

Board Bulletin



BOARD OF STUDIES NSW September 1995 – Vol 4 No 7

LOTE K-6 *Generic Syllabus Framework*

All students in primary schools will have the opportunity to learn about languages as part of the *Human Society and Its Environment K-6 Syllabus*. When completed, this syllabus will include specific content to develop knowledge and understandings of the role of language in communicating with others and conveying culture. In addition to learning about languages other than English, students may also learn a language other than English based on a framework developed by the Board of Studies.

The draft *LOTE K-6 Generic Syllabus Framework* was developed by the Board of Studies to support the continuum of learning in languages other than English in NSW schools. It is compatible with the LOTE frameworks for Years 7-10 and Years 11-12, providing a consistent description of knowledge, skills and values and attitudes for K-12.

The traditional place of LOTE study in the formal NSW school curriculum has been in the secondary schools. In the School Certificate, there are currently 17 Board-developed LOTE courses, as well as 12 'content-approved' school courses taught through the Saturday School of Community Languages. Thirty-seven languages

other than English are now available for study in the HSC, generating 77 distinct courses. The introduction of LOTE in primary schools, however, is a relatively new option for schools and systems.

The *LOTE K-6 Generic Syllabus Framework* was written in recognition of the growing number of programs and the wide selection of languages taught in primary

continued on page 4



Yen Ching Jang teaching background speakers of Mandarin at Marrickville Public School. Photograph courtesy of Phil Lambert.

Provision of Syllabuses and Other Board Documents to Schools in

The Board of Studies has been investigating the feasibility of providing syllabuses and other documents to schools in electronic form. The Board will soon be in a position not only to provide schools with printed copies of these documents but also to make them available on disk, CD-ROM, or on the Internet as appropriate.

Electronic Form

Such an approach will bring a number of advantages to schools. For instance, it will be possible for the Board to build into the electronic version a number of powerful features that will allow for efficient and user-friendly access to information. These

features include the ability to select a section of a document, modify it if desired and place it into another document. It will also be possible for the Board to provide a number of related documents on the same disk or CD-ROM, thus having them conveniently located and easily accessible. In the case of material made available on the Internet,

continued on page 4

HSC AND SC IMPORTANT DATES

Year 10

- 22 Sept** First date from which principals can grant exemption from attendance.
- 25 Sept – 6 Oct** Term 3 Vacation
- 6 Oct** Grading advice, school grading recommendation schedules and report of school/State performance in School Certificate Reference Tests.
- 13 Oct** Latest date for principals' determinations (under Board delegation) of 'N' awards; notification of decision and appeal form(s) to student(s).
- 17 Oct** School appeals against pattern of grades for School Certificate.
- 20 Oct** Latest date for student appeals against 'N' awards to be lodged with the principal.
- 26 Oct** Grading recommendation sheets.
Principals' determination of 'N' award schedule.
- 27 Oct** Latest date for school reviews of 'N' awards and principals' notification to student(s) of results of review of appeals against 'N' awards.

Year 11

- 25 Sept – 6 Oct** Term 3 Vacation
- 13 Oct** Latest date for principals' determinations of 'U' awards; notification of decision and appeal form(s) to student(s).
- 20 Oct** Latest date for student appeals against 'U' awards to be lodged with the principal.
- 26 Oct** Principals' determination (under Board delegation) of 'U' assessments schedules.
- 27 Oct** Latest date for school reviews of 'U' awards and principals' notification to student(s) of results of review of appeals.

Year 12

- 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.
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.
Commencement date for Visual Arts corporate marking (senior markers).
Final date for submission of 3 Unit Agriculture Projects and 2 Unit Rural Technology Farm Studies.
- 18–22 Sept** Classical Ballet HSC practical examinations held.
- 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
- 6 Oct** Request for address for principals' HSC Result List.
- 13 Oct** Assessment confirmation schedules (includes principals' certification).
Last submission date for Design and Technology 3 Unit Specialised Study.
- 23 Oct** Commencement date for Visual Arts itinerant marking.
- 23 Oct – late Nov** HSC Examination (commencement week).
- 27 Oct** Changes to assessment marks.

Contents

LOTE K–6 Generic Syllabus Framework	1
Provision of Syllabuses and Other Board Documents to Schools in Electronic Form.....	1
HSC and SC Important Dates.....	2
Check Your Mailbox	2
President's Message	3
New Version of Motorised Markbook.....	3
Primary Matters.....	5
Approaches to Programming Design and Technology.....	6
<i>Official Notices centre liftout</i>	
Call for Expressions of Interest for Visual Arts Years 11–12 Project Team.....	8
Call for Expressions of Interest for Senior English Project Team.....	8
Historic Technology Conference Held.....	11

CHECK YOUR MAILBOX



- Japanese 2 Unit Z NAFLaSSL Syllabus
- Japanese 2 Unit Z Accelerated Specimen Exam
- NAFLaSSL Exam Report
- Parent & Employer Guide to SC Grading System brochure
- Distinction Courses Memo
- Addendum to 1994 French HSC Exam Report

Documents currently being developed

- Statement of Equity Principles
- 1996 NAFLaSSL Prescribed Themes

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.

Board Bulletin is produced by: Media & Public Relations BranchOffice of the Board of Studies NSW
Editorial Inquiries: (02) 9925 8248
Published by: Board of Studies NSW, 35-51 Mitchell Street
McMahons Point NSW 2060
© Board of Studies NSW 1995
ISSN 1038-5053

Printed on recycled paper. Print Post No. PP24163100021

President's Message



Considerable thought is being devoted at present to identifying the 'value-added' dimension in schooling. This value-added dimension is best thought of as the difference various schools make to the educational progress of students. Another way of thinking about this concept is to ask to what extent a school has affected the progress of students in ways not predictable when they entered the school.

Why should this be of special interest at present? The Board of Studies has been requested by Sydney newspapers to release, under the Freedom of Information Act, certain HSC data including average TER scores on a school-by-school basis and the average TER achieved by Government, Catholic and

Independent schools on a regional and statewide basis.

The Board has unanimously rejected this request, arguing that such a release would be a breach of confidence and that TER scores, while being a useful measure for university entrance, are fundamentally misleading when applied on an average basis to individual schools. There can be no doubt that the release of such information will inevitably lead to invalid conclusions about school performance.

TER measures alone cannot describe the quality of education being offered by schools. Many factors, including the socioeconomic and linguistic backgrounds of students, the enrolment policies of schools and

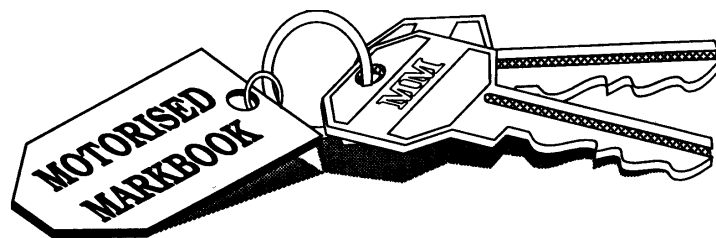
systems (eg comprehensive versus selective), and the nature of the available human and physical resources, affect school performance.

