

# Board Bulletin



BOARD OF STUDIES NSW December 1995 – Vol 4 No 10

## 1995 — THE FIRST PATHWAYS HSC

**T**HE 61 551 CANDIDATES who sat for their Higher School Certificate examinations this year are the first cohort to have undertaken their program of study under the Pathways provisions, which were introduced for Year 11, 1994.

Earlier this year, the Board of Studies conducted a preliminary evaluation of flexible progression under HSC Pathways. The Board considered the evaluation report at its September meeting and has made recommendations for the monitoring of some areas over time.

### Pathways Provisions

The opening up of new opportunities for students by providing more equitable and flexible access to the HSC has been one of the Board's most significant achievements in the area of post-compulsory education.

In August 1992 the Board issued a discussion document outlining a series of proposals for a more flexible HSC. Of the 343 responses to the discussion paper, about half came from school executive individuals or groups. The responses strongly supported the major proposals for flexible progression.

The Pathways arrangements were published as the *HSC Pathways Implementation Guidelines* and were issued to schools in May 1993, for introduction into Year 11, 1994. The major provisions are as follows:



1995 Distinction Course students with members of the Coordination Team.

### To allow accumulation of the Higher School Certificate

The provision to accumulate the HSC over a period of up to five years recognises the broader background and life circumstances of the growing HSC candidature. It enhances

the opportunity for success for disadvantaged students, those with work or family commitments and older students re-entering the school system. Students may add 3 and 4 Unit courses to upgrade or enhance

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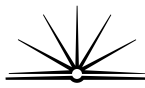
## Primary Matters — *the conference*

**T**HE BOARD OF STUDIES WILL be holding what is expected to be 'a must be there' conference in March 1996 for primary teachers, school executive and principals.

*Primary Matters* — the conference will be held over two days from 25–26 March next year at the Holme Building, University of Sydney. The key purpose for this

conference is to provide primary educators with accurate information regarding primary curriculum development in NSW. This two-day conference will include seminars, forums, workshops and keynote speeches addressing current developments and issues in and across the six Key Learning Areas of the

*continued on page 12*



### HSC AND SC IMPORTANT DATES

#### Year 10

- 7 Dec Earliest date for issue of School Certificates and Records of Achievement to students.
- 12 Dec Latest date for student appeals against grades to be lodged with school principal.
- 14 Dec Latest date for school review of grades. Principals' notification to students of results of review.
- 15 Dec Latest date for principals' notification to the Board of results of review of grades; submission of related forms.
- 18 Dec – 26 Jan 1996 Term 4 Vacation

#### Year 11

- 18 Dec – 26 Jan 1996 Term 4 Vacation

#### Year 12

- 4 Dec Latest date for school conduct of assessment ranking reviews.
- 5 Dec Principals' notification to candidates of results of review of appeals against assessment rankings.  
Latest date for principals' notification to the Board (fax sufficient) of results of review of students' appeals against assessment rankings; submission of related forms.
- 6 Dec Latest date for students whose assessment ranking reviews have been unsuccessful to notify principal of their wish to pursue the appeal.
- 7 Dec Students' appeals to the Board against school reviews of assessment — notification by fax or letter.
- 18 Dec – 26 Jan 1996 Term 4 Vacation
- 9 Jan HSC results delivered to students and principals. (NB This is a Tuesday.) Notification of Board's decisions on appeals for assessment rankings, non-certification of major works and illness/misadventure.
- 19 Jan Latest date for candidates' applications for clerical rechecks of HSC results.
- 9 Feb Principals' anomalous HSC result inquiries.

