

Noted authors mark English Extension 2 major works

Two Australian authors were members of this year's HSC marking team for the English Extension 2 major works.

Authors John Foulcher and Irini Savvides were extremely impressed by the quality and diversity evident in many of the students' major works.

"Some of the collections of poetry were superb, I was impressed by the students' willingness to experiment with form and structure in their work," Mr Foulcher said.

"The best of the works were exhilarating. I was so moved by one of the speeches that I actually had tears streaming down my face as I listened. I was excited about coming to mark every day," Ms Savvides added.

John Foulcher, the author of seven poetry books and a textbook *The Song in Your Head*, teaches at Bishop Drutt College, Coffs Harbour. Foulcher's poetry has been regularly set for HSC study during the past two decades.

Irini Savvides teaches at Blue Mountains Grammar School. Her

first book, *Willow Tree and Olive*, has won numerous awards including Mental Health Book of the Year for Older Readers and a White Raven at the Bologna Book Fair.

"The most noteworthy projects are those that are highly original and have been carefully planned, edited and reflected upon," Ms Savvides said.

"The students have carried through a concept in a manner that shows insight and research both into the issue presented and the medium," she added.

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Centre pages: Official Notices



Teachers mark the 2002 HSC examinations at Homebush Bay.

HSC and SC Important Dates

Year 10 (SC)

- 15 Nov** Final date for students to submit Illness/Misadventure appeals to principals
- 21 Nov** Final date for students whose Illness/Misadventure appeal has been declined by the school to request a Board review
- 29 Nov** Final date for principals to advise the Office via Schools Online of all upheld and declined Illness/Misadventure appeals
- 9 Dec** Student results available to principals via Schools Online
- 12 Dec** Award documents arrive in schools

Year 11

- 22 Nov** Award documents arrive in schools

Year 12 (HSC)

- 15 Nov** Final date for submission of HSC Illness/Misadventure appeals to the Board
- 18 Nov** Final date for students to lodge assessment ranking reviews/ appeals with the principal
- 22 Nov** Final date for schools to conduct review of assessment ranking
- 25 Nov** Principal's notification to candidates of results of review of appeals against assessment rankings
- 25 Nov** Student PIN letters despatched
- 27 Nov** Final date for students whose assessment ranking reviews have been unsuccessful to notify the principal of their wish to appeal to the Board
- 27 Nov** Final date for principal's notification to the Board (fax sufficient) of results of review of student appeals against assessment rankings
- 29 Nov** Final date to submit student appeals against school reviews of assessment ranking to the Board
- 19 Dec** HSC results available to students by telephone and internet
- 19 Dec** Student results available to principals by internet
- 19 Dec** Schools and students notified of Board decisions on appeals
- 23 Dec** Students receive HSC results summaries in the mail
- 21 Jan 03** Students receive formal HSC credentials in the mail

For a full list of important dates go to www.boardofstudies.nsw.edu.au/events/index.html

Office Farewells John Ward

After nearly 8 years as General Manager of the Office of the Board of Studies, John Ward has announced that he will leave the position at the end of the year.

John Ward was appointed as the inaugural General Manager of the newly formed Office of the Board of Studies in April, 1995.

In reflecting on his period at the Office he said that he was very proud of what the Office has been able to achieve for the Board during that time.

"To begin with, we have transformed the Higher School Certificate into a standards-referenced examination that has put meaning into the marks students receive".

"We have set up new systems to produce over 90 new syllabuses to back up the New HSC and to cover the K-6 Key Learning Areas".

"We have developed what is arguably Australia's top educational website and used it to get lots of additional support material to teachers and students".

"By changing the way the Board consults and then acting on what teachers tell us, we have achieved new levels of openness and responsiveness in the way we do business".



"I like to think that both the Board and the Office have earned a position of national and international leadership in curriculum and assessment through their work over these years" he said.

On 20 December, the day after taking responsibility for the release of his ninth set of HSC results, John Ward will leave the department he has led so effectively.

The staff of the Office wish John well as he accepts new challenges over the next few years.