It is precisely because the TER can be so easily used to draw invalid conclusions that the Board, together with the school systems, is working towards establishing a better information base upon which sensible judgment can be made. Such an information base will accord with the Government's 'Fairer Schools Package' as announced prior to the recent election.



Sam Weller, President

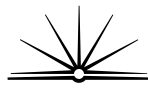
New Version of MOTORISED MARKBOOK



Any schools who have not yet purchased a copy of *Motorised Markbook* may now buy a copy of Version 3.1. The cost of the package will be \$200, which includes a Site Licence.

This means that the program can be used on any Macintosh computer within the school or on a computer operated by a current member of staff of the school. The Board will no longer sell the product with a Single User Licence.

For further information, contact Bob Delaney on tel (02) 9925 8228 or fax (02) 9957 5847.



LOTE K-6 Generic Syllabus Framework *continued from page 1*

schools. It aims to support principals, primary teachers of LOTE and school communities in developing, implementing and evaluating appropriate LOTE programs. It also provides a foundation for further study of a language in secondary school, potentially linking the study of a language from Kindergarten through to the HSC.

The document is sufficiently flexible to cater for the nature of the individual languages and the varying program contexts that characterise LOTE learning in NSW primary schools. Apart from the large number of languages currently taught in NSW, variations in LOTE studies are due to many factors including the background students have in the selected language, the length of time given to learning the language during the week, the experience and confidence of the teacher, and the language type (for example, tonal, ideographic, inflected).

The syllabus framework is not a syllabus, nor is it a teaching program. It seeks to provide a core from

which schools can construct programs of LOTE study that are

- reflective of the individual needs, priorities and circumstances of the individual school and its community;
- compatible with contemporary LOTE pedagogy and methodological approaches;
- likely to have positive applicability to further LOTE study at high school level.

The consultation draft *LOTE K-6 Generic Syllabus Framework* was distributed to primary schools and secondary schools at the beginning of this year. The document was well received, being recognised as relevant to the variety of language learning contexts in schools and compatible with existing LOTE programs.

It is anticipated that following the review of outcomes in syllabuses, and subsequent changes to the draft (as deemed necessary), the *LOTE K-6 Generic Syllabus Framework* will be available for schools to use at the commencement of the 1996 school year. ❖

Provision of Syllabuses and Other Board Documents to Schools in Electronic Form *continued from page 1*

the Board will be able to keep this information up to date so that schools can be confident that what they access in this way is always the latest version.

In order to make its documents available to schools through the Internet, the Board is holding discussions with a Service Provider. This company will provide the Board with space on its computer. The Board will provide copies of appropriate documents in electronic form that have been suitably prepared to make access simple. The documents will be placed on the Board's Home page ready for schools to access.

Any school that has access to the Internet will be able to find the Board's Home page. The documents will then be able to be read, or printed in whole or in part, if required. Schools will even be able to extract sections of a

larger document and incorporate these into documents they may wish to produce. For example, a section of a document on Higher School Certificate assessment could be taken directly from a Board publication and inserted into an advisory booklet for students being prepared by a school. The information provided by the Board of Studies in this way will also be available to any parents or other members of the community who might wish to obtain it from anywhere in the world.

In the case of documents that will be made available on CD-ROM or disk, the Board is confident that any technical difficulties associated with this initiative can be overcome. There are still, however, a number of policy and operational issues to be resolved. Consequently, the Board will adopt a 'staged approach'. In the first instance it is planned to put

all syllabuses and support materials associated with Computing Studies on a single CD-ROM. This will be issued to a sample of schools. After a period, those schools will be surveyed to determine how the functionality and layouts might be improved.

In the next stage it is planned to release a number of K-6 syllabuses on CD-ROM. Once again, schools will be given the opportunity to comment on the product.

After the Board has had the opportunity to evaluate the effectiveness of the first two products, it will make whatever improvements are necessary to the way the materials are presented and used. From then on the Board will proceed to provide certain materials to schools in a combination of printed and disk or CD-ROM forms, as appropriate. ❖



Primary Matters

This month's edition of Primary Matters focuses on some documents in development and projects in progress by the Board of Studies.

Key Competencies in the K-6 Curriculum

The mapping of the key competencies in NSW curriculum documents was undertaken as part of the NSW Key Competencies Pilot Project. Though the focus of the project is specifically on Years 7-12, mapping of primary documents was included in the mapping process to provide a perspective on key competency representation in the curriculum as a whole. A report on the mapping project of K-6 and 7-10 curriculum documents was made to the K-6 Curriculum and Assessment Committee of the Board in July.

It was reported that the key competencies were generally recognised as processes that were taught within the contexts of the different key learning areas of the primary curriculum. The overall representation of the key competencies was found to be significantly addressed in K-6 curriculum documents.

The findings of the K-6 mapping will inform the consideration of strategies for incorporating key competencies into the 7-10 curriculum. The issues of assessing and reporting on key competencies are not being considered in relation to the primary curriculum.

Special Education Support

The Board is currently developing curriculum materials for students with special education needs as a pilot project. The pilot project has included mapping of the English K-6 syllabus in relation to students with special education needs.

The project team is developing a support document in early communication for students with high support needs within the context of the English key learning area as well as across other key learning areas. The focus of this material is the need of the individual student in a range of learning environments and is based on the principle that all students have the capacity to communicate. A second support document is being developed for students who require additional interventions to improve their skills and strategies in literacy. The testing of these support documents in schools and an evaluation of the project will take place by the end of November. An outcome of the project will be an analysis of how the development of inclusive curriculum materials for students with special education needs in each key learning area can be effectively achieved.

The Board has established a Special Education Steering Committee comprised of members from both government and non-government sectors of school education. This committee has oversight of the project and has been meeting on a regular basis to monitor the development and testing of the support documents.

English K-6 Parent Document

A group of representatives of the Federation of Parents and Citizens Associations of NSW, NSW Parents Council and FOSCO has been assisting with the development of the *English K-6 Parent Support Document* over the last few months. This document provides an overview of the syllabus as well as suggestions of how parents can support their children in their learning of English. The *English K-6 Parent Support Document* is one of several projects that the Board has planned to assist parents in understanding what children learn at school.

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

Special Liftout Feature

Approaches to Programming **DESIGN AND TECHNOLOGY**

- a farm plan that specifies crops to be produced, livestock production, resource management, anticipated yields, budgets and cash flow statements;
- photographic and verbal presentations of a catering plan for a guesthouse, including a dietary analysis of the menu.

