

Board Bulletin



BOARD OF STUDIES NSW

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Top students complete new English Extension course

A total of 1,463 of the highest achieving English students across NSW have completed the all-new English Extension 2 course which required them to complete a major work as part of their New Higher School Certificate.

This is the first time that students have had the opportunity to study four units of English in the HSC.

Investigation and Writing Skills

The students who have studied English Extension 2 have developed and demonstrated extensive investigation skills and the ability to compose sustained works at a high level.

Major creative work

English Extension 2 students were given the choice of submitting a major work in print, sound, film or multimedia. They were also required to submit a reflection statement of 1000-1500 words explaining the intent of their work, the process they have followed during its development and the understandings they have gained.

In the print medium, students were able to submit a short story or selection of stories, a suite of poems, a collection of poems or an extended poem, a critical response based on their independent research into an area of special interest or a script for radio, film, television or drama.

Students electing the sound medium were able to submit a speech or speeches of 15-20 minutes

duration, a 10-15 minute radio drama or a poetry performance of 8-10 minutes.

In the visual medium students could present a 6-8 minute video or a 4-5 minute film

Work submitted in the multimedia category had to be original and might include a CD-ROM or a website.


By undertaking a major work, students were required to build on their knowledge, understanding and skills from the English (Advanced) and English Extension 1 courses.

The substantial major work could be imaginative, investigative, interpretative, analytical or a combination of any of these and each student conducted the major work under the supervision of his or her English teacher.

How students' work is assessed

Students' major works are assessed on:

- the textual integrity of the work
- the quality of the students' insights and concepts which they have developed through their independent investigations and the communication of their ideas
- the level of meaning in their response and the quality of their engagement with the work
- the quality of their reflection statement.

For further information contact: Tony Moore, Inspector, English, (02) 9367 8422. 

New Minister for Education and Training

The Premier of New South Wales has appointed John Watkins as the new Minister for Education and Training.

Mr Watkins has a background in education having completed a Diploma of Education and a Masters degree in English at Macquarie University. He worked as a teacher until his election to Parliament in 1995.

After his election to Parliament, Mr Watkins served on several Parliamentary Committees including the Independent Commission Against Corruption Parliamentary Committee, the Parliamentary Ethics Committee and the Parliamentary Standing Committee on Small Business. He represents the Parliament on the Council of Macquarie University and has represented Ministers on the HSC Review Committee, the Upper Parramatta River Trust and on the Ministerial Advisory Committee on eating disorders and body image and how they affect the physical and mental health of young people.

In 1999, Mr Watkins was appointed Minister for Fair Trading and Minister for Sport and Recreation. In January this year, he was given the additional portfolio of Minister for Corrective Services.

HSC and SC Important Dates

Year 10

- 10 Dec** Student results available to principals via Schools Online
- 12 Dec** Award documents arrive in schools

Year 12

- 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



- ❖ Years 7-10 Syllabus Revision Timetable – Letter to Principals
- ❖ MYDA, ENCORE, OnSTAGE and *DesignTech* Postcards
- ❖ HSC 2002 Rules and Procedures
- ❖ 7-10 Evaluation Surveys

President's Message



As we draw to the close of the school year 2001 there will be a certain relief that we have accomplished the most significant changes to the post-compulsory years of schooling in 30 years with a relatively smooth transition from the old to the new. It has been a remarkable period of cooperative effort on behalf of the whole education community and students are the winners. Congratulations are due to everyone for their commitment to providing a fair chance for all.

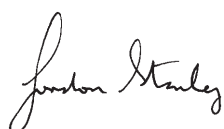
With such large-scale change there will inevitably be mixed reactions to some aspects of the changes. The Board and the Office of the Board of Studies are not complacent and will be taking stock of issues raised through the implementation and looking to ways of incremental improvement. There will be opportunity to consider the complex data obtained through the assessment process. However we are confident that there will be no need for any major changes. The basic framework has proved to be successful and students have been able to see the clear connections between the learning process, assessment and future learning opportunities whether they be at university, TAFE or in workplace learning post-school.

This year has seen major progress in completing a curriculum framework document which brings together the basic principles which have been operating in our syllabus revisions in K-6 and Stage 6 syllabus reforms to ensure consistency, coherence and challenges are present across the curriculum. These principles in the framework emphasise the importance of professional pedagogy in producing effective outcomes which can be reported with reference to standards. Again the process of consultation has been valuable in arriving at a common understanding of the criteria which should direct the future revisions of syllabuses.

