

# Official Notices

August 2003 – Vol 12 No 4

## IMPORTANT

The information below is the Board's official advice to schools of the decisions it has taken, and should be acted upon as such. Please ensure the *Official Notices* are circulated to all teaching staff.

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#### **Correction to the Web Version of the Geography Stage 6 Syllabus** BOS 33/03

The Board of Studies wishes to advise teachers of Stage 6 Geography of the following correction to the web version of the HSC course internal assessment table (page 36 of the syllabus).

In the heading for the first column, 'Suggested Component' has been replaced with 'Component'.

This correction is to bring the web version into line with the printed version of the syllabus.

**Effective:** Immediately

**Contact:** Christine Preston  
Senior Assessment Officer, HSIE  
(02) 9367 8218  
preston@boardofstudies.nsw.edu.au



#### **Encore Nominations 2003: Submission of Videotape** BOS 34/03

Teachers of HSC Music courses are advised that students who are nominated for Encore during practical marking will be asked to submit a videotape of their entire performance program. The videotape need not be professionally produced, but the sound must be of sufficient quality for the panel to be able to make judgements about the performance.

The recording should be made on a standard VHS recorded at normal speed or a DVD CD. The video/DVD should be a still camera shoot which focuses on the student and shows the entire performance.

**Contact:** Jody Ziesel  
Exhibitions Coordinator  
(02) 9367 8309  
ziesel@boardofstudies.nsw.edu.au

**English Stage 6 – Area of Study,  
Electives and Texts for the HSC**BOS  
35/03

The Board wishes to advise that some minor corrections are required to *English Stage 6 Prescriptions: Area of Study Electives and Texts Higher School Certificate 2004 and 2005*. A correction is required for *English Stage 6 HSC English (Advanced) Module B: Critical Study of Texts, Multimedia*. Details are provided below.

**Page 20  
Multimedia**

replace 'Eastgace Systems Inc' with 'Eastgate Systems Inc'

A minor correction is also required to *English Stage 6 HSC Extension Course 1 Module A, Elective 3: Speculative Fiction, Film*. Details are listed below.

**Page 28  
Speculative Fiction**

replace 'The Lord of the Rings: The Fellowship of the Rings' with 'The Lord of the Rings: The Fellowship of the Ring'

**Effective: Immediately****Contact: Tony Moore, Inspector, English**  
(02) 9367 8276  
moore@boardofstudies.nsw.edu.au**Don Carter**  
Senior Curriculum Officer  
(02) 9367 8147  
carter@boardofstudies.nsw.edu.au**Study of Texts Prescribed for  
HSC Examinations in English  
and Drama**BOS  
36/03

Teachers are reminded that the study of texts prescribed in any course for the Higher School Certificate examination may not begin before the completion of the Preliminary course.

This exclusion applies to study in all English Preliminary courses, the Preliminary course in Drama and Preliminary courses in other subjects. (See *Assessment, Examination and Certification Manual*, section 11.10.1.) It also applies to the study of a prescribed text in another medium, such as the film of a novel.

'Study' of texts does not apply to attending performances during the Preliminary course of plays prescribed as HSC texts or to taking part in the production of them.

**Effective: Immediately****Contact: David Patterson**  
Manager, Policy and Development  
(02) 9367 8222  
dpatterson@boardofstudies.nsw.edu.au**Errata – Stage 6 Information  
Technology Curriculum  
Framework Part A**BOS  
37/03

It has come to our attention that there are inconsistencies in the indicative hours printed in this syllabus.

The Board of Studies wishes to advise teachers of the Stage 6 Information Technology Curriculum Framework of the following amendments to the *Indicative Hours for HSC Credit* column in Tables 2 and 3:

- Page 19, Table 2
  - *Operate computing packages* – delete 20 and replace with 40
  - *Operate computer hardware* – delete 40 and replace with 20
- Page 21, Table 3
  - *Attempt all units* – delete 20
  - *Work effectively in an Information Technology environment* – delete 10 and replace with 20
  - *Apply Occupational Health and Safety Procedures* – delete 40 and replace with 10
  - *Operate computing packages* – delete 20 and replace with 40.

These changes have been made to the syllabus documents available on the Board's website.

Please note, the information provided in Part A, 8.5 Information Technology (240 indicative hours), and Part B of the framework is correct.