## 1996 Higher School Certificate/School Certificate Reference Test — Furniture and Accommodation Review

A 1996 Higher School Certificate/School Certificate Reference Test — Furniture and Accommodation Review has been dispatched to all secondary schools in the week ending 17/11/95. These forms should be completed and returned as soon as possible to:

Ms Margaritha Koesmoelyana  
Administration Branch  
Board of Studies NSW  
PO Box 460  
North Sydney NSW 2059

**Contact no:** (02) 9925 8282  
**Attention:** Principals of Secondary Schools

### CHECK YOUR MAILBOX



- Design and Technology 2/3 Unit Syllabus
- Computing Studies 2/3 Unit Syllabus
- Computing Studies 2 Unit General Syllabus
- 1996/97 HSC English Prescribed Texts Poster

### Documents currently being developed

- Dance Years 11–12 Support Document
- Career Education Outcomes Years 7–12

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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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## President's Message



*Once again the Board of Studies and the Department of School Education are developing a series of programs highlighting student achievement at the Higher School Certificate level.*

*ARTEXPRESS, DesignTech, Encore and OnSTAGE all feature the excellent work of our students who have undertaken the 1995 HSC.*

*DesignTech, an exhibition of Major Design Projects from Design and Technology, will once again feature at the Powerhouse Museum during the summer. Already DesignTech has attracted significant interest while touring Wollongong, Armidale and Orange. It will travel to Albury and Newcastle in early 1996.*

*ARTEXPRESS, a showcase of works from the Visual Arts course, will open at the Art Gallery of NSW on January 10, will be displayed at the State Library and features in the windows of David Jones' stores before touring NSW.*

*OnSTAGE 95 will be held at the Seymour Theatre Centre in late February and features five Individual Performances and ten Group Presentations from the 1995 HSC Drama examination. Because the season sold out within a week last year, a larger venue has been selected to cater for the demand from students, teachers and the public. Students from country and metropolitan schools have been selected for this stunning display of talent.*

*Encore, now a regular attraction at the Sydney Opera House, will be held in the Concert Hall on 17 February. A selection of top musical performances, Encore has something for everyone — from rock and roll to classical piano — and comes highly recommended as a wonderful evening's entertainment.*

*All the exhibitions and performances represent the culmination of years of determination, enthusiasm and dedication by students, parents and teachers and provide a sample of the excellent work being conducted in NSW schools.*

*I look forward to meeting you at some of the shows and wish you all a merry Christmas and a happy 1996.*



Sam Weller, President

# The Eltis Review of Outcomes and Profiles Implications for the Board of Studies

The findings and recommendations of this important Review, as accepted by the Government, have received wide publicity and you will have noted that several of the recommendations impact directly upon the Board and its statutory responsibilities.

The Review re-affirms the prime role of Board syllabuses as the fundamental documents underpinning the school curriculum in NSW.

The Board is now proceeding to undertake revision of or amendment to certain key syllabuses specifically referred to in the Review's findings.

These are as follows:

### Primary Curriculum

#### **English K-6**

Implementation is to continue in 1996-97, with functional grammar terminology no longer a mandatory component. By 1998 the syllabus will have been revised to remove this terminology, while strengthening the teaching of grammar and reducing the overall number of syllabus outcomes.

#### **Mathematics K-6**

Outcomes will be written to accompany the present syllabus and an additional strand, Chance and Data, written. The addendum will be available in draft form during 1996 and finalised for release in mid 1997.

### Secondary Curriculum

As secondary syllabuses come up for review, they will be revised so as to include a manageable number of outcomes in stages. Priority is to be given to English, Mathematics, Science, History and Geography.

*continued on page 8*

# Nature of the Learner Forum

**A**S PART OF ITS ROLE IN providing educational leadership in this State, the Board conducted a forum on the 'Nature of the Learner' at Bradfield College, North Sydney on 26 October 1995.

The forum was attended by over 100 participants representing all sectors of the education community: education systems and agencies, universities, TAFE NSW, government and non-government schools, and parent and teacher organisations.

The aims of the forum were to:

- explore the research on how students learn and effective pedagogy;
- examine some of the significant issues in the area of effective teaching methodology and classroom best practice within the context of curriculum development; and
- assist the Board to develop principles and guidelines for student learning based on current research.

