

# Board Bulletin



BOARD OF STUDIES NSW

June 2002 – Vol 11 No 3

## Teachers get more time to prepare for new 7–10 curriculum


The Board of Studies has agreed that the new Years 7–10 English and Mathematics syllabuses will be implemented from the beginning of the 2004 school year. The new courses were originally scheduled for introduction next year. Schools will still receive the new syllabuses this year, well ahead of their implementation.

This decision means that English and Mathematics teachers will have an additional 12 months to become familiar with the new syllabus requirements and to develop quality teaching and learning programs.

The Board has listened to advice from school principals and teachers and has acted to ensure that schools have more time to prepare for the introduction of the new courses. The decision recognises that teachers and schools are now

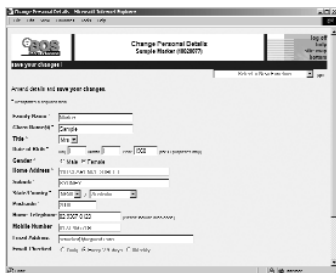
involved in the second year of implementing New HSC courses, which were examined for the first time in 2001.

The current Years 7–10 review represents the final phase of the Board's redevelopment of the K–10 curriculum. All Years 7–10 syllabuses are currently being redeveloped to clearly communicate content and outcomes. They will be designed to encourage assessment for learning. The new English and Mathematics syllabuses will be the first to become available to schools.

New standards-based syllabuses have already been introduced from Kindergarten to Year 6 and for Years 11 and 12 as part of the New Higher School Certificate. The new Years 7–10 syllabuses will complete the process. 

### Markers benefit from new online application process

A new online service called *eBOS Markers Online* has been introduced to make it easier for teachers to access and amend the information and personal details in their application for appointment as a marker.



The new online facility is available to applicants for Higher School Certificate and School Certificate marking and also for the HSC Advice Line. Through Schools Online, principals are able to view all the applications from teachers at their school. This simplifies the checking process for principals, who are required to endorse marking and advice line applications.

*continued page 5*

### All schools to get opportunity to trial Year 10 Computing Skills Assessment

The Board of Studies has decided to extend, by a further year, the trialling of the new Computing Skills Assessment for Year 10 students. The new assessment was originally scheduled for mandatory implementation in 2003. This decision means that all schools will have an opportunity to trial the Computing Skills Assessment before it becomes compulsory.

In 2001, the Computing Skills Assessment was trialled by over 1500 Year 10 students drawn from 20 government and non-government schools across city and country areas. This year, over 7500 students from about 160 government and non-government schools across New South Wales are participating in a further trial. Every school that expresses a wish to participate in the 2003 trial will be included.

*continued page 4*

# HSC and SC Important Dates

## Year 10 (SC)

- 1–2 Jul Board Endorsement Panel final decisions
- 8–19 Jul Term 2 vacation
- 9 Aug Board Endorsed Course applications not endorsed by this date lapse
- 16 Aug Board to dispatch principal's 'N' determination forms
- 30 Aug Board to dispatch applications for special exam provisions for SC students in 2003
- 20 Sept Final date for amendments to student entries

## Year 11

- 1–2 Jul Board Endorsement Panel final decisions
- 8–19 Jul Term 2 vacation
- 9 Aug Board Endorsed Course applications not endorsed by this date lapse
- 16 Aug Board to dispatch principal's 'N' determination forms
- 30 Aug Board to dispatch applications for special exam provisions for HSC students in 2003
- 20 Sept Final date for amendments to student entries

