

2003 Supervisors of Marking Briefing

The Office of the Board of Studies conducted a full day briefing session for all Supervisors of Marking (SOMs) for the 2003 HSC Examinations and School Certificate tests at Canterbury Park Function Centre on Tuesday 20 May 2003.

The briefing was attended by 92 Supervisors of Marking across all subjects, including supervisors from the Board's regional marking centres in Bathurst, Coffs Harbour, Gosford, Newcastle, Tamworth, Wagga Wagga and Wollongong.

Supervisors of Marking play a key role in the HSC and School Certificate programs. During the

development of the examination paper they review draft marking guidelines to ensure that they reflect the intentions of each question and are appropriate for the marking operation.

Along with the Chief Examiner, the Supervisor of Marking signs off on the final guidelines, following the pilot marking stages, making sure they are consistent with the Board's requirements for effective and efficient marking. Marking schemes are then developed, where appropriate, to elaborate the guidelines. The guidelines, schemes, and benchmark student responses are used for the training of markers.

SOMs then manage the marking operation for their subjects and ensure that all markers apply the marking guidelines consistently and accurately.

Supervisors were briefed on the role of Chief Examiners – a new position for the 2003 HSC exams and School Certificate tests. Chief Examiners will work closely with Supervisors of Marking to ensure that the marking guidelines are interpreted appropriately and are modified if necessary to take account of unanticipated student responses to questions.

continued p 2

IN THIS ISSUE

2003 Supervisors of Marking Briefing	1
HSC and SC Important Dates	2
Revision of Primary Industries Curriculum Framework	2
Board of Studies President and General Manager visit Cobar	3
President's Message	3
Life Skills Outcomes and Content in the new Years 7–10 syllabuses	4
ARTEXPRESS Regional Tour	5
Class of 2003 takes on hardest HSC subjects in record numbers	6
New Years 7–10 Syllabuses	7
Support Materials: Maths K–6 CD-ROM	8
OnSTAGE Individual Projects displayed on the Web	9
General Manager invited to share HSC success story with UK	10
Encore	10
Descriptions of Levels of Achievement Consultation Model	11
MYDA 2003	11
What's new on the BOS website?	12
Centre pages: Official Notices	



Director of Examinations at the Office of the Board of Studies, Rob Speers, briefs Supervisors of Marking on the 2003 HSC and School Certificate marking operations

HSC and SC Important Dates

Year 10 (SC)

- 10 Jun** Advance copy of 2003 SC/HSC Exam Timetable dispatched
- 30 Jun** Board Endorsement Panel meets to consider resubmitted applications
- 25 Jul** Decision letters regarding resubmitted School Developed BEC applications sent to schools
- 1 Aug** Principals' 'N' determination forms dispatched
- 8 Aug** School Developed BEC applications not endorsed by this date lapse
- 19 Sept** Final date for amendments to student entries

Year 11

- 30 Jun** Board Endorsement Panel meets to consider resubmitted applications
- 25 Jul** Decision letters regarding resubmitted School Developed BEC applications sent to schools
Final date for VET BEC applications for courses commencing in 2004 to reach school system authorities
- 1 Aug** Principals' 'N' determination forms dispatched
- 8 Aug** School Developed BEC applications not endorsed by this date lapse

Year 12 (HSC)

- 10 Jun** Advance copy of 2003 SC/HSC Exam Timetable dispatched
- 27 Jun** Final date for receipt of changes to HSC Drama and Music course options
- 30 Jun** Board Endorsement Panel meets to consider resubmitted applications
- Term 3** Notification for all practical exam dates applying to individual schools in Term 3 will be received by schools approximately 2 weeks prior to their individual exam dates
- 22 Jul** Illness/Misadventure Appeal forms dispatched
- 25 Jul** Decision letters regarding resubmitted School Developed BEC applications sent to schools
Final date for VET BEC applications for courses commencing in 2004 to reach school system authorities
- 1 Aug** Candidates advised of venues and times for HSC Language Speaking exams progressively from this date
Principals' 'N' determination forms dispatched
- 3 Aug** Completion date for Society and Culture PIP
- 8 Aug** School Developed BEC applications not endorsed by this date lapse

For a full list of important dates including practical exam dates and the 2003 HSC Language Speaking Examination Timetable go to www.boardofstudies.nsw.edu.au/events/index.html

2003 Supervisors of Marking Briefing *continued from p 1*

During the morning session, SOMs were presented with directions for 2003 and examples of best practice from the review of the 2002 marking operation.

