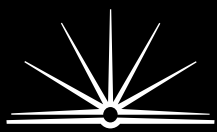


Board Bulletin



BOARD OF STUDIES NSW

August 1995 – Vol 4 No 6

Commonly asked questions about Science Preliminary and HSC courses

1995 IS THE FIRST YEAR FOR HSC examinations under the Preliminary and HSC course structure. Earlier this year, the Board issued some clarifications of the requirements for Science courses under this new structure. These were contained in Official Notice BOS 41/95 in *Board Bulletin* Vol 4 No 2. These clarifications were in response to some questions from Science teachers.

Some of the more common questions and the answers are given below.

Who sets the examination papers for the 1995 HSC?

Each HSC examination is set by a committee which usually consists of three practising teachers and three tertiary members. The 3/4 Unit Science Examination Committee has four practising teachers and four tertiary representatives. For the 1995 HSC examinations, a number of the members were nominated by the Science Syllabus Committee in May 1994. In considering their nominations, the Syllabus Committee took into account the need to ensure that at least one of the members of each examination committee had also worked on the division of the old syllabus into Preliminary and HSC courses.

For 1996 the pool of people available for appointment to the Examination Committee has been

expanded through a call for expressions of interest from teachers and academics.

Does anyone check the examination papers to see if they are set on the syllabus?

Yes, the papers are carefully reviewed by independent assessors. The assessors are experienced teachers of the subject with recent experience of teaching Year 12 (but not in the current year). Assessors 'work' each paper, giving particular attention to relevance to the

syllabus and to the level of difficulty of each question and the paper as a whole.

Assessment Officers from the Board also check the paper to ensure that the examination complies with:

- (i) the content and intent of the syllabus, and
- (ii) the published Examination Specifications,

and to ensure that it is similar in style to the previous year's paper or to the specimen paper.

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Photograph courtesy of David Lefcovitch, School Education News.

HSC AND SC IMPORTANT DATES

Year 10

- 1 Sept** Notification of student transfers between schools up to and including the sixth week of Term 3 (Friday, 25 August).
- 22 Sept** First date from which principals can grant exemption from attendance.

Year 12

- 19 Aug** Commencement date for HSC LOTE oral/aural examinations.
- 25 Aug** Final submission date for Drama Individual Projects.
- 28 Aug** Commencement date for HSC Drama practical examinations.
- 1 Sept** Latest date for principals' determinations (under Board delegation) of 'U' Assessments; notification of decision and provision of appeal form(s) to student(s).
- Final submission date for 3 Unit Food Technology Independent Research Projects and Music (Board Musicology II and Composition II submissions).
- 3 Sept** Final completion date for Visual Arts major works and for 2 Unit Design and Technology Major Design Projects.
- 4 Sept** Commencement date for HSC Music practical examinations and Design and Technology *itinerant* marking.
- 11 Sept** *HSC Presiding Officers' Handbook* and associated documents to principals and Presiding Officers.
- 15 Sept** HSC assessment marks (Board-developed and Other Endorsed Studies courses).
Principals' determinations of 'U' assessments (C).
Final date for principals' approval for reduction in unit value in related courses.
Latest date for student appeals against 'U' awards to be lodged with principals.
- 22 Sept** Latest date for school review of student appeals against 'U' awards; submission of related forms to the Board.
Latest date for student notification of result of school review.
- 25 Sept – 6 Oct** Term 3 Vacation

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CHECK YOUR MAILBOX



- 1994 HSC Examination Statistics
- Visual Arts Draft Years 11-12 Syllabus Package
- Legal Studies 3 Unit Support Document — Indigenous Peoples
- ACE Manual revised edition
- Distinction Courses Memo to Principals
- 1994 HSC Exam Reports:

Agriculture	Biology
Business Studies	Chemistry
Computing Studies	Drama
English	French
General Science	General Studies
Industrial Technology	Industry Studies
Legal Studies	Mathematics
PDHPE	Science for Life
Science	Society and Culture
Studies of Religion	Textiles and Design
Visual Arts	

Documents currently being developed

- 1994 School Certificate Reference Test and Award Statistics
- Aboriginal Studies 11-12 Support Document

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



In 1994 the Board of Studies, the Department of School Education and OTEN combined their marketing activities to form a new agency called Erudition. Erudition's role was to bring efficiencies of scale and improved market research to the selling and distribution of the three agencies' commercial publications.