## Year 12 (HSC)

- Note** Notification for all practical exam dates applying to individual schools in Term 3 will be received by the schools approximately 2 weeks prior to their individual exam dates
- 23 Jul Board to dispatch Illness/Misadventure forms
  - 2 Aug Board to advise candidates of venues and times for HSC Speaking exams in Languages progressively from this date
  - 4 Aug Completion date for Society and Culture PIPs
  - 9 Aug Board Endorsed Course applications not endorsed by this date lapse
  - 12 Aug
    - HSC Dance Practical exams commence
    - Schools Online assessment collection service opens
    - Schools Online VET exam estimate collection service opens
  - 16 Aug
    - Board to dispatch principal's 'N' determination forms
    - Board Endorsement Panel final decisions
  - 17 Aug HSC Language Speaking exams commence
  - 18 Aug Completion date for Textiles and Design Projects
  - 25 Aug
    - Completion date for Drama individual Projects
    - Completion date for Industrial Technology Major Works
  - 26 Aug
    - HSC Drama Practical exams commence
    - HSC Industrial Technology itinerant marking commences
  - 27 Aug Completion date for English Extension 2 Major Works
  - 1 Sept
    - Completion date for Design and Technology Major Design Projects
    - Completion date for Visual Arts Body of Work (submission date to be advised)
  - 2 Sept HSC Design and Technology itinerant marking commences
  - 6 Sept Final date for principals to notify students of intention to issue an 'N' determination
    - Completion date for Music compositions and Musicology essays
    - Completion date for Agriculture Research Projects
  - 9 Sept HSC Music Practical exams commence
  - 10 Sept Final date for student appeals against 'N' determinations to be lodged with the principal
  - 16 Sept
    - Final date for principals to notify students of outcomes of school review of 'N' determinations
    - Final date for submission to the Board for Music compositions and Musicology essays
  - 20 Sept
    - Final date for principals to submit 'N' determination appeal forms with related documentation where appeal declined and Board review requested
    - Final date for submission of assessments. Schools must produce assessment confirmations
    - Final date for submission of VET exam estimates
    - Final date for amendments to student entries
  - 30 Sept
    - Commencement of HSC Advice Line (13 11 12)
    - Term 3 vacation commences

## CHECK YOUR MAILBOX



- ❖ Studying for the HSC 2002 (Year 10)
- ❖ 2002 HSC Update 1 and 2
- ❖ MYDA poster and brochure
- ❖ SC 2001 Sample Answer brochure
- ❖ 7–10 Draft Writing Briefs and Surveys:
  - Aboriginal Studies
  - Agricultural Technology
  - Commerce
  - Dance
  - Design and Technology
  - Drama
  - Food Technology
  - Graphics Technology
  - Industrial Technology
  - Information and Software Technology
  - Life Skills Creative Arts
  - Life Skills HSIE
  - Life Skills Languages
  - Life Skills TAS
  - Social and Cultural Studies
  - Technology (Mandatory)
  - Textiles Technology
  - Work Education
- ❖ Drama Course Prescriptions Stage 6
- ❖ K–10 Curriculum Framework
- ❖ Standards Packages CD-ROMs currently available:
  - Agriculture
  - Arabic Continuers
  - Chinese Beginners
  - Chinese Continuers
  - Classical Greek Continuers
  - Classical Greek Extension
  - Community and Family Studies
  - Construction
  - Design and Technology
  - English Advanced
  - English Standard
  - French Beginners
  - Indonesian Background Speakers
  - Indonesian Continuers
  - Industrial Technology
  - Italian Beginners
  - Japanese Background Speakers
  - Japanese Continuers
  - Korean Background Speakers
  - Latin Extension
  - Metal and Engineering
  - Modern History
  - Music 1 and 2
  - Music Extension
  - PDHPE
  - Visual Arts

## President's Message



This year appears to be emerging as a vintage year for education reports. We have had in rapid succession the *Masters Review*, the *Grimshaw Report* and the *Vinson Report*. All have made comment about aspects of the work of the Board and its officers.

Constructive criticism is healthy if it leads to improvement in process and outcomes. As it continues to work towards ensuring the best educational opportunities for all, the Board welcomes the opportunity to review its work occasioned by these reports.

A common theme emerging from the reports is a need for us to improve our communication with the education community. Already we have taken some important steps to do this.

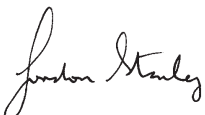
Our desire is for better recognition of the processes of the Board and the extensive consultation that underpins our work. Board processes involve representatives of key stakeholders and our decisions are influenced strongly by feedback from the consultative process with teachers and school communities.

In response to feedback from teachers and principals, a decision was made at the May meeting of the Board to delay the commencement of implementation of the new 7–10 English and Mathematics syllabuses until 2004. The Board also decided to have another year of trial of the Computing Skills Assessment for Year 10 in 2003.

