets for Special Programs of Study
- 12 Nov** School Certificate English-literacy and Science tests
- 13 Nov** School Certificate tests in Mathematics and Australian History, Geography, Civics and Citizenship
- 16 Nov** Latest date for students to submit Illness/Misadventure appeals to principals
- 22 Nov** Latest date for students whose appeal has been declined by the school to request a Board review
- 26 Nov** Latest date for principals to submit the 'Schedule of Outcome of School Certificate Illness/Misadventure appeals' and documentation for students who have requested a Board review
- 10 Dec** Student results available to principals via Schools Online
- 12 Dec** Award documents arrive in Schools

## Year 11

- 23 Oct** Latest date for principals to notify students of outcome of school review of 'N' determinations
- 23 Nov** Award documents arrive in schools

## Year 12

- 29 Oct** Visual Arts itinerant marking commences
- 16 Nov** Latest date for submission of HSC Illness/Misadventure appeals
- 19 Nov** Latest date for assessment ranking reviews/appeals to be lodged with principal
- 23 Nov** Latest date for school to conduct assessment ranking reviews
- 26 Nov** Principal's notification to candidates of results of review of appeals against assessment rankings
- 28 Nov** Latest date for principal's notification to the Board (fax sufficient) of results of review of student appeals against assessment rankings  
Latest date for students whose assessment ranking reviews have been unsuccessful to notify the principal of their wish to appeal to the Board
- 29 Nov** Submit student appeals to the Board against school reviews of assessment ranking
- 19 Dec** HSC results available to students by telephone and internet  
Student results available to principals by internet
- 21 Dec** Students receive HSC Student Results Summaries in the mail  
Notification of the Board's decisions on appeals for assessment rankings, 'N' determinations and Illness/Misadventure

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## CHECK YOUR MAILBOX



- ❖ HSC Facts Package
- ❖ HSC Portfolio
- ❖ SC Folio
- ❖ ACAP Kit
- ❖ Standards & Grades CD
- ❖ MYDA Information Booklet
- ❖ 'Changing' Stimulus Booklet

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.

Print Post No. PP24163100021

Printed on recycled paper.

The *Board Bulletin* is produced by Public Affairs and Planning, Office of the Board of Studies NSW, 117 Clarence St, Sydney NSW 2000. Phone (02) 9367 8111.

Editorial inquiries: Phone (02) 9367 8220.

Distribution inquiries: Fax (02) 9262 6270.

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

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ISSN 1038-5053

## President's Message



This issue of the Board Bulletin comes at the time of year when the examination processes of the New HSC are in progress. I have been meeting informally with examiners as they have begun the long process of marking performance and project work. It has been rewarding to see the professional engagement of so many in the important exercise of applying the standards-based criteria.

To facilitate broader understanding of how the reporting of results has changed in the HSC this year, we have been having extensive briefings with the media and have made our media guide widely available. A copy has been sent to each school and it is also readily accessible on the Board's website.

I understand from my many conversations and visits to schools across the State that there is some apprehension about how different the results will appear to be and what conclusions about performance will be drawn. The first year of the new minimum requirements and removal of breadth of study restrictions means that results will not be directly comparable with the past.

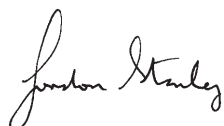
It is important to remember that the process of standards setting was developed out of the experience of past achievements of HSC students. While results initially would be expected to not be vastly different from the past, the effect of not requiring a common statistically derived distribution will mean some change as results reflect examiners' judgements of performance with respect to defined standards.

The process of implementation of the New HSC has been a tremendous professional effort by everyone. Together we have been learning how to ensure that our curriculum delivers contemporary outcomes for our students which provide a solid foundation for employment, further education and training, as well as for their effective participation as educated citizens.

I am confident from my discussions with students that they have appreciated the extra preparation and effort that has gone into making this year effective for them. On so many occasions I have had enthusiastic comments from students about their experience of the new syllabus and course options.

VET framework courses have been very popular and students have told me how much they value the work placement for the opportunity of testing their knowledge and skills. At a recent visit to Eden High School I had the benefit of an excellent seafood lunch where the seafood had been caught by Marine Studies students and prepared by Hospitality students. It was a high point of a series of visits to South Coast schools.

In September we welcomed new Board Members. In June and July a number of past Board Members finished their terms with the Board. Members of the Board make a very big commitment to the work of the Board and we are very grateful for their wise counsel and service in the interests of education in this State.



(Professor) Gordon Stanley

## Board Bulletin in brief

### *The New Higher School Certificate final preparations for the examinations*

Final preparations are in place for the first New Higher School Certificate examinations with more than 7000 markers being briefed for marking.