For various reasons this initiative has not been as successful as was first envisaged and the Erudition Board has decided to dissolve the arrangements and return marketing to the three participating agencies.

Since its inception in 1990 the Board of Studies has taken an active role in the production of a range of commercial materials such as Teaching Kits, CD-ROMs and Sample Answers. These have been aimed at providing teachers and students with help on the curriculum beyond that which is available in the Board's free publications. Such materials have proven very popular with schools and students and are now widely used both within New South Wales and interstate. Within its resources the Board will therefore continue to produce such materials and would welcome ideas from schools about possible new publications.

With the return of marketing to the Board of Studies, schools will now be able to order both commercial and non-commercial publications directly from the Board. We are now achieving two to three day turnaround on orders from schools for syllabuses and this level of service is now also available for commercial sales. For immediate access to sales from the Board of Studies, schools should send orders with payment to the Office of the Board of Studies.


Sam Weller, President

Commonly asked questions about Science Preliminary and HSC courses *continued*

The assessors' and Assessment Officers' comments are taken into consideration by the Examination Committee before the final draft of the paper is produced.

When can students start their study of the HSC course?

The HSC course for any cohort of students cannot be commenced before the Preliminary course has been completed. The Board has stated that the time allocated for the completion of each of the Preliminary and HSC courses is 120 indicative hours. Some students may complete the Preliminary course in under 120 hours while others may take more than the indicative time. Unless the school system or principal directs otherwise, the class/school may start the HSC course immediately after the Preliminary course has been completed. This could mean that different HSC courses within the one school commence at different times.

Is it possible to program the Science courses in a logical sequence mixing Preliminary and HSC content? For example, when Forces I is done could the class immediately follow this with Forces II?

No, the Board makes it very clear that, with the exception of the TAFE one-year HSC course, the entire Preliminary course must be completed before the HSC course is commenced.

Is there a problem with still using the grey-coloured syllabuses for Biology, Chemistry, Geology, Physics and 3/4 Unit Science?

Yes, the grey-coloured documents should not be used at all and should be removed and recycled. The Board has issued final versions of these documents – *Biology* in July 1994, *Chemistry, Geology* and *Physics* in October 1994 and *3/4 Unit Science* in November 1994. These have glossy blue covers. If your school does not have these documents, they can fax the Board on (02) 9956 5205 requesting copies.

Were new documents issued for General Science and Science for Life?

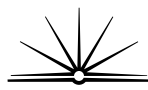
No. The current syllabus for General Science was issued in 1990 and the Science for Life syllabus was issued in 1989. These must be read in conjunction with *Subject Manual No 3 – Science – HSC 1995 Onwards* (a purple covered document) sent to schools in October 1993. The Subject Manual indicates the current modules and the examination specifications for each course. Again, fax the Board on (02) 9956 5205 if you require copies.

What is the difference between a mandatory and a suggested practical experience?

Mandatory practicals **MUST** be completed as part of the relevant Preliminary or HSC course. They have been chosen to assist students in meeting the objectives and outcomes of the course. Mandatory practical experiences are identified in the Biology and Chemistry syllabuses.

Suggested practical experiences are identified in the Chemistry, Geology, Physics, 3/4 Unit Science and Science for Life syllabuses.

continued on page 4



Commonly asked questions about Science Preliminary and HSC Courses *continued*

Teachers may choose to include these experiences in their programs as one method of allowing students to meet the objectives of the course. Regardless of whether the syllabus includes mandatory experiences, suggested experiences or a combination of both, teachers should refer to the course objectives and outcomes in order to select the appropriate practical experiences for their students.