The structure of the Board reflects the fact that it has responsibility for curriculum and public examinations for all schools in NSW. The Board has to ensure that our syllabuses are inclusive and challenging, and meet the needs of all students, while encompassing diversity in pedagogy and delivery.

The Board has a responsibility to ensure that initial support materials to accompany syllabuses indicate how they can be implemented appropriately. School systems and proprietors have responsibility for professional development and effective implementation.

The extensive professional development program associated with the New HSC, for example, was managed and carried out by a consortium of school systems that was funded directly for that purpose.



(Professor) Gordon Stanley

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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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## Board endorses new role of Chief Examiner

The recent review of the New HSC examination program recommended that the Board of Studies explore the feasibility of appointing a chief examiner with responsibility for overseeing both the development and the marking of an HSC examination. The Board approved the role and responsibilities of the new position at its May meeting.

The chief examiner will:

- assume the roles and responsibilities of chair of the examination committee, with responsibility for the development of quality HSC examination papers and marking guidelines
- have a governance role during marking and be responsible for ensuring that the policies and procedures applying to the handover phase and subsequent phases of marking are carried out on behalf of the Board
- oversee the marking process to ensure that the marking guidelines, marking schemes and benchmark scripts allow for marking that discriminates adequately, rewards quality answers appropriately and accommodates unanticipated approaches to questions
- exercise a leadership role in the alignment of marks to standards through the judging process and in advising the Board's Consultative Committee on the examination paper and the marking guidelines.

The role of chief examiner will commence with the development of the 2003 HSC examinations. In the interim, the Board of Studies has added key aspects of the chief examiner's role to its current examination-setting processes for the 2002 HSC examinations. ✨

## HSC Standards Packages now available to help teachers

The HSC standards packages for many subjects have now arrived in schools. The CD-ROM packages provide teachers with:

- an explanation of the standards-setting procedure
- course syllabus and band descriptions
- 2001 HSC examination paper and marking guidelines
- samples of student responses that were awarded the band cut-off marks
- statistical information
- navigation tips that assist teachers to efficiently use the package.



The samples of student work, which have been scanned from students' original hand-written HSC examination responses, illustrate in a very concrete way student performance at different standards of achievement. The packages assist teachers to develop a clearer understanding of the performance standards set for each course.

The Office of the Board of Studies is working with the government and non-government school sectors to assist them to develop and deliver a variety of professional development activities for their teachers. This will help teachers work through the standards packages in a systematic way and better enable them to maximise the value of the packages for their students. ✨

## All schools to get opportunity to trial Year 10 Computing Skills Assessment

*continued from page 1*

In its final form, the Computing Skills Assessment will involve school-based teacher observation and recording of students' competency in Information and Communication Technologies (ICT), together with a statewide external test at the end of Year 10.

In the school-based assessment component, teachers will assess students against a range of ICT skill areas currently being developed and trialled through consultation with teachers, professional teacher organisations, principals' associations and experts.

It is intended that by 2006 the Computing Skills Assessment for Year 10 students will include full online delivery. The credential gained by the students will be highly valued by employers and will provide students with credit transfer for further study and qualifications beyond school.

For further information about the Computing Skills Assessment for Year 10, contact Joe Merlino by phone (02) 9367 8110, fax (02) 9367 8474 or by email [merlino@boardofstudies.nsw.ed.au](mailto:merlino@boardofstudies.nsw.ed.au) ✨

## HSC Class of 2002 aims high

HSC course entry figures this year for the second New HSC class indicate substantial growth in the uptake of high-level courses.

The Class of 2002 has embraced the highest-level English, History and Mathematics courses. Industry framework course enrolments have also exploded, particularly in the Information Technology and Retail training areas.

Highlights include:

- 1846 entries in English Extension 2 – up by 23%
- 4534 entries in English Extension 1 – up by 15%
- 21 244 entries in English Advanced – up by 4%
- 3080 entries in Mathematics Extension 2 – up by 14%
- 2060 entries in History Extension – up by 18%
- 21 830 entries in HSC Vocational Education and Training courses – up by 23%
- 4921 entries in the Information Technology VET courses – up by 38%
- 2108 entries in the Retail Operations VET courses – up by 32%.