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Noted authors mark English Extension 2 major works

Mr Foulcher said of the students' work: "The best pieces took risks with the manner in which they constructed their work, constantly challenging the reader's own way of responding to creative work."

There were 1745 entries for the English Extension 2 course in 2002, an increase of almost 19 percent from 2001. All students develop a major work in print, sound, visual or multimedia. The major work constitutes the entire examination component of the course.

Asked for advice to students considering English Extension 2, the two authors offered these valuable tips:

- Start early; play around with different genres; once you find your medium get stuck in; research this medium thoroughly
- Revise and draft – be diligent in your focus; don't feel that everything you create will be brilliant
- Be open to constructive criticism and act upon it
- Be prepared for fallow periods – inspiration will return, but don't expect to call it up on cue; consider yourself as an artist in training
- Do your ideas justice by reflecting upon them regularly
- Take care with your reflection statement, make notes throughout the year
- Don't avoid research – it's not all about being creative!

"The dedication of my colleagues in the teaching and marking process of Extension 2 has stayed with me," said Ms Savvides.

Mr Foulcher continued: "I was impressed with the professionalism, expertise and willingness to learn. If the Extension 2 markers are a representative sample of HSC English teachers, our students are certainly in good hands as the new course develops."

**"Revise and draft ...
don't feel that everything
you create will be brilliant"**

John Foulcher's latest book *The Learning Curve* (Brandl & Schlesinger) is a sequence-length series of dramatic monologues about teaching and learning set in a NSW school.

Irini Savvides' second novel *Sky Legs* (Hodder Headline) will be published in 2003. She is working on her third novel *The Diary of Sophia Krikonis*, part of the 'My Story' series.



President's Message

John Ward leaves the position of General Manager of the Office of the Board of Studies in December. John has been pivotal in the development of the professional culture of the Office and ensuring that the complex operations of service delivery are carried out according to best practice. He has overseen very significant changes in the work of the Board of Studies and has been a driving force in making sure that such change has involved consultation and concern for meeting deadlines.

We have been fortunate in having a person in this role who combined a wide professional experience as teacher, educational administrator and manager. His personal energy, dedication to excellence, care and concern for others and good humour have made him an outstanding leader of the very dedicated team at the Office of the Board. I know he carries with him the good wishes of the whole education community.

As we move towards the conclusion of this school year I am aware of the enormous contribution made by so many members of the education community to the work of the Board. The skilled professional engagement of so many in consultations, curriculum committees, examination committees, and marking is vital to ensure we meet the highest standards expected in our work. With the ever-demanding schedules of school activity we are grateful for the extra commitment of those who work with us.

I wish you all the best for the festive season, and trust that the holiday period provides a period for reflection and refreshment before we commence the next cycle of activity.

Gordon Stanley
(Professor)
Gordon Stanley



Computing Skills Assessment FOR YEAR 10 STUDENTS

A Computing Skills Assessment for Year 10 students has recently been trialled in Government and non-Government schools throughout NSW.

A small-scale trial involving 20 schools was undertaken in 2001. A further trial with 160 schools is nearing completion and a large scale trial open to all schools will be conducted in 2003. The full implementation of the Computing Skills Assessment has been extended until 2004.

Trials to date have involved schools assessing their students against a draft set of competencies drawn from computing skills areas identified in the current mandatory 7–10 curriculum. Students in the trial sit for a 1.5 hour pen and paper test based on these competencies.

Aspects of online delivery of the test are also being trialled, with 2006 set as the target date for full online testing. Trial schools are recording and submitting their school-based assessments to the Board using Schools Online.

Schools Online provides a recording tool so that teachers can choose to track student demonstration of the competencies at individual competency level or at indicator level.

Wide consultation, including focus group meetings of teachers conducting the trial, has been undertaken recently. A number of important questions have emerged that will be examined more closely in the 2003 trial.

These include:

- What help do teachers need to be ready to assess the computing competencies? How is this best provided?
- Is the list of competencies too long for use in 2004 and if so how should it be shortened?
- Should schools be able to record student achievement of the indicators in 2004 or should Schools Online only accept data on the completion of competencies?
- What is the best way to report student achievement of the competencies?