The forum opened with three presentations, each of which was followed by a brief discussion session. The speakers were:

- Dr Greg Hotchkis, member of the Board of Studies, formerly of Macquarie University, on 'Overview of the Research Literature';
- Mr Peter Westwood, Senior Lecturer in Special Education, Flinders University, on 'Current Issues in Effective Teaching'; and

- Professor Christine Deer, School of Teacher Education, University of Technology, with Faculty staff members Ms Janette Griffin, Ms Rhondda Brill and Mr Alan Scully, on 'Current Practice in Teacher Education'.

Following the dinner break Mr Sam Weller, President of the Board of Studies, chaired the plenary session 'Effective Learning: Establishing Guiding Principles'.

Discussion centred on the relationship between effective teaching and learning outcomes. A number of teaching approaches were explored, with debate focused on teacher-directed and student-centred models.

The papers presented at the forum, along with a discussion paper arising from the plenary session, will be published for distribution to participants and other interested individuals and organisations. These papers will also be presented formally to the Board.

The forum was clearly successful in bringing together a broad cross-section of the education community for the purpose of exploring issues of significance based on current educational research. The Board plans to conduct follow-up forums to continue discussion of key areas of research and practice in learning and pedagogy.

Further information about the 'Nature of the Learner' forum can be obtained from Peter Garrard, Senior Policy Officer, phone (02) 9925 8127. ❖

## 1995 — THE FIRST PATHWAYS HSC *continued from page 1*

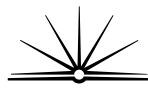
their HSC credential if they so wish.

### ***To allow students to repeat individual courses***

This is consistent with providing for students to upgrade their credential, and recognises their most recent achievement. To the extent that this attracts students who previously repeated the entire HSC, it reduces the demand on school and TAFE resources and targets student needs more efficiently.

### ***To recognise prior learning as accreditation towards the HSC***

- Credit transfer for courses successfully completed through TAFE and other accredited providers is consistent with the concept of a more flexible HSC that facilitates re-entry. It is also consistent with the move to promote articulation between schools, TAFE and universities. It ensures that students are not required to complete particular courses if they have already achieved the same learning outcomes in a previous course of study.
- Advanced standing for prior learning ensures that students are not required to undertake course components if they have already achieved the outcomes in another context. Exemptions can be given for prior learning, including workplace



learning, if students can demonstrate that such experience has enabled them to meet particular outcomes.

### ***To structure courses into Preliminary and HSC components***

Preliminary courses are regarded as assumed knowledge for HSC courses. Students who are accumulating may present for the Higher School Certificate in courses for which Preliminary study has been completed, while undertaking the Preliminary component in others. Students who leave after Year 11 will have a substantial credential, a Record of Achievement, listing all courses satisfactorily completed.

### ***To cater for accelerating students, including provision for Distinction Courses***

Gifted and talented students capable of acceleration in one or more courses may complete the required outcomes for a course in a shorter time. Acceleration in this way is a form of accumulation. Distinction Courses provide an opportunity for accelerants demonstrating a high level of achievement to extend and broaden their studies.

### **Evaluation Report**

The preliminary evaluation of HSC Pathways used a number of data sources, including surveys of all secondary schools and colleges of TAFE, analysis of Board entry data and the invitation of submissions from peak bodies.

The evaluation focused on implementation issues regarding the key features of flexible progression:

- accumulation of the HSC
- separation of courses into Preliminary and HSC components
- designation of Preliminary courses as 'assumed knowledge'
- commencement of 3 Unit courses
- commencement of the Preliminary year.

Responses were received from 55% of NSW schools with senior secondary students. Forty per cent of respondent schools had some students accelerating in some of their courses, while 60% of schools had some students accumulating Preliminary or HSC courses.