Supervisors of Marking were then split into groups and engaged in sessions on the following topics:

- quality assurance in HSC marking
- using marker reliability reports
- the standards-setting operation
- selection of markers
- using marking plans and mark sheets.

Director of Examinations at the Office of the Board of Studies, Rob

Speers, said that "the day provided a valuable opportunity to brief this year's Supervisors of Marking for the HSC and School Certificate exam setting, marking and reporting process.

"We were also able to discuss a number of refinements to this year's marking operation following valuable feedback from SOMs from last year.

"SOMs were also given the opportunity to ask any questions they had and to discuss with senior Board officers issues relating to the marking operation," she said.

HSC marking will begin for practical exams in August 2003.

Revision of Primary Industries Curriculum Framework

The new national training packages in Rural Production and Amenity Horticulture were endorsed nationally in late April 2003.

National policy requires that courses based on training packages be amended as soon as possible after they are endorsed.

Accordingly the Board of Studies will revise the Primary Industries Curriculum Framework for implementation from Year 11, 2004.

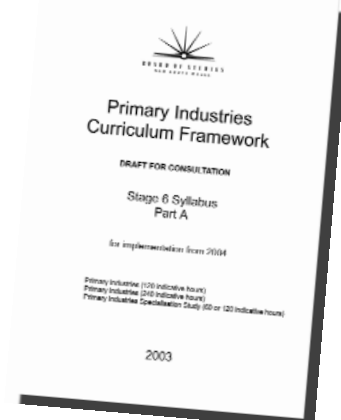
The revised framework will draw from the Amenity Horticulture, Conservation and Land Management and Rural Production Training packages. The new training packages contain significant changes to certificate levels and structures and units of competency.

Consultation on the draft framework began in the second half of Term 2 and will extend over a period of six school weeks. It is anticipated that the final syllabus will be available in schools early Term 4.

Students studying the current framework will continue to study from this framework until the end of 2004.

The optional HSC examinations in 2003 and 2004 will draw from the current framework. The first optional HSC examination to draw from the revised framework will be in 2005.

For further information contact Scott Thomson, Senior Curriculum Officer, VET on (02) 9367 8175 or thomson@boardofstudies.nsw.edu.au



Board of Studies President and General Manager visit Cobar

Cobar parents and community members had the opportunity to discuss recent changes to the School Certificate and Higher School Certificate last month when Board of Studies President, Professor Gordon Stanley, and the Office's General Manager, Dr John Bennett, held a public meeting at Cobar High School.

The meeting gave parents the opportunity to ask questions about the new reporting methods for the School Certificate and the Higher School Certificate and how students can use this information when choosing courses and seeking employment.

"The feedback we received from parents was interesting. They like the emphasis the new HSC gives to reporting the skills students have acquired and the way in which this information can be used as a stepping stone to further study and employment," Professor Stanley said.

"What really caught their interest was the credit transfer from HSC to TAFE courses. Parents know that links with TAFE have broadened the options available to students but wanted more detailed information on credit transfer arrangements with TAFE and the industry qualifications available to HSC students through VET courses," he said.

The meeting was part of the Board's ongoing consultation with rural and regional school communities across New South Wales.

Meeting with central school principals

While in western NSW, Professor Gordon Stanley and Dr John Bennett met with central school principals in Narromine. The meeting provided an opportunity to discuss curriculum and assessment issues in central schools.

"It's important for Office of the Board of Studies staff to have the opportunity to visit schools because it's the specific feedback you gain, such as how the flexibility of the new 7-10 HSIE syllabuses helps with timetabling difficulties faced by small schools, that informs the Board's work and how we can continue to improve our service delivery," Dr Bennett said.



Professor Gordon Stanley, Alan Sharp – Broken Hill District Superintendent, Peter Mowbray – Principal Cobar High School, Kathie Prudence – BOSLO, Dr John Bennett and Leonie Montgomery – Head Teacher Science, Nyngan High School.

President's Message

One of the undoubted strengths of the NSW curriculum is the positive way in which vocational education and training has been incorporated into school offerings. In our recent visit to Cobar High School John Bennett and I were treated to an excellent lunch professionally prepared and served by students in the Hospitality course. These students were clearly enjoying their course and taking pride in the way in which those consuming the meal immediately appreciated their efforts.