Our aim is to make sure that, as it is introduced statewide, the assessment of computing skills is manageable, equitable and sufficiently flexible to allow for a wide variety of approaches by schools and able to be integrated into schools' teaching, learning and assessment programs. The larger scale trial will allow us to listen to and learn from the experiences of many schools and respond accordingly.

In 2003, all schools will be given the opportunity to take part in the statewide trial.

Schools will be able to participate in both the trial test and the school-based assessment or they might choose to participate only in the test or only in the school-based assessment. Others will prefer to use 2003 to learn more about the program before it becomes compulsory in 2004.

The 2002 trial test with answers, Board Bulletin updates, the next draft of competencies and a stand alone self-marking test are available on the Board's website along with contact details for those schools wishing to participate in the 2003 trial.

www.boardofstudies.nsw.edu.au/schoolcertificate/index.html

For further information contact:

Joe Merlino
Senior Project Officer
Computing Skills
Ph: (02) 9367 8110
merlino@boardofstudies.nsw.edu.au



Year 10 students participate in 2002 Computing Skills Assessment Trial

Consultation on Mathematics Years 7–10

Descriptions of Levels of Achievement

Draft descriptions of levels of achievement for Stages 4 and 5 Mathematics have been distributed for consultation with the new Years 7–10 Mathematics syllabus. The Stage 5 descriptions will be used to report student achievement in the School Certificate from 2006.

Initial consultation with teachers during the development of the descriptions of levels of achievement resulted in several options being proposed for the levels for Stage 5 Mathematics. The Board of Studies has requested that consultation occur in the mathematics and wider education community to determine which option will be used and to comment on the draft descriptions of levels of achievement. There are three options proposed for Stage 5.

Option 1

In this option, three sets of performance descriptions are proposed for Stage 5 Mathematics, one set for each of the pathways 5.1, 5.2 and 5.3. Six levels are described in each set. A level would be awarded for the Stage 5 Math-

ematics pathway followed by the student. This would reflect the position of the current three courses within one syllabus.

Option 1A

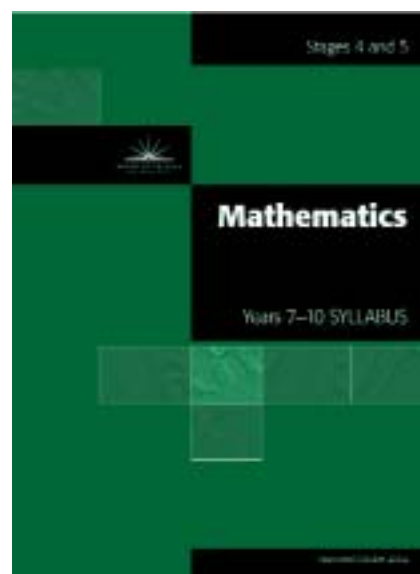
This option uses the same three sets of performance descriptions as in option 1. However, option 1A proposes that students following the 5.2 pathway would be awarded a level for 5.2 and also a level for 5.1. Similarly students following the 5.3 pathway would be awarded a level for 5.3 and also levels for 5.2 and 5.1.

Option 2

In this option, one set of performance descriptions is proposed. This set has 10 levels in order to reflect the hierarchical nature of the three pathways within Stage 5 Mathematics. A single level would be awarded for Stage 5 Mathematics.

Phase 1 of the consultation process includes a discussion paper and survey on the Board's website: www.boardofstudies.nsw.edu.au

Teachers are invited to read the discussion paper and contribute to the consultation by completing the



survey by the end of Term 2, 2003. The consultation drafts of the Mathematics Years 7–10 descriptions of levels of achievement are also available on our website.

For further information contact:
Chris Thompson
Senior Project Officer
Assessment Branch
Ph: (02) 9367 8233

thompson@boardofstudies.nsw.edu.au

Support Materials for Years 7–10 Syllabuses

As they are released, all new Years 7–10 syllabuses will be accompanied by a guide to the new curriculum and draft descriptions of levels of achievement. The guide will include sets of points designed to help promote discussion among teachers as they begin to explore the new syllabus. The draft descriptions of levels of achievement will be subject to a period of consultation during which suggestions for refinement and amendment can be made to ensure they are suitable.