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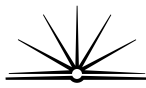
# 1995 HSC Examination Papers on CD-ROM

**T**HE BOARD HAS COMMENCED the production of a computerised version of the 1995 Higher School Certificate examination papers. These papers are currently being cleared for copyright and converted to Adobe Acrobat format. This will enable schools to view each paper on either Macintosh or IBM-compatible computers complete with all images and text in the original design and layout. The Acrobat format will also enable both printing out and copy-and-paste functions, including images and symbols.

The Adobe Acrobat version of the 1995 HSC examination papers will be available on a CD-ROM and will require no additional software. The CD-ROM will also contain both the Macintosh and Windows Adobe Acrobat readers. One of the big advantages of making the examination papers available on a CD-ROM will be that schools will be able to copy any or all of the papers onto floppy disks or onto hard drives. The CD-ROM is also a highly convenient and durable form of electronic storage which is readily accessible with standard CD-ROM equipment and cannot be altered by users. It will suit staffroom, library and home computer environments for teachers, students and parents who wish to gain access to last year's HSC examination papers.

One of the difficulties with this approach is the reproduction of languages which use non-Romanic characters. While attempts will be made to include languages in the computerised version, the Board will also make these papers available to schools on order as a back up arrangement.

The production of the examination papers on CD-ROM will mean that the difficult and lengthy process of distribution of hard copies to schools and libraries will no longer be undertaken. The Board of Studies will not therefore distribute sets of hard copies of 1995 HSC examination papers to schools or libraries. Schools will still be able to obtain hard copies of those papers included on the CD-ROM from the Board of Studies on order, subject to copyright being cleared and subject to a charge to cover handling and postage. Papers not included on the CD-ROM will continue to be available free of charge. ❖



# Primary Matters

## Primary Curriculum Conference

*Primary Matters — the conference*, will be held on 25–26 March next year at the University of Sydney. The key purpose of this conference is to provide primary educators with accurate information regarding primary curriculum development in NSW.

This two-day conference will include seminars, forums, workshops and keynote speeches addressing current developments and issues in and across the six Key Learning Areas of the primary curriculum. Participants will have an opportunity to discuss curriculum matters with the managers of State curriculum and comment on the progress of various projects and initiatives — all at the one venue.

Schools will soon be receiving a flyer with information about how to register for *Primary Matters — the conference*.

## Consumer Power

*Consumer Power* is an education resource package produced by The NSW Department of Fair Trading. It contains a video and a teacher's handbook.

The aim of the *Consumer Power* resource is to assist children in Years 3 and 4 to develop decision-making, problem-solving, interpretation and communication skills necessary for informed consumer behaviour. The video unfolds in four 15-minute parts with two children and a skeleton named Clive setting up a toyshop and investigating consumer and trader issues. The handbook

contains units of work and activity sheets that can be used in conjunction with the video.

The issues raised in this resource draw on the content in the Key Learning Areas of Personal Development, Health & Physical Education (Personal Choice), and Human Society & Its Environment (Civics).

The Department of Fair Trading is currently developing *Consumer Power 2* in CD-ROM for students in Years 5 and 6.

## Statement of Equity Principles

One of the key policy documents underpinning the work of the Board of Studies is the *Statement of Equity Principles*. The purpose of this document is to provide a guide for writers of syllabuses, support and assessment materials, in developing materials that are inclusive of the needs of the full range of students.

In developing the Statement, the Board opted for a new approach. Traditionally, guidelines for inclusivity identify educationally disadvantaged groups and delineate guidelines for each group — essentially forming categories. The Board's approach has been to develop principles to ensure that syllabus, support and assessment materials are of relevance and significance to all students by including more 'voices' into the curriculum.