Could I expect questions on practical experiences in the HSC examinations?

Yes. The examination covers the widest range of course objectives and outcomes, including the skills areas. Furthermore, it is assumed that ALL students have completed the indicative time requirements for practical/fieldwork as stated for each course in *Subject Manual No 3 – Science – HSC 1995 Onwards*. The examination could include questions relating to the general

skills that students should have developed throughout the course and, in the case of Biology or Chemistry, specific questions related to mandatory practical experiences.

Can marks from assessment tasks done during the Preliminary course be included in the final Assessment mark?

No, the final Assessment mark must be based on HSC course work.

Assessment carried out during the Preliminary course will provide students with feedback on the progress of their learning and on their achievement of Preliminary course outcomes. Similarly, HSC Assessment is a measure of student achievement of HSC course objectives and outcomes.

The specimen examination papers are made up of questions from past HSC papers. To what extent will the Preliminary material be examined in Biology, Chemistry, Geology, Physics and 3/4 Unit Science?

There will be no questions which are based solely on Preliminary work. Preliminary material is assumed knowledge for the HSC course. Since these Science courses are hierarchical in structure, HSC questions can be written in a context which assumes that students have studied satisfactorily the Preliminary course. Copies of the specimen examination papers for Biology, Chemistry, Geology, Physics, and 3/4 Unit Science can be obtained on request from the Board on fax (02) 9956 5205.

The Board of Studies is supporting **Intersections 95** on Saturday 21 October 1995 at the University of NSW.

The conference will focus on cross-curriculum areas of Art, Science, Design and Technology. For further inquiries phone Prof Liz Ashburn (02) 385 0623 or Rosemary King (02) 9925 8267

Do Science for Life and General Science have any assumed knowledge from the Preliminary course that could be examined in the HSC?

In both of these courses it is assumed that the students have developed skills during the Preliminary course that can be used in their HSC study.

In the Preliminary General Science course students are developing skills in the methodology of science, critical thinking and understanding of the social relevance of science. These skills are further developed in the HSC course.

In the Preliminary Science for Life course students are increasing their communication, problem solving and practical skills. These skills can then be applied to their student project and in their study of the HSC modules.

Will there be any questions on Nuclear Physics in the HSC?

This topic is in the 2 Unit Physics Preliminary course and is therefore assumed knowledge for the 2 Unit Physics HSC course. Some material from this topic could be used as the lead part of a question. Nuclear Physics could also be used as the context for a question on HSC material, either in the core or in an elective. For example, a momentum question could be couched in a Nuclear Physics context.

NOTICE

Marketing of Board products will be transferred from Erudition to the Office of the Board of Studies from 31 August 1995.

From that date purchases of Board materials should be directed to:

Sales Clerk
Board of Studies
35-51 Mitchell Street
McMahons Point NSW 2060
Tel: (02) 9925 8178
Fax: (02) 9956 5205

Should students spend time studying/revising the Preliminary course in their preparation for the HSC in Biology, Chemistry, Geology, Physics and 3/4 Unit Science?

When studying an HSC core topic students should revise all the work relevant to that topic. This would include a revision of the associated Preliminary work. Further, since questions may be set in a context which assumes that candidates have studied the Preliminary course satisfactorily, students will need to be familiar with **all** Preliminary course work, including those topics which may not relate directly to specific HSC topics. Students should, however, concentrate their study on the HSC course work.

How long is the Science for Life examination?

The Science for Life examination is two hours in length and is worth 70 marks (refer to page 54 of the Subject Manual for the structure of the examination) with the marks subsequently being scaled to a mark on the 0–100 range.

What happens if my students answer questions on modules they studied in the Science for Life Preliminary course?

