

Official Notices

18 August 2006 – Vol 15 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.

The decision or advice contained in each notice is effective immediately (that is, on and from the date of publication of this edition of *Official Notices*) unless another date is specified in the notice, in which case the effective date is the date so specified.

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**Approved Scientific Calculators
for the 2006 Higher School
Certificate examinations**BOS
35/06

The list of approved scientific calculators for use in the 2006 Higher School Certificate Examinations has been updated, and the final list can be found on the Board's website at www.boardofstudies.nsw.edu.au/manuals/calculators_hsc06.html

The examinations in which scientific calculators are permitted are listed in the equipment checklist that can also be found on the Board's website at www.boardofstudies.nsw.edu.au/manuals/equipment_list.html

Effective: Immediately**Contact: Chris Thompson**
Senior Assessment Officer, Mathematics
(02) 9367 8069
thompson@boardofstudies.nsw.edu.au**Errata – Stage 6 Information
Technology Curriculum
Framework**BOS
36/06

The Board of Studies wishes to advise teachers of the Stage 6 Information Technology Curriculum Framework (approved April 2006) of the following errata in Parts A and B of the Syllabus.

Part A

Section 15, Table 5 – page 49 rows 10 to 13 and page 50 rows 1 and 3, under the heading *IT Curriculum Framework* (4th column): delete elective (120).

These changes are to correct editorial errors in Table 5 and do not alter course structures outlined in Section 8 of Part A of the Syllabus.

Part B

On page 142 in ICAU2005A Operate computer hardware, in the Range Statement column under *OH&S standards*, replace the text with the following:

- May include correct posture, lighting, type of desk, type of monitor, style of chair, typing position, correct lifting method, repetitive strain injury prevention, ventilation, light position and length of time in front of computer.

Effective: With the implementation of the revised Information Technology Curriculum Framework from the beginning of Year 11, 2007**Contact: Catherine Tucker**
Senior Project Officer, VET
(02) 9367 8177
tucker@boardofstudies.nsw.edu.au**Prerequisites, corequisites and
related units of competency
within Industry Curriculum**BOS
37/06**Frameworks**

Units of competency contained in a Training Package generally need to be linked to reflect the skills required for a job role. The relationships that exist between units of competency within a Training Package are often described as prerequisites, corequisites or related units. These relationships should inform programming and assessment activities.

Units of competency that must be assessed *before* other units are called *prerequisites*. Those that can be assessed *with* other units are *corequisites*. This occurs when skills and knowledge essential to the achievement of a particular unit of competency are also found in other units.

In terms of training delivery and assessment, the term prerequisite/corequisite means that a person cannot be deemed competent in the 'higher' level unit of competency until they are competent in the prerequisite/corequisite unit/s. An RTO may choose a holistic/integrated assessment approach. In this case the actual assessment of prerequisites/corequisites may occur concurrently with other units.

Individual units of competency with prerequisite or corequisite requirements must be adhered to comply with the training package assessment requirements and with the AQTF. The VET Credentialing System in Schools Online has been enhanced to monitor prerequisite and corequisite requirements to assist schools and RTOs comply with these requirements.

In *Schools Online*, when nominating *competencies entered*, the system will only allow the entry of a unit of competency if the prerequisite or corequisite unit/s of competency has also been nominated. Likewise, when entering *competencies achieved*, the system will only allow the entry of a unit of competency once the prerequisite or corequisite requirements have been met.

Details regarding prerequisites and/or corequisites, related or linked units and Training Package suggestions for holistic assessment of units of competency where combined assessment and/or training is recommended can be found in the syllabus documentation for each industry curriculum framework as outlined below.