The advantage of the standards-referenced reporting of the HSC means that it is much easier for other education and training institutions to recognise the actual attainments of HSC students in terms of knowledge and skill level demonstrated. In my talks with Year 11 and 12 students I am finding an increasing number becoming aware of the TAFE-HSC Credit Transfer Website (www.det.nsw.edu.au/hscrafe/).

This website has been sponsored by the NSW Schools Consortium comprising the Board of Studies NSW, the NSW Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools. It is a useful reference for school students, parents, teachers and careers advisors. NSW is unique in the extent of credit transfer arrangements from most HSC courses directly into TAFE courses.

We are commencing discussions with universities about the possibility of developing similar credit transfer recognition where appropriate.

On 20th May, the Office of the Board held a Briefing Session for 2003 SC/HSC Supervisors of Marking. The professional support and organisation of this event marks another important step in this year's public examination program. I was impressed at the open and constructive engagement in ensuring that our processes are consistent across subjects. Rob Speers and her staff are energetic in following up detail in a way that ensures we continue to lead in best practice. That we do have best practice in public examinations was confirmed by John Bennett's recent visit to Scotland and England.



Gordon Stanley
(Professor) Gordon Stanley

Life Skills Outcomes and Content in new Years 7–10 syllabuses

Life Skills outcomes and content have been developed for each new Years 7–10 syllabus. This will allow schools the flexibility to deliver a program of study to suit the differing needs of all students within the framework of a single syllabus.

Each student undertaking Life Skills will have specified outcomes and content to be studied.

Life Skills outcomes and content are to be selected according to each student's needs, goals and priorities and students are not required to complete all of the outcomes in the syllabus. Outcomes may be demonstrated by students independently or with support.

The syllabus content forms the basis for learning opportunities. As with outcomes, content is to be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all the content in order to demonstrate achievement of an outcome. The examples provided in the syllabus are suggestions only and are neither prescriptive nor exhaustive. (See example on opposite page from PDHPE Years 7–10 Syllabus.)

Who is Life Skills for?

Life Skills outcomes target a small percentage of students, particularly those with an intellectual disability, for whom it has been determined that the outcomes and content provided in the syllabus are not appropriate. For these students the Life Skills outcomes from the syllabus can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in a particular syllabus involves a decision-making process that should include parents/carers. The decision should be based on careful consideration of the student's competencies and learning needs.

Life Skills implementation

From 2004, Life Skills outcomes and content for English and Mathematics will be available to students in Years 7 and 8. From 2005, Life Skills outcomes and content in all other syllabuses will be available to students in Years 7 and 9.

The first School Certificate credential based on the new Years 7–10 syllabuses will be awarded in 2006. Note: Students currently in Years 8–10 undertaking Life Skills courses will be credentialled under the current arrangements as detailed in *School Certificate Credentialling for Students with Special Education Needs in Stage 5*. See www.boardofstudies.nsw.edu.au/manuals/index.html

Support materials

Support materials will be provided in Term 3 to assist teachers in the implementation of Life Skills outcomes and content in the new English Years 7–10 and Mathematics Years 7–10 syllabuses. The support document will provide additional information to help teachers:

- clarify the process of identifying students for whom Life Skills outcomes and content are appropriate;
- program for students undertaking Life Skills outcomes and content in a variety of settings by providing sample introductory units of work; and
- implement appropriate assessment processes for students undertaking Life Skills outcomes and content.

Further support material for other syllabuses will be available early in 2004.

For further information contact Teresa Llewellyn-Evans, Senior Curriculum Officer, Special Education on (02) 9367 8148 or email llewellyn-evans@boardofstudies.nsw.edu.au.

continued p 5

Life Skills Outcomes and Content implementation for new Years 7–10 syllabuses

	2003	2004	2005	2006
Year 10	Current Arrangements*	Current Arrangements*	Current Arrangements*	First School Certificate credential based on new 7–10 syllabus
Year 9			Life Skills Outcomes and Content available for all 7–10 syllabuses	
Year 8		Life Skills Outcomes and Content available for English and Maths	Life Skills Outcomes and Content available for English and Maths	
Year 7		Life Skills Outcomes and Content available for English and Maths	Life Skills Outcomes and Content available for all 7–10 syllabuses	

* School Certificate credentialling for students with special education needs in Stage 5

Sample Life Skills Outcomes and Content page from PDHPE Years 7–10 Syllabus

LS.12 A student makes healthy nutritional choices.