Teachers must stress to students the danger of answering a question from a module that they have not studied in their HSC year. By the time they have completed their HSC course, students' increased experience is usually evident in the depth of the answers they give to the modules studied. Students should remember that, while a question on a module they have studied in the Preliminary course may look easier, their answers will be ranked against the answers of students who have studied the module more recently and possibly in greater depth. Of course, in the

HSC, the Board will mark the answers to any three modules that the student answers.

Will electives be examined in greater depth than in previous HSC examinations?

No, it is intended that the examination cover the broad scope of the elective objectives. Students will be issued with an elective answer booklet that provides adequate space to answer the questions.

Further information relating to curriculum and teaching can be obtained from:

Rosemary Hafner, Inspector,
Science, (02) 9925 8136
Gina Grant, Science Curriculum
Officer, (02) 9925 8148.

For inquiries relating to assessment and examinations, contact:

Martin Sormus, Science
Assessment Officer,
(02) 9925 8241. ❖

INTRODUCTION OF PDHPE 3 UNIT COURSE

The Board has monitored the implementation of the Personal Development, Health and Physical Education 2 Unit course since its introduction in 1991. The sustained growth in candidature over this period prompted a close examination of the feasibility of a 3 unit course. The Board determined that the development of a 3 unit course is desirable as it meets all necessary criteria. In particular, it was found that a PDHPE 3 Unit course:

- offers a coherent area of study that can be treated at an appropriately rigorous level involving content and skills of a distinctly higher order than the 2 unit course;
- offers an area of study not catered for by other courses in the curriculum and is likely to attract a significant candidature;
- provides students with pathways to related tertiary study and the expanding vocational fields of health, sports science and leisure.

The course, which may be available for implementation in 1997, is intended to consist of a number of modules of which students must study two. Possible module titles include:

- Technology for Health and Performance
- Physical Activity for Health and Performance
- Sport Policy and Administration
- Public Health Policy
- Aboriginal and Torres Strait Islander Health
- The Application of Biomechanics
- Adolescent Health
- Preparing the Elite Athlete

A project team will be formed to carry out the development of a writing brief and draft syllabus. Suitably qualified writers are invited to express interest in becoming members of the project team by completing the application in this issue of the *Board Bulletin*. ❖



Primary Matters

THIS MONTH'S EDITION OF *PRIMARY MATTERS* focuses on a number of the Board's projects mentioned in earlier editions.

Curriculum Integration Working Party

The Curriculum Integration Working Party has met several times over the past few months. The working party is currently drafting a *Guiding Statement on Curriculum Integration* which will be used as a basis for the development of K-6 curriculum integration support material.

Curriculum integration initiatives in several schools have come to the attention of the working party since it began its activities in May. At a recent meeting of the working party, Ros Adamson from South Wagga Public School, Meredith Tomkins from Corpus Christi Primary School, St Ives, and Sharyn Dickerson from St Mary's Primary School, Liverpool, each presented an overview of the mapping of the primary syllabuses that had been undertaken at their respective schools. The working party was impressed with the various ways these schools had undertaken this work.

At a recent presentation at the Office of the Board of Studies, Robin Fogarty, known for her models on curriculum integration, presented an overview of current developments in curriculum integration in the USA. Robin, who was working with a number of schools in NSW during her June visit, also met with the Curriculum Integration Working Party to discuss her work with schools.

Guiding Principles for the Primary Curriculum

Work on the *Guiding Principles for the Primary Curriculum* document is continuing based on recommendations from the consultation report. The Primary Curriculum Working Party has met on a regular basis to guide changes to the document, which has included a reduction in the length of the document. It is anticipated that further amendments will be necessary following decisions regarding the status of outcomes in syllabuses.

The *Guiding Principles for the Primary Curriculum* document is being developed by the Board to provide a common set of understandings and principles about primary education. It will be directed to those who are engaged in developing primary syllabuses and support documents for the New South Wales Board of Studies.