If you would like further information regarding these items or K–6 curriculum projects in general, contact Phil Lambert Inspector, Primary Education (ph (02) 9925 8199). ❖

The Board of Studies  
presents

# Primary Matters – *the conference*

25–26 March 1996  
at the Holme Building  
University of Sydney

featuring workshops, seminars and forums  
addressing issues and developments  
in and across the six K–6 Key Learning Areas

# THE PRINCIPALS ANALYSIS PACKAGE — 1996

**I**N 1996 THE BOARD EXPECTS TO MAKE an upgraded version of the HSC Principals Analysis Package available to schools. Version 3 will build on the advances made in Version 2 and will give schools even more flexibility in analysing and presenting their results. Some of the enhancements include: enabling users to omit 3 unit students when looking at 2 unit course tables and graphs, allowing the State-wide course decile analysis data to be overlaid on school data, and enabling users to edit graph captions and legends. Schools will be able to upgrade from Version 2 for a cost of \$50. For schools wishing to purchase the package for the first time the cost of the program disks will be \$190. The cost of the data will remain at \$50 for each year selected. Given the nature of the changes that have been made since the package was first released, from 1996 the Board will no longer provide support to Version 1. The cost of upgrading from Version 1 to Version 3 will be \$90.

The new version, along with the 1995 results data disks, will be available to schools in the week the HSC results are released. An order form will be dispatched to schools in the near future. Principals can complete this form and mail or fax it to the Board. A copy of this order form will also be able to be downloaded from the Board's World Wide Web page on the Internet (<http://www.opennet.net.au/partners/bos>). The Board will send an invoice to the school in 1996. Orders will be filled in order of receipt of the order form.

The Board also expects to have a School Certificate version of the package available in early 1996. The SC package will be similar in appearance and operation to the HSC model. It will enable schools to present and analyse their School Certificate results in much the same way as they can the HSC course results. It is also expected to include some of the other statistical reports showing comparative performance which are sent to schools. Order forms for the SC

Principals Analysis Package will be sent to schools early in the new year. ❖

## onStage

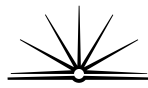
An exhibition and showcase performance of a selection of outstanding individual projects and group presentations from 1995 Higher School Certificate Drama students

at the York Theatre  
Seymour Theatre Centre  
Cleveland Street, Chippendale NSW

21 February 1996 at 8 pm (preview)  
22-24 February at 2 pm and 8 pm

Ticket Information:  
Seymour Theatre Centre Box Office  
Telephone: (02) 364 9400  
Adults \$20 Students \$15 (includes booking fee)

Presented by Board of Studies NSW  
NSW Department of School Education

The Eltis Review of Outcomes and Profiles — Implications for the Board of Studies *continued from page 3*

Pending the development and release of revised syllabuses, the current syllabuses remain in force. Explanatory information has already been issued in regard to English K–6 and, in particular, to the maintenance of a functional approach to the teaching of English grammar, with no obligation to use precisely the terminology indicated in the draft syllabus as originally issued.

Teachers seeking clarification of any particular issue concerning syllabus currency are invited to contact the relevant Board Inspector or Curriculum Officer on (02) 9925 8111.

Over and above specific syllabus revisions as indicated, the Board is now engaged in developing an overall curriculum model that embodies the characteristics emerging from the Eltis Review, and endorsed by the Government. These include:

- defining outcomes as explicit statements of the knowledge, skills and understandings expected to be learned by students from NSW syllabuses and the teaching programs developed from them;
- relating outcomes to stages of schooling;
- reducing the number of syllabus outcomes so that they are manageable;
- investigating the possible development of generic outcomes for K–6;
- no longer incorporating the National Profiles in syllabuses;
- clarifying how outcomes will be used in teaching and learning;

- the production of work samples.

In this regard the Board is also cognisant of the fact of Stage 6 (Years 11–12) and the concept of dividing Stage 1 into Early Stage 1 and Later Stage 1, as in the English K–6 Syllabus.

Levels, as referred to in the National Profiles, will no longer be a reference point in Board syllabuses.