The figures suggest that the New HSC curriculum has begun to arrest the decline in students undertaking advanced study that had occurred in the old HSC. This is particularly evident in English.

This year more than 21 000 Year 12 students – almost one-third of the entire 2002 HSC candidature – are taking on the challenging English Advanced course.

This compares with only 8803 students who studied the corresponding highest-level 2-unit English course in the old HSC in 2000.


More than 4500 of these English Advanced students have also taken on the English Extension 1 course, compared with only 1613 that took the corresponding 3-unit English course in 2000.

Over 1800 students have also enrolled in the new top-level English Extension 2 course.

The enrolments indicate that talented students are returning to high-level study in English under the New HSC arrangements.

The numbers of students taking on the top-level Mathematics Extension 2 course – previously known as 4 unit Mathematics – has also increased significantly in the last two years, with a 16% increase in 2001 and a further 14% jump this year.

The new industry framework courses have also proven to be very popular, particularly in relation to the Information Technology Industry. There was a 38% increase in HSC Information Technology enrolments this year. Retail is also proving to be a similar success story.

The full table of the 2002 HSC enrolment figures has been placed on the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). The figures are based on course enrolments as at May 2002. 

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## Markers benefit from new online application process

*continued from page 1*

In April 2002, applicants were provided with a Personal Identification Number (PIN) which gave them access to view their application details via the Board's website. Applicants were able to make changes directly online during a three-week period in May. Over 9000 applicants have access to this service.

For the remainder of 2002, any further changes to personal details, or changes to the teacher's employment history as endorsed by the Principal, can be made in writing to the Office of the Board of Studies.

It is anticipated that from 2003, teachers will be able to submit their applications online. They will also be able to update some of their details from the

previous year and submit it for the next round of marking. This process will be much simpler and quicker as teachers will no longer need to re-enter the data they provided in their previous application. Around 9000 teachers involved with HSC and SC marking and the HSC Advice Line each year will have the choice of applying online or in writing.

For technical assistance, contact Client Services by phone (02) 9367 8178; fax (02) 9262 6270; or email [clientservices@boardofstudies.nsw.edu.au](mailto:clientservices@boardofstudies.nsw.edu.au)

For application and appointment enquiries, contact the Examination Appointments Section by phone (02) 9367 8183; fax (02) 9367 8087; or email [markerappointments@boardofstudies.nsw.edu.au](mailto:markerappointments@boardofstudies.nsw.edu.au) 

## Board retains the term ‘bands’


The Masters Report recommended that the Board cease using the term ‘bands’ and that it remove references to the term from the HSC course reports for 2002 and beyond. It was recommended that student levels of achievement be described with reference to HSC mark ranges rather than band numbers.

In making this recommendation, Masters was suggesting the removal of the bands terminology itself - and not the removal of the standards-referenced approach that the term refers to. It is the descriptions of the standards that give meaning to the marks, and not the term ‘bands’ or the band numbers themselves. He found that an overemphasis on band numbers in reporting, at the expense of the marks and the descriptions of the standards achieved, was leading to misunderstandings about the comparability of bands across courses and subjects. He also felt there was the further risk that the band numbers might become attached not only to levels of achievement but also to the students themselves.

Since the release of the report, Board officers have convened a number of meetings with key interest groups,

including school principals and representatives of education systems, to discuss their responses to the recommendations and the Board’s associated action plan. A number of views were expressed at these meetings in relation to the band issues.

The Board considered these views at its May meeting and agreed that Professor Masters’ observations about the bands terminology are well founded. However, the Board also agreed that the use of the term ‘bands’ had become so much a part of everyday discussion around the New HSC standards that to cease referring to the term would likely result in difficulty and confusion for teachers and students. It was decided that the term ‘bands’ would continue to be used when discussing the standards achieved by students. The term ‘bands’ will also continue to be used in the HSC course reports.

The Board will be exploring ways of encouraging a greater emphasis in future on the descriptions of the standards achieved by students. 