Three months after the release of a new syllabus, support materials such as advice on initial programming, sample introductory units of work and sample assessment tasks, which illustrate assessment for learning principles, will be distributed. These will provide advice about programming the new syllabus as well as guidance on the development of effective assessment tasks.

Six months after the release of the syllabus, sample assessment tasks

and annotated student work samples will be provided. These materials will assist teachers to make balanced judgements about student achievement in relation to syllabus standards.

Final descriptions of levels of achievement will be available 12 months after syllabus implementation. More information on Years 7–10 support materials is available at the Board of Studies Website at www.boardofstudies.edu.nsw.au

Country Teacher Marking Opportunities

The Board of Studies has several programs in place to provide access to marking by country teachers and to provide teachers with additional professional development in relation to the School Certificate and Higher School Certificate.

The establishment of marking centres in the major centres of Gosford, Wollongong and Newcastle has allowed teachers from neighbouring country schools to participate in the marking of Biology, Business Studies, Engineering Studies, English and Senior Science.

Another program designed to help teachers in country and regional NSW is day marking. Day marking provides teachers who do not normally have ready access to evening marking with an opportunity to gain professional development in their subject by achieving a better understanding of the School Certificate and HSC marking processes.

Day marking has been very successful since its inception in

1997. Country teachers have been selected to mark School Certificate English and various Higher School Certificate examinations in Tamworth, Wagga Wagga, Bathurst, Coffs Harbour and Homebush. In total, more than 800 country teachers have been selected to mark School Certificate tests and HSC examinations this year.

Since 1995 the Department of Education and Training and the Board of Studies have conducted the HSC Country Marker Transfer of Duty Program. This year 38 teachers from government schools across NSW have been appointed to HSC marking through this program, which gives country teachers access to HSC marking by allowing them to be based at a metropolitan high school while undertaking HSC marking in the late afternoon.

For more information contact:

Marker Support
Office of the Board of Studies
Ph: (02) 9367 8226



If you have not already purchased the licence for the Results Analysis Package (RAP) software for 2002, please send an order now to Client Services, Office of the Board of Studies.

Results Analysis Package

Reminder to Principals

The package runs on Microsoft Windows versions 95, 98, NT 4, 2000 and XP.

For current users, the licence fee for 2002 is \$90 (incl GST).

For new users, the licence fee is \$330 (inc GST).

The licence includes installation of software on any machine or network belonging to the school; access to any software updates during the current period; access to 2001/2002 HSC data and SC

data from 1998 to 2002.

Contact Details:

Client Services
Office of the Board of Studies NSW

GPO Box 5300
SYDNEY NSW 2001

Ph: (02) 9367 8178

Fax: (02) 9262 6270

clientservices@boardofstudies.
nsw.edu.au

HSC Standards Setting in 2002

Standards setting for the 2002 HSC is now under way. This year, judges will be able to use the 2001 HSC Standards Packages to help ensure that students' achievements will be reported in relation to the same standards over the two years.

Nearly 500 experienced markers, organised into 93 teams, will act as judges this year to determine the cut-off marks between bands for 109 courses.

At the start of the judging process each judge independently records marks for each examination question. The marks correspond to a performance on the borderline of each pair of adjacent bands. Each judge's marks are then added and the totals are averaged to determine the first estimate of what examination marks will be the cut-off marks between bands.

Judges then discuss and review the judgements they have made, and their opinions of the marks students at the borderlines between bands will achieve. Judges at this stage may modify their previous decisions.

Then a selection of marked student responses corresponding to each cut-off mark are considered and discussed by the judges. Judges also consider responses that have scored marks just above and just below each proposed cut-off mark.

After considering student responses judges have an opportunity to further review and refine their cut-off marks if necessary.