**Contact: Marianne Millan**  
Inspector, VET  
(02) 9367 8310  
millan@boardofstudies.nsw.edu.au



**Amendment to Stage 6 Personal Development Health and Physical Education Syllabus (1999)**

BOS  
38/03

The following amendments to the HSC Core 1 Health Priorities in Australia have been made to reflect the expanded list of priorities identified in the Australian Institute for Health and Welfare 2000 report *Australia's Health*. The amendments require the inclusion of asthma as a health priority area. It should be noted that only four of the six health priorities are to be studied in detail. The changes will take effect for Year 12 in Term 4, 2004 and the HSC examination in 2005.

The focus question “What are the priority areas for improving Australia’s health?” on page 51, is amended as follows (amended text *italic*).

**What are the priority areas for improving Australia’s health?**

<p>Students learn about:</p> <ul style="list-style-type: none"> <li>• priority areas for action <ul style="list-style-type: none"> <li>– cardiovascular disease (CVD)</li> <li>– cancer</li> <li>– injury</li> <li>– mental health</li> <li>– diabetes</li> <li>– <i>asthma</i></li> </ul> </li> <li>• the <i>four</i> priority areas <i>selected</i> <ul style="list-style-type: none"> <li>– the nature of the problem</li> <li>– extent of the problem (trends only)</li> <li>– risk factors</li> <li>– social determinants (or socially-based causal factors)</li> <li>– groups at risk.</li> </ul> </li> </ul>	<p>Students learn to:</p> <ul style="list-style-type: none"> <li>• examine the <i>current</i> AIHW report, <i>Australia's Health</i><sup>1</sup> to determine why the <i>six</i> areas were selected as priorities</li> <li>• identify and draw on current and reliable sources of information to research and analyse <i>four of the</i> priority areas. <i>All students must study CVD, cancer and two other health priorities chosen from the four remaining areas.</i></li> </ul>
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In relation to the focus question “What actions are needed to address Australia’s health priorities?” on page 53, the Teacher Note and related content will now read:

**What actions are needed to address Australia’s health priorities?**

**Teacher Note:** Students need to explore this question *in relation to CVD, cancer and two other selected* health priorities by using the action areas of the Ottawa Charter as a framework for analysis. Due to the scope of cancer, injuries and mental health as priority areas, the focus for this investigation should be on:

- skin cancer or lung cancer (cancer)
- road and traffic related injuries
- depression (mental health).

<p>Students learn about:</p> <ul style="list-style-type: none"> <li>• developing personal skills <ul style="list-style-type: none"> <li>– modifying personal behaviours</li> <li>– gaining access to information and support</li> </ul> </li> <li>• creating supportive environments <ul style="list-style-type: none"> <li>– identifying personal support networks and community services</li> <li>– identifying sociocultural, physical, political and economic influences on health</li> </ul> </li> <li>• strengthening community action <ul style="list-style-type: none"> <li>– empowering communities to take action</li> </ul> </li> <li>• reorienting health services <ul style="list-style-type: none"> <li>– identifying the range of services available</li> <li>– gaining access to services</li> </ul> </li> <li>• building healthy public policy <ul style="list-style-type: none"> <li>– identifying the impact of policies on health</li> <li>– influencing policy</li> <li>– deciding where to spend the money.</li> </ul> </li> </ul>	<p>Students learn to:</p> <ul style="list-style-type: none"> <li>• apply the five action areas of the Ottawa Charter to a study of <i>CVD, cancer and two other health priority areas</i></li> <li>• investigate questions of social justice and the roles of individuals, communities and governments under the new public health approach, for example: <ul style="list-style-type: none"> <li>– why do some population groups experience different levels of health from others?</li> <li>– is access to health care equitable for all groups?</li> <li>– are services aimed at prevention, promotion or cure?</li> <li>– what power do individuals and communities have to contribute to public policy?</li> <li>– what importance do different groups place on the different health priorities?</li> </ul> </li> <li>• reflect and answer the following questions <i>for the four health priorities studied</i>: <ul style="list-style-type: none"> <li>– which of the five action areas are of most significance to each priority?</li> <li>– how do the five actions interact in relation to each priority?</li> </ul> </li> </ul>
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**Effective:** Year 12 Term 4, 2004 and HSC examination in 2005