Through its work with schools and teachers, the Board is aware of the potential for different approaches to planning and programming to enhance student learning in Design and Technology.

Design and Technology programs consist primarily of a number of units of work that address the breadth and depth of learning described in the learning outcomes. It is usual for each unit of work to be based upon a project that involves a planned series of activities and reflects the processes of design and production. Such activity is usually initiated by a 'brief'.

Practice in schools would indicate that the success of learning is closely linked to the degree to which students relate to the purpose of activities. In developing a brief, many teachers are considering the way learning might be designed to address the interests of all students in the class group.

Similarly, practice is indicating that

- the types of briefs presented to students can and should vary throughout a program of study;
- Design Projects can emphasise different aspects of the processes of design and production;
- Design Projects can be connected unit to unit or be related to learning in other parts of the curriculum, eg Science or Commerce;
- More than one unit of work can be programmed to be delivered over a period of time, eg an Agriculture unit might be programmed to be delivered

over a growing cycle and be implemented at the same time as a unit in another prescribed context.

Effective programs tend to contain units based on briefs that will vary from being open ended to those that are closed or tightly restricted.

Open-ended briefs are those that provide students with the opportunity for a diverse range of interpretations and possible solutions. They prescribe minimal restrictions or constraints to be applied to the students' responses. Open-ended briefs enable the emphasis of teaching and learning to be placed upon learning outcomes relating to investigation, communication, evaluation and idea development. It is important that during open-ended activities students are provided with sufficient support and guidance to sustain meaningful learning.

In some cases open-ended briefs are best developed to the stage of making drawings or models rather than finished products or systems. This type of brief may provide a significant opportunity for the development of graphical and other communication skills. The products of such briefs might be

- a storyboard and verbal presentation;
- a series of detailed production drawings, including specifications of materials and a report on the production processes to be used;

In contrast, briefs can be made more 'closed' by building in constraints or specifications that students must meet in their responses. Closed briefs will limit the scope of ideas developed but may provide for a particular focus upon learning outcomes relating to production and evaluation.

Practice would indicate that it is important that students do not regard the constraints as being arbitrary or based upon a whim of the teacher. Simulation of the types of constraints imposed upon design and production in the wider community is an effective

continued on page 7



Students from St George Girls High School. Photograph

Official Notices

September 1995 — Vol 4 No 7

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.

Topics covered by Official Notices in this issue

HSC Examinations

- Assessment Requirements for HSC 2/3 Unit and 3 Unit Geography
- Courses for 1996 Onwards.....BOS 95/95
- HSC Assessment for Mathematics in SocietyBOS 96/95

Creative Arts

- Draft Visual Arts Years 11–12 Syllabus Package.....BOS 97/95

Human Society and Its Environment

- Assessment Requirements for HSC 2/3 Unit and 3 Unit Geography
- Courses for 1996 Onwards — see BOS 95/95

Languages Other Than English

- German Prescribed Texts, Topics, Projects and Works, etc
- 1996 Higher School Certificate ExaminationBOS 98/95
- Chinese for Background Speakers (formerly SETL) — Prescribed
- Texts, 1996.....BOS 99/95

Mathematics

- HSC Assessment for Mathematics in Society — see BOS 96/95



Technological and Applied Studies

- Categorisation of Board Courses BOS 44/93.....BOS 100/95
- Computing Studies 2 Unit (General) Specimen Examination Paper —
- Missing Pages.....BOS 101/95



Information

- Students Commencing and Completing Joint Secondary Schools
- TAFE (JSSTAFE) Courses in Term 4 of 1995.....BOS 102/95
- TRAC Delivery of the Vocational CECsBOS 103/95



**Assessment
Requirements for HSC
2/3 Unit and 3 Unit
Geography Courses for 1996
Onwards**

BOS
95/95

Teachers of Stage 6 Geography are reminded that the assessment requirements for the courses in 2/3 Unit and 3 Unit Geography, based on the 1994 Syllabus, are outlined on pages 7–11 of the grey-covered document entitled:

**Geography 2/3 Unit
Preliminary and HSC Courses
Specimen Examination Paper and Assessment
Information.**

When planning an Assessment Program for the 1994 Syllabus, teachers must adhere to the mandatory requirements set out in this Assessment Information document. This document replaces the information contained on pages 64–67 of Subject Manual Number 4 – Human Society and Its Environment.

Effective: Commencement of courses
based on the 1994 Syllabus
Contact no: (02) 9925 8218



**HSC Assessment for
Mathematics in Society**

BOS
96/95

The Board has approved a change in the weightings for the assessment of Mathematics in Society for the Higher School Certificate from 1996 onwards.

Assessment of the options will make up 30% of the total mark. This will reflect the weighting of the options in the HSC course and in the HSC examination following the Pathways provisions.

The table below indicates the weightings for the different components:

Aims/ Objectives	Course Section Weightings		Assessment Total Weightings
	A and B	C	
Group 1	28	12	40
Group 2	42	18	60
Totals	70	30	100

Effective: 1996 HSC onwards
Contact no: (02) 9925 8103
(02) 9925 8233



**Draft Visual Arts Years
11–12 Syllabus Package**

BOS
97/95

The draft Visual Arts Years 11-12 Syllabus, accompanying survey and other relevant information was recently distributed to schools for consultation in Term 3, 1995.

Teachers should note that it is intended that the syllabus will be ready to be implemented in Year 11, 1997 and first examined at the HSC in 1998. Advice in the package entitled

‘Visual Arts Higher School Certificate
Examination Specifications 1997 and thereafter’

is a draft paper to accompany the draft syllabus, and the title of the paper should read

‘Draft Visual Arts Higher School Certificate
Examination Specifications 1998 and thereafter’.

These specifications are draft documents only. It should also be noted that the Board has not endorsed the syllabus for implementation in schools at this stage but only for consultation.

The 2/3 Unit Visual Arts Examination for 1996 and 1997 will follow current procedures and advice contained in the *Creative Arts Subject Manual No 7* and the *HSC Prescribed Texts, Topics, Projects and Works* document issued to schools each year.

Responses to the draft syllabus, sample HSC questions and draft HSC Examination Specifications should be made on the evaluation survey sent in the package and returned to the Board by 22 September 1995.

Contact: Kerry Thomas
(02) 9925 8161



**German Prescribed
Texts, Topics, Projects
and Works, etc — 1996 Higher
School Certificate Examination**

BOS
98/95

The Board advises that for the Higher School Certificate Examination in 1996, the German prescribed texts are as follows:

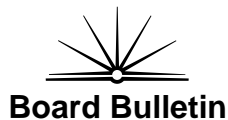
Students are to study ONE option only.