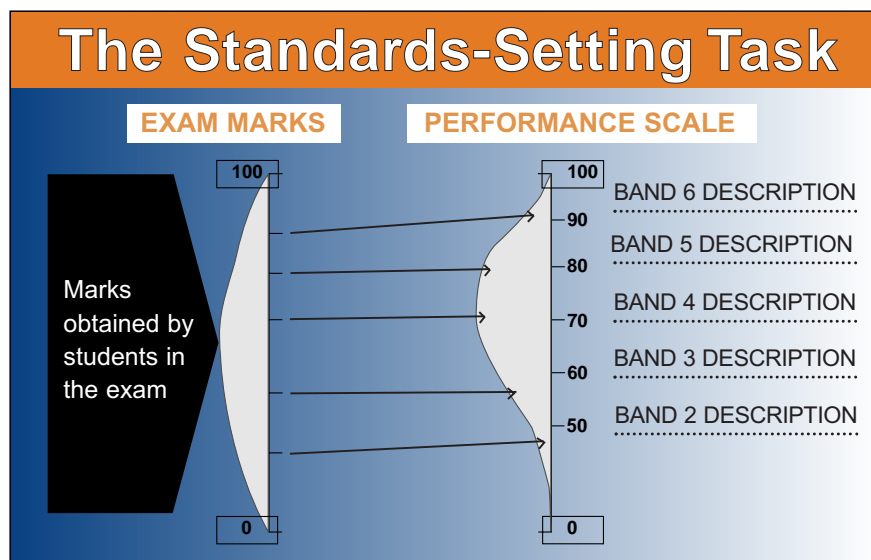


Diagram taken from 2002 HSC Update Newsletter 6

Judges then meet with the HSC Consultative Committee to recommend the finalised cut-off marks and to discuss the application of the standards-setting procedure.

Nearly 500 experienced markers, organised into 93 teams, will act as judges this year to determine the cut-off marks between bands for 109 courses.

Once the committee approves the final cut-off marks for the exam, students' exam marks are electronically aligned to the performance scale by translating the agreed cut-off marks to the borderline marks between bands on the performance scale.

Marks on the performance scale are divided into six bands. The exam cut-off mark for a band 6 performance is aligned to a mark of 90 on the scale, an exam cut-off mark for a band 5 performance is aligned to a mark of 80 on the scale and so on for bands 4 (aligned to a mark of 70), band 3 (aligned to mark of 60) and band 2 (aligned to a mark of 50). Band 1 performance is aligned to a mark below 50.

The reported HSC mark is the average of the aligned school assessment mark and the aligned examination mark. It is reported together with a description of the standard achieved.

K–6 Mathematics

SUPPORT MATERIALS

The new K–6 Mathematics Syllabus will be released during Term 4 this year. In order to assist schools and teachers with initial implementation of the new syllabus, a package of introductory support materials is being developed by the Board of Studies.

Included in these support materials will be a Principal's Package and a Parent and Community Package. These packages will include a list of discussion starters about the new syllabus for use with teachers, parents and other school groups.

In Term 1, 2003, sample introductory units of work will be provided to all schools to show how outcomes, content, resources

and teaching strategies can be brought together in the implementation of the new syllabus.

Sample assessment tasks illustrating assessment for learning approaches will demonstrate effective task design. Annotated samples of student work will illustrate how assessment information can be used to plan the next steps in learning.

During Term 2, 2003, assessment tasks and annotated samples of student work will be provided to assist teachers with making balanced judgements about student achievement of syllabus outcomes.

Further information on K–6 Mathematics Support Materials is

available at the Board of Studies' K–6 website.

www.bosnsw-k6.nsw.edu.au



2002 HSC Standards Packages

Additional Materials

The 2001 HSC Standards Packages have proved to be a very popular and successful teaching and learning tool for HSC teachers and students. Many teachers have provided the Board with positive feedback and useful suggestions for the 2002 HSC Standards Packages.



One of the most common suggestions was to include in the next edition of HSC Standards Packages a wider range of optional questions than were provided in 2001. Many teachers also suggested that the new standards packages should include some of the best answers students had produced in each question.