Rob Randall as Director of Curriculum at the Office of the Board has been a dynamic leader during the process of syllabus development since his arrival some five years ago. We congratulate him on his appointment to the position of Director, Curriculum and Professional Support, at the Department of Education and Training. We will miss his energy, his focus on results while having a willingness to hear the views of others and his good humour in the pressures of day-to-day work at the Office. He takes with him our very best wishes and our confidence he will make a significant contribution in his new role.

In October I was pleased to receive on behalf of the Board an award for the Most Distinguished Contribution to the Advancement of Australian Music in Education by an Individual or Organisation at the Australian Music Centre Awards. It was a tribute to the quality of the Board's syllabus development processes and the professional work done by Jay McPherson and Kerry Thomas.

Finally let me thank you all for your support of the work of the Board this year. It has been a remarkable year for us all. I trust that you and your families will have opportunity to relax and renew yourselves over the festive season and summer break.



(Professor) Gordon Stanley

Board Bulletin in Brief

Top students complete new English Extension course

A total of 1,463 HSC students studied the all-new English Extension course which required them to complete a major work in print, sound, film or multimedia.

New Minister for Education and Training

John Watkins has been appointed as the new Minister for Education and Training. Mr Watkins has a background in education and has previously held the Fair Trading, Sport and Recreation and Corrective Services portfolios.

Finalising standards for the New Higher School Certificate

Students' results in the New HSC will be related to clearly expressed performance standards.

Steps in determining students' reported marks in the New Higher School Certificate

A step-by-step guide to the process of determining students' marks.

New results analysis package

A new results analysis package for the School Certificate and Higher School Certificate will help teachers analyse students' results.

Primary Matters

New additions to the Linkages website include the mapping of computer-based technologies and a range of students' work samples.

Timeline set for Years 7-10 syllabus revision

A timeline for Years 7-10 syllabus revision lists all the major steps in this process.

Mathematics K-10 syllabus development

A project team of primary and secondary educators are developing Mathematics Years K-6 and Years 7-10 syllabuses following the Board's endorsement of the Writing Briefs.

1500 students sit trial Computing Skills test

Students from 20 schools have completed the trial pen and paper Computing Skills test.

Students on show

Dates for the Board's exhibitions of outstanding students' work, including the Minister's Young Designers Awards (Years 7 and 8) and the HSC showcases — *Designtech*, *Encore*, *OnSTAGE* and *ARTEXPRESS*.

Finalising the standards for the New HSC

The final steps are being completed in implementing the standards-based New Higher School Certificate and the process of giving meaning to examination marks by aligning them to the course performance scales. Students' results can now be related to clearly expressed performance standards. The process of encapsulating the standards and preparing them for distribution to schools in Term 1 2002 is under way. This will enable teachers and students to know the standards of achievement students need to demonstrate in order to attain each performance band.

Applying the Standards-setting Procedure to the 2001 HSC

In order to apply the standards-setting procedure to the 2001 HSC, the Board has had to consider the wide scope of the HSC examinations. Many HSC examinations require students to submit a project, present a performance or undertake a speaking test. The candidature of HSC courses can vary from many thousands of students to just a few. Most HSC examinations permit students to select the questions they will answer from a range of optional questions. In addition, sections of several examinations are marked weeks before other sections and some are marked in a number of different centres across the state.

The large-scale trial of the standards-setting procedure conducted during the 2000 HSC operation provided useful information which enabled the Board to adapt the standards-setting procedure, where necessary, while still maintaining its fundamental integrity and intentions. For example, where students were required to undertake a performance in Music, Drama and Dance during Term 3 the teams of judges undertook a preliminary phase of the standards-setting procedure by applying it to the performance component. This preliminary work was incorporated into the work the team performed in relation to the written paper to ensure the standards are appropriate across the whole of the examination. A similar approach was employed for those courses where students were required to submit a major work or project such as Design and Technology, Textiles and Design or Visual Arts.

For courses that have only a small number of students the standards-setting procedure has been modified

to place more emphasis on aligning the work produced by individual students to the performance scales and, where appropriate, using samples of student responses from previous years as benchmarks.

The approach to dealing with optional questions has generally been to have teams make their judgements on one of the questions from among the choices students can make. This means that we use one pathway through the examination. Proven techniques are then used to ensure that students are not advantaged or disadvantaged as a result of the optional questions they have chosen.