The Importance of Play

A consultation report on the Board's discussion paper entitled 'The Importance of Play' was presented to the July meeting of the K-6 Curriculum and Assessment Committee. An analysis of responses to the paper indicates strong support for the quality of the paper. The paper, which was distributed to the Board's consultative networks for early childhood education and special education, has been developed by the Board as the basis for a statement on the status of play in primary syllabuses and related support material.

The writers are currently using the report and the discussion paper to develop a guiding statement on play. This statement will be incorporated in the Board's Guiding Principles document.

Human Society and Its Environment K-6

The consultation report on the draft Human Society and Its Environment K-6 Syllabus has been prepared for the K-6 Curriculum and Assessment Committee. In general, the response to the draft has been mixed, with strong support for some components of the draft and equally strong support for change in other areas. The next edition of the *Board Bulletin* will include a more detailed account of the survey results.

A project team for Human Society and Its Environment K-6 will be appointed before the end of this year. This team will be responsible for the further development of the syllabus, based on the directions of the Human Society and Its Environment K-6 Syllabus Advisory Committee. The Board will be seeking nominations for the project team through advertisements in this *Board Bulletin* (see p 8).

New Release — Children's Recommended Texts List

The English K-6 Syllabus encourages students to engage with a range of texts in a variety of ways. The English K-6 *Children's Recommended Texts* is designed to accompany the English K-6 Syllabus. It provides suggestions about literary, factual and media texts that teachers and parents might like to use with students either in the classroom or at home.

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. ❖

CALL FOR EXPRESSIONS OF INTEREST FOR *Project Teams K-12*

The Board of Studies is seeking expressions of interest from experienced teachers and tertiary educators to be members of Project Teams for the projects outlined below.

Project Teams

A Project Team usually consists of three to six members selected on the basis of expertise. This includes at least one Board Officer, the Project Manager, who will coordinate and manage the project to ensure that it is completed to an acceptable standard on time and within budget.

Project Team members must have up-to-date knowledge in the relevant curriculum area, an awareness of current teaching and learning practices, demonstrated writing skills and involvement in professional development activities in the specified area.

Selection of Project Team

The Project Manager and Chairperson of the relevant Syllabus Advisory Committee (SAC) will cull the expressions of interest, taking into account the above criteria and the breadth of expertise required for the project. They will prepare a short-list of possible members for the consideration of the SAC. The SAC will consider the following documents in order to prepare a recommended list of Project Team members:

- copies of all expressions of interest submitted
- a summary of the expressions of interest
- the short list prepared by the Project Manager and the Chairperson.

The Project Team membership list recommended by the SAC will then be submitted to the Board for approval. The decision of the Board with regard to Project Team membership is final.

Period of Appointment

Each Project Team will be convened by the Board of Studies to undertake a specific project. Once this project has been completed the Project Team will be dissolved.

Time Commitment

Members of each Project Team will be requested to attend meetings at the Board's office and to complete substantial writing tasks between meetings. Meetings may be held from 4.00 pm to 8.00 pm for which dinner will be provided, or for a full day for which classroom teacher relief and meals will be provided as appropriate. Since the Project Team will be a small group undertaking intensive work, continuity of membership is critical. Prospective members are expected to be available for the life of the project.

Conditions of Membership

Project Team members are bound by the following rules and conditions. Please read them carefully before submitting an expression of interest.

Availability

It is essential that applicants notify the Board at the time of submitting an expression of interest if they expect to be unavailable for a substantial period of time during the next 2 years. Members of the Project Team must be available at critical times, which may include school holidays, in order to meet deadlines.

Confidentiality

All members of a Project Team are required to give an undertaking that they will maintain complete confidentiality in relation to the project being undertaken. They are further required to adhere to certain provisions relating to lecturing at courses, authorship and leave of absence. The Board of Studies requires that Project Team members will not comment publicly on matters relating to the project or its development.