While meeting these requests to extend the packages will test production timelines, revised procedures will allow the 2002 HSC Standards Packages to include an additional section on the CD-ROM that shows a student response that scored the top mark for each question in the examination.

In courses where students have a very large number of examination questions from which to choose or where the course candidature is relatively small, further attempts will be made to provide sample responses for as wide a range of questions as possible. It must be acknowledged, however, that it will not be possible to cover all options and still produce the set of packages by the target dates.

The Board of Studies has consulted widely with teachers, who have strongly supported the inclusion of these additional materials. The 2002 HSC Standards Packages are due to arrive in schools in the first half of 2003.

Years 7–10 syllabuses to incorporate Life Skills Outcomes and Content

Stage 5 Life Skills courses are currently being revised as part of the Government's commitment to the review and development of the Years 7–10 curriculum for NSW schools.

Since 1993 the Board of Studies has undertaken a series of initiatives to ensure that the full range of students with special education needs has access to a relevant and meaningful program of study.

Life Skills courses were first introduced in 1993 in recognition that some students were unable to meet the curriculum requirements for the award of the School Certificate by studying existing Board Developed Syllabuses and/or Board Endorsed Courses. This led to the introduction of Stage 5 Life Skills courses in 1996.

In 2001 the Board conducted an evaluation of Stage 5 Life Skills syllabuses within the context of the K–10 Curriculum Framework and

the program of revision of all Years 7–10 syllabuses.

The evaluation indicated that there was strong support for a review of the Stage 5 Life Skills courses, and that this review should include an expansion of the current Stage 5 Life Skills provision to Years 7 and 8.

It was also recommended that the Board consider various options for 'packaging' Life Skills outcomes and content, including a move away from separate syllabuses towards the incorporation of Life Skills content and outcomes into the general Years 7–10 syllabus packages. The Board accepted these broad directions in December 2001.

During 2002 consultation was undertaken, through the distribution of a series of KLA based Years 7–10 Life Skills Draft Writing Briefs, which took into account these broad directions.

Consultation reports indicating significant support for the inclusion

of Life Skills outcomes and content in Years 7–10 syllabuses were presented to the Board in May and August 2002. The reports recommended that the development of Life Skills content and outcomes should occur as part of the development of all draft Years 7–10 syllabuses.

As a result of these recommendations the Board of Studies has undertaken a comprehensive revision of Life Skills outcomes and content. All Years 7–10 draft syllabus documents now being distributed for consultation contain Years 7–10 Life Skills outcomes and content.

The revision of the Life Skills provision reflects the Board's commitment to ensuring access for all NSW students not only to the School Certificate but to the full range of curriculum options.

For further information contact the Senior Curriculum Officer, Special Education, ph: (02) 9367 8148

Primary Matters: Terra Nullius? The Very Early Years

Terra Nullius? The Very Early Years is a K–6 integrated teaching unit with a strong Aboriginal perspective. The unit is designed to increase students' understanding of how history can be presented from different points of view.

The unit has recently been added to the Linkages section of the K–6 website.

A main feature of the unit is an emphasis on the use of visuals, which aim to engage students with a deeper understanding and appreciation of the past.

Visuals are also used for promoting descriptive and critical classroom discussion. The learning sequences

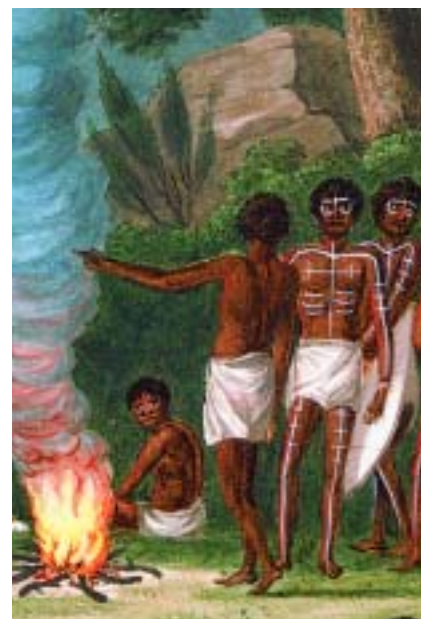
within the unit are broad and detailed, allowing the unit to stand alone or to complement an existing unit.