LS.13 A student demonstrates appropriate behaviours associated with eating and drinking.

Students learn about:

- foods that promote good health

- a nutritious and balanced diet

- eating and drinking appropriately

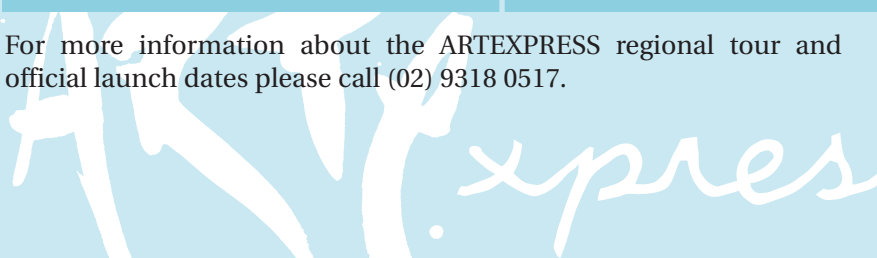
Students learn to:

- recognise and name the properties of foods that contribute to personal health
- recognise foods in the different groups that they should eat most, moderately and least in the context of their lifestyle
- demonstrate healthy choices when selecting foods in a range of situations
- recognise nutritional levels of food from labels and packaging
- explore factors that influence food choices, eg advertisements, peer pressure, culture
- recognise the relationship between diet, physical activity and health, eg by selecting food from the different groups to provide a balanced diet, balancing food intake and physical activity, identifying the implications of eating junk food
- communicate hunger or thirst
- engage in mealtime routines
- cooperate and assist in mealtime procedures
- demonstrate good manners in a range of environments and eating situations

ARTEXPRESS Regional Tour

Venue	Exhibition Dates
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-Hastings Regional Gallery	10 December 2003 – 31 Jan 2004

For more information about the ARTEXPRESS regional tour and official launch dates please call (02) 9318 0517.



Class of 2003 takes on hardest HSC subjects in record numbers

Course entry figures for Year 12 students in the third year of the new HSC show continued substantial growth in the uptake of high-level courses.

This year, students have taken on top-level courses in English, Mathematics and History in record numbers. Enrolments in Chemistry and Physics have also increased.

More than 25 000 students – 37 per cent of the total HSC candidature – have enrolled in the challenging 2 unit English (Advanced) course. Of these students, 5532 are also taking on the high-level English Extension 1 course – an increase of 22% on last year.

Another highlight is the record 2552 students studying the highest-level English Extension 2 course, representing an increase of 38%.

There are 3455 students enrolled in the top-level Mathematics Extension 2 course this year, representing a 12% increase on last year. The History Extension course has attracted 2814 entries, representing an increase of 37%.

These significant enrolment increases in high-level

courses, particularly in the core subject of English, confirm that the new HSC curriculum is reversing the previous decline in advanced-level study that occurred under the old HSC.

HSC enrolments in both Modern and Ancient History have continued to increase steadily since the introduction of the new HSC, with 9861 students enrolled this year in the Modern History course (up by 6%) while there were 9263 entries in the Ancient History course (up by 7%).

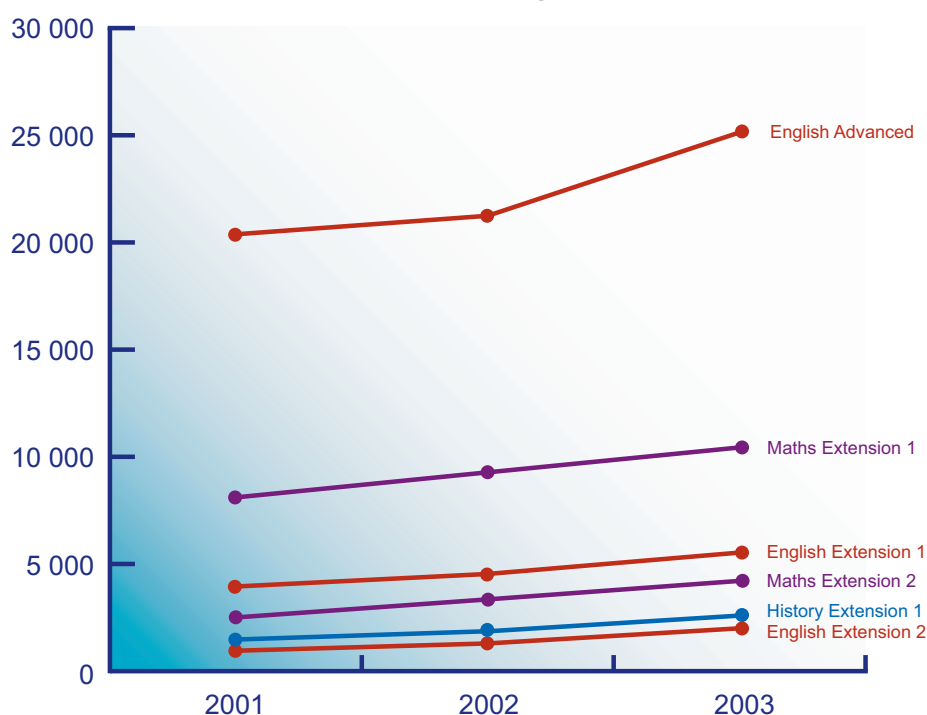
In other highlights, 10 117 students have enrolled in Physics this year (up by 4%) and 9945 students have enrolled in Chemistry (up by 6%).