At the moment, the Board is attracted to a model that is also characterised by Performance Descriptors, similar in concept to the School Certificate Performance Descriptors, which summarise the observable and measurable features of students' achievement of outcomes, and allow the degree of achievement of outcomes to be described in broad terms.

The following material summarises syllabus development or revision planned over the next 2–3 years.

### Approximate K–6 Curriculum Development Schedule

This schedule is based on the development of a compatible set of primary curriculum documents planned to take place over the next two years. Under this plan, the development of primary syllabuses and support material will be based on a common framework, culminating in the production of a *Primary Curriculum Package*. This package will provide primary teachers and schools with a comprehensive description of the primary curriculum by incorporating existing syllabuses into a unified set of K–6 documents.

The dates for the K–6 syllabuses listed below are proposed release dates and are provided to assist schools in longer term planning only. It should be noted that dates for the implementation of syllabuses will be set by individual systems and schools.

- Survey of Science & Technology K–6 (limited consultation) July 1996
- Release of Personal Development, Health & Physical Education K–6 September 1996
- Addendum to Mathematics K–6 June 1997
- Release of Human Society & Its Environment K–6 September 1997
- Consultation on the revised English K–6 Syllabus draft September – November 1997
- Primary Curriculum Package** February 1998

including:

- overview document: The Primary Curriculum
  - syllabus framework booklets in each Key Learning Area
  - generic outcomes
  - general support material
  - Review of Science & Technology K–6 Term 1 1998
  - Release of English K–6 during 1998
  - Release of Creative Arts K–6 documentation during 1997
- In addition, the four COAG K–6 language syllabuses will be developed according to the following timetable:
- Indonesian K–6 (July 1996)
  - Chinese K–6 (July 1996)
  - Japanese K–6 (December 1996)
  - Korean K–6 (December 1996)

The Eltis Review of Outcomes and Profiles — Implications for the Board of Studies *continued from previous page*

### **APPROXIMATE Years 7–12 CURRICULUM DEVELOPMENT SCHEDULE**

The following are likely implementation dates for Years 7–12 Curriculum. It indicates the curriculum planning schedule of the Board of Studies to date. The Board of Studies will confirm syllabuses for implementation in the preceding year.

<b>For 1996 Implementation</b>	<b>For 1997 Implementation</b>	<b>For 1998 Implementation</b>	<b>For 1999 Implementation</b>
	Years 11 & 12 English	7–10 English	
	9–10 Mathematics		2/3 Unit Mathematics 2 Unit G Mathematics
		7–10 Science	Years 11 & 12 Science
		2/3 Unit Economics 7–10 Studies of Asia	7–10 History 7–10 Geography 7–10 Commerce
	11 & 12 Visual Arts		
	7–10 Agriculture	Applied Studies Engineering Science	
		3 Unit PDHPE	
2 Unit Z Japanese	2/3 Unit Modern Greek 2/3 Unit French 2/3 Unit Italian 2/3 Unit Japanese B/S 7–10 German 2 Unit Filipino		
Electronics	Marine Studies Other Vocational Education Initiatives		

## 1995 — THE FIRST PATHWAYS HSC

*continued from page 5*

Board entry data suggested that about 5% of senior secondary students were involved in flexible progression.