### *Top students recognised in New Higher School Certificate*

Students who achieve outstanding results will be recognised in the Distinguished Achievers List, the First Place in Course List and the All-round Excellence List.

### *Trial Computing Skills Test for Year 10*

Twenty schools participating in the trial computing skills assessment at Year 10 have developed their own school-based Information and Communications Technology assessment tasks.

### *K-10 Curriculum Framework to guide syllabus revision*

A K-10 Curriculum Framework which will be considered by the Board at its October meeting will guide the future K-10 syllabus revision.

### *Primary Matters*

A Primary Curriculum Committee has been appointed to advise the Board on strategic issues in education for Kindergarten to Year 6.

### *New Board membership*

A number of new Board members have been recently inducted.

### *Media briefed on key features of the New Higher School Certificate*

Key members of the media have been briefed on the key features of the New Higher School Certificate.

### *Stage 5 Work Education*

The Board has endorsed the Stage 5 Work Education syllabus for use by all schools for 2002 and 2003.

## Top students to be recognised in the New Higher School Certificate

The Board of Studies will acknowledge those students who perform outstandingly well in the New Higher School Certificate in the following ways:

### Distinguished Achievers List

The Board of Studies will provide the media with the 2001 HSC Distinguished Achievers List, which details the students who have achieved the highest standard established for a course. For 2 Unit courses, this means that they have reached Band 6 standard by achieving a mark of 90 or more.


The list will be reported alphabetically by student and school name followed by a list of the course(s) in

which the highest standard has been achieved.

### The First Place in Course List

The top student in each course will be placed on the First Place in Course List, provided that the standard specified in Band 6 or Band E4 in the case of extension courses, has been reached.

### The All-round Excellence List

This is the list of students who have achieved all-round excellence in the Higher School Certificate. These are students who have been placed in Band 6 or Band E4 for 10 or more units. 

## New Board Membership

New members of the Board of Studies have recently been inducted. The current membership of the Board is:

### President

Professor Gordon Stanley

### Ex-officio Members

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

Mr Trevor Wootten

Dr Gary Willmott

Dr Michele Bruniges

### Appointed Members

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

Professor Kevin McConkey

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

Mr Ian Morris (representing parents of primary school children)

Ms Dianne Butland (representing parents of secondary school children)

Nominee of the Catholic Education Commission of New South Wales:

Dr Brian Croke

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

Mr Phillip Heath

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

Mr Timothy Horstead

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

Ms Caroline Benedet

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

Ms Janet Chan (representing primary schools)

Ms Judith King (representing secondary schools)

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

Ms Theresia Zadkovich (primary school teacher)

Dr Mary Fogarty (secondary school teacher)

Person with knowledge and expertise in early childhood education:

Dr Sue Dockett

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

Mr Charles Davison

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

Professor Anthony Blake

Br Kelvin Canavan

Dr James McMorrow

Mr Stepan Kerkyasharian AM

Ms Susan Gazis

Dr Meredith Martin 

## K–10 Curriculum Framework to guide syllabus revision

A K–10 Curriculum Framework that will be considered by the Board at its October meeting will guide future K–10 syllabus revision.

The Curriculum Framework document, amended following consultation between 28 May and 6 July, contains the following elements:

- a purpose statement
- broad learning outcomes
- principles to guide the development of syllabuses
- a syllabus and assessment model
- criteria for the revision of K–10 syllabuses
- K–10 curriculum requirements.

At its September meeting the Board considered a report on the responses received during the consultation on the draft document. 576 survey responses (465 written and 111 email) were received. Submissions were also received from organisations, and focus group meetings with teachers were conducted. A copy of the consultation report is now available on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

### Main findings from consultation report

The consultation report indicated that there is broad general support for the directions established in the draft K–10 Curriculum Framework, particularly the move to a standards-based approach to syllabus design, and for assessment and reporting. This approach is consistent with Board initiatives in recent years with K–6 syllabuses and HSC syllabuses and examination procedures.

There is also acceptance and endorsement of the purpose statement, broad learning outcomes and principles included in the draft document. Following advice received during the consultation period some minor changes were made to the curriculum framework document prior to submission to the Board.

### New Features

- A Board of Studies syllabus and assessment model which responds to queries from respondents about how the Board will provide for a K–10 Standards Framework.
- Criteria for approval of Board of Studies syllabuses to ensure quality. The criteria are based on those provided in the HSC White Paper, *Securing Their Future*.

- Board of Studies Curriculum requirement which responds to the propositions contained in version 2 of the draft K–10 Curriculum Framework.