The Scope of the Operation in 2001

Nearly 500 teachers have served as judges on the teams involved in the standards-setting operation. All judges have been specially trained and prepared for their task and many were involved in the trial operation conducted in 2000. Forty officers will also provide operational, technical and administrative services.

A total of 118 separate standards-setting operations are being performed by 88 teams. While the time taken will vary significantly from course to course, each standard-setting operation will take about 26 hours spread over a two-week period. Most teams will consist of six judges, although only four will be used with small-candidature language courses. A committee of language experts has been established to assist and oversee the application of the procedure.

The Wrap Up

The teams of judges and others who have a key role in the setting and marking of the examinations will meet with the Board's HSC Consultative Committee early in December. The Consultative Committee, on behalf of the Board, has responsibility for ensuring the procedure has worked as intended across all HSC courses. It will discuss the application of the procedure with each team of judges, the recommended cut-off marks and other relevant information. Once the band cut-off marks are finalised and any other necessary adjustments agreed, the band cut-off marks will be used to align the examination marks to the performance scales.

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1500 students complete trial Computing Skills Assessment at Year 10

Over 1500 students from 20 schools across the state have now completed the trial pen and paper Computing Skills test, with a further 200 students from six of these schools also participating in a trial of an online version of the test.

Trialling schools have undertaken school-based assessment of computing skills using a draft set of competencies, with a number of these same schools using sample assessment tasks developed for the purpose. Once feedback has been provided on these tasks they will be made available on the Board's website.

Questionnaires have been sent to all trialling schools and a report based on responses will be posted on the Board's website early in 2002.

In 2002, a more comprehensive trial involving 100 schools across the state will be undertaken. This next trial will again comprise a pen and paper test, a test in electronic format delivered on-line, and school-based assessment of computing skills across the mandatory curriculum. Schools wishing to examine the draft set of competencies and the syllabus mapping, which identifies areas in the mandatory syllabuses where ICT skills have been profiled, should go to the School Certificate area in the Board's website: www.boardofstudies.nsw.edu.au

Schools wishing to participate in the trial Computing Skills Assessment for 2002, should contact:

Joe Merlino
 Senior Project Officer, Computing Skills
 Phone: (02) 9367 8110
 Fax: (02) 9367 8486
 Email: merlino@boardofstudies.nsw.edu.au
 Closing date: End of Term 4


Proposed timeline for implementation of Computing Skills Assessment Year 10

| | |
|---------------|---|
| February 2002 | Schools for the 2002 trial identified and invited to participate |
| March | Information package sent to trialling schools to include <ul style="list-style-type: none"> - revised list of core and extension competencies - 2001 Trial Computing Skills Test - support materials/sample assessment tasks |
| June | Advice to schools on how Computing Skills Assessment in Year 10 will operate from 2003 |
| September | Trial Computing Skills Test |
| Oct | Specimen test paper |
| 2003 | Full implementation for Year 10 students |



Finalising the standards for the New HSC continued from page 4

During the final stage of the standards-setting procedure when the judges review students' examination scripts and other responses they will have identified works that they believe are good examples of the work typically produced by students who are on the borderline between two bands. These works will be copied, checked and then embedded in

the Standards Packages being prepared for distribution to schools. The article *New HSC Standards Packages* in Board Bulletin Vol 10 No 5 provides more information on the CD-ROM packages that are being prepared to illustrate the performance standards for each course. 

Steps in determining students' reported marks in the New HSC

1. Assessment marks

Assessment marks are submitted by each school. These assessments provide the rank order of students and the relative differences between their performances in each course based on their performances in school assessment tasks. These are sometimes referred to as raw assessment marks or school assessment marks.

2. Raw examination marks

Student HSC examination responses are marked using the marking guidelines prepared by the examination committees. Adding the marks that students receive for each question/section of the examination gives what are usually referred to as their raw examination marks.

3. Initial moderated assessment marks

The assessment marks submitted by each school for each course are moderated using the set of raw examination marks obtained by the school group. This process, which in all other respects is the same as that used by the Board prior to 2001, maintains the rank order of students based on the assessment marks submitted by the school. These are referred to as the initial moderated assessments.