**Contact:** Paul Hewitt  
Ph: (02) 9367 8156



## HSC Examination and SC Test Equipment

BOS  
39/03

- MOBILE PHONES OR OTHER ELECTRONIC COMMUNICATION DEVICES MUST NOT BE TAKEN INTO THE EXAMINATION ROOM.
- Students are expected to provide basic equipment, that is, pens (black is recommended), pencils and erasers, and a ruler marked in millimetres and centimetres for ALL EXAMINATIONS.
- The use of pencil sharpeners and highlighter pens is optional.
- Only the basic and optional equipment and any additional equipment included in the checklist below for a specific examination may be taken into the examination room.
- When answering multiple-choice questions on Answer Sheets, students should use black or blue pen.
- Any equipment brought into the examination room will be subject to INSPECTION before the examination commences.
- It is the responsibility of the student to supply equipment that is in good working order (this includes calculators).
- Equipment failure is not grounds for appeal under misadventure provisions.
- Supervisors will not be responsible for the safekeeping of any unauthorised material.

### Equipment checklist for specific Higher School Certificate examinations

This checklist contains equipment (additional to the basic equipment) that students are expected to provide for each specific examination. Only those examinations that require additional equipment are listed.

#### Agriculture (both papers 1 and 2)

- a Board-approved calculator<sup>1</sup>

#### Biology

- a Board-approved calculator<sup>1</sup>

#### Business Services (VET)

- a Board-approved calculator<sup>1</sup>

#### Business Studies

- a Board-approved calculator<sup>1</sup>

#### Chemistry

- a Board-approved calculator<sup>1</sup>

#### Construction (VET)

- a Board-approved calculator<sup>1</sup>

#### Earth and Environmental Science

- a Board-approved calculator<sup>1</sup>
- a pair of compasses
- a protractor
- a set square and/or parallel ruler

#### Economics

- a Board-approved calculator<sup>1</sup>

#### Engineering Studies

- a Board-approved calculator<sup>1</sup>
- a pair of compasses
- a protractor
- a set square

#### General Mathematics

- a calculator<sup>2</sup>
- a pair of compasses
- a protractor
- a set square
- (optional) a curve-drawing template<sup>3</sup>

#### Geography

- a Board-approved calculator<sup>1</sup>
- a pair of dividers
- a pair of compasses
- a protractor
- coloured pencils and/or coloured felt pens
- (optional) a hand-held magnifying glass
- (optional) a piece of string or thread for measuring

Each student will be provided with two desks, set at right angles for additional working space.

#### Hospitality Operations (VET)

- a Board-approved calculator<sup>1</sup>

#### Industrial Technology

- a Board-approved calculator<sup>1</sup>

#### Information Processes and Technology

Please note that calculators are NOT permitted.

#### Information Technology (VET)

- a Board-approved calculator<sup>1</sup>

#### Languages – Use of Dictionaries

The use of monolingual and/or bilingual print dictionaries is permitted in the Continuers, Extension, Background Speakers and CCAFL written languages examinations. Dictionaries may NOT be used in Beginners languages examinations, NOR in the Continuers and Extension examinations for classical languages – Latin, Classical Greek and Classical Hebrew.

#### Metal and Engineering (VET)

- a Board-approved calculator<sup>1</sup>

#### Mathematics

##### Mathematics Extension 1

##### Mathematics Extension 2

- a Board-approved calculator<sup>1</sup>
- a pair of compasses
- a set square
- a protractor
- (optional) a curve-drawing template<sup>3</sup>

#### Physics

- a Board-approved calculator<sup>1</sup>
- a pair of compasses
- a protractor
- a set square and/or parallel ruler

#### Primary Industries (VET)

- a Board-approved calculator<sup>1</sup>

#### Retail Operations (VET)

- a Board-approved calculator<sup>1</sup>

#### Senior Science

- a Board-approved calculator<sup>1</sup>
- a pair of compasses
- a protractor
- a set square and/or parallel ruler

#### Software Design and Development

- (optional) a flowchart template

Please note that calculators are NOT permitted.