### Key issues arising from consultation

#### ■ Mandatory study requirements

There was general support for the proposition that the current mandatory subject requirements should be retained, with counter views expressed in relation to equity of the KLAs, the language requirement, creative arts opportunities and the attention given to technology.

The amended framework maintains the current mandatory subject requirements.

#### ■ Indicative hours

There were a range of interpretations about the current indicative hours requirements, including the view that the proposition in the draft document was a significant shift from current arrangements. Many respondents considered that indicative hours should become mandatory hours.

The amended framework proposes that syllabuses indicate the number of hours that students would typically require to achieve the standards described in the syllabus.

There was also support for K–6 syllabuses to provide advice on hours typically required.

#### ■ K–10 standards framework

There was significant support for a K–10 standards framework, based on syllabus and performance standards, to provide a common basis and language for assessment and reporting students achievement to students, parents and other teachers.

The amended K–10 Curriculum Framework now provides for a standards framework across all learning areas/subjects in K–10, mandatory and elective. It also states that for School Certificate mandatory subjects, the Board of Studies will nominate standards that all students will be expected to achieve by the end of Year 10.

The immediate use of the K–10 Curriculum Framework will be in evaluation of the Years 7–10 syllabuses. A timeline for the evaluation and revision of these syllabuses has recently been sent to all schools.





# Primary Matters

## Primary Curriculum Committee

The role of this committee is to advise the Board on the curriculum implications of strategic issues in education for Kindergarten to Year 6. In this context the Committee considers links between early childhood and the formal school curriculum as well as issues relating to continuity with secondary schooling.

The committee comprises Board members who represent primary interests, and additional members who bring a range of expertise in the K–6 area and who represent organisations which do not have a nominee of the Board. The committee meets on a regular basis throughout the year.

The Primary Curriculum Committee has discussed a wide range of issues, heard presentations on a variety of topics and received regular updates on curriculum and syllabus development. In the past twelve months the committee has considered matters including:

- values in primary education
- managing the curriculum in small schools
- information communication technology
- Early Childhood Curriculum Framework (Office of Child Care)
- Draft K–10 Curriculum Framework (Board of Studies)
- updates on K–10 Mathematics syllabus review and development
- update on English 7–10
- updates and demonstration of the Linkages website
- demonstrations of the CD-ROM worksamples for Science and Technology and English.



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## Trial Computing Skills Test for Year 10

Over the last few months the 20 schools participating in the trial computing skills assessment at Year 10 have developed their own school-based Information and Communications Technology assessment tasks within a number of subject areas. During Term 4 some of the schools will also trial sample assessment tasks developed specifically for this trial.

A pen and paper test has been trialled by fourteen to sixteen participating schools. A parallel form of the test to be taken online will be trialled by four to six schools using an Internet based delivery strategy.

The test comprised a range of item styles – multiple choice, true/false, and matching exercises. The external test is of 1-hour duration.

It is anticipated that a copy of the pen and paper test will be available on the Board's website in late November 2001. Further consultation will occur following the implementation of the 2001 trial and will involve a further trial with 100 schools in 2002.

On the Board's website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)), under 'School Certificate' can be found:

- Computing Skills Assessment for Year 10 (Board Bulletin article)
- Mapping of Information and Communications Technology in Mandatory K–6 Syllabuses
- Mapping of Information and Communications Technology in Mandatory Stages 4 and 5 Syllabuses
- Draft Record of Competencies Grid – Core and Extension
- Draft Competencies – Core and Extension




## Media briefed on key features of the New HSC

The Board of Studies held a well-attended media briefing on the New Higher School Certificate on 17 September. The President, Professor Gordon Stanley and the General Manager, Office of the Board of Studies, John Ward made the formal presentations and Principals Judith King and Allan Coman spoke from school and personal perspectives. Media representatives were also briefed one-to-one by Board officers.

The purpose of the briefing was to provide accurate and detailed information in the lead up to the New Higher School Certificate examination period. The *2001 Higher School Certificate and School Certificate Media Guide* was also launched at the briefing, to provide journalists with information about curriculum,

assessment, standards setting and reporting, as well as statistics such as the number of students in each course and snapshot stories about HSC students.

Board of Studies Liaison Officers and local principals have also been involved in speaking to media about issues related to the New Higher School Certificate.

The *Media Guide*, also provides information about the HSC Advice Line and the early release of results to students. It has been included in the New HSC Information Kit that has been recently sent to all high school principals. The kit also contains Facts Sheets for frequently asked questions and a summary of how syllabus and performance standards are established. It includes a CD-ROM. 