4. Examination marks

The standards-setting procedure is used to align the examination marks in each course to the course performance scale. This is achieved by having the judges determine what raw examination mark, referred to as the cut-off mark, corresponds to the borderline between each pair of adjacent performance bands. A linear mapping process is then used to distribute all raw examination marks for a course onto the performance scale. **This is a new process introduced as part of the New HSC.** *This process creates the examination mark that will be reported for each student, and is usually simply referred to as the examination mark.*

5. Moderated assessment marks

The initial assessment marks created in Step 3 for each course are aligned to the course performance scale by using the same mapping points (or cut-off marks) as used for the examination marks in Step 4. *This process creates the assessment mark that will be reported for each student, and is usually referred to as the moderated assessment.*

6. HSC marks

Each student's examination mark (from Step 4) and moderated assessment (from Step 5) for a course are averaged. *This process creates their HSC mark, which is represented on the course performance scale on the course report.*

7. Performance Band

Each student's performance band in each course is determined using their HSC mark. For a 2 Unit course this is calculated as follows:

| | |
|--------|-----------------------------|
| Band 6 | HSC mark between 90 and 100 |
| Band 5 | HSC mark between 80 and 89 |
| Band 4 | HSC mark between 70 and 79 |
| Band 3 | HSC mark between 60 and 69 |
| Band 2 | HSC mark between 50 and 59 |
| Band 1 | HSC mark less than 50 |

8. Award documents

The Board then produces the various HSC award documents that show each student's results in the courses they have taken. These results are expressed in terms of the examination marks, the moderated assessment marks, the HSC marks, the performance band and the performance descriptions that summarise the knowledge, skills and understandings typically demonstrated by students who achieve each band.


While the examination marks, moderated assessment marks and HSC marks are all held to one decimal place in the computer, these values are rounded to the nearest whole number for reporting purposes.

Calculating the UAI

The Universities Technical Committee on Scaling calculates the UAI for the Universities Admissions Centre (UAC). The Board of Studies does not calculate or hold this index.

The Board of Studies provides the Technical Committee on Scaling with the raw examination marks produced at Step 2 and the initial moderated assessments produced at Step 3 for every student in every course.

The Technical Committee on Scaling then scales and combines these marks using its documented procedures to produce a UAI for each student.

For further information contact: Dr John Bennett, Director, Information Services, (02) 9367 8201. 

New Results Analysis Package

To support the New Higher School Certificate the Board will be releasing a new *Results Analysis Package (RAP)* to enable schools to analyse the HSC results of their students. The *Results Analysis Package* will replace the *Principals Analysis Package* as the means of analysing and presenting HSC results information from 2001. It will also be able to process School Certificate information.

The new package will contain some functions and reports not previously available in the *Principals Analysis Package* and will enable a school to obtain feedback on how its students performed in particular sections of the examination compared to the state-wide candidature of the course. Graphs and tables available in the *Principals Analysis Package* have been adapted to suit the new standards-based HSC.

The *Results Analysis Package* will be available on a CD-ROM and schools will be able to use it to download a file containing the results of their students through *Schools Online*. Updates to the software will also be available for downloading in this manner.

The licensing arrangements for the *Results Analysis Package* will be as follows:


SOFTWARE ON CD-ROM AND LICENCE FOR THE FIRST YEAR

\$330 INCL. GST

This includes installation of software on any machine or network belonging to the school; access to any software updates during current period; obtaining access to 2001 HSC data and SC data for 1998 to 2001.

Licence for the second and subsequent years will entitle schools to any software updates during that year and access to their HSC and SC data for that year. Price will be approximately \$90 annually.

It is planned that the *Results Analysis Package* will be available by 10 December 2001.

Schools can place an order for the package using the Board's *Shop Online* service on the Board's website or by using the order form on the back of the flyer sent to schools. For further information, contact Client Services on (02) 9367 8178. 

Mathematics K-10 Syllabus Development

A project team of primary and secondary educators has been developing new Mathematics Years K-6 and Years 7-10 syllabuses based on the Mathematics Years K-10 Writing Brief approved at the September Board meeting. Some of the key features of the draft syllabuses are:


- a K-10 continuum for mathematics
- Stage 3 and Stage 4 outcomes and content in both syllabus documents
- the use of clear and concise 'learning about' and 'learning to' content statements.

This work includes the development of three pathways of learning in the new Years 7-10 syllabus. Each will lead to a standard that articulates with Stage 6 courses.

The design of the K-6 syllabus will be consistent with recent syllabuses released by the Board of Studies.

The support material, which will be produced following the development of the syllabus document will incorporate many of the 'user-friendly' features that have made the 1989 syllabus document and subsequent support materials popular with teachers.