Industry Curriculum Framework	Syllabus document	Location of advice regarding prerequisites, corequisites or related units
Business Services (2001)	Part B of the Syllabus	<ul style="list-style-type: none"> under the heading <i>Unit Descriptor</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2.2 (pp 8-9)
Construction (2004)	Part B of the Syllabus	<ul style="list-style-type: none"> Evidence Guide under the heading <i>Relationship to other units</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2.2.1 (p 8)
Entertainment Industry (2004)	Part A of the Syllabus	<ul style="list-style-type: none"> Section 8 (p 19)
	Part B of the Syllabus	<ul style="list-style-type: none"> Evidence Guide under the heading <i>Linkages to other units</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2.2.1 (p 8)
Hospitality (2002)	Part B of the Syllabus	<ul style="list-style-type: none"> under the heading <i>Unit Descriptor</i> in each unit of competency Evidence Guide under the heading <i>Linkages with other units</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2.2.1 (p 13-17)
Information Technology (2002)	Part B of the Syllabus	<ul style="list-style-type: none"> under the heading <i>Related competency</i> standards in each unit of competency Evidence Guide under the heading <i>Interdependent assessment of units in each unit of competency</i>
	Support Document	Section 2.2.1 (p 8)
Information Technology (2006)	Part A of the Syllabus	<ul style="list-style-type: none"> Sections 8.3, 8.5 – 8.7 and 15
	Support Document	<ul style="list-style-type: none"> Section 2.2.1 (p 8-10)
Metal and Engineering (1999)	Part A of the Syllabus	<ul style="list-style-type: none"> Sections 8.3 – 8.13
	Part B of the Syllabus	<ul style="list-style-type: none"> Introduction (p 3-4) where applicable, on the front page of the unit of competency, under the heading <i>Training Package prerequisites</i>
Metal and Engineering (2006)	Part A of the Syllabus	<ul style="list-style-type: none"> Sections 8.5 – 8.7
	Part B of the Syllabus	<ul style="list-style-type: none"> under the heading <i>Prerequisites</i> in each unit of competency Evidence Guide under the heading <i>Related units</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2.2.1 (p 8-12)
Primary Industries (2003)	Part B of the Syllabus	<ul style="list-style-type: none"> Evidence Guide under the heading <i>Are there other competency standards that could be assessed with this one?</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2.2.1 (p 9)
Retail (2002)	Part B of the Syllabus	<ul style="list-style-type: none"> under the heading <i>Integrated competency assessment and Related learning for the HSC</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2 (p 7)
Tourism (2002)	Part B of the Syllabus	<ul style="list-style-type: none"> under the heading <i>Unit Descriptor</i> in each unit of competency Evidence Guide under the heading <i>Linkages with other units</i> in each unit of competency
	Support Document	<ul style="list-style-type: none"> Section 2.2.1 (p 10-12)

For further information contact:

Catherine Tucker
Senior Project Officer, VET
Ph: (02) 9367 8177
|tucker@boardofstudies.nsw.edu.au

**Revised Metal and Engineering Curriculum Framework**BOS
38/06

Following advice to Schools, Colleges and Registered Training Organisations in September 2005 and February 2006, the Board wishes to confirm that the Metal and Engineering Curriculum Framework (approved June 2006) will replace the Metal and Engineering Curriculum Framework (approved June 1999) from Year 11, 2007.

The Metal and Engineering HSC examination from 2008 onwards will be based on the revised Metal and Engineering Curriculum Framework.

The final HSC examination based on the existing 1999 Framework will be in 2007.

Syllabus documents can be accessed on the Board of Studies website at www.boardofstudies.nsw.edu.au All secondary schools and TAFE NSW colleges, along with all teachers currently accredited to teach Metal and Engineering, will receive a printed copy of the Syllabus Parts A and B during Term 3, 2006.

Effective: Immediately, for the beginning of Year 11, 2007

Contact: Catherine Tucker
Senior Project Officer, VET
(02) 9367 8177
tucker@boardofstudies.nsw.edu.au

**ENCORE Nominations 2006: Submission of Video Recording**BOS
39/06

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

The recording should be made on either a standard VHS tape (recorded at normal speed) or a DVD±R/RW. The recording should be a still camera shoot and should capture the entire performance. If submitting performances on DVD each piece of repertoire must be on an individual track.

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

**English Stage 6 Prescriptions for HSC 2006, 2007 & 2008: Advice Concerning Stage 6 English**BOS
40/06

The following information was originally communicated to schools as a broadcast fax on 26 May 2006.