Submission of an Expression of Interest

An application form may be photocopied from that provided in this *Board Bulletin* and submitted along with information on the applicant's

- demonstrated knowledge of the subject area
- teaching, curriculum and writing experience
- involvement in professional development activities
- specific areas of expertise such as gender equity, experience with students with special needs, etc

continued on page 8

- ability to work as part of a team and to meet deadlines and other information the applicant considers to be relevant.

Further calls for expressions of interest will appear in later *Board Bulletins*.

OUTLINE OF PROJECTS

Creative Arts K–6 Syllabus

Expressions of interest are called to write the Creative Arts K-6 Syllabus and Support Documents.

The project will include the production of a formal consultation draft of the syllabus and support documents. The draft will be based on a writing brief and consultation that occurred in 1994.

The four strands of the syllabus will be Dance, Drama, Music and Visual Arts. The structure is designed to express what is common among the four arts strands while providing for the unique nature of each strand to be maintained. Sample programs will be written for the support documents that enable teaching and learning to take place through a range of subject-based, as well as integrated, approaches.

Applicants should indicate the particular strands in which they have expertise and experience.

For further information contact Ms Kerry Thomas, Inspector, Creative Arts, on (02) 9925 9158.

Human Society and Its Environment K–6 Syllabus

Expressions of interest are called to finalise the Human Society and Its Environment K–6 Syllabus and support section.

The finalised syllabus and support section will incorporate recommendations based on the consultation of the draft syllabus approved by the Board. The syllabus will provide for the development of attitudes and values, skills and knowledge and understandings.

The project requires team members with specific expertise, experience and interest in Human Society and Its Environment in primary schools.

For further information, contact Mr Albert Marchetto, Inspector, Human Society and Its Environment, on (02) 9925 8151.

Science 7–10 Syllabus

Expressions of interest are called to finalise the reshaping of the Science 7–10 Syllabus.

The reshaped Science 7–10 Syllabus will emphasise the view that the study and content of science combines a specific body of knowledge and a set of

processes that can be used to systematically acquire and refine information.

The existing aims of the Science 7–10 Syllabus are to be retained. The objectives drawn from these aims are to reflect the breadth of content in the current syllabus and will relate directly to the syllabus outcomes. In the present Science 7–10 Syllabus content must be chosen across six areas to ensure students' experiences are drawn from all the major science disciplines. The revised syllabus will provide teachers with clarification on the degree of detail expected in each content area. The effect of relating outcomes to the six content areas is to provide much firmer guidance to teachers on the scope and depth of content required.

For further information contact Ms Rosemary Hafner, Inspector, Science, on (02) 9925 8136.

English 7–10 Syllabus

Expressions of interest are called to commence the revision of the English 7–10 Syllabus, and to develop support documents.

The revision will seek to provide continuity from K–6 to 7–10 and from 7–10 to 11–12. The project team will be required to consider the needs of the entire candidature, the structure of the syllabus document and the nature of support material that will assist teachers to implement the revised syllabus. Units of work covering a range of texts and topics will be included within the support documents.

Applicants should indicate the particular areas of English in which they have expertise.

For further information contact Ms Wendy Michaels, Acting Inspector, English, on (02) 9925 8276.

Agriculture 7–10 Syllabus

Expressions of interest are called for members of an Agriculture 7–10 Syllabus Project Team.

In 1992 the Agricultural Studies Syllabus Committee reviewed the 7–10 Agriculture Syllabus and developed a Writing Brief. The Writing Brief and questionnaire were distributed to the Agriculture Consultative Network in early 1993 and responses to the brief were collated by the Agricultural Studies Syllabus Committee. Further review was suspended while the Agriculture 2/3 Unit Syllabus was revised to incorporate Pathways initiatives.

The Board is now proceeding with the development of the 7–10 syllabus. The Project Team will build on this early work to ensure that the development of students will be enhanced through learning

experiences in the management of plant and animal enterprises and the marketing of agricultural products. The Agriculture 7–10 Syllabus will provide opportunities for students to increase their understanding of and abilities in the use of technologies associated with agricultural enterprises. It will explore the relationship between production, processing and marketing and the impact of these factors on society and the environment.

