

2002 HSC examination program under way

The 2002 Higher School Certificate written examinations began on Monday 21 October with over 64 000 students enrolled as HSC candidates this year.

During 2002 the Board of Studies has further refined the procedures for setting and marking the HSC examinations following its annual examination program review and an independent review by Professor Geoff Masters, Executive Director of the Australian Council for Educational Research.

The key refinements to this year's examination program focus on improved integration across the

development and marking of an examination.

In brief ...

- Extra checks and steps have been made to ensure representative sampling of syllabus content and outcomes in HSC exam papers.
- Exam committees have been given extra assistance in developing optional questions to ensure greater parity between them.
- Marking guidelines have been re-checked to make sure they allow comparable marks to be awarded across different optional questions.
- Marking guidelines have also been checked to make sure they are flexible enough to reward a variety of student responses.
- Extra steps will be in place to ensure that prior to marking, all markers are fully briefed about the intention of questions and marking guidelines.
- During pilot marking, variations in the type of answer required by the committee will be identified. This further process will identify guidelines that are too narrow or too broad to appropriately reward quality answers.

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Centre pages: Official Notices



The 2002 HSC Advice Line was officially opened by Professor Gordon Stanley at its Homebush Bay centre on Monday 30 September – see page 5.

HSC and SC Important Dates

Year 10 (SC)

- 14 Oct** Schools Online grade collection service opens
Schools Online Profile Sheet collection for Special Program of Study opens
- 16 Oct** Final date for principals to notify students of intention to issue an 'N' determination
- 21 Oct** Final date for student appeals against 'N' determinations to be lodged with principal
- 25 Oct** Illness/Misadventure appeal forms dispatched
Final date for principals to notify students of outcome of school review of 'N' determinations
- 29 Oct** Final date for principals to submit 'N' determination appeal forms with related documentation where appeal declined and Board review requested
- 6 Nov** Final date for submission of grades
Final date for submission of Profile Sheets for Special Programs of Study
- 11 Nov** SC English-literacy and Science tests
- 12 Nov** SC Mathematics and Australian History, Geography, Civics and Citizenship tests

Year 11

- 16 Oct** Final date for principals to notify students of intention to issue an 'N' determination
- 21 Oct** Final date for student appeals against 'N' determinations to be lodged with principal
- 25 Oct** Final date for principals to notify students of outcome of school review of 'N' determinations
- 28 Oct** Final date for principals to submit 'N' determination appeal forms with related documentation where appeal declined and Board review requested
- 8 Nov** Final date for submission of VET course competencies via Schools Online

Year 12 (HSC)

- 25 Oct** Assessment ranking sheets dispatched for distribution to students after school's last HSC exam
- 28 Oct** HSC Visual Arts itinerant marking commences
- 8 Nov** Final date for submission of VET course competencies

For a full list of important dates, including the 2002 HSC examination timetable, go to www.boardofstudies.nsw.edu.au/events/index.html

New Years 7–10 English and Mathematics syllabuses in schools during Term 4

New Years 7–10 English and Mathematics syllabuses will be distributed to schools in Term 4, 2002. The new syllabuses will be implemented in Years 7 and 8 from 2004, in Year 9 from 2005 and in Year 10 from 2006.

The syllabuses have been written in accordance with the principles and broad learning outcomes set out in the K–10 Curriculum Framework and reflect a commitment to provide a continuum of learning that will enable sustained, high quality learning.

The rationale, aim, objectives, outcomes and content of the syllabuses cater to the range of students in Years 7–10.

Much of the content is similar to that in the current syllabuses and reflects a contemporary understanding of teaching and learning – one that emphasises outcomes, content and assessment for learning against standards.

Teachers' current programs can be modified to meet the requirements of the new syllabuses. Many existing units of work and resources will continue to form the basis of relevant and effective teaching programs.

Inside the new Years 7–10 English Syllabus

The new Years 7–10 English Syllabus will continue to provide language experiences in a range of contexts by integrating the modes of reading, writing, speaking and listening. This ensures that students:

- read for understanding and enjoyment
- write and speak with pleasure, confidence and competence

English and Mathematics Syllabus support materials

In Term 4, 2002, support materials will be distributed to assist initial implementation. They will include:

- advice on initial programming
- sample introductory units of work
- sample assessment tasks illustrating assessment for learning.