Total entries for Languages other than English have grown to 8373 this year, representing an increase of 7%.

There are also 22 690 entries this year (an increase of 4%) in HSC VET courses.

The full table of 2003 HSC enrolment figures can be found on the Board's website at www.boardofstudies.nsw.edu.au/bos_stats/index.html The figures are based on course enrolments as at April 2003.

Enrolments in high-level HSC courses 2001–2003



	2001	2002	2003
English			
Adv	20380	21244	25134
Ext 1	3949	4534	5532
Ext 2	1506	1846	2552
Mathematics			
Ext 1	9323	9831	10335
Ext 2	2714	3080	3455
History			
Ext	1744	2060	2814

New Years 7–10 Syllabuses

The Board of Studies is currently finalising a number of revised Years 7–10 syllabuses as part of the Board's revision of the entire Years 7–10 curriculum.

All new Years 7–10 syllabuses are being developed to better communicate content and outcomes and to encourage assessment for learning principles.

The new syllabuses are in accordance with the principles and broad learning outcomes established in the *K–10 Curriculum Framework*. They reflect a commitment to providing a continuum of learning which engages and challenges students throughout Years 7–10.

While retaining much of the content of the current syllabuses, many of the revised syllabuses contain a reduced number of outcomes and objectives.

In the Technological and Applied Studies key learning area the *Design and Technology Years 7–10 Syllabus* has been replaced by the *Technology (Mandatory) Years 7–8 Syllabus* and the additional *Design and Technology (Elective) Years 7–10 Syllabus*. Many other syllabuses within this key learning area have had a change in name.

In the Human Society and Its Environment key learning area the Board has introduced the new *Cultures, Societies and Identities Years 7–10 Syllabus* to replace the *Asian Social Studies, Studies in Society* and *Studies of Religion* syllabuses.

In the Languages key learning area, the new syllabuses have been developed for students from Kindergarten through to Year 10.

The Creative Arts key learning area will include a new *Visual Design Years 7–10 Syllabus* and a new *Photographic and Digital Media Years 7–10 Syllabus*.

The table opposite contains a list of all syllabuses that will form the new 7–10 curriculum.

Support Materials

The support document *Advice on Programming and Assessment* will be distributed to schools later this year for all recently released syllabuses. (See the May 2003 issue of the Board Bulletin for more information on support materials at www.boardofstudies.nsw.edu.au/bulletins/index.html)

For further information contact:

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Office of the Board of Studies
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For more information on Years 7–10 syllabuses go to the Years 7–10 Syllabus Development icon on the Board's website.



New Years 7–10 Curriculum

ENGLISH • English

MATHEMATICS • Mathematics

SCIENCE • Science

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

• PDHPE

LANGUAGES

- Aboriginal Languages
- Arabic
- Chinese
- Classical Greek
- French
- German
- Hebrew
- Indonesian
- Italian
- Japanese
- Korean
- Latin
- Modern Greek
- Russian
- Spanish
- Turkish
- Vietnamese

HUMAN SOCIETY AND ITS ENVIRONMENT

- Geography
- History
- Aboriginal Studies
- Cultures, Societies and Identities
- Commerce
- Work Education

CREATIVE ARTS

- Dance
- Drama
- Music
- Photographic and Digital Media
- Visual Arts
- Visual Design

TECHNOLOGICAL AND APPLIED STUDIES

- Agricultural Technology
- Design and Technology
- Food Technology
- Graphics Technology
- Industrial Technology
- Information and Software Technology
- Marine and Aquaculture (Content Endorsed Course)
- Technology (Mandatory) Years 7–8
- Textiles Technology

Support Materials: Maths K–6 CD-ROM



The latest support material for the K–6 Mathematics syllabus will be released to schools as a CD-ROM in Term 3.