## Board of Studies shortlisted for Excellence in Educational Publishing awards

Three Board of Studies publications were shortlisted for the coveted 2002 The Australian Awards for Excellence in Educational Publishing from 212 entries by publishers across Australia. The Board has a proud history in the development of educational publications. It has previously won or been highly commended for many publishing awards. Awards in 2001 included The Australian award for the Primary Teaching and Learning package ‘*Move Ahead with Street Sense*’ and the secondary education website award for ‘*Visit Gallipoli*’ ([www.anzacsite.gov.au](http://www.anzacsite.gov.au)).

The three shortlisted publications are briefly described below. They can be viewed on the Board’s website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

### Aboriginal Career Aspirations Program Resource Kit


This kit consists of three books: the *Teachers’ Handbook*, *Worksheets* and *Units of Work*. It was developed to support schools in the implementation of an Aboriginal Career Aspirations Program. Crossing a number of key learning areas, the kit specifically caters for Indigenous students in Years 7–10, but is suitable for other groups.



### Young Writers Showcase 2001

*Young Writers Showcase 2001* is an anthology of Major Works by English Extension 2 students in the 2001 HSC. These works were recognised by the HSC markers as being of the highest standard. The anthology includes short stories, poetry, a novella and critical responses. The works are amusing, provocative and moving. They deliver a fresh view of the world from the perspective of intelligent and talented young people.

### ARTEXPRESS 2001 Visual Arts Higher School Certificate Body of Work

The *ARTEXPRESS Catalogue* presents outstanding work by 153 NSW Visual Arts students in the 2001 HSC. The catalogue is one of the outstanding features of the annual ARTEXPRESS Exhibition jointly organised by the Board of Studies and the Department of Education and Training. The students’ bodies of work reflect their exploration of their own artmaking practice, their role as artists and their approaches to artmaking in a range of media: painting, drawing, graphic design, digital animation, film and video, interactives, textiles and fibre, photography, printmaking, ceramics and sculpture. 



## Primary Matters

### Mathematics Support Package for Aboriginal students

As part of the K–10 Mathematics Review, the Aboriginal Curriculum Unit of the Office of the Board of Studies is undertaking a project to provide support for Aboriginal students' learning in Mathematics. The project involves teachers and community members from Crawford and Walhallow Public Schools. They will develop an integrated support package that will include units of work, annotated student work samples, professional process journals and audio and audiovisual materials for the internet and in CD-ROM form.


During Term 2, the teachers and community members were producing Stage 2 teaching and learning units that engage Aboriginal students in learning Mathematics and improving their numeracy skills.

The project development processes have been derived from the document *Working with Aboriginal Communities – A Guide to Community Consultation and Protocols*, which was published by the Board of Studies and distributed to all schools late in 2001. Teacher mentors and a university mentor will assist the schools and teachers participating in the project by providing support and critical feedback during the development of the units.

In Term 3, they will trial the units with students and collect work samples from them for inclusion in the final support package. Participants will also document their experiences in a professional process journal, which will also include audio and audiovisual recordings of meetings and discussions, student participation and selected lessons around the units of work.

During Term 4, the Aboriginal Curriculum Unit will evaluate the project with the participants and organise the materials developed during the project into an integrated support package. It is envisaged that the support package will be made available to schools on the Board's website and in CD-ROM form at the end of Term 1 next year.

The support package will provide schools with valuable units of work and annotated student work samples. It will also outline how other teachers can work with their school communities to develop effective learning materials for local Aboriginal students.

For further information about these items or other K–6 curriculum matters, contact Margaret Malone, Inspector, Primary Education, by phone (02) 9367 8199, fax (02) 9367 8476 or email [malone@boardofstudies.nsw.edu.au](mailto:malone@boardofstudies.nsw.edu.au) 

## What's New on the BOS Website this Month?



**HSC 2002 Update** a series of newsletters to keep you up-to-date with developments relating to the Higher School Certificate news

**Years 7–10 Life Skills Writing Briefs** are now available for English; Mathematics; Personal Development, Health and Physical Education; Science

**Years 7–10 Draft Writing Briefs** are now available for Aboriginal Studies; Design and Technology; Food Technology; Commerce; Graphics Technology; Dance; Drama; Social and Cultural Studies