In Term 1, 2003, CDs with samples of annotated student work in English and Mathematics will be available to help teachers understand the syllabus standards.

Many existing units of work and resources will continue to form the basis of relevant and effective teaching programs

The CDs will be accompanied by advice on how to use the student work samples and draft levels of achievement to make judgements about student achievement and to support future learning.

- continue to enjoy and respond to a wide range of literature, especially Australian literature, and to other media.

Features of the new syllabus include:

- a significant reduction in the number of outcomes
- viewing and representing are included as language modes in line with Stage 6 English

- content is now expressed in terms of what students learn about and learn to do
- the mandatory text requirements will ensure that students listen to, read and view a specified number of different types of texts including fiction, poetry, drama, film and multimedia
- information and communication technologies (ICT) content is now incorporated into the syllabus content
- the ESL scales are mapped to the syllabus content to assist with the learning needs of students.

The inclusion of outcomes and stage statements from Early Stage 1 to Stage 6, and other advice on the continuum of learning in English, will help teachers to map

students' learning development and to plan and program work according to their students' needs, interests and abilities.

An annotated list of suggested texts suitable for Stages 4 and 5 will be available on the Board's website in Term 1, 2003.



Inside the new Years 7–10 Mathematics Syllabus

Students will undertake a course of study that covers similar content to that in the current Mathematics syllabuses for Years 7–10, in the following familiar areas:

- Working Mathematically
- Number
- Patterns and Algebra
- Data
- Measurement
- Space and Geometry

Features of the new Mathematics syllabus include:

- a continuum of learning for students K–10 illustrated through a sequence of concept development and stage statements
- explicit content organised under the headings Knowledge and Skills, and Working Mathematically
- Working Mathematically described as five interrelated processes that are embedded in the content as 'learn to' statements

- outcomes and content for Stage 2 and Stage 3 to enable teachers to build on what students know and can do
- increased reference to the use of technology in the 'learn to' statements
- background information and advice about language and literacy
- three interrelated pathways for Stage 5 (5.1, 5.2, 5.3), each building on the concepts developed in the preceding pathway
- recommended topics for students who are following the 5.2 pathway but intend to study the Stage 6 Mathematics course
- optional topics recommended as further preparation for the Mathematics Extension courses in Stage 6
- additional content from which teachers can make selections that address the needs and interests of the full range of students.

President's Message

In June this year I visited curriculum and public examination authorities in England, Scotland and Germany. This visit provided evidence to me that our processes in NSW represent best practice and that the professional checks and balances in our processes are second to none.

Overseas organisations were impressed at the transparency and professional openness of our work. Special interest was taken in our standards packages and the fact that examples of student responses were made available to all teachers across the State.

The international standing of the NSW HSC is very high and the accessibility of recognition has been enhanced by the new standards-referencing of results. A number of overseas examining bodies have visited here in recent months to see how we have managed the change from norm-referencing to standards-referencing results.

During last term Board Officers were involved in a series of some 50 meetings across NSW to provide feedback to teachers and parents and to hear any issues people were concerned about in relation to the HSC examination process. I found the meetings I was involved in were valuable occasions to clarify issues and to receive views on issues that the Board has been addressing.

We are grateful to the many teachers who have engaged with the extensive consultation processes associated with the syllabus development and revision projects being undertaken by the Board. Your responses are important in shaping the outcomes.

(Professor)
Gordon Stanley



Amended Stage 6 Science syllabuses in use for 2003 HSC

In April 2002 a notice was sent to all schools advising that the Board of Studies had begun a process to identify content that could be set aside from each of the Stage 6 Science syllabuses.

This plan involved extensive consultation, receiving strong support from teachers, schools and systems.

As well as collating comments received from teachers and systems during implementation, the Board analysed each of the Stage 6 syllabuses. This involved working parties of experienced teachers in each of the subject areas. The working parties made recommendations about the content of each module that could be set aside while still maintaining the integrity and rigour both of the modules and of the course as a whole. These recommendations, combined with results of analysis of the skills developed in each module, were used to produce a draft list of the content that could be set aside from each syllabus.