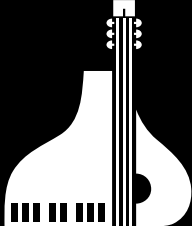
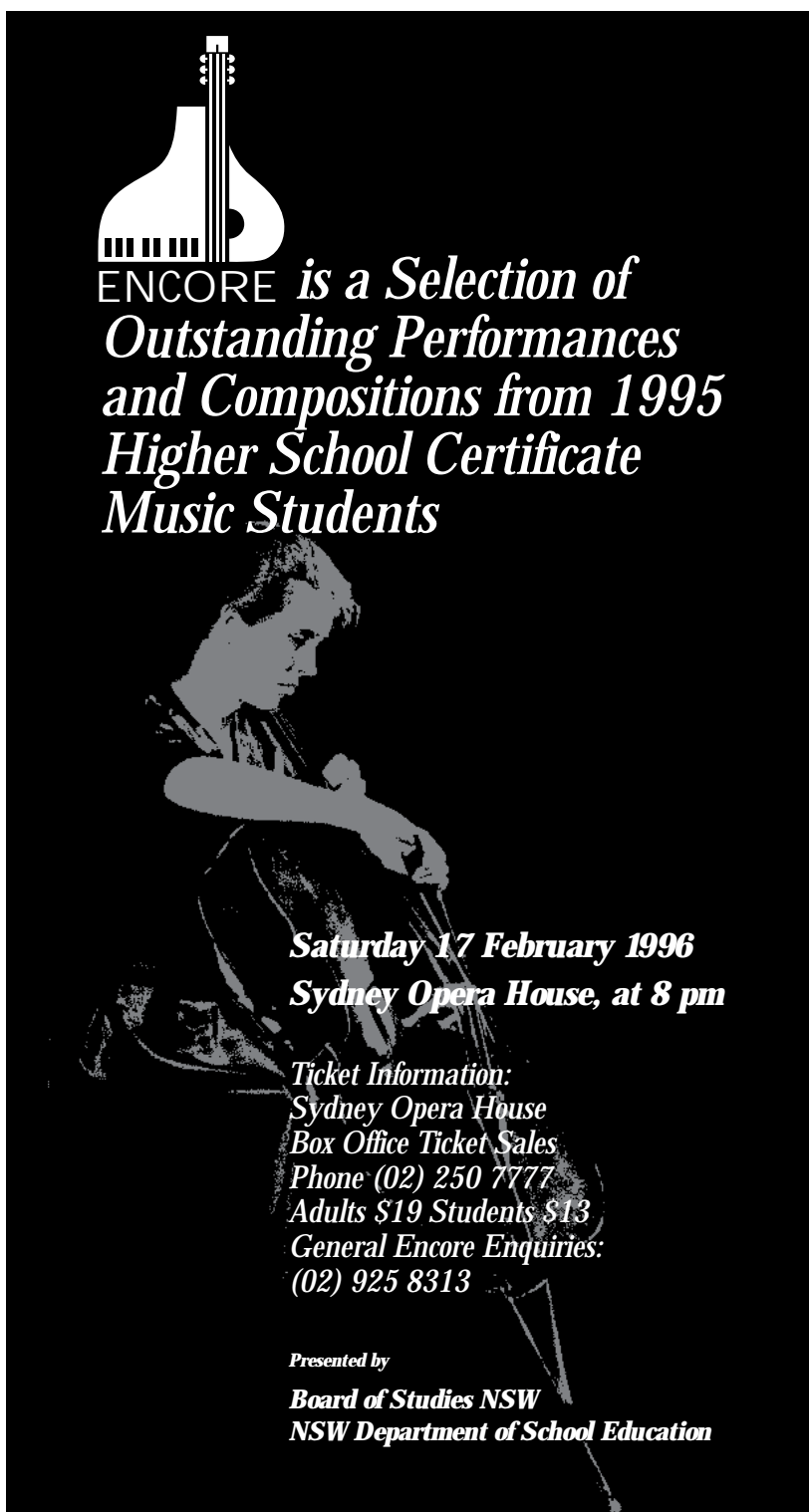
Overall, the evaluation found consistent support for the flexibility offered by Pathways. This flexibility was seen as being evident in opportunities for accumulation and acceleration, part-time study, the ability to spend more time concentrating on particular subjects, increased choice of non-TER options, the opportunity to repeat courses and the ability to more readily combine school with outside commitments.

Concerns raised regarding implementation were in the area of timetabling and staffing difficulties, especially in relation to 3 Unit and 1 Unit courses and problems with starting dates for courses. There were also concerns about the separation of material into Preliminary and HSC components in some subjects, particularly Mathematics.