The draft syllabuses and consultation surveys will be on the Board's website in the week commencing 21 January 2002. The draft syllabuses and surveys will be distributed in hard copy to all schools and key groups for consultation from 28 January to 8 March 2002. During February 2002 consultation meetings with groups of teachers in various locations around the State will be held.

The consultation report on the draft syllabuses, along with the final syllabuses, will be presented to the Board at its May 2002 meeting. 

Timeline set for Years 7-10 syllabus revision

The Board of Studies recently approved a plan for the review and redevelopment of Years 7-10 syllabuses, which will occur progressively throughout 2001, 2002 and 2003.

Timeline for Consultation

| KLA | SUBJECTS | DRAFT WRITING BRIEF CONSULTATION | DRAFT SYLLABUS CONSULTATION |
|--------------------------------|------------------------------|--|---|
| English | English | <i>Completed</i> | 4 Feb – 15 Mar 02 |
| | Life Skills English | 25 Feb – 5 Apr 02 | 9 Sept – 18 Oct 02 |
| Mathematics | Mathematics | <i>Completed</i> | 28 Jan – 8 Mar 02 |
| | Life Skills Mathematics | 25 Feb – 5 Apr 02 | 9 Sept – 18 Oct 02 |
| PDHPE | PDHPE | 25 Feb – 5 Apr 02 | 9 Sept – 18 Oct 02 |
| | Life Skills PDHPE | | |
| TAS | Technology Statement K-12 | <i>Not Applicable</i> | <i>Not Applicable</i> |
| | Design & Technology | 1 Apr – 24 May 02 | 14 Oct – 22 Nov 02 |
| | Textiles & Design | | |
| | Technics | | |
| | Technical Drawing | 13 May – 21 Jun 02 | 4 Nov – 13 Dec 02 |
| | Food Technology | | |
| | Life Skills TAS | | |
| | Computing Studies | 13 Jun – 21 Jul 02 | 27 Jan – 3 Mar 03 |
| | Agriculture | | |
| Sheep Husbandry & Wool Science | | | |
| Languages | Existing language syllabuses | Languages Frameworks 19 Nov 01– 15 Feb 02 | Group 1 (Approx 8 languages) 31 Jul – 10 Sept 02 Group 2 (Approx 9 languages) 30 Oct – 10 Dec 02 |
| | Life Skills Languages | 13 May – 21 Jun 02 | 4 Nov – 13 Dec 02 |
| | Aboriginal Languages | 13 Jun – 21 Jul 02 | 27 Jan – 3 Mar 03 |
| | | | |
| HSIE | HSIE Elective 1 | 1 Apr – 24 May 02 | 14 Oct – 22 Nov 02 |
| | HSIE Electives 2, 3, 4, 5, 6 | 13 May – 21 Jun 02 | 4 Nov – 13 Dec 02 |
| | Life Skills HSIE | | |
| Creative Arts | Visual Arts | 1 Apr – 24 May 02 | 14 Oct – 22 Nov 02 |
| | Music | | |
| | Drama | 13 May – 21 Jun 02 | 4 Nov – 13 Dec 02 |
| | Dance | | |
| | Life Skills Creative Arts | | |
| Science | Life Skills Science | 25 Feb – 5 Apr 02 | 9 Sept – 18 Oct 02 |

New Syllabuses

Syllabuses will be reviewed and revised within the context of the Board's K-10 Curriculum Framework, using the Board's syllabus development process. This process provides opportunities for wide consultation with teachers

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Primary Matters

Update on Linkages Project

Have you visited the *Linkages* website lately? There are several additions that teachers and schools may find helpful.


In the *Content Links* section the mapping of computer-based technologies has been completed for English K-6 and some aspects of Human Society and Its Environment K-6 are now also in place. This material provides examples of learning experiences that incorporate a range of computer-based technologies as well as some ways the development of students' ICT capabilities can be extended in these key learning areas.

The mapping of verbs in outcomes from the six key learning area syllabuses has now been relocated to the *Content Links* section (it was previously in the *Generic Outcomes* section). Included with this material is a resource that enables schools to review sequences of verbs in syllabus outcomes. This material can be used by schools to facilitate discussion on the way outcome statements describe different aspects of learning in and across stages and key learning areas.