It is anticipated that the new course will enable students to link theory with practice through the studies of local rural industries. The syllabus will also incorporate the Sheep Husbandry Strand of the Sheep Husbandry and Wool Science 7–10 Syllabus.

For further information contact Mr Bob Staples, Inspector, Technological and Applied Studies, on (02) 9925 8246.

Studies of Asia 7–10 Syllabus

Expressions of interest are called to commence the revision of the 1984 Asian Social Studies School Certificate Syllabus.

The revised syllabus, provisionally given the title 'Studies of Asia', will represent a broader and more dynamic approach to the study of Asia in schools. The project will draw substantially on the national statement – 'Studies of Asia: A Statement for Australian Schools' prepared by the Asia Education Foundation (1995).

The syllabus will provide for the development of knowledge, understanding and appreciation of the diversity of environments, cultures and societies of Asia as well as the nature and significance of economic, cultural and strategic links between Asia and Australia.

This project requires team members with specific expertise, experience and interest in Studies of Asia. For further information contact Ms Virginia Frost, Inspector, Human Society and Its Environment, on (02) 9925 8150.

Applied Studies 11–12 Syllabus

Expressions of interest are called for members of an Applied Studies 1 Unit 11–12 Syllabus Project Team. In 1994 the Applied Studies Syllabus Committee carried out an evaluation of the Applied Studies 1 Unit Years 11–12 Syllabus by distributing a questionnaire to all schools teaching Applied Studies.

As a result of the evaluation the general intent of the course will be maintained. The Project Team will consider the coherence of the course, the

degree of difficulty of the modules and depth of study in each module. The development of support material to assist teachers in delivering the course will be an integral part of the project.

It should be noted that the Applied Studies Syllabus is now part of the responsibilities of the Design and Technology Syllabus Advisory Committee.

For further information contact Mr Bob Staples, Inspector, Technological and Applied Studies, on (02) 9925 8246.

Economics 11–12 Syllabus

Expressions of interest are called to commence the revision of the 1988 Economics Syllabus which was modified in 1994 for Pathways.

The revision will seek to provide an appropriate balance in the course between economic theory and its application, and to be inclusive of subject matter of current economic relevance, particularly in relation to government economic policy issues and the international and regional context for economic management.

The Project Team will be required to consider a variety of approaches in determining the structure of the syllabus in terms of the core and optional components, and in relation to the coverage of the 2/3 Unit Common course and the 3 Unit Additional course.

For further information contact Ms Virginia Frost, Inspector, Human Society and Its Environment, on (02) 9925 8150.

Personal Development, Health and Physical Education 3 Unit Syllabus

Expressions of interest are invited from people with expertise in the psycho-social and physical aspects of the health and movement sciences, for the development of a Personal Development, Health and Physical Education 3 Unit (Additional) Syllabus.

The proposed syllabus will complement the existing 2 unit Preliminary and HSC courses whilst complying with the requirement of extending students through more rigorous content and the application of distinctively higher order skills.

In addition to the areas of expertise identified, a practical understanding of the current 2 unit syllabus is desirable.

For further information, contact Mr Paul Hewitt, Inspector, PDHPE, on (02) 9925 8156.

MEMBERSHIP OF PROJECT TEAM — EXPRESSION OF INTEREST

NAME OF PROJECT.....
 Name
 Current position and school
 Teaching qualifications.....
 Number of years' teaching experience in NSW schools.....
 Number of years' teaching experience in the area of this project.....

Work address Tel: Fax:	Home address Tel: Fax:
--	--

I wish to submit the following persons as referees from whom confidential statements may be sought. One person should be able to provide information on the applicant's writing ability.