The initial sequence of historical events has been chosen to enable students to make comparisons between cultures and to appreciate both similarities and differences before colonial contact.

The K–6 website address is:
www.bosnsw-k6.nsw.edu.au

For further information contact:

Kevin Lowe, Chief Education Officer, Aboriginal Curriculum Unit
lowe@boardofstudies.nsw.edu.au
Ph (02) 9367 8198



Revised Hospitality and Tourism Syllabuses

The Board of Studies is now releasing the revised Curriculum Frameworks in Hospitality and Tourism in response to the endorsement of the Hospitality and Tourism training packages developed by the Australian National Training Authority (ANTA). These have been developed as stand-alone frameworks. Year 11 students will commence the revised courses in 2003.

The revised Curriculum Frameworks in Hospitality and in Tourism will provide students with access to the latest training package qualifications.

The release comes after a period of consultation with schools and teachers on a draft framework. A copy of the consultation report is available on the Board's website at www.boardofstudies.nsw.edu.au.

The Board has modified Part B of the syllabus package to make it easier to align aspects of the training package with HSC requirements and advice.

Courses within revised frameworks provide students with the opportunity to access new qualifications from the training packages, including Certificate II in Hospitality (Kitchen Operations) and Certificate III in Tourism (Operations). The first HSC examinations for the revised Curriculum Frameworks will be conducted in 2004.

The documentation for the revised frameworks (Syllabus Parts A and B, Competency Record, Resource List and Support Document) is available at: www.boardofstudies.nsw.edu.au

All hospitality or tourism trained teachers, all schools and all colleges of TAFE will receive a hard copy of the Syllabus Parts A and B in November 2002.

General advice about exclusions in VET courses was provided in the Board Bulletin (Vol 8 No 9), Board Official Notice BOS 71/99. Board Official Notice 69/02 provides further advice on exclusions relating to the revised frameworks.

School authorities will provide advice to teachers on any additional training required to deliver new units of competency in either of the frameworks.

For further information contact:
Scott Thomson
Senior Curriculum Officer
Vocational Education and Training
Ph: (02) 9367 8175
thomson@boardofstudies.nsw.edu.au

Exhibitions



OnSTAGE

Performances for 2003:

York Theatre
Seymour Centre

3, 4, 5 Feb – 11:00am and 7:30pm

6, 7 Feb – 1:30pm and 7:30pm

8 Feb – 1:30pm and 8:00pm

Writers OnSTAGE/OnSCREEN

Everest Theatre,
Seymour Centre

6 and 7 February – 10:30am

School booking forms can be downloaded from the Board of Studies website.

Tickets on sale 2 December 2002

MYDA –

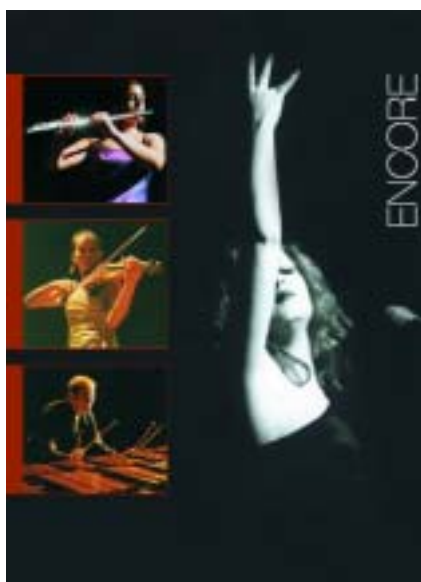
Minister's Young Designers Awards

Taronga Park Zoo
ANZ Conservation Theatre

18 – 29 November 2002

For joint school excursions to view the MYDA exhibition call the Taronga Park Zoo on phone 9969 2455. (Admission free to the exhibition.) Visit the Board of Studies website to view the special prize winners and the state award winners.