Also included in the *Content Links* section is a range of student work samples that illustrate how fine motor skill development occurs across the key learning areas. The outcomes that the particular students are working towards and their work samples demonstrate how experiences in different key learning areas develop students' fine motor skills.

In the section *Teacher Designed Units of Work*, additional work samples have been added to the 'Information Literacy' and 'St Catherine's School, Waverley' material.

The Board's K-6 website (www.bosnsw-k6.nsw.edu.au) now contains a complete set of K-6 syllabus outcomes, which can be readily downloaded to enable teachers to incorporate syllabus outcome statements into class programs, KLA plans, assessment guides and reporting proformas.

If you would like further information regarding these items or K-6 curriculum matters in general, contact Phil Lambert, Inspector, Primary Education, on ph (02) 9367 8199 or fax (02) 9367 8476, email lambert@boardofstudies.nsw.edu.au. 

Timeline set for Years 7-10 syllabus revision *continued from page 8*

and other key groups in order to receive the highest quality advice from across the education community.

The review commenced with the evaluation and revision of the English and Mathematics syllabuses. Writing briefs have been approved for English and Mathematics and draft syllabuses are currently being developed for consultation early in 2002.

The Years 7-10 Science, History and Geography syllabuses will be examined against the criteria approved by the Board of Studies.

Evaluation of Current Syllabuses


For all other Years 7-10 syllabuses recent activity has been focused on evaluation. During October and November evaluation teams of teachers have examined data on each syllabus using:

- Board statistics (eg candidature)
- Evaluation surveys completed by a sample of schools and made available on the Board's website (www.boardofstudies.nsw.edu.au)

- Focus group meetings of teachers and key groups
- Review of literature.

Following evaluation, a report on each syllabus will go to the relevant Board Curriculum Committee which will consider the findings of the evaluation and recommend broad directions for revision of the syllabus.

Development of New Syllabuses

Following the Board's endorsement of the broad directions, the writing briefs will be prepared and distributed for consultation and then draft syllabuses will be developed from the revised writing briefs. A copy of each writing brief, draft syllabus and consultation survey will be sent to every school. In addition, copies will be available on the Board's website. 

Criteria for judging the quality of Board syllabuses

The Board of Studies at its 30 October meeting approved a set of criteria that will be used to ensure that quality standards are met by the Board syllabuses and that the intentions of the K-10 curriculum framework are achieved.

These criteria, listed below, take account of directions provided in the Government's HSC White Paper but also reflect key requirements that have been identified during the development of the Board's K-10 Curriculum Framework.

The criteria will be used to evaluate existing syllabuses, with evaluation reports indicating the extent to which existing syllabuses meet the criteria.

The evaluation reports will be used to establish broad directions for the development of revised syllabuses which, in accordance with the Board's syllabus development process, will involve the preparation of a writing brief and a draft syllabus.

The criteria will then be used by the Board to ascertain whether the revised syllabus should be accepted, by considering the extent to which new syllabuses meet the criteria.

| Quality of K-10 syllabuses will be assured through careful consideration of: | |
|---|---|
| 1. the extent to which the syllabus meets the learning centred principles in the <i>K-10 Curriculum Framework</i> | <ul style="list-style-type: none"> ■ enabling all students to engage in, take responsibility for, and continue their own learning ■ establishing a core of knowledge, skills, understanding and values to which all students are entitled ■ establishing explicit standards that allow recognition of student achievement and planning for further learning ■ including all students attending schools in New South Wales ■ enabling teachers, schools and school authorities to decide how to maximise student learning |
| 2. a clear rationale and statement of purpose | <ul style="list-style-type: none"> ■ describing the nature of the learning area/subject and its relationship to the contemporary world and current practice ■ explaining how the syllabus contributes to the <i>K-10 Curriculum Framework Purpose Statement</i> and Broad Learning Outcomes |
| 3. a review of national and international research and practice | <ul style="list-style-type: none"> ■ accounting for recent developments in the learning area/ subject ■ comparing contemporary national and international curriculum for the equivalent stage/s of schooling |
| 4. its place in a K-12 continuum, including consideration of prior and subsequent learning | <ul style="list-style-type: none"> ■ outlining knowledge, skills and understanding that prospective students already have ■ describing how prior learning will be built upon ■ indicating subsequent learning opportunities |
| 5. the extent to which the aim, objectives, outcomes and content are linked and clearly expressed | <ul style="list-style-type: none"> ■ illustrating how the objectives provide for the development and organisation of the outcomes and syllabus content ■ demonstrating that the syllabus outcomes and content are directly linked ■ providing a coherent explanation of the nature, scope and structure of the syllabus content |