Consultation on this draft list took place during June 2002 with a random sample of teachers representing all syllabuses at twenty-one meetings across New

South Wales. Teachers commented on the draft list of content that could be set aside, and then annotated syllabuses to identify any other content that they believed could be set aside. These notes were analysed and consolidated.

In conjunction with experienced teachers, a feasibility study was then undertaken to determine the effect of the deletions on the delivery of each course. Participants provided copies of their Stage 6 programs. These were annotated to identify the impact of the deletions on the time demands and delivery of programs. The newly amended versions of the syllabuses mostly result from the refinement and editing of these notes.

Amended new Science syllabuses will apply for the 2003 HSC exam

At the August 2002 Board Curriculum Committee meetings, members were provided with a summary of the findings from each of the feasibility studies. They were

to consider whether the studies had shown that the suggested deletions would (1) make it easier for teachers to deliver the course within the indicative time, and (2) help students to more effectively achieve the course outcomes.

The Board Curriculum Committee supported the changes and recommended that the amended syllabuses be implemented for both the Preliminary and Higher School Certificate cohorts from 2003.

At its September meeting, the Board endorsed the amended syllabuses and their introduction in 2003. On 25 September, a notice was sent to all schools informing principals and science teachers that the amended syllabuses are to be implemented for both the Preliminary and HSC Courses in 2003.

The amended syllabuses, as well as a version of each syllabus showing what text has been deleted, are now available on the Board's website. This will be of benefit to teachers who can more easily identify the content that has been removed from each syllabus. The amended syllabuses will be fully reprinted and distributed to schools early in December 2002.

2002 HSC examination program under way *continued from p 1*

- Any necessary adjustments to the marking guidelines resulting from the pilot marking will be made at the marking centre by the Chair of the Examination Committee and the Supervisor of Marking, in consultation with senior markers.
- Judges will prepare for their task by becoming thoroughly familiar with the standards provided in the 2001 HSC standards packages.

To ensure closer collaboration between the Chair of the Examination Committee, the Supervisor of Marking and the

judges, the Board has developed a new position of Chief Examiner to oversee both the development and the marking of the HSC exams in each course from 2003.

In 2002, many key aspects of the role of Chief Examiner will be carried out by the Chair of the Examination Committee.

The Board of Studies website now has an HSC 2002 Update page (www.boardofstudies.nsw.edu.au/hsc/index.html). This page provides links to HSC resources and contains copies of parent and teacher newsletters that have been sent to schools regarding the 2002 HSC examination program.



2002 HSC Advice Line opens

13 11 12

The Board of Studies opened its 2002 Higher School Certificate Advice Line on Monday, 30 September. The Advice Line will operate daily until Wednesday, 13 November 2002.

This year for the first time, students have had access to the Advice Line throughout the entire school holidays.

Students from anywhere in NSW can call **13 11 12** to get study advice from experienced teachers for the cost of a local call.

The service will operate during the following hours:

- Monday to Friday – 4 pm to 10 pm
- Saturday – 10 am to 6 pm
- Sunday – 10 am to 10 pm

The Advice Line will provide support for students in 25 of the most popular HSC courses and will be staffed by more than 700 highly experienced teachers. Up to 80 telephone lines will be open at any one time for teachers to answer questions, no matter how simple or complex.

In preparation for their examinations, students can also access the Board of Studies website

www.boardofstudies.nsw.edu.au to view sample exam papers and marking guidelines, the HSC timetable and syllabuses.

In addition, visit the HSC Online website at www.hsc.csu.edu.au to obtain information about most HSC subjects. The website offers tutorials, study guides, study tips and links to the best material.



Ian Keast, English Subject Coordinator, helping a student at the Advice Line.

Consultation for amended Years 7–10 Science Syllabus

The Years 7–10 Science Syllabus was developed between 1996 and 1998, and released in November 1998. It was implemented in Years 7 and 9 in 2000 and Years 8 and 10 in 2001. The syllabus development process comprised:

- a symposium attended by representatives of key stakeholders including teachers, the professional associations, academics and school authorities who discussed the future directions in science education in Years 7–10
- a literature review of science education, curriculum development and science in Years 7–10

- extensive consultation with key stakeholders through surveys, focus groups and key group meetings.