#### Tourism – Sales/Office Operations (VET)

- a Board-approved calculator<sup>1</sup>

*continued page 5*

**Notes:**

- 1 A Board-approved calculator is one that appears on the Board's 2003 HSC list of approved scientific calculators.
- 2 In the 2003 General Mathematics HSC examination, students are permitted to use calculators, including graphics calculators, that are silent, hand-held, and either battery or solar powered. Calculators that are capable of communicating or exchanging data may be taken into the examination room, but are not to be used for this purpose in the examination.

A calculating device that incorporates a set of keys whose primary function is to represent the alphabetic characters (eg a QWERTY keyboard) is not deemed to be a calculator for the purpose of this examination, and will not be allowed. Calculators to be used by students in the examination must have been switched off and have had all storage facilities cleared for entry into the examination room.

- 3 Students may take into any mathematics examination a curve-drawing template, provided such templates contain no printed formulae other than equations of simple curves (such as  $y = x^2$ ) that may be drawn using the template.

**Additional equipment for School Certificate Mathematics, Science and Australian History, Geography, Civics and Citizenship tests:**

- a calculator\*
- a pair of compasses
- a protractor
- a set square

The Mathematics test consists of two sections. Calculators are not to be used in Section I of the test.

For the Mathematics test, students may bring curve-drawing templates, provided that such templates contain no printed formulae other than equations of simple curves (such as  $y = x^2$ ) that may be drawn using the template.

**\*Note:**

Students are permitted to use calculators, including graphics calculators, that are silent, hand-held, and either battery or solar powered. Calculators that are capable of communicating or exchanging data may be taken into the test room, but are not to be used for this purpose in the test.

A calculating device that incorporates a set of keys whose primary function is to represent the alphabetic characters (eg a QWERTY keyboard) is not deemed to be a calculator for the purpose of these tests, and will not be allowed. Calculators to be used by students in the test must have been switched off and have had all storage facilities cleared for entry into the test room.

**Contact:** Adele Burke  
Senior Assessment Officer  
(02) 9367 8233  
burke@boardofstudies.nsw.edu.au



**Calculators for Use in the 2003  
Higher School Certificate  
Examinations and School  
Certificate Tests**

BOS  
40/03

**Approved Scientific Calculators for the Higher School  
Certificate Examinations**

The scientific calculators listed below are approved for use in the 2003 Higher School Certificate examinations. Please note that the examinations in which scientific calculators are permitted are listed in the equipment checklist at the back of the *Higher School Certificate Examination Timetable 2003*.

AURORA	SC-170S	CASIO	fx-991S
AURORA	TC-611	CASIO	fx-992S
CAIEION	FM-83	CEDAR	SC-502
CASIO	fx-82	CITIZEN	SR-35N
CASIO	fx-82D	CITIZEN	SR-135
CASIO	fx-82MS	CITIZEN	SR-165
CASIO	fx-82SX	CITIZEN	SR-260
CASIO	fx-82NASER	HEWLETT- PACKARD	HP-6S
CASIO	fx-82SUPER	HEWLETT- PACKARD	HP-45
CASIO	fx-82TL	MICRONTA	EC-4039
CASIO	fx-85SA	MICRONTA	EC-4041
CASIO	fx-85VH	OFFICE	
CASIO	fx-100	ONE	720
CASIO	fx-100A	RADIO	
CASIO	fx-100AU	SHACK	EC-499
CASIO	fx-100B	SHARP	EL-509G
CASIO	fx-100C	SHARP	EL-509L
CASIO	fx-100D	SHARP	EL-509R
CASIO	fx-100S	SHARP	EL-520L
CASIO	fx-100V	SHARP	EL-520VA
CASIO	fx-115D	SHARP	EL-531A
CASIO	fx-115N	SHARP	EL-531D
CASIO	fx-115S	SHARP	EL-531G
CASIO	fx-115WA	SHARP	EL-531GH
CASIO	fx-122S	SHARP	EL-531LH
CASIO	fx-250HS	SHARP	EL-531RH
CASIO	fx-350D	SHARP	EL-531VH
CASIO	fx-350TL	SHARP	EL-540G
CASIO	fx-550	SHARP	EL-553
CASIO	fx-550S	SMART	2
CASIO	fx-570	TEXAS	TI-30X
CASIO	fx-570S	TEXAS	TI-36X
CASIO	fx-580	TRULY	107A
CASIO	fx-901		
CASIO	fx-911W		

*continued page 6*

### Calculators for Use in the General Mathematics Higher School Certificate Examination and the School Certificate Tests

In the General Mathematics HSC examination, candidates are permitted to use calculators, including graphics calculators, that are silent, hand-held, and either battery or solar-powered. Calculators that are capable of communicating or exchanging data may be taken into the examination room, but are not to be used for this purpose in the examination.