2/3 UNIT (RELATED) COURSE

2 UNIT (GENERAL) COURSE

1. Literature Option

EITHER

**Play**

The following two Hörspiele are to be studied:

Todesengel

Essen Bananen gern Kuchen

The Hörspiele are available from:

Inter Nationes, Kennedyallee 91, 5300,
Bonn 2, Germany.

OR

Short Stories

WITTER, Ben,	<i>Das nächste Mal andere Blumen</i>	(S 13)
DAVID, Kurt,	<i>Freitags wird gebadet</i>	(S 51)
BARDI, Janos,	<i>Hunne im Abendland</i>	(S 57)
MOSER, Milena,	<i>Die Fernsehshow</i>	(S 85)
ZINTH, Sirmione,	<i>Der Kopflose</i>	(S 125)

A suitable edition containing all the above short stories is:

Moderne Deutschsprachige Kurzprosa, edited by U Borgert, B Boss, A Winkelmann. Published by NSW Department of School Education, 1994. Available through the German Advisers, Curriculum Directorate, Department of School Education, Private Bag No 3, Ryde NSW 2112.

OR

2. Song Option (see attached list)

The following TEN songs are set for study:

GRÖNEMEYER, Herbert,	'Männer'
REICHEL, Achim,	'Minister'
REISER, Rio,	'Alles Lüge'
MEINEKE, Ulla,	'Tänzerin'
DETER, Ina,	'Frauen kommen langsam aber gewaltig'

in *Gefühl und Härte* (Goethe Institute) – available through:

The German Advisers, Curriculum Directorate, Department of School Education, Private Bag No 3, Ryde NSW 2112.

WERGER, Stefanie,	'Insel ohne Name'
	'Nacht der Tränen'

in WERGER, Stefanie, *Sehnsucht nach Florenz*, RCA PL71507

DRAGON	'Brandstifter'
INKSPOT	'Sylvi'
KURZSCHLU	'Heute so wie damals'

in *Schüler gegen Rechts – Rochmusik gegen Ausländerfeindlichkeit*, available from: Goethe-Institut, 90 Ocean Street, Woollahra NSW 2025.

Teachers who wish to obtain these songs should contact the German Advisers, Curriculum Directorate, Department of School Education, Private Bag No 3, Ryde NSW 2112.

OR

3. Film/Video Option

Das schreckliche Mädchen (Nasty Girl)

Individual video cassettes of *Das schreckliche Mädchen* can be purchased for approximately \$30 from the Dendy Store, 19 Martin Place, Sydney NSW 2000 (Phone 211 1242).

Copies of the film script can be purchased for \$15 to cover printing and dispatch costs from: OTEN Direct Mail Marketing, 51 Wentworth Road, Strathfield NSW 2135.

Effective: Immediately
Contact no: (02) 9925 8266



Chinese for Background Speakers (formerly SETL) — Prescribed Texts, 1996

BOS
99/95

CN 11-1187/Z) available from Zhōngguó Guó Jì Túshū Mào yì Zōng Gōng sī, Beijing.

A selection of classical prose writing (7 passages) from:

- (i) The Analects of Confucius
- (ii) Mencius

is also included in this memorandum.

Effective:
Contact no:

Immediately
(02) 9925 8266
(02) 9925 8280

The Board advises that, in Module 3 – Literature of the 2 Unit HSC Course, the short story *Add a Little Shallot and Garlic*, which is unobtainable, has been replaced by the following short story:

Bì Shū mǐn – Fān Jiāng, published in Xīn Huá Wén Zhāi, May 1995 (ISSN 1001-6651,

Passage 4

子曰：「君子道者三，我無能焉！仁者不憂，知者不惑，勇者不懼。」子貢曰：「夫子自道也。」

Annotated
Confucius

卷四第十四

Passage 3

「惻隱之心，仁之端也。羞惡之心，義之端也。辭讓之心，禮之端也。是非之心，智之端也。人之有是四端也，猶其有四肢也。有是四端而自謂不能者，自賊者也。謂其君不能者，賊其君者也。」

孟子

公孫丑篇第二

Passage 2

孟子對曰：「王何必曰利？亦有仁義而已矣！王曰：何以利吾國？大夫曰：何以利吾家？士庶人曰：何以利吾身？上下交征利，而國危矣！萬乘之國，弑其君者，必千乘之家；千乘之家，弑其君者，必百乘之家。萬取千焉，千取百焉，不為不多矣！苟為後義而先利，不奪不餒。」

孟子

梁惠王篇第一

孟子見梁惠王。王曰：「叟！不遠千里而來，亦將有以利吾國乎？」

Passage 1

「老吾老，以及人之老；幼吾幼，以及人之幼。天下可運於掌。」詩云：「刑于寡妻，至于兄弟，以御于家邦。」言舉斯心，加諸彼而已！故推恩足以保四海，不推恩無以保妻子。古之人所以大過人者，無他焉，善推其所為而已矣。今恩足以及禽獸，而功不至於百姓者，獨何與？」

孟子

梁惠王篇第一

Passage 7

子曰：『君子不重則不威，學則不固。主忠信，無友不如己者，過則勿憚改。』
憚，音但，無，憚，改。

論語

卷一 第一

Passage 6

齊景公問政於孔子，孔子對曰：『君君，臣臣，父父子子。』
 公曰：『善哉！信如君不君，臣不臣，父不父，子不子，雖有粟，吾得而食諸？』

論語

卷四 第十二

Passage 5

子曰：『由也，女聞六言六蔽矣乎？』對曰：『未也。』居！吾語女：好仁不好學，其蔽也愚；好知不好學，其蔽也蕩；好信不好學，其蔽也賊；好直不好學，其蔽也絞；好勇不好學，其蔽也亂；好剛不好學，其蔽也狂。』

論語

卷九 第十七



Categorisation of Board Courses BOS 44/93

BOS 100/95

The Committee of Chairs of Academic Boards/Senates of Universities in NSW and the ACT has determined that the following syllabuses have been designated Category B courses for the purpose of the calculation of the Tertiary Entrance Rank:

- 2 Unit General Computing Studies
- 2 Unit Accounting (JSST)

Students should be informed as soon as possible.

Effective: Immediately
Contact no: (02) 9925 8222



Computing Studies 2 Unit (General)

BOS 101/95

Specimen Examination Paper — Missing Pages

Some copies of the Computing Studies 2 Unit (General) Specimen Examination Paper that were sent out to schools in early 1995 are missing pages 25, 26 and 27 (Question 25 — Computer Communications).

If you require a copy of Question 25, please fax your request to the Board of Studies on (02) 9956 5205.