Features of the CD-ROM include assessment activities, which are embedded in the sample units of work. These assessment for learning activities clearly identify the key elements to be considered by teachers in planning assessment activities for their students.

Each activity identifies the Stage for which the activity has been designed, the relevant syllabus strands and the relevant content section of the syllabus.

Teachers can use the content section for programming. It includes the Key Ideas, the relevant Knowledge and Skills, and suggestions for the integration of the processes of Working Mathematically. A link to the relevant sample unit of work is also included.

The sample assessment activities have been prepared by practising teachers and trialled in NSW schools. Each activity has been constructed to show how students can demonstrate their achievement of more than one syllabus outcome in a single task.

As part of each assessment for learning activity there is a section on teacher feedback to students. Feedback enables students to recognise their strengths and weaknesses and to plan with their teacher the next steps in their learning.

Work Samples

Three student work samples for each activity are provided on the CD-ROM. Work samples, along with other evidence of student learning, assist teachers to monitor the progress of individual students and to make on-balance judgements about achievement in relation to Stage outcomes.

The student work samples have been annotated to show what the teacher has observed. The annotations relate to the syllabus outcomes, indicators and syllabus content. In addition to a statement about what a student can do, each work sample indicates areas for development. The 'Where to from here?' section for each work sample contains advice to teachers on how to consolidate and extend student learning. This could be used to guide the teacher in developing other activities to help the student progress in their learning.

There is also a copy of each student work sample without annotations. This can be used for professional development activities with teachers.

The CD-ROM contains:

- assessment activities with annotated student work samples
- Mathematics K–6 Sample Units of Work
- Mathematics K–6 Principal's Package
- Parent Support Document Introducing the Mathematics K–6 Syllabus to Parents and School Community Members
- Mathematics K–6 Syllabus.

The Assessment Activities include:

- eight assessment activities for Early Stage One
- five assessment activities for Stage One
- six assessment activities for Stage Two
- six assessment activities for Stage Three.

Sample Assessment Activity from Maths K-6 CD-ROM

Stage 2
Activity 5 Is it fair?
Strands – Number, Working Mathematically

Outcomes

Chance (NS2.5)
 Describes and compares chance events in social and experimental contexts

Applying Strategies (WMS2.2)
 Selects and uses appropriate mental and written strategies, or technology, to solve problems

Communicating (WMS2.3)
 Uses appropriate terminology to describe, and symbols to represent, mathematical ideas

Reasoning (WMS2.4)
 Checks the accuracy of a statement and explains the reasoning used

Reflecting (WMS2.5)
 Links mathematical ideas and makes connections with and generalisations about, experiments in relation to Stage 2 content

Prior Learning
 Students have met a variety of chance concepts through games – including random events
 Students are familiar with the language of chance.

Syllabus Content page 69

Description of activity

The class is organised into four teams. Each team is allocated a colour name: red, green or yellow.

The teacher has a bag containing 1 yellow, 10 red, 5 blue, 4 green counters. The students are told that there are 20 counters and that each colour is represented in the bag. The number of each coloured counter is not revealed to the students.

The teacher draws a counter from the bag and a point is given to the team with the corresponding colour. The counter is then returned to the bag and the process is repeated for twenty draws.

The students are then asked as individuals, to write about

- his/her prediction of the composition of coloured counters in the bag
- the reasons for his/her prediction
- whether the game is fair.

Possible prompts to assist student engagement

- Which colour do you think there is more of / less of in the bag?
- Can you predict the composition of the bag?
- Is it possible that I have drawn the same counter from the bag more than once?
- Why do you think there will be that many blue counters?