A calculating device that incorporates a set of keys whose primary function is to represent the alphabetic characters (eg a QWERTY keyboard) is not deemed to be a calculator for the purpose of this examination, and will not be allowed.

Calculators to be used by candidates in the examination must have been switched off and had all storage facilities cleared for entry into the examination room. (Information on clearance of storage facilities is available on the Board's website at [www.boardofstudies.nsw.edu.au/manuals/calculators\\_hsc\\_gen\\_maths.html](http://www.boardofstudies.nsw.edu.au/manuals/calculators_hsc_gen_maths.html))

The same criteria apply to the use of calculators in the School Certificate tests. (See Official Notice BOS 21/03, *Board Bulletin, Vol 12 No 1, 2003 School Certificate Tests – Equipment Required by Students.*)

**Contact:** Adele Burke  
Senior Assessment Officer, Mathematics  
(02) 9367 8233  
[burke@boardofstudies.nsw.edu.au](mailto:burke@boardofstudies.nsw.edu.au)



### Furnishing Content Endorsed Course

**BOS  
41/03**

Accreditation for the current Furnishing Content Endorsed Course will expire in December 2003. As a result of this schools and colleges of TAFE will not be able to continue to deliver the course to Year 11 students in 2004.

The Board's criteria for Endorsed Courses in VET state that courses are to be based on endorsed national Training Packages where they exist and consist of units of competency drawn from the relevant Training Package. The current course was developed before the existence of national Training Packages.

The Australian National Training Authority (ANTA) has recently endorsed a Furnishing Industry Training Package (LMF02) for immediate implementation. Given the endorsement of this Training Package the Office of the Board will investigate the feasibility of developing a new Content Endorsed Course for Furnishing.

The investigation will involve teachers nominated by each school sector undertaking a mapping exercise to determine if the diverse sector specialist qualifications

available in the new Training Package can be developed into a new Content Endorsed Course. The investigation will be completed by August 2003. At that time, schools will be advised of the feasibility investigation outcomes and the requirements related to offering an endorsed course in this industry area to Year 11 students from 2004.

For further information contact Caraline Cloke, Curriculum Officer, Vocational Education and Training, [cloke@boardofstudies.nsw.edu.au](mailto:cloke@boardofstudies.nsw.edu.au) or (02) 9367 8429.



### Distinction Courses 2004

**BOS  
42/03**

Distinction Courses will be offered for study in 2004. In the longer term, the Board will consider the position of the Distinction Courses program during its assessment of the Stage 6 curriculum, to be conducted after the implementation of the Years 7–10 curriculum changes.

Distinction Courses are challenging university-level HSC courses especially designed for high-ability HSC accelerants. The courses consist of 2 units of study that are **additional to the 10 units required for the HSC study pattern**. A student who has accelerated may have already completed 3 or 4 units of HSC courses in advance of their cohort. The inclusion of a 2 Unit Distinction Course in the student's HSC study program is therefore more feasible in terms of time commitment and workload. As a general rule a student may only undertake one Distinction Course.

Results in Distinction Courses can be counted towards the calculation of the Universities Admission Index (UAI) if they are among the student's best ten units in Board Developed HSC Courses.

Distinction Courses are delivered by universities through distance education, including compulsory residential schools and the internet. They provide an opportunity for a type of study that HSC students may otherwise not gain. They are offered in areas outside the range of other HSC courses, thus providing a broader perspective across curriculum areas and preparation for future university study.

As in past years Distinction Courses will be offered in Philosophy, Cosmology and Comparative Literature. It is anticipated that the University of New England will continue to deliver the Philosophy Distinction Course and Charles Sturt University the courses in Cosmology and Comparative Literature.

To be eligible for consideration for a place in a Distinction Course a student must complete one HSC course at the highest course level a year ahead of the student's Year cohort. Other selection criteria also apply.

*continued page 7*



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