**Students Commencing
and Completing Joint
Secondary Schools
TAFE (JSSTAFE) Courses in
Term 4 of 1995**

**BOS
102/95**

Students enrolling in Joint Secondary Schools TAFE (JSSTAFE) courses that start and finish in Term 4 1995 will have access to the Content Endorsed Courses (CECs) endorsed by the Board and listed in the JSSTAFE publication *Ideas for Courses 1996*, in addition to courses listed in *Ideas for Courses 1995*. This is in order to maximise recognition of JSSTAFE courses for students entering further education and training.

Any student commencing and completing a JSSTAFE course in Term 4 1995 should be entered for the Preliminary or HSC Record of Achievement **in 1995**. Schools and colleges will need to enter students by **1 November 1995** using the Board's entry form for Term 4 courses. Copies of these forms will be forwarded to schools and colleges in early September. Participating schools and colleges are requested to ensure that students are entered in the correct JSSTAFE course for the Board's credentialling.

Students in Year 10 enrolled at Years K–10 or 7–10 schools that are not accredited to offer Preliminary and HSC courses will need to be entered through the appropriate TAFE college.

A student in Stage 5 at any school may undertake JSSTAFE courses where that student has completed all requirements for the School Certificate and has sat the Reference Tests in the year in which the student has completed School Certificate requirements, as detailed in section 5.5 of the 1995 ACE Manual.

From and including the 1995 HSC, JSSTAFE OES courses including CEC courses from *Ideas for Courses* (and other competency-based vocational courses) will be reported on the Record of Achievement without a mark. As notified in Official Notice BOS 64/94 (*Board Bulletin* Vol 3 No 7 1994), reference will be made instead to a separate transcript issued by the provider.

Schools and colleges will be required to enter either an 'S' (satisfactory) or 'U' (unsatisfactory) on the HSC assessment collection report using the Board's course completion criteria as detailed in section 11.4 of the 1995 ACE Manual. In the case of students commencing and completing a JSSTAFE course in Term 4 1995, schools and colleges will be asked to return the assessment collection report for that course by **30 November 1995**.

Students entered for and satisfactorily completing a JSSTAFE course in Term 4 1995 will be issued as appropriate with a Preliminary or HSC Record of Achievement listing that course. Any subsequent Record of Achievement for the same pattern of study will repeat the listing of that course with the year of completion, viz 1995.

The accessing of courses endorsed for 1995 and 1996 in Term 4 1995 and the associated credentialling procedures will be monitored by the Board and some adjustments may be made to procedures for 1996.

Contact no: (02) 9925 8206



**TRAC Delivery of the
Vocational CECs**

**BOS
103/95**

The TRAC program is one method that may be used to deliver the Board's 120-hour Content Endorsed Courses in Retail, Hospitality, and Office Skills. TRAC formerly delivered programs entitled Customer Service Stage 1, Commercial Services Stage 1 and Hospitality and Tourism.

When TRAC became a mode of delivery for the Board's Content Endorsed Courses, outcomes in the TRAC program were aligned with the Board's courses. As a result of these changes, TRAC may continue to use documentation such as the TRAC *Course Outline and Skills List* in the delivery of the Board's syllabuses. This will preserve the integrity of the TRAC mode of delivery.

For TRAC students to complete satisfactorily all modules for the 120-hour CEC **in 1995 only**, the students are required to:

- complete successfully the course work, which includes the Course Outline and Skills List;
- complete a customised workplace project.

For TRAC Stage 1 students, the table on the opposite page indicates the CEC modules that are covered in TRAC courses.

Reporting

Reporting arrangements are the same as for school-delivered Content Endorsed Courses. TRAC coordinators will provide schools with details of modules successfully completed by each student. The Board of Studies will distribute module data collection forms to collect this data. These module collection forms will be sent to schools that have entered students as being enrolled in either the Retail, Office Skills or Hospitality CEC.

VETAB Accreditation

The Dusseldorp Skills Forum (the coordinating agency for the TRAC program) has VETAB accreditation to deliver TRAC programs in Customer Service Stages 1 and 2, Commercial Services Stages 1 and 2, Hospitality Stages 1 and 2 and Automotive Stage 1. This accreditation is based upon the extensive use of structured workplace training, and as such the quality assurance provisions attached to the TRAC program are different from those of school-delivered CECs. The VETAB accreditation held by the Dusseldorp Skills Forum remains valid and current.

Stage 2 TRAC in 1996

To provide for students currently undertaking TRAC Stage 1, specific arrangements will be made

to align TRAC Stage 2 courses in Retail and Office Skills with the Board courses for 1996. The curriculum models for these courses were available in August, 1995.

Detailed advice on options available to TRAC coordinators and other interested parties is available from the Dusseldorp Skills Forum.

Inquiries:

**Board of Studies
Tel: (02) 9925 8310**

**Dusseldorp Skills Forum
Tel: (02) 267 9222
Fax: (02) 267 7882**

Table: CEC MODULES DELIVERED BY TRAC

Retail CEC 120 hour	TRAC Customer Service	Office Skills CEC 120 hour	TRAC Commercial Services	Hospitality CEC 120 hour	TRAC Hospitality
1.1 CORE MODULE Purpose of the Retail Industry		NOS 119 Work Environment		INT 1 The Hospitality Sector	
1.2 CORE MODULE Rules in the Workplace		NOS 118 Computer Operations – Data Retrieval		INT 2 Introduction to Front Office/Reception	
1.3 CORE MODULE Change in the Workplace		NOS 116 Keyboarding – Techniques and Operations		INT 3 Introduction to Food and Beverage	
1.4 CORE MODULE Communication		NOS 107 Mail		INT 6 Interpersonal Skills	
1.5 CORE MODULE Employment Skills		NOS 109 Office Equipment – Routine Tasks		INT 7 Occupational Safety and Security	
INDUSTRY SPECIFIC MODULES		NOS 120 Office – Role and Functions		INT 8 Occupational Hygiene	
1.1 INDUSTRY SPECIFIC Retail Principles and Customer Service		NOS 108 Records Handling		INT 9 Hospitality Law and Industrial Relations	
1.2 INDUSTRY SPECIFIC Selling Skills		NOS 126 Telephone Operations		INT 10 Customer Relations	
1.3 INDUSTRY SPECIFIC Retail Maths and Stock Control		NOS 121 Work/Personal Effectiveness		INT 11 Introduction to Clubs	
1.4 INDUSTRY SPECIFIC Essential Merchandising		NCS 001 Workplace Communication		BFO 6 Clerical Administration	

Cumulative List of all Official Notices to date for 1995

School Certificate Reference Tests

School Certificate Credentialling for Students with Special Education Needs	BOS 48/95
School Certificate Reference Tests in Mathematics — 1995 Specifications	BOS 49/95
1996 School Certificate Reference Tests	BOS 66/95
General Instructions for Use of Calculators — School Certificate Reference Tests and HSC Examinations 1995	BOS 67/95
1995 School Certificate Reference Tests	BOS 81/95