Extension of current course prescriptions

The Board wishes to advise that the *English Stage 6 Prescriptions: Area of Study, Electives and Texts for the Higher School Certificate 2006–2007* will be retained and will remain current for the Higher School Certificate in 2008.

Withdrawal of stimulus booklet

The intention of the stimulus booklet was to act as a way of introducing the new concept of an Area of Study into teaching and learning in Stage 6 English until the concept became firmly established in the learning and teaching practice of Stage 6 English. This intention was communicated to principals via letters accompanying copies of the stimulus booklets in 2000, 2001 and 2002.

The Board reminds teachers that the Area of Study stimulus booklet, *Journeys*, a prescribed text for the English (Standard), English (Advanced) and English as a Second Language (ESL) HSC courses will no longer be a prescribed text for the 2008 HSC and beyond. The Board will cease production of this booklet at the conclusion of the HSC 2007.

Invitation to submit suggestions for future areas of study

The Board's intention is to develop a list of suitable Areas of Study for future implementation from 2009 onwards. As part of the Board's planning and consultation processes, we are seeking suggestions for the Area of Study for the common component of the HSC English (Standard) and English (Advanced) courses. We are also seeking suggestions for the Language Study within an Area of Study for the HSC English as a Second Language (ESL) course. Proposals could include the Area of Study concept, specific focus areas and rubrics, and an appropriate list of texts.

As well, we are inviting suggestions for HSC electives in the Standard, Advanced, ESL and Extension 1 courses. Relevant syllabus requirements regarding the Area of Study and electives as specified in the *Stage 6 English Syllabus* should be observed.

Suggestions should be forwarded by **Friday 1 September 2006** to Don Carter, Inspector, English by fax (02) 9367 8476 or email: carter@boardofstudies.nsw.edu.au

Effective: Immediately

Contact: Don Carter
Inspector, English
(02) 9367 8276
carter@boardofstudies.nsw.edu.au

**Distinction Courses 2007****BOS
41/06**

The receipt of an Expression of Interest will serve as a preliminary indication of interest in attending the Distinction Courses Information Day that is planned to be held in Sydney on 17 November 2006.

Contact: Fran Trefry
Senior Project Officer
Policy and Development
(02) 9367 8102
trefry@boardofstudies.nsw.edu.au

Distinction Courses will be offered for study in 2007. 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**. As eligible students will have already completed some units of HSC courses, the inclusion of a 2 Unit Distinction Course in a student's HSC study program is 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 10 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.

Student selection criteria, course content, distance education processes and student assessment will follow the same pattern as in previous years.

Full details about the Distinction Courses Program are available on the Board's website at www.boardofstudies.nsw.edu.au (click on 'Manuals and Guides' to find *Higher School Certificate Distinction Courses: An Information Booklet*).

Eligible students can register an Expression of Interest to undertake a Distinction Course in 2007 by completing and returning the accompanying form through the school principal to the Office of the Board of Studies no later than Friday 15 September 2006. The printed form on the following page may be photocopied, or a form can be downloaded from the Board's website at www.boardofstudies.nsw.edu.au/archives/pdf_doc/distinction_courses_06.pdf

Distinction Courses 2007: Expression of Interest

Following discussions with my school principal about the requirements for entry to an HSC Distinction Course, I wish to register my expression of interest in undertaking a Distinction Course in 2007.

(Students should print all information in BLOCK LETTERS)

Preferred Course • Philosophy • Comparative Literature • Cosmology *(Please circle your tentative choice)*

Personal Details

Surname _____

Given names _____

Name of School _____

Study Details Accelerated Course/s

Title of Course	Level of Study
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I understand that this response also registers my interest in attending a Distinction Courses Information Day to be held in Sydney, probably on 17 November 2006.

Signed _____ Date _____

Principal's Comment

Signed _____ Date _____

Please return this form by 15 September 2006 to

Policy and Development Branch
Office of the Board of Studies
GPO Box 5300
Sydney, NSW 2001
(fax (02) 9367 8375).

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