In 2002, a project team prepared an evaluation report outlining how the syllabus met the criteria for approval of K–10 syllabuses as set out in the *K–10 Curriculum Framework (2001)*. The Board Curriculum Committee monitored the project team's review process, considered the evaluation report and made recommendations for the revision of the syllabus to the April 2002 Board meeting.

Throughout August and September 2002, seventeen schools across

New South Wales participated in a programming feasibility study that provided data on the time taken to deliver the science syllabus and how the core and optional content of the syllabus are currently being programmed by science faculties.

The data collected was analysed in September 2002. This informed the development of the draft amended syllabus for consultation.

The consultation on the draft amended syllabus will take place from 14 October to 22 November 2002. A faxstream identifying consultation venues will be forwarded to all schools early in Term 4.

Primary Matters

Primary Curriculum Project to assist teachers with programming

Primary schools will receive the new K-6 Mathematics Syllabus in Term 4 this year, completing the set of six K-6 syllabuses that have been developed to provide teachers with a comprehensive description of the primary curriculum.

To help primary teachers work with these syllabuses, the Board is undertaking a new project aimed at assisting teachers as they

develop programs for students that best achieve syllabus outcomes.

The Board has held discussions with principals' associations, professional groups and systems to prepare an action plan and scope statement for the project.

Margaret Malone, Primary Education Inspector for the Office of the Board of Studies NSW, said, 'We want to find out how teachers are using the six syllabuses in primary schools - what's good about using them, what problems they're having and how the Board of Studies can assist them to use the documents to support teaching and learning.'

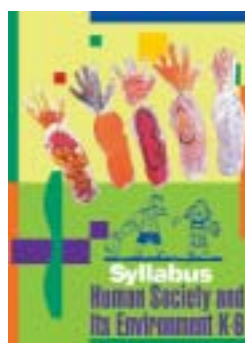
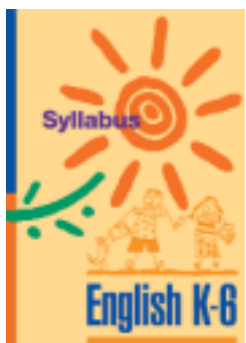
In Term 4, 2002, Board of Studies Liaison Officers will visit a sample of primary schools across the State to listen to what teachers are saying about the primary curriculum.

Forty-six schools have already completed an initial questionnaire designed to obtain some data and comments from teachers about the syllabus documents.

A working party of principals chaired by John O'Brien, Director of Curriculum for the Office of the Board of Studies, has also been formed to help develop the project direction.

Once the priority issues have been identified and reported to the Board it will begin work with teachers on finding ways it can assist teachers to best achieve teaching and learning goals for their students.

For more details of the project contact your local Board of Studies Liaison Officer or Margaret Malone, Inspector, Primary Education on (02) 9367 8199



Teachers and parents get latest information on 2002 HSC exams



Through a series of 2002 HSC Update newsletters, teachers and parents across the state have been given the latest information about how the 2002 HSC is being set, marked and reported on, and the different purposes of HSC marks and the Universities Admission Index (UAI).

2002 HSC UPDATES FOR TEACHERS

- Newsletter 1: *Sampling syllabus content and outcomes in setting exams*
Process for developing examinations and marking guidelines
Enhancements to the HSC exam setting process
English Extension 1 support document
- Newsletter 2: *Glossary of Key Words*
Adjusting for variations in the difficulty level of optional HSC exam questions
School assessment marks for the HSC
New role of Chief Examiner for 2003
- Ancient History *Changes to the layout and instructions of the Ancient History Examination for 2002*
- Newsletter 3: *Reporting HSC Performance*
Using the term 'Band'
Statewide HSC meetings for teachers and parents
- Newsletter 4: *HSC marks and the UAI rank*
Using HSC Reports
2001 HSC Courses with relatively low percentages of students in Bands 5 and 6
- Newsletter 5: *What is different about HSC marking in 2002?*
- Newsletter 6: *The standards-setting process*

2002 INFORMATION FOR PARENTS AND CARERS

- Newsletter 1: *Setting and marking the 2002 HSC examinations*
- Newsletter 2: *HSC marks and the UAI*

To access the complete set of newsletters for teachers and parents go to the 2002 HSC Update page on the Board's website:

www.boardofstudies.nsw.edu.au/hsc/index.html
or select the above 'HSC Update 2002' icon.