## Stage 5 Work Education

At its September meeting the Board of Studies endorsed the *Stage 5 Work Education* syllabus for use by schools in 2002 and 2003. The Board had previously endorsed the syllabus for use in 2001. The syllabus continues to be available on the Board's website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

The 100 hours *Stage 5 Work Education* course comprises:

Core – 30 indicative hours:

1. The world of work
2. Planning for a working life
3. Introduction to the workplace
4. A work portfolio.

Electives – 70 indicative hours [a minimum of 3 electives must be studied]

1. Workplace first aid
2. Workplace induction
3. The individual in the workplace
4. Contemporary workplace issues
5. Working in a changing world
6. Planning for a working life
7. Employment and you
8. Small business skills
9. Introduction to industry
10. Workplace literacy and numeracy
11. Workplace communication.


The *Stage 5 Work Education* elective course includes workplace learning. A minimum of 30 hours must be spent in a workplace to develop knowledge and understanding, skills and attitudes in a workplace context that aims to add meaning, interest and relevance to the learning. The workplace component of the course is to be done by Year 10 students only.

Year 10 students will receive recognition on their School Certificate of the satisfactory completion of the course requirements.

The *Stage 5 Work Education* syllabus will be evaluated during the review of the Years 7–10 syllabuses and a decision will be made by the Board about its future nature and focus. Schools will be informed of the syllabus development timeline and will be included in consultation on the revised syllabus.

Evaluation of the *Stage 5 Work Education* syllabus and the *Stage 6 Work Studies* Content Endorsed Course will occur concurrently. In this way, any areas of overlap in the courses will be addressed and the result will be syllabuses that provide coherent and complementary study related to work for Stages 5 and 6.

For further information contact:

Lindsay Swan  
Board Inspector  
Human Society and Its Environment  
Phone: 9367 8150 

# What's New

## on the BOS website this month

10 October was the Board website's sixth birthday. In its six years it has grown to become the sixth largest Government website in Australia (in terms of traffic).

### **Cumulative list of all BOS Official Notices for 1999–2001**

**[http://www.boardofstudies.nsw.edu.au/docs\\_bulletins/bbull1.html](http://www.boardofstudies.nsw.edu.au/docs_bulletins/bbull1.html)**

The important information listed here is the Board's official advice to NSW schools of the decisions it has taken, and should be acted upon as such. Principals should ensure the Official Notices are circulated to all teaching staff.

The HSC Advice Line opened on 25 September 2001. Expert help is available for the cost of a local call anywhere in Australia. **[http://www.boardofstudies.nsw.edu.au/aa\\_main/advice\\_line\\_01.html](http://www.boardofstudies.nsw.edu.au/aa_main/advice_line_01.html)**

### **New data added to the BOS Statistics Archive**

**[http://www.boardofstudies.nsw.edu.au/docs\\_stats/hscstats\\_page1.html](http://www.boardofstudies.nsw.edu.au/docs_stats/hscstats_page1.html)**

View the HSC Course Orders of Merit list and the Student Entries by Sex for the Higher School Certificate (HSC), Preliminary, and the School Certificate for every year since 1991. The Student Entries by Sex data are also downloadable as CSV files for loading into a spreadsheet. The 2001 data for Student Entries by Sex for the Higher School Certificate (HSC), Preliminary, and the School Certificate have recently been added.

### **Get a copy of the 2001 HSC Media Guide**

**[http://www.boardofstudies.nsw.edu.au/docs\\_stats/hscstats\\_page1.html](http://www.boardofstudies.nsw.edu.au/docs_stats/hscstats_page1.html)**

also available as an MS Word 97/98/2000 file and as an Acrobat PDF file.

### **English Years 7–10 Writing Brief**

**[http://www.boardofstudies.nsw.edu.au/aa\\_main/english\\_writing\\_brief.html](http://www.boardofstudies.nsw.edu.au/aa_main/english_writing_brief.html)**

The writing brief provides the proposed 'blueprint' for the new syllabus. Following consultation, the writing brief will be finalised to provide the detailed blueprint for the development of the syllabus

### **History Stages 4–5 Support Material Part B**

**[http://www.boardofstudies.nsw.edu.au/syllabuses/syllabus\\_list.html](http://www.boardofstudies.nsw.edu.au/syllabuses/syllabus_list.html)**

This document is Part B of material designed to support teachers in the implementation of the Stages 4–5 History Syllabus. Part B provides additional information about:

- programming the Stage 5 Australian History course
- the integral relationship between assessment and programming
- the School Certificate Tests in Australian History, Geography and Civics and Citizenship.