HSC Examinations

Clarification of the 2/3 Unit Economics Examination Specifications 1995 Onwards	BOS 01/95
Assessment Requirements for Higher School Certificate	BOS 23/95
Business Studies and Economics HSC Examinations	BOS 24/95
Life Management Studies HSC Examination Specifications	BOS 25/95
2, 3 and 4 Unit Mathematics HSC Examination Specifications	BOS 26/95
Repeating the Higher School Certificate from 1995	BOS 27/95
Spanish 3 Unit (Additional) Examination Clarification	BOS 28/95
3 Unit Classical Greek	BOS 29/95
Recommended Areas of Study for Visual Arts 2/3 Unit (Common) Higher School Certificate Examination 1996	BOS 50/95
Common Questions in the English 2/3 Unit and 2 Unit General Examination Papers	BOS 51/95
Industry Studies Higher School Certificate Examination	BOS 52/95
Amendments to the Higher School Certificate Specimen Examination Paper in 2 Unit Aboriginal Studies	BOS 53/95
Amendment to the Higher School Certificate Specimen Examination Paper in 1 Unit General Studies	BOS 54/95
NAFLaSSL Languages — Notification of Oral Report Topics 1995 Higher School Certificate	BOS 55/95
NAFLaSSL Higher School Certificate Examinations	BOS 56/95
Higher School Certificate Mathematics	BOS 57/95
Industry Studies 1995 Higher School Certificate — Changes to Examination Methods in the Hospitality and Metal and Engineering Strands	BOS 58/95
Assessment Requirements for the 1995 Higher School Certificate	BOS 59/95
General Instructions for Use of Calculators — School Certificate Reference Tests and HSC Examinations 1995 — see BOS 67/95	
1995 Higher School Certificate Timetable	BOS 68/95
Music Specimen Examination Papers	BOS 69/95
Classical Ballet 3 Unit Examination	BOS 70/95
General Studies Examination Specifications	BOS 71/95
1995 HSC Drama	BOS 72/95
Examination Committee Membership — Expressions of Interest	BOS 73/95
Clarification of Requirements for the HSC Examinations in 2/3 Unit Modern History and 2 Unit People and Events	BOS 74/95
LOTE Oral/Speaking Skills Examinations	BOS 75/95
Korean 2 Unit Z HSC Examination Specifications	BOS 76/95
Agriculture 2/3 Unit Examination Specifications	BOS 77/95
HSC Examinations in Computing Studies 2 Unit General, 2/3 Unit (Common), 3 Unit (Additional)	BOS 82/95
1996 HSC Special Provisions for Students with Disabilities	BOS 87/95
Advice to Principals Regarding Outside Tutors of HSC Classical Ballet	BOS 88/95
Advice to Principals re Study of 2 Unit Dance with an Outside Tutor	BOS 89/95
Visual Arts Practical HSC Marking	BOS 90/95
English 3 Unit Prescribed Texts, 1996–1997	BOS 91/95
Amendments to the Higher School Certificate Specimen Examination Papers in Ancient History for 1995 and thereafter	BOS 92/95

Cumulative List of all Official Notices to date for 1995 (continued)

HSC Examinations (continued)

Assessment and Examination of the 2/3 Unit Mathematics Courses under Pathways	BOS 93/95
Assessment Requirements for HSC 2/3 Unit and 3 Unit Geography Courses for 1996 Onwards	BOS 95/95
HSC Assessment for Mathematics in Society.....	BOS 96/95

Creative Arts

Higher School Certificate Visual Arts 2/3 Unit.....	BOS 02/95
Drama Prescribed Texts, 1996	BOS 03/95
Dance Higher School Certificate Examination, 1995 — Amendment of Prescribed Works	BOS 30/95
Recommended Areas of Study for Visual Arts 2/3 Unit (Common) HSC Examination 1996 — see BOS 50/95	
Music Specimen Examination Papers — see BOS 69/95	
Classical Ballet 3 Unit Examination — see BOS 70/95	
1995 HSC Drama — see BOS 72/95	
Advice to Principals Regarding Outside Tutors of HSC Classical Ballet — see BOS 88/95	
Advice to Principals re Study of 2 Unit Dance with an Outside Tutor — see BOS 89/95	
Visual Arts Practical HSC Marking — see BOS 90/95	
Draft Visual Arts Years 11–12 Syllabus Package	BOS 97/95

English

English, HSC 1995 3 Unit, Option (e) The Poem Sequence, Amendment of BOS 88/94	BOS 04/95
English 2/3 Unit (Related) — Study of Louis Nowra's <i>Cosi</i> , 1995, 1996, 1997	BOS 31/95
English, All courses — Use of commercial guides to English courses	BOS 32/95
Common Questions in the English 2/3 Unit and 2 Unit General Examination Papers — see BOS 51/95	
English 3 Unit Prescribed Texts, 1996–1997 — see BOS 91/95	

Human Society and Its Environment

Clarification of the 3 Unit Legal Studies Assessment Components and Weights.....	BOS 05/95
Business Studies and Economics HSC Examinations — see BOS 24/95	
Amendments to the Higher School Certificate Specimen Examination Paper in 1/2 Unit Studies of Religion.....	BOS 33/95
Approval of a JSSTAFE Board-Developed Course Accounting, Replacing Accounts-Clerical	BOS 34/95
Industry Studies Higher School Certificate Examination — see BOS 52/95	
Amendments to the Higher School Certificate Specimen Examination Paper in 2 Unit Aboriginal Studies — see BOS 53/95	
Amendment to the Higher School Certificate Specimen Examination Paper in 1 Unit General Studies — see BOS 54/95	
General Studies Examination Specifications — see BOS 71/95	
Clarification of Requirements for the HSC Examinations in 2/3 Unit Modern History and 2 Unit People and Events — see BOS 74/95	
Amendment to the HSC Specimen Examination paper in 2 Unit Modern History (People and Events)	BOS 78/95
Modern History 2 Unit People and Events — HSC Course	BOS 79/95
Ancient History	BOS 83/95
Amendments to the Higher School Certificate Specimen Examination Papers in Ancient History for 1995 and thereafter — see BOS 92/95	
Assessment Requirements for HSC 2/3 Unit and 3 Unit Geography Courses for 1996 Onwards — see BOS 95/95	

Cumulative List of all Official Notices to date for 1995 (continued)