The newsletters for Parents and Carers are also available on the Board's website in Arabic, Chinese and Vietnamese.

Further information about the 2002 Higher School Certificate examination program can be obtained by telephoning Board of Studies Liaison Officers:

| | |
|---------------|----------------|
| Sydney | (02) 9367 8356 |
| Randwick | (02) 9314 7987 |
| Parramatta | (02) 9806 1547 |
| Newcastle | (02) 4924 9976 |
| Wollongong | (02) 4224 9940 |
| Coffs Harbour | (02) 6659 3274 |
| Tamworth | (02) 6755 5043 |
| Bathurst | (02) 6334 8048 |
| Wagga Wagga | (02) 6937 3889 |

Standards-referenced assessment

IN THE 2003 HSC AND BEYOND

At the time of introducing the new HSC, the Board of Studies acknowledged that schools would gradually develop and adopt a standards-referenced approach to school-based assessment over several years. A staged approach was modelled in *The New Higher School Certificate Assessment Support Document* in 1999. The document identified key activities and highlighted the expectation that by 2003 all schools 'would be able to use a standards-referenced approach to assessment for the Higher School Certificate'.

By 2003 teachers will have had the opportunity to consolidate their understanding of syllabus and performance standards. Teachers will be very familiar with their syllabus documents and, having seen the samples of student work contained in the New HSC Standards Packages, will have a better understanding of the standard of work required of students as described in each performance band.

In 2003 and beyond, schools will continue to provide the Board with an assessment mark for each

student in each course, calculated in accordance with the Board's requirements. The final assessment marks submitted by a school for each course should rank students and show the relative differences between students' performances based on their achievements against the standards specified in the relevant syllabus.

A standards-referenced approach to school-based assessment is being used when:

- assessment tasks are focused on course outcomes
- students know and understand the outcomes to be assessed and the levels of performance reflected in the marking schemes
- marking schemes are linked to standards by including the wording of outcomes and relevant performance descriptions

Schools should continue to use the full mark range from 0–100 to report school assessment marks to the Board. The moderation and alignment processes that are applied by the Board of Studies will ensure that students' achievements are reported appropriately.

Schools and systems will continue to determine the way they report student progress. While performance descriptions can be a useful way to let students know where they stand in relation to the standards, schools that choose to report in bands need to ensure that students do not interpret this as a prediction of their performance in the HSC.

SUPPORT TO SCHOOLS

The Board is currently preparing materials to assist schools as they use a standards-referenced approach to assessment in the HSC. This material will contain practical advice and answers to frequently asked questions. The first of these materials will be available early in Term 4.



CD of ENCORE 2001 now available

The audio CD of the 2001 ENCORE concert held on 25 February 2002 in the Concert Hall of the Sydney Opera House is now available for \$28.20.

ENCORE is an exciting and varied annual concert of outstanding performances and

compositions by HSC Music students.

To place an order fax Client Services on (02) 9262 6270 or look under 'Audio CD, HSC, All' on the Board's new eBOS Shop Online: <http://shop.bos.nsw.edu.au>

Board initiatives attract growing international attention

Board of Studies initiatives in curriculum, assessment and examining are attracting growing attention from educators and from curriculum and credentialling authorities the world over. The Board's development of outcomes-based syllabuses and the introduction of New HSC standards-referenced assessment and reporting processes are attracting a regular stream of visits by overseas educators.

The Office of the Board of Studies regularly hosts groups of visitors from overseas who are attracted here by their interest in the NSW syllabus development processes and in the feasibility of adapting our examination and reporting processes for use in their countries.

