

# Official Notices

October 1995 — Vol 4 No 8

## 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



### School Certificate Reference Tests

Revised Course Performance Descriptors — Studies of Religion,  
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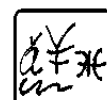
### HSC Examinations

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**Revised Course Performance Descriptors — Studies of Religion, Aboriginal Studies, Visual Arts and Music**

BOS  
104/95

Revised Course Performance Descriptors in Studies of Religion, Aboriginal Studies, Visual Arts and Music have recently been sent to schools.

These Descriptors relate to the assessment of student achievement for the School Certificate and have been scheduled for implementation as follows:

Course	Effective from
Studies of Religion	Term 1, 1995
Aboriginal Studies*	Term 1, 1995
Visual Arts*	Term 1, 1995
Music*	Term 1, 1995

\* For schools where the cohort has studied the 1994 Syllabus

The Descriptors should be distributed to the relevant teachers, and a copy inserted in the manual, *School Certificate Grading System, Information on Course Performance Descriptors*, currently in schools.

Effective: **Immediately**  
Contact no: **(02) 9925 8218**



**Clarification of the Five-Year Rule for Higher School Certificate Pathways**

BOS  
105/95

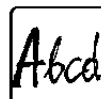
In the document *Higher School Certificate Pathways Implementation Guidelines* and subsequent editions of the *ACE Manual*, the provision for accumulation of the Higher School Certificate is described as follows:

Students may accumulate HSC courses towards the Higher School Certificate over up to five years.

The five-year period will commence in the first year the student attempts an HSC course examination. It will apply regardless of whether the student defers his/her studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend over more than the five-year period.

The Board has determined that the five-year period be deemed a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

Contact no: **(02) 9925 8102**



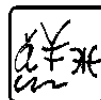
**English 3 Unit Prescribed Texts, 1995**

BOS  
106/95

**Option (e), The Poem Sequence**

The Board advises that in Official Notice BOS 88/94 the statement at the end of the poems prescribed, viz the phrase — *the combination of lyric and narrative* — refers to poetic as well as prose narrative, NOT only to prose narrative as may have been misinterpreted from the original prescription.

Effective: **Immediately**  
Contact no: **(02) 9925 8266**  
**(02) 9925 8276**



**Italian 2/3 Unit, 1996**

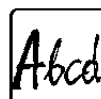
BOS  
107/95

**Drama Option:**

FO, Dario *Non si paga non si paga*

The Board advises that, in the Drama Option, Act II only is prescribed for intensive study. Students are required, however, to be familiar with the whole play.

Effective: **Immediately**  
Contact no: **(02) 9925 8266**  
**(02) 9925 8280**



**Personal Development, Health and Physical Education, School Certificate Grades and Students with a Disability**

BOS  
108/95

The Board advises the following clarification of the awarding of School Certificate grades based on Course Performance Descriptors in

Personal Development, Health and Physical Education to students with a disability.

Achievement of students with special education needs who are entered for a Life Skills PDHPE program will be reported using the Student Profile. (See *School Certificate Credentialling for Students with Special Education Needs*, Board of Studies, 1995.)

**Other students with disabilities will be studying the Board's 7-10 PDHPE Syllabus.** They may be participating fully in the mainstream class program or, where necessary, may have some aspects of the program modified to include them more fully. **These students will have a grade awarded on the basis of the Course Performance Descriptors** (distributed in 1991 for first implementation in 1992).

It may be perceived that this second group of students is unlikely to gain grades commensurate with the higher levels of achievement due to limitations in movement. Teachers are advised that grades assigned at the end of Year 10 should reflect the best overall description of the student's achievement. However, not every detail of all performance descriptors within a grade will need to be achieved. For example, in regard to movement-based descriptors, a student with a physical and/or sensory disability should not be precluded from the 'A' award if the description of this category best reflects the students' *overall* achievement.

*Teachers should also acknowledge that students can demonstrate achievement in different ways.* For example, it is possible for a student in a wheelchair to 'show initiative and improvisation when responding to new movement situations'. This may be demonstrated, for example, by the student modifying the way a ball is passed in response to a range of defensive situations.

The demonstration of achievement in different ways has implications for programming and assessment. Teachers need to ensure that the needs of all students are catered for. A student with a physical and/or sensory disability may be prevented from full inclusion in the program. In this situation an alternative program of study should be offered. Similarly assessment tasks should reflect the program of study and cater for students' special needs.

This may mean that a mix of the following strategies will need to be used:

- the tasks will be designed to allow all students an equal opportunity to demonstrate their level of achievement, eg allow students to demonstrate their achievement of the outcomes in a preferred movement medium;
- the tasks will be modified for students with a disability to allow them to best demonstrate their level of achievement, eg act as a guide for students with a visual impairment to assist their movement. A student with a hearing impairment would require visual cues to reinforce music rhythms;
- a student who is undergoing an alternative program will be set different but comparable tasks, eg a student with a physical disability that significantly affects their participation in a unit of dance may be given a task where they evaluate performances.

A number of the Stage 5 skills outcomes related to movement are clearly achievable by students with reduced mobility. For example:

- adapt to the varied demands of a range of physical activities;
- devise team plays, strategies and presentations to achieve specific performance goals;
- analyse a performance;
- improvise movements in a range of physical activities.

Teachers need to make professional judgments based on what the student can actually do. It should not be forgotten that people with disabilities can achieve excellent performances in the movement domain. Attitude and effort must not be used as criteria for the award of a grade.