Languages Other Than English

Study of Thai for the Higher School Certificate.....	BOS 06/95
Arabic Syllabus Years 7–10.....	BOS 07/95
Eligibility to Study 2 Unit Z Courses in LOTE	BOS 08/95
Russian Syllabus Years 7–10.....	BOS 09/95
Chinese for Background Speakers (formerly SETL) — Prescribed Texts, 1996	BOS 10/95
Chinese Syllabus for Background and Non-background Speakers from 1995	BOS 11/95
Korean 2 Unit LBS (formerly SETL) — Prescribed Texts and Topics, 1995	BOS 12/95
Korean Syllabus for Background Speakers, Years 11–12	BOS 13/95
Spanish Syllabus Years 7–10	BOS 14/95
Portuguese 2 Unit/Extended Level Syllabus	BOS 15/95
The 100 Hours Mandatory Experience in LOTE	BOS 16/95
Russian 3 Unit	BOS 17/95
Subject Manual 5A — German	BOS 18/95
German: Amendments to Song Option, 2/3 Unit (Common), 2 Unit (General), and Speaking Skills, 2/3 Unit (Common)	BOS 19/95
Spanish 3 Unit (Additional) Examination Clarification — see BOS 28/95	
3 Unit Classical Greek — see BOS 29/95	
Turkish, 3 Unit Prescribed Texts, Topics, Projects and Works, etc, 1995 and 1996 Clarification	BOS 35/95
German: Clarification of Memorandum 19/95	BOS 36/95
Hindi and Persian 2 Unit/Extended Level Syllabuses	BOS 37/95
Chinese 3 Unit (Additional) Syllabus (issued in 1984 — sometimes called the old syllabus): Amendment to Official Notice BOS 11/95.....	BOS 38/95
NAFLaSSL Languages — Notification of Oral Report Topics 1995 Higher School Certificate — see BOS 55/95	
NAFLaSSL Higher School Certificate Examinations — see BOS 56/95	
LOTE Oral/Speaking Skills Examinations — see BOS 75/95	
Korean 2 Unit Z HSC Examination Specifications — see BOS 76/95	
German Prescribed Texts, Topics, Projects and Works, etc — 1996 Higher School Certificate Examination	BOS 98/95
Chinese for Background Speakers (formerly SETL) — Prescribed Texts, 1996.....	BOS 99/95

Mathematics

2, 3 and 4 Unit Mathematics HSC Examination Specifications — see BOS 26/95	
Higher School Certificate Mathematics — see BOS 56/95	
Mathematics 9–10 Syllabus.....	BOS 84/95
Assessment and Examination of the 2/3 Unit Mathematics Courses under Pathways — see BOS 93/95	
HSC Assessment for Mathematics in Society — see BOS 96/95	

Personal Development, Health and Physical Education

Life Management Studies HSC Examination Specifications — see BOS 25/95	
--	--

Science

Corrections to Subject Manual Number 3 — Science.....	BOS 39/95
Corrections to the Stage 6 Geology Syllabus.....	BOS 40/95
Clarification of requirements for courses in Science for the 1995 HSC Examination.....	BOS 41/95
Addenda to the Stage 6 Biology and Chemistry 1995 HSC Specimen Examination Papers	BOS 42/95
Corrections to the Stage 6 Science 3/4 Unit Syllabus.....	BOS 80/95

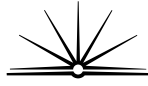
Cumulative List of all Official Notices to date for 1995 (continued)

Technological and Applied Studies

New Vocational Content Endorsed Courses	BOS 20/95
2/3 Unit Design and Technology — Major Design Project.....	BOS 43/95
Computing Studies 3 Unit, 1996 Prescribed Texts, Topics, Projects, Works — Amendment	BOS 44/95
Industry Studies Higher School Certificate Examination — see BOS 52/95	
Industry Studies 1995 Higher School Certificate — Changes to Examination Methods in the Hospitality and Metal and Engineering Strands — see BOS 58/95	
Stage 6 Computing Studies <i>Methods of Algorithm Description</i> Second Edition.....	BOS 60/95
Stage 6 Computing Studies — Additional Terms to be added to the <i>Glossary of Terms</i> Second Edition	BOS 61/95
Computing Studies 3 Unit (Additional) Course, Replacement 'Railroad' Diagram.....	BOS 62/95
Stage 6 Engineering Science	BOS 63/95
Stage 6 Computing Studies Frequently Asked Questions, with Answers.....	BOS 65/95
Agriculture 2/3 Unit Examination Specifications — see BOS 77/95	
HSC Examinations in Computing Studies 2 Unit (General), 2/3 Unit (Common), 3 Unit (Additional) — see BOS 82/95	
Amendments to the Building and Construction CEC.....	BOS 85/95
Categorisation of Board Courses BOS 44/93	BOS 100/95
Computing Studies 2 Unit (General) Specimen Examination Paper — Missing Pages	BOS 101/95

Information

Review of procedures for endorsement of OES and School Courses.....	BOS 21/95
1995 OES and School Courses Application Forms.....	BOS 22/95
OES endorsement and VETAB accreditation of vocational HSC courses	BOS 45/95
Experiments involving Human Blood	BOS 46/95
Mathematics K-6.....	BOS 47/95
Assessment Requirements for the 1995 Higher School Certificate — see BOS 58/95	
Distinction Courses, Philosophy Course Committee.....	BOS 64/95
Board Exclusions — JSSTAFE Ideas for Courses 1996	BOS 86/95
Distinction Courses 1996 — Expression of Interest	BOS 94/95
Students Commencing and Completing Joint Secondary Schools TAFE (JSSTAFE) Courses in Term 4 of 1995	BOS 102/95
TRAC Delivery of the Vocational CECs.....	BOS 103/95



Special Liftout Feature

way of ensuring that activities remain meaningful.

Constraints may be written into briefs in different ways. Examples of constraints include:

- stating in the brief that the available resources are those of a small video production company;
- making the focus of a brief the manufacturing system for a product, rather than the product itself, and defining the equipment and resources available to the manufacturer;
- stating budgetary limitations in which the project will be developed, eg hiring time for equipment;
- stating particular processes that must be used, eg using the Internet to communicate with an overseas school when developing a product for the international market.

In sequencing programs, consideration is given to the capacity of students to manage

more open-ended briefs as their expertise develops or as they become more familiar with particular resources or work environments.

In many instances effective programs contain briefs that initiate learning activity at different stages of the design and production process.

By varying how learning activities are commenced, the focus of learning may be shifted, ie learning outcomes relating to different stages of the design and production process may be given a different emphasis.

The starting point for student activity might be a different stage of the process of designing and producing. Approaches might include

- evaluating a system or product to work out how it might be improved;
- making a product from existing plans and evaluating it to see how successful it might be, or to analyse how it might be adapted to commercial production;
- investigating an area of need to develop a product;
- working from an existing design concept to develop detailed specifications and plans for implementation and then evaluating the concept and its potential implementation using the plans and specifications.

Irrespective of the starting point, care needs to be taken to address a broad range of outcomes as the unit progresses. This is achieved when students move from an evaluation to the generation of a new design, or from a production activity to an evaluation and re-design.