### Post-evaluation

In respect to the concerns raised in the evaluation, the Board has noted the difficulties being experienced in relation to 3 Unit and 1 Unit courses and the separation of syllabuses into Preliminary and HSC components. These aspects will be monitored over time and the Board will make adjustments to current arrangements where necessary.

The evaluation has shown that flexible progression is strongly supported by the educational community. Given the short period during which the policy has been in operation, it is envisaged that, as schools and students gain familiarity with the Pathways provisions, the opportunities offered by flexible progression will be taken up by increasing numbers of future HSC candidates. ❖



**ENCORE** *is a Selection of  
Outstanding Performances  
and Compositions from 1995  
Higher School Certificate  
Music Students*

**Saturday 17 February 1996  
Sydney Opera House, at 8 pm**

**Ticket Information:**  
Sydney Opera House  
Box Office Ticket Sales  
Phone (02) 250 7777  
Adults \$19 Students \$13  
General Encore Enquiries:  
(02) 925 8313

**Presented by**  
**Board of Studies NSW**  
**NSW Department of School Education**

# ARTEXPRESS

A selection of outstanding works from the 1995 Higher School Certificate examinations in Visual Arts will be exhibited at the following venues:

Art Gallery of New South Wales  
11 January – 10 March 1996

State Library of New South Wales  
5 February – 10 March 1996

David Jones city and suburban department  
store windows  
throughout January 1996

Newcastle Regional Art Gallery  
16 March – 21 April 1996

Dubbo Regional Gallery  
27 April – 26 May 1996

Grafton Regional Gallery  
7 June – 7 July 1996

Fairfield Regional Heritage Centre  
12 June – 11 July 1996

The Lewers Bequest and Penrith Regional  
Art Gallery  
19 July – 1 September 1996

Wagga Wagga City Art Gallery  
2 August – 1 September 1996

Bega Regional Art Gallery  
9 September – 4 October 1996

Wollongong City Art Gallery  
11 October – 24 November 1996

Phone your Regional Art Gallery for more  
information.

Proudly sponsored by



CHROMA



The Sydney Morning Herald



Presented by the  
NSW Department of School Education  
and the  
Board of Studies NSW

ARTEXPRESS inquiries: ph (02) 561 8446

## School Certificate English Reference Test 1995

For the information of schools, the answers to Part A1 of the 1995 English Reference Test are printed below:

### *Part A1 Multiple Choice Answers*

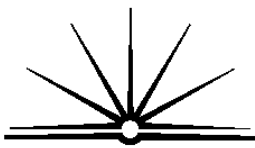
1 B	11 B
2 D	12 A
3 A	13 A
4 C	14 C
5 D	15 B
6 B	16 A
7 C	17 D
8 B	18 B
9 A	19 D
10 D	20 C

### **Primary Matters — the conference** *continued from page 1*

primary curriculum. Participants will have an opportunity to discuss curriculum matters with the managers of State curriculum and comment on the progress of various projects and initiatives.

Phil Lambert (Inspector, Primary Education) views this conference as an opportunity for primary educators to gain insight into the development of primary syllabuses in this State. Phil says, 'This conference will provide primary teachers with a panoramic snapshot of primary curriculum development activity in NSW — taken at the one venue. Primary teachers rarely get the chance or time for such an opportunity.'

Schools will soon be receiving a flyer with information about how to register for *Primary Matters — the conference*. Remember to keep 25 and 26 March free in your diary for this event! ❖



## Board of Studies Education Resource Catalogue — Spring/Summer 1995

Covers a wide range of teacher and student resources from Kindergarten to Year 12. Included are **K-6 Teaching Kits for English** and **Science & Technology, History, Geography and Design & Technology Teaching Kits for Years 7-10** as well as our **Sample Answer** books, suitable for use by both teachers and students.

Copies are now available in schools — for any queries please contact Sales Desk at the Board on (02) 9925 8178 Fax (02) 9956 5205.