**Effective:** **Immediately**  
**Contact no:** **(02) 9925 8241**  
**(02) 9925 8156**  
**(02) 9925 8127**



**Removal of Exclusion  
on JSSTAFE Course,  
Hospitality — Essentials and  
Related Modules of Industry  
Studies  
(Hospitality Strand)**

BOS  
109/95

Official Notice BOS 86/95 (*Board Bulletin* Vol 4 No 5 July 1995) included advice that under Category 2 an exclusion existed which, in effect, prevented the study of both the JSSTAFE Content Endorsed Course Hospitality — Essentials and related modules of Industry Studies (Hospitality Strand), either within the Preliminary pattern of study or within the HSC pattern of study.

The Hospitality — Essentials course contains a TAFE subject, Tourism & Hospitality Essentials. Industry Studies (Hospitality Strand) does not incorporate the modules that comprise this subject but there is overlap with the learning outcomes in the Industry Studies core modules.

The subject Tourism & Hospitality Essentials is a pre-requisite for a number of other JSSTAFE courses in the Hospitality area. Because of this, the Board has agreed to the removal of the exclusion that restricted the study of both Hospitality — Essentials and Industry Studies (Hospitality Strand) during the same pattern of study.

Contact no: (02) 9925 8206



**Requirements for  
Private Providers of  
Vocational Higher  
School Certificate Courses**

BOS  
110/95

In 1994 the Vocational Education Dual Accreditation Committee (VEDAC) developed a set of guidelines to assist schools in their dealings with private providers involved in the delivery of vocational Higher School Certificate courses — refer to Official Notice BOS 73/94 in *Board Bulletin* Vol 3 No 7 1994.

VEDAC has since amended its requirements for private providers. The amended guidelines are reproduced below. One change (section 6) is that all providers must now meet the requirements for the delivery of accredited

courses which form part of their own registration with the Vocational Education & Training Accreditation Board (VETAB), rather than meeting the requirements set out in the course accreditation submission presented to VETAB by the Board of Studies.

Another amendment to the guidelines is the insertion of the copyright provisions for the curriculum modules used by the Board in the vocational Content Endorsed Courses (CECs) of Furnishing, Building & Construction and Rural Industries.

As indicated in Official Notice BOS 103/95 in *Board Bulletin* Vol 4 No 7 September 1995, the TRAC program is one method that may be used to deliver the Board's 120 hour CECs of Retail, Hospitality, and Office Skills. These guidelines, as amended, also apply to TRAC delivery of these three CECs.

The amended guidelines are as follows:

1. For the purposes of these guidelines, private providers are providers other than government schools, non-government schools, TAFE colleges and government agricultural colleges in New South Wales.
2. The Education Reform Act precludes any non-school or non-TAFE organisation from offering the Higher School Certificate. Private providers may, however, deliver vocational HSC courses on behalf of government or non-government schools in accordance with the requirements set out below.
3. All courses proposed for delivery as part of the HSC, including any courses to be delivered solely or partly by a private provider, must be either Board-developed or Board-endorsed. Generally, the Board will only endorse vocational (industry-specific) courses on a statewide 'content-endorsed' basis.
4. Where a school wishes to contract a private provider to deliver all or part of an HSC vocational course, the provider must:
  - (i) be already registered with VETAB and have VETAB accreditation **for a course containing the same modules as those in the HSC vocational course which the school wishes to implement**, or
  - (ii) seek VETAB registration and be approved by VETAB to deliver all components of the vocational HSC course.

(VETAB registration/accreditation can be confirmed by sighting the certificate(s) issued by VETAB to the provider. Further information can be obtained from the VETAB Secretariat on (02) 261 8158.)

5. Private providers will be able to be registered by VETAB to deliver vocational HSC courses in advance of establishing a partnership with a school.
6. All providers must meet the requirements for the delivery of accredited courses which form part of their registration with VETAB.
7. The provider is responsible for ensuring effective teaching of the course/course components delivered. In all cases, however, the school remains responsible for ensuring compliance with the Board's syllabus and assessment requirements, and for communication with the Board concerning student achievement and credentialling.
8. The Board of Studies has agreed to make its syllabuses freely available in the public domain, but cannot sub-license use of the component modules where copyright is held by another agency. As part of the registration process, VETAB will need to be satisfied that the private provider has permission from the agency holding copyright of the curriculum modules used in the course. To date, these are as follows:

Office Skills CEC	ACTRAC Products Ltd
Hospitality CEC	ACTRAC Products Ltd
Retail CEC	not applicable (Board of Studies developed the course)
Furnishing CEC	ACTRAC Products Ltd
Building & Construction CEC	ACTRAC Products Ltd
Rural Industries CEC	TAFE NSW; Rural Training Council of NSW
Industry Studies – Hospitality	ACTRAC Products Ltd
Industry Studies – Metal & Engineering	TAFE NSW
Industry Studies – Retail	not applicable (Board of Studies developed the course)

9. Private providers may organise work placements but this must be done in conjunction with the participating

schools. **The responsibility for duty of care and supervision remains with the school, with the standard of care required dependent on the age of the students.**

10. While private providers retain the right to issue a VETAB credential, the Board of Studies will issue a certificate/statement/s of competency for all dual accredited vocational courses undertaken as part of the HSC.

**Contact no: (02) 9925 8206**

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