In many instances effective programs contain a mixture of briefs, some specifying

individual learning activity, some specifying small group activity, and some specifying whole class activity.

It is an important intention of Design and Technology that students develop an appreciation of the nature of design and production in the wider community. Particularly in the context of industry, the processes of design and production often involve group activity based upon teamwork and cooperation. In many classroom situations, teamwork and cooperation are best taught in the context of group activity.

The nature of technology learning is such that it involves the management of students who are using diverse and often complex techniques, equipment and resources. In the majority of situations teachers are managing mixed ability groups of students. In some areas such classes contain a significant proportion of students with special needs. In many instances group work will facilitate effective classroom management.

Briefs that are prepared for groups should define the nature of the group and the roles of group members. Again, simulations of situations found in the wider community, including industry, are a way of ensuring that group work is perceived as meaningful or relevant. In some situations it may be desirable to develop a single design, which will be produced by the individual members of the group.

In summary the Board is finding that effective teaching/learning programs for Design and Technology usually contain units based upon a variety of approaches to the use of briefs. These include open-ended and closed briefs, briefs that initiate activity at different stages of the design and production process, and briefs that facilitate individual activity, small group activity and whole class group activity. ❖



Photo by David Lefcovitch, School Education News.

CALL FOR EXPRESSIONS OF INTEREST FOR *Visual Arts Years 11-12 Project Team*

Expressions of interest are sought for a Visual Arts Years 11-12 Syllabus and Support Documents Project Team.

The Project Team will be responsible for developing the Visual Arts Years 11-12 Syllabus based on the formal consultation draft now in schools and for preparing support documents to assist in the implementation of this syllabus.

The work will involve a close analysis of consultation surveys and the possible redrafting of some sections of the syllabus as required. It will also include the development of sample 2/3 unit HSC examination written papers and the development of specifications for submitted artworks for the HSC.

Advice will also be prepared on case studies as they relate to the requirements of the Preliminary course. Further information will also be prepared on the areas of study and practices.

Experienced Visual Arts teachers and tertiary educators interested in being involved in this project should consult the senior English Project Team item below in this *Board Bulletin*, which refers to more general matters about Project Teams and how expressions of interest can be submitted.

For further information contact: Ms Kerry Thomas, Inspector, Creative Arts on (02) 9925 8161.

Closing Date: Applicant information should reach the Office of the Board of Studies by 27 September 1995.

CALL FOR EXPRESSIONS OF INTEREST FOR *Senior English Project Team*

English 11-12 Syllabus and Support Document

The Board of Studies is seeking expressions of interest from experienced teachers and tertiary educators to be members of the senior English Project Team to develop the senior English syllabus and support documents.

The Project Team will be required to develop the syllabus and support documents for the senior course, based on the Writing Brief endorsed by the Board of Studies.

The Writing Brief describes a modular structure comprising a core and electives in both the Preliminary and HSC courses. The core provides for common learning experiences in English for the whole candidature. The electives provide for particular areas of expertise including Literature, Media, Multimedia, Non-fiction, Genre/Cross-

Genre study and Cultural/Linguistic study. It also makes provision for the creating as well as the critiquing of a range of texts.

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 coordinates and manages 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 curriculum area of English, an awareness of current teaching and learning practices, demonstrated writing skills and involvement in professional development activities in the specified area.

Intending applicants should, in addition to the general information required, provide further information about their knowledge of current issues in English education both nationally and internationally and evidence of expertise in any of the electives.

Selection of Project Team

The Project Manager, Chairperson of the 7–12 English Syllabus Advisory Committee (SAC) and Chairperson of the Senior English Review Subcommittee 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, the Chairperson of the 7–12 English Syllabus Advisory Committee and the Chairperson of the Senior English Review Subcommittee.

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

The Project Team will be convened by the Office of the Board of Studies to undertake the 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 comprise 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

The following application form should be photocopied 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
- ability to work as part of a team and to meet deadlines
- other information the applicant considers to be relevant.

This information should reach the Office of the Board of Studies by 27 September 1995.

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

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: 27 September 1995

Please attach additional information as itemised on pages 8 and 9.

Historic Technology Conference Held

A two-day conference, *Technology Teaching Together*, was held at the University of Technology, Sydney on 16 and 17 June 1995. The conference was a unique venture that brought teachers from different subject areas together in the common interest of the future of technology education.

In his closing address to the delegates, the Minister for Education and Training, The Honourable John Aquilina MP, remarked on the significance of the conference and its focus on a broad-based approach to technology education. The Minister congratulated the participants and praised the 40 primary and secondary school students who participated in the student design workshop. This workshop gave delegates the opportunity to view the skills of students in research, creativity, communication, production and evaluation within the technological process.

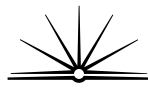
The conference was an initiative of professional associations of teachers within the Technological and Applied Studies Key Learning Area including:

- Australian Teachers of Media
- Design Education Council of Australia
- Institute of Technology Education
- National Association of Agricultural Educators
- NSW Computer Educators Group
- Technology Educators Association.

The conference drew over 200 teachers from primary and secondary schools in both government and non-government sectors from as far as Norfolk Island. The delegates had the opportunity to participate in workshops that explored areas as diverse as the Internet, multimedia applications, software developments, vocational education, industrial design, product development and marketing. Keynote speakers challenged teachers to consider issues critical to the future of K-12 technology education.

A key feature of the conference was the forum in which primary teachers had the opportunity to describe the support they require from the various professional associations in the implementation of quality technology education in the early years of the K-12 continuum.

The Minister stated that 'the conference was a unique opportunity to address the needs of a changing society', and 'technology cannot be successful unless we adopt a collective vision and a K-12 perspective'. ❖



Board Bulletin Extra copies available

Schools may request additional copies of the Board Bulletin if the standard quantity is not enough.

Secondary schools may request 20 copies instead of the standard 12, and Primary schools may request 12 instead of the standard four copies.

Principals should complete the coupon and return to the address below.

Please post this coupon to:

Robert Buckland
Publications Branch
Board of Studies
PO Box 460
North Sydney NSW 2059

or fax to:

Publications Branch
(02) 9956 5205



Please increase the number of copies of the Board Bulletin sent to this school:

Primary school - 12 copies

Secondary school - 20 copies

School name:

.....

Address:

.....

.....

Principal's name:

.....

Principal's signature:

.....

ORDERING BOARD PUBLICATIONS

Orders for publications by mail or fax are preferred, so that we have a written record of your request.

By mail: Client Services Unit
Board of Studies NSW
PO Box 460
North Sydney NSW 2059

By fax: (02) 9956 5205

Include name, school, address, phone number and publications required.

For general inquiries about free publications, ring: (02) 9925 8159 or (02) 9925 8160

For general inquiries about commercial products, ring (02) 9925 8178 or (02) 9925 8294