During May this year fourteen principals from the Hong Kong Special Administrative Region visited the Office of the Board of Studies. The visitors focused their interest on the syllabus development and consultation processes, the dual system of school-based assessment and public examinations, and the Board's processes for moderating school assessment marks against examinations.



Ms Rosalind Chan, Chair of the Grant Schools Council of Hong Kong, presents a plaque commemorating the Hong Kong principals' visit to the Board. L to R: David Patterson, Manager Policy and Development, Office of the Board of Studies, Ms Chan, Professor Gordon Stanley, President of the Board of Studies, and Sister Margaret Wong, MBE, Principal, St Paul's Convent School, Hong Kong, and Coordinator of the Australian visit.

Other international visitors in 2002 have included the Minister for Schools Education in Sri Lanka, the Malaysian Examinations Syndicate, the Hong Kong Examinations Authority, a group of Indonesian school principals and a delegation of senior government officials from Uzbekistan.

The visits from overseas educators provide the Board with first-hand opportunities to further broaden its perspectives and help it to keep in touch with international developments in education.

DesignTECH Seminars – Book Now!



DesignTECH Seminars are again being arranged for late February and early March 2003 to coincide with the DesignTECH exhibition at the Powerhouse Museum, Sydney.

The DesignTECH Seminars were fully booked in 2002 and some schools submitted their booking forms too late to be accepted. You should book as early as possible if you wish to be sure of the availability of your first choice of date and time.

NEW BOOKING FORM

The booking form for DesignTECH Seminars can be found by visiting

www.boardofstudies.nsw.edu.au
A return confirmation and reply envelope will be forwarded to schools on receipt of a booking form.

The cost for the DesignTECH Seminars will be \$18.00 per person (including GST). This covers:

- entry to the museum
- three-hour seminar program
- seminar student booklets/notes.

For more information
contact Jody Ziesel
Exhibitions Coordinator
(02) 9367 8309

2002 HSC Standards Packages

This year's HSC standards-setting operation will use the 2001 HSC standards packages to ensure student achievement is reported in relation to the performance standards set for each course.

The Board of Studies will produce a full set of HSC standards packages following this year's Higher School Certificate examinations. The packages will illustrate the same standards as those established in 2001 but will use examination questions and student responses from the 2002 examinations.

The 2002 packages will provide further clarification for teachers and students and for those involved in the standards-setting operation, consolidating their understanding of course standards.



The 2002 HSC Standards Packages will arrive in schools progressively from March 2003.

The Minister's Young Designers Awards Exhibition



State Award-winning projects by Years 7 and 8 Design and Technology students from the Minister's Young Designers Awards (MYDA) will be on display in the ANZ Conservatorium at Taronga Park Zoo from Monday 18 to Friday 29 November 2002.

The exhibition will be open on weekdays only – admission is free.

The Minister for Education and Training, the Hon John Watkins, MP, will be officially opening the MYDA Exhibition at 11.30 am on Monday 18 November 2002.

Take this opportunity to appreciate the innovative and creative talent of students across NSW as they accept the challenges of design briefs for the Design and Technology (mandatory) course. The exhibition provides fresh inspiration for the potential of education for our youth now and in the future.

Schools wishing to plan a joint excursion to view the MYDA Exhibition and visit the zoo can obtain further information by phoning Taronga Park Zoo (02) 9969 2455.

New Australian History, Geography, Civics & Citizenship test

The Australian History, Geography, Civics and Citizenship test is compulsory for all Year 10 students this year. While this will be one single test, the Board will report student achievement in the two components of the test separately.

Following advice from teachers, students will receive separate reports for the Australian History, Civics and

Citizenship component and the Australian Geography, Civics and Citizenship component. Student achievement in each component will be reported using a performance scale from 0 to 100, as is done for the English-literacy, Mathematics and Science tests. Separate band descriptions have been developed for each component.

Some more interesting facts about our website

www.boardofstudies.nsw.edu.au



For the week ending 14 September 2002 the Board's website:

- had the third largest amount of traffic of all government websites in NSW
- had the 11th largest amount of traffic of all state government websites in Australia.

Source: Hitwise www.hitwise.com.au

On average, 3,473 gigabytes of data are transferred from the Board's website per day. This is equivalent to about 17000 copies of syllabuses, HSC exam papers and SC test papers per day (69% of all daily traffic on the site comprises downloads of Acrobat PDF files).