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Criteria to judge the quality of Board Syllabuses *continued from page 10*

| | |
|---|---|
| <p>6. what students will learn about and will learn to do in order to achieve the syllabus outcomes</p> | <ul style="list-style-type: none"> ■ expressing clearly the outcomes and content ■ ensuring that the outcomes and content at each stage are set at an appropriate standard ■ indicating content that is essential for all students of this learning area/subject ■ indicating content that is additional and will broaden, extend and deepen student learning ■ incorporating relevant cross-curriculum content ■ ensuring that the outcomes and content are specific enough to measure and report on student achievement |
| <p>7. ways in which student achievement of the syllabus outcomes can be assessed</p> | <ul style="list-style-type: none"> ■ using a standards-referenced approach ■ ensuring that assessment practices reflect the intentions of the learning area/subject ■ illustrating meaningful ways that student achievement can be measured ■ assisting reporting to teachers, students, parents and the wider community |
| <p>8. the relationship of the syllabus with the content of other syllabuses</p> | <ul style="list-style-type: none"> ■ identifying areas of equivalent content in other syllabuses and considering whether this overlap is reasonable ■ illustrating ways in which content of the syllabus complements content of other syllabuses |
| <p>9. actual or potential demand for the syllabus</p> | <ul style="list-style-type: none"> ■ providing current enrolment numbers ■ providing advice on likely future demand |
| <p>10. evidence that the syllabus can be taught within the time and resources reasonably expected to be available to schools.</p> | <ul style="list-style-type: none"> ■ describing the potential impact on school organisations and structures, such as time allocation, timetables, resourcing and staffing ■ advising on the availability of suitable resources ■ advising on the availability of suitably qualified teachers. |



Stage 6 Cognitive Science and Learning

Board Officers have met with leading academics and teachers with an interest in the field of Cognitive Science and Learning to explore some broad directions for a Stage 6 course in this area.

To seek further input from teachers, key groups and academics, a draft writing brief will be distributed for

consultation in February 2002. During this period of consultation the Board will also conduct a symposium to explore the ways in which the course can best support the learning needs of students.

A Board Curriculum Committee has been formed to oversee this project.



Students on Show

Forthcoming exhibitions of outstanding work by students



Minister's Young Designers Awards (MYDA)

ANZ Conservation Theatre
Taronga Zoo
Bradleys Head Road, MOSMAN
17 November 2001 – 2 December 2001



DesignTech

Design Gallery, Level 3
Powerhouse Museum
Harris Street, PYRMONT
7 December 2001 – 17 March 2002
(Regional tour begins 29 April 2002)



York Theatre, Seymour Centre
Cleveland Street, CHIPPENDALE
4 – 9 February 2002

ARTEXPRESS

David Jones City, Sydney
21 January – 10 February 2002

Art Gallery of NSW, Sydney
15 February – 14 April 2002

State Library of NSW, Sydney
15 February – 14 April 2002

College of Fine Arts, Sydney
1 March – 14 April 2002

National Art School
27 February – 5 April 2002

ENCORE

Concert Hall, Sydney Opera House
7.30 pm Monday, 25 February 2002

What's New on the BOS website this month?

Higher School Certificate 2001 Examination Papers are available now for viewing or downloading.
http://www.boardofstudies.nsw.edu.au/docs/hscpapers_list.html

Creative Arts K-6 Resources New information lists and resources for teachers are available to enhance teaching and learning in Visual Arts, Music, Drama and Dance.
http://www.bosnsw-k6.nsw.edu.au/arts/arts_index.html

The details of venues, booking information and tickets for **DesignTech**, **MYDA**, **OnSTAGE** and **ENCORE** 2001 performances and exhibitions are now available for viewing.
<http://www.boardofstudies.nsw.edu.au/catalog/cat.html>

Rules and Procedures for 2002 Higher School Certificate Candidates
http://www.boardofstudies.nsw.edu.au/syllabus99/syllabus2000_list.html

Years 7-10 Syllabus Revision

A message from John Ward (General Manager, Office of the Board of Studies NSW) to:

All Primary Principals

All Secondary Principals

Timeline For Consultation – Years 7-10 Syllabus Revision

http://www.boardofstudies.nsw.edu.au/writing_briefs/writing_brief_index.html