Suggested Materials

10 red counters, 5 blue counters, 4 green counters, 1 yellow counter, a cloth bag, paper, pens

Indicators

The student, for example:

- compares familiar events and describes them as being equally likely, more likely or less likely to occur
- predicts possible outcomes in a simple chance experiment eg 'You are more likely to draw out a blue ball because there are more blue than red in the bag.'
- explains the differences between expected results and actual results in a simple chance experiment
- conducts simple experiments using coins, dice or spinners and records the results
- solves problems using strategies that include creating patterns and constructing tables
- discusses fairness of simple games involving chance
- explains the mental strategy used to solve a problem
- checks solutions to problems and evaluates the method used
- compares the likelihood of outcomes in a simple chance experiment
- explains why two students may obtain different results for the same measurement
- identifies and describes the use of mathematics in everyday contexts
- applies an understanding of equally likely outcomes in games and other simple situations involving random generators eg dice, coins, spinners.

Feedback

Feedback to students may include:

- possible prompt questions related to the assessment activity to assist their engagement
- feedback (oral and/or written) on individual responses to indicate evidence of understanding of the concepts related to chance, the use of the language of chance, and the ability to make and justify reasonable predictions
- specific advice about strategies to further consolidate knowledge, skills and understanding, and suggestions for completing related additional activities
- oral feedback (to the class and individuals) related to the overall understanding of the concepts and misconceptions about the mathematical ideas.

OnSTAGE Individual Projects displayed on the Web

OnSTAGE is a selection of outstanding performances and exhibitions produced by students in the Higher School Certificate Drama course. It provides students and teachers with an entertaining and inspirational look at the possibilities of HSC Drama.

The latest season of OnSTAGE attracted an audience of nearly 10 000 students, parents, teachers and members of the general public to the Seymour Centre in Sydney earlier this year.

The 2002 HSC OnSTAGE program comprised ten group performances and nine individual performances.

Writers OnSTAGE/OnSCREEN featured the scripts of two students and the videos of two students. In addition to student performances, there were 33 individual projects on display in the foyer of the Seymour Centre.

Individual projects displayed at OnSTAGE 2002 can now be viewed on the Board of Studies website at www.boardofstudies.nsw.edu.au/exhibitions/index.html



General Manager invited to share HSC success story with UK

In November 2002 the General Manager of the Scottish Qualifications Authority (SQA) visited the NSW Board of Studies. Impressed with what he saw as best practice in relation to the Board's assessment and standards-setting processes, he extended an invitation to the General Manager of the Office of the Board of Studies NSW, Dr John Bennett, to visit the SQA at their expense to run seminars and workshops with groups of Scottish educators and hold meetings with his senior staff.

Dr Bennett delivered a major presentation covering the HSC examinations, particularly focusing on the standards-setting operation, the standards packages and the quality assurance measures used as part of our operations. The SQA are already investigating ways in which some of the approaches used by the Office of the Board could be adapted to suit the Scottish context.

Using the opportunity this visit afforded, Dr Bennett also arranged a series of meetings with other educational authorities and individuals in the UK. Each of these meetings was with people involved in areas of work similar to that

undertaken by the Office of the Board of Studies. Through these meetings Dr Bennett sought to investigate work being undertaken in the UK in relation to:

- all matters relating to standards-setting, including assessing and reporting student achievement in a standards-based system and the use of standards packages or other forms of student works
- assessing and reporting student achievement in large-scale, high-stakes credentialling programs
- *Assessment for Learning* and its relationship to *Assessment of Learning*
- the development of Information and Communications Technology (ICT) skills in students through the curriculum, and the assessment and reporting of student achievement of these skills
- the use of ICT in supporting large-scale examination and assessment programs
- approaches to measuring and reporting school effectiveness based on student achievement in external examination program
- approaches to the registration

of schools, including the use of performance indicators as part of that process

- the relationship between student achievement in the senior secondary school certificate (exit credential) and the selection for university and other tertiary study.

From the meetings and visits Dr Bennett identified a number of opportunities for further collaborative work and a number of ways in which the Office of the Board of Studies could adapt some of the approaches used in Scotland and England to support the work we do in NSW. Equally, whenever Dr Bennett explained the methods and procedures used by the Office in support of the Board's programs he received positive feedback both on our approaches and materials.

Dr Bennett came away with the clear impression that there are many things that we are doing in NSW that are as good, if not better, than approaches being used in the United Kingdom. Dr Bennett expects that by continuing the partnerships and contacts made and by continuing to share ideas, benefits will flow to all.