Name Work address..... Tel: Fax:	Name Work address..... Tel: Fax:
---	---

Applicant's signature Date

PRINCIPAL'S ENDORSEMENT

Employment as a project team member is **RECOMMENDED/NOT RECOMMENDED** (please circle one)

Comments

Principal's signature..... Date

Please return to: Ms C Murray
 Office of the Board of Studies
 PO Box 460
 NORTH SYDNEY NSW 2059
 Tel: (02) 9925 8315
 Fax: (02) 9955 3557

Closing date: 1 September 1995

Please attach additional information as itemised on pages 7 and 8.

OFFICE OF THE BOARD OF STUDIES

No smoking in the workplace is Board policy.



BOARD OF STUDIES LIAISON OFFICERS (VARIOUS POSITIONS) PEO

Position no: various

Total remuneration package valued at up to \$68 212 pa, including salary \$64 139, employer's contribution to superannuation and leave loading. Responsible for liaison between the Board and schools and systems, and for provision of advice to the education community on matters relating to the Board of Studies.

Essential: A degree or recognised teacher training qualification; highly successful teaching experience in government or non-government schools; ability to communicate effectively orally, in writing, and in the public arena; familiarity with the assessment and curriculum policies and procedures of the Board of Studies, particularly with respect to its credentials.

Desirable: Practical experience in curriculum, assessment and credentialling issues, work with school systems.

General: These positions will be permanent appointments in terms of Section 24 of the *Public Sector Management Act 1988*. An Enterprise Agreement has been negotiated. The conditions of employment contained in this agreement will apply.

Appointment will be effective from 29 January 1996 to coincide with the commencement of the 1996 school year.

There are nine positions as follows:

BOS/039	Metropolitan North (based in North Sydney)
BOS/040	Metropolitan East (based in Hurstville)
BOS/042	Metropolitan West (based in Parramatta)
BOS/041	Metropolitan South West (based in Glenfield)
BOS/045	North West (based in Tamworth)
BOS/046	Riverina (based in Wagga Wagga)
BOS/047	South Coast (based in Wollongong)
BOS/044	North Coast (based in Coffs Harbour)
BOS/048	Western (based in Bathurst)

Inquiries: Ms Jenny Allum (02) 9925 8134

Applications to: Assistant Personnel Officer
Office of the Board of Studies
PO Box 460
North Sydney NSW 2059

Closing date: Friday 25 August 1995

OFFICE OF THE BOARD OF STUDIES

No smoking in the workplace is Board policy.



BOARD INSPECTOR (VARIOUS POSITIONS) CEO

Position no: various

Total remuneration package valued at up to \$77 489 pa, including salary range \$64 139 to \$72 862, employer's contribution to superannuation and leave loading. Responsible for providing leadership in K-12 curriculum development in the relevant Key Learning Area and in the wider educational context. Responsible also for providing advice to the Board on the registration and accreditation of non-government schools throughout the state.

Essential: Expertise in curriculum development; highly successful teaching experience; demonstrated leadership in the learning area; high order management and negotiation skills; a degree or recognised teacher training qualification; excellent communication skills, including in the public arena.

Desirable: Ability to work under pressure and to exacting deadlines. High profile and credibility in subject area and in the wider educational context. K-12 perspective and understanding. Knowledge of vocational education.

General: These positions will be permanent appointments in terms of Section 24 of the *Public Sector Management Act 1988*. An Enterprise Agreement has been negotiated. The conditions of employment contained in this agreement will apply.

Appointment will be effective from 29 January 1996 to coincide with the commencement of the 1996 school year.

There are ten positions as follows:

BOS/036	Primary Education
BOS/029	English K-12
BOS/030	Mathematics K-12
BOS/031	Science K-12
BOS/032	Human Society and Its Environment K-12 (two positions)
BOS/038	Languages Other Than English K-12
BOS/037	Personal Development, Health and Physical Education K-12
BOS/035	Creative Arts K-12
BOS/034	Technology K-12

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