**Years 7–10 Life Skills Draft Writing Brief** for Human Society and Its Environment; Languages; Technological and Applied Studies; Creative Arts

The **Ancient History** 2002 Higher School Certificate examination paper mock-up is now available for viewing

**May 2002 Entries of Students by Sex HSC**

**May 2002 Entries of Students by Sex HSC (Preliminary)**

**English Years 7–10 Draft Syllabus Consultation Report and Draft Syllabus Survey Responses**

**Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students, 2002**

**Key Decisions by the Board of Studies Meeting 21 May 2002**  
Replacement of the term 'band' in the Higher School Certificate; Computing Skills Assessment for Year 10; Implementation of revised Years 7–10 Mathematics and English Syllabuses; Stage 4 outcomes in elective Years 7–10 syllabuses

**General Mathematics 2002 HSC Examination Formulae Sheet**

**English-literacy Test Objective Response Answers – 2001 School Certificate**

**The Minister's Young Designers Awards forms** (close 31 July)  
Forms for Expression of Interest, Judging Sheet, School Entry Form, MYDA Student Checklist, Student Project Cover Sheet

**Years 7–10 Writing Briefs and Surveys**

- Agricultural Technology Years 7–10 Draft Writing Brief and Draft Writing Brief Survey
- Work Education Years 7–10 Draft Writing Brief Survey for Employers and Industry

**Board Endorsed VET Courses** – Guidelines and Application Forms to commence/continue in 2003

The **Higher School Certificate Examination Timetable 2002** is now available

The **Classical Hebrew Extension 2002 Higher School Certificate examination paper** mock-up is available for viewing

**Information for prospective Chief Examiners, Members of Examination Committees and Assessors** The Board invites expressions of interest for the 2003 HSC examinations and School Certificate tests, or to assess the draft 2003 examination and test papers.

## Four new Board Inspectors take up the challenge

Four new Board Inspectors have recently been appointed. Board Inspectors are responsible for leading the evaluation and development of curriculum in their key learning area. They also provide advice to the Board on the registration and accreditation of non-government schools. You are most likely to meet them in person during syllabus consultations, conference presentations and school inspections.

**Margaret Malone**  
BA, MEd Admin  
Board Inspector, Primary Education



Margaret was previously Principal of Pennant Hills Public School and Vice-president of the NSW Primary Principals' Association. She has worked in the Leadership Development K–12 Unit, and the Child Protection and Quality Assurance Directorates of the Department of Education and Training. Margaret was chairperson of the revised English Syllabus committee, and has also been a curriculum consultant in Aboriginal Education. Margaret is also the author of many journal articles and been a presenter at several significant education conferences.

**Jennifer Lawless**  
BA, DipEd, MA  
Board Inspector, Human Society  
and Its Environment (History)



Jennifer was previously a lecturer in History/Human Society and Its Environment Method at the University of Western Sydney and Vice-president (National Issues) of the NSW History Teachers' Association. She has lectured at Sydney and Macquarie Universities and taught HSC History at TAFE and Years 7–12 History in NSW government schools. Jennifer was also a curriculum consultant in History/Human Society and Its Environment for the Department of Education and Training. She is the co-author of several history textbooks.

**Dr Margaret Silink**  
BA (Hons), PhD, Dip Ed,  
AMusA, MACE  
Board Inspector, Languages



Margaret has extensive teaching experience in both government and independent secondary schools and at tertiary level. She has been a member of the HSC German examination committee, and has had extensive involvement in HSC marking. She has also served as the Supervisor of Marking for HSC German and as the Assistant Supervisor of Marking for NAFLaSSL languages. Margaret joined the Office of the Board of Studies as senior project officer in 1998. She became Senior Assessment Officer in Test Development in 1999, working with the Board's languages examination committees.

**Jay McPherson**  
BMusEd, MEdCA  
Board Inspector, Creative Arts



For the past three years Jay has been the Senior Curriculum Officer, Creative Arts, at the Office of the Board of Studies. He has held various arts consultancy positions with the Department of Education and Training, and was Head Teacher, Creative Arts, at Macquarie Fields High School. Jay's background is in music education. He has presented at regional, state and international conferences, and he is currently undertaking a PhD on the assessment of musical performance. 