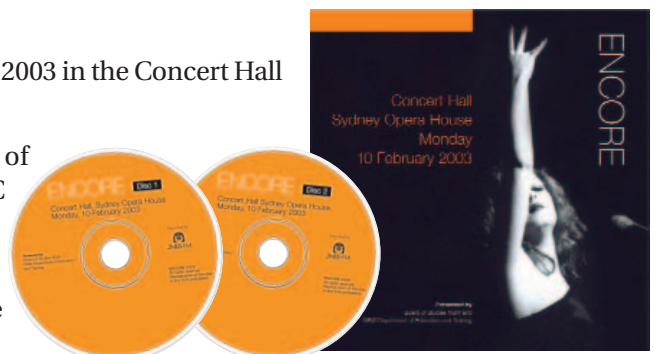
ENCORE

Encore concert available on CD

The audio CD of the ENCORE concert held on 10 February 2003 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 Shop Online website at shop.bos.nsw.edu.au



Descriptions of Levels of Achievement Consultation Model

The Consultation Model for the Descriptions of Levels of Achievement appeared in *Board Bulletin Vol 12 No 1*, earlier this year. This model presented the number of levels of achievement being considered for each stage of learning from Early Stage 1 through to Stage 5, noting that in Early Stage 1 to Stage 3, levels of achievement apply only to English and Mathematics.

Some teachers have asked why the number of levels of achievement increases through the various stages. The increase in the number of levels of achievement across the stages allows for greater discrimination in reporting student achievement.

Queries have also been received about the meaning represented in the multi-directional arrows in the diagram. The multi-directional arrows across each stage of the learning continuum are intended to show that students bring with them their prior learning, and enter the next stage taking their current knowledge, skills and understanding with them.

The descriptions of levels of achievement have been developed from the outcomes and stage statement for each stage. They are designed to assist teachers to set learning goals and monitor student progress as well as making an on-balance judgement of student achievement for a stage.

Although the diagram implies two judgements in Early Stage 1 / Stage 1, there will only be one level described, and that will be the stage statement.

The Board welcomes comments or queries about the Consultation Model for the Descriptions of Levels of Achievement. These can be emailed to syllabus@ozemail.com.au. The consultation process will include forums that will be held at various locations around New South Wales throughout Term 3, 2003.

Consultation on the subject-specific Descriptions of Levels of Achievement will take place after the consultation on the model has concluded, early in 2004.

MYDA 2003

This year a new design brief for students has been introduced as an option for participants in the Minister's Young Designers Awards. The Design Brief has been written in support of the International Year of Freshwater. Copies of the brief can be obtained from the Board of Studies website, www.boardofstudies.nsw.edu.au/catalog/cat.html

All schools should have received posters and flyers with information for the Minister's Young Designers Awards earlier in Term 2.

Expressions of interest can be lodged online at the Board of Studies website; alternatively forms can be downloaded from the website and faxed or posted to:

Ms Jody Ziesel
Exhibitions Coordinator,
GPO Box 5300,
SYDNEY 2001.
Fax: (02) 9367 8375

Expressions of interest will be accepted until 4 July 2003.



What's new on the BOS website?

www.boardofstudies.nsw.edu.au

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



- 2003 Higher School Certificate Examination and School Certificate Tests timetables are now available for viewing. Also, the 2004 and 2005 Higher School Certificate Prescribed Area of Study, Electives and Texts (English Standard course, English Advanced course, English ESL course and English Extension course 1) Poster is now available for viewing or downloading.
- Trial Year 10 Computing Skills Assessment – Glossary of Terms, now available for viewing.
- Fiction, Film and other Texts: A support document for the English Years 7–10 Syllabus, is now available for viewing or downloading.
- Primary Industries Curriculum Framework Draft for Consultation Stage 6 Syllabus Part A, Part B and survey.
- The 2002 School Certificate Test Answers to Objective Responses Questions are now available for Science, Mathematics, English and Australian History, Geography, Civics and Citizenship.
- The Board Endorsed VET Course application forms and guidelines for courses to commence and/or continue in 2004.
- The Support Document for the updated Retail Curriculum Framework (2002).
- 2003 Higher School Certificate Examination Engineering Studies Formulae Sheet.
- Board Bulletin and Official Notices Volume 12 Number 2 May 2003 now available for viewing or downloading.
- Expressions of Interest are sought for the Minister's Young Designers Awards. This Expression of Interest is to be received by the MYDA Exhibitions Coordinator by 4 July 2003.
- Entries in Board Developed Courses, Term 1 2003.
- Personal Development, Health and Physical Education Years 7–10 Syllabus.
- A Guide to the new PDHPE syllabus and the Descriptions of Levels of Achievement: Consultation Draft.

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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