ENCORE

Sydney Opera House Concert Hall
 Monday 10 February 2003: Matinee 1:30pm, Evening 7.30pm

Tickets will be on sale through the Opera House Box Office from 11 November 2002.

Adults \$22.00 and Students \$16.50

DesignTECH

Exhibition – 6 December 2002 to 16 March 2003

Powerhouse Museum
 Switch House Gallery, Level 3
 500 Harris Street, Ultimo

designTECH



Regional Tour for 2003

Wagga Wagga	25 March – 31 March 2003
Dubbo	1 April – 7 April 2003
Wollongong	8 April – 14 April 2003
Newcastle	15 April – 6 May 2003
Armidale	7 May – 14 May 2003
Ballina	15 May – 22 May 2003

Student Seminars

Year 12	25 February – 28 February 2003
Year 11	4 March – 7 March 2003

Booking forms available on Board of Studies website.

ARTEXPRESS

Metropolitan Dates and Venues 2003

Art Gallery of NSW	7 February – 6 April 2003
National Art School	26 February – 21 March 2003
College of Fine Arts, UNSW	17 February – 28 March 2003
David Jones	18 January – 2 February 2003

Regional Tour Dates and Venues 2003

Newcastle Region Art Gallery	15 March – 4 May 2003
Dubbo Regional Gallery	10 May – 22 June 2003
Goulburn Regional Art Gallery	19 July – 15 August 2003
Wagga Wagga Regional Art Gallery	22 August – 12 October 2003
Moree Plains Gallery	24 October – 29 November 2003
Port Macquarie- Hamilton Regional Gallery	7 December 2003 – 31 Jan 2004



For further information on ARTEXPRESS call (02) **9318 0517**. For further information on all other exhibitions, contact the Exhibitions Coordinator, Ms Jody Ziesel on (02) **9367 8309**.

What's new on the BOS website?

www.boardofstudies.nsw.edu.au

- Mathematics K–6 Syllabus
- Framework for Aboriginal Languages Years K–10 and Consultation Report
- Years 7–10 Information and Software Technology Writing Brief and Consultation Report
- School Certificate Performance Band Descriptions
 - English
 - Mathematics
 - Science
 - Australian History, Geography, Civics and Citizenship
- 2002 Higher School Certificate Examination Papers:
 - English (Standard) and (Advanced) – Paper 1 — Area of Study
 - English (Standard) - Paper 2 — Modules
 - English (Advanced) - Paper 2 — Modules
 - English (ESL) - Paper 1— Language Study within an Area of Study
 - English (ESL) - Paper 2 — Modules
 - English (ESL) - Listening Paper
- Years 7 to 10 documents:
 - Aboriginal Studies Years 7–10 Draft Syllabus & Survey
 - Cultures, Society and Identity 7–10 Draft Syllabus & Survey
 - Commerce Years 7–10 Draft Syllabus & Survey
 - Design and Technology Years 7–10 Draft Syllabus & Survey
 - Design and Technology Years 7–10 Draft Syllabus & Survey
- Food Technology Years 7–10 Draft Syllabus & Survey
- Graphics Technology Years 7–10 Draft Syllabus & Survey
- Work Education Years 7–10 Draft Syllabus & Survey
- Years K–10 documents
 - Arabic K–10 Draft Syllabus & Survey
 - Classical Greek Draft Syllabus & Survey
 - Hebrew Draft Syllabus & Survey
 - Latin Draft Syllabus & Survey
 - Modern Greek Draft Syllabus & Survey
 - Russian Draft Syllabus & Survey
 - Turkish Draft Syllabus & Survey
 - Vietnamese Draft Syllabus & Survey
- Pickle Street – A Legal Studies resource about the Australian legal system based
- HSC Multiple Choice Online Revision
- Design and Technology Student Seminars – Download booking form!
- OnSTAGE and Writers OnSTAGE/OnSCREEN at The Seymour Centre in March 2003 – Download booking form!
- 2002 HSC Update – Newsletter 6
- Cognitive Science Stage 6 Draft Syllabus, Writing Brief and Survey
- 2002 Trial Computing Skills Test (Year 10) and answers

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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