There are requests for 63 348 pages per day on average.

Visitors per hour: 72.54, averaged over the full 24-hour period – most occur during daylight hours on a typical day.

The website receives a current average of 1698 unique visitors per day, one quarter of whom spend between 10 and 29 minutes on the website.

OnSTAGE

Attention : Drama teachers

Tickets for OnSTAGE will be allocated to schools through booking forms only. These forms will be sent to schools early in Term 4. They will also be accessible on the Board's website.

Please note that the Seymour Centre box office will not take reservations by telephone or otherwise.



What's new on the BOS website?

www.boardofstudies.nsw.edu.au

www.boardofstudies.nsw.edu.au/aa_main/news.html



- English Years 7–10 Syllabus and Mathematics Years 7–10 Syllabus
- Industrial Technology Years 7–10 Draft Syllabus & Survey
- Music Years 7–10 Draft Syllabus & Survey
- Science Years 7–10 Draft Amended Syllabus & Survey
- Technology (Mandatory) Years 7–8 Draft Syllabus & Survey
- Textiles Technology Years 7–10 Draft Syllabus & Survey
- Visual Arts Years 7–10 Draft Syllabus & Survey
- The Assessment, Certificate and Examination (ACE) Manual 2002
- Draft Specimen Examination paper for Business Services
- Annotations of texts prescribed for the first time for HSC English 2004–2005
- Biology, Chemistry, Earth and Environmental Science, Physics and Senior Science amended Stage 6 Syllabuses
- Course prescriptions for Chinese Extension, French Extension, Italian Extension, Indonesian Extension, Japanese Extension and Spanish Extension
- Rules and Procedures for 2003 Higher School Certificate candidates
- Advice for clearing graphics calculators for the HSC General Mathematics exam
- English Stage 6 Prescriptions – Area of Study, Electives and Texts for the 2004 and 2005 HSC
- 2002 HSC Advice Line – Opening hours and subjects supported – Phone 13 11 12
- 2002 Higher School Certificate and School Certificate Media Guide
- Revised course structures – VET Hospitality
- Entertainment Industry Curriculum Framework Stage 6 – Resource List and Support Document

- 2002 HSC Update – Information for Parents and Carers – Newsletter 2 (Also in Arabic, Chinese and Vietnamese)
- 2002 HSC Update – Information for Parents and Carers – Newsletter 1 (Also in Arabic, Chinese and Vietnamese)
- 2002 HSC Update – Newsletter 5
- 2002 HSC Update – Newsletter 4
- Entertainment Industry Curriculum Framework for Stage 6 Competency Record
- Visit our new list of links to schools throughout Australia, South East Asia and New Zealand
- Years 7–10 documents
 - Agricultural Technology Writing Brief
 - Personal Development, Health and Physical Education Draft Syllabus
 - English Draft Life Skills Outcomes & Content and Survey
 - Mathematics Draft Life Skills Outcomes & Content and Survey
 - Social and Cultural Studies Writing Brief
 - Technological and Applied Studies Life Skills, Human Society and Its Environment Life Skills, Creative Arts Life Skills and Languages Life Skills Draft Writing Briefs and Consultation Reports
 - Dance Writing Brief and Draft Consultation Report
 - Food Technology Writing Brief and Draft Consultation Report
 - Languages Life Skills Writing Brief
 - Technological and Applied Studies Life Skills Writing Brief
 - Human Society and its Environment Life Skills Writing Brief
 - Drama Writing Brief and Draft Writing Brief Consultation Report
 - Work Education Writing Brief and Draft Writing Brief Consultation Report
 - Creative Arts Life Skills Writing Brief
 - Geography Draft Syllabus and Online Survey
 - History Draft Syllabus and Online Survey
 - Aboriginal Studies Writing Brief
 - Commerce Writing Brief
 - Design and Technology (Elective) Writing Brief
 - Graphics Technology Writing Brief
- Mathematics Years K–6 Draft Syllabus Consultation Report
- Draft Hospitality and Tourism Curriculum Frameworks for Stage 6

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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