

Official Notices

February 1996 — Vol 5 No 1

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.

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**1996 HSC University
Scaling of Mathematics
4 Unit (Additional) Paper**

BOS
01/96

The Committee of Chairs of Academic Boards has announced a change to the University TER scaling of the Mathematics 4 Unit (Additional) paper for the 1996 HSC and has asked the Board of Studies to convey this information in the Board Bulletin. A notice has already been sent to schools by UAC (8 December 1995).

The following change will operate. From 1996, the marks for the Mathematics 4 Unit (Additional) Paper will be the *average* of the marks produced by the recent (1991–95) University scaling system and the marks produced by the University scaling system operating prior to 1991.

(1) Recent University Scaling of 4 Unit (Additional)

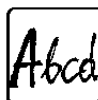
In the recent scaling system, the 4 Unit (Additional) marks were calculated as follows: a criterion of general academic ability, obtained from performance over all courses, is used to determine the mean score for the combined Mathematics 3/4 Unit students on their common paper. The 4 Unit (Additional) marks are then scaled to have a similar distribution to the 4 Unit marks on the 3/4 Unit (Common) paper, as determined above.

(2) University Scaling of 4 Unit (Additional) Prior to 1991

In the scaling system used prior to 1991, the mean of the 3/4 Unit (Common) paper is not determined by general academic ability but in relation to performance on the 2 Unit paper. The 3 Unit (Additional) marks are scaled to have a similar distribution to the 3 Unit marks obtained on the 2 Unit paper. In addition, however, 4 Unit students also attempt the 3 Unit (Additional) paper. To maintain parity, these 4 Unit (Common) marks receive exactly the same transformation determined above for the 3 Unit marks on the Additional Paper. This finalises the scaling of the 4 Unit (Common) marks on the 3/4 Unit paper. The 4 Unit (Additional) marks are then scaled to have a similar distribution to these 4 Unit (Common) marks.

(Note that the scaling technique outlined in (1) above is used only to establish the marks on the 4 Unit (Additional) Paper. The 4 Unit (Common) marks and 3 Unit (Additional) marks have always been determined, as in (2), by relating them back to performance on the 2 Unit paper.)

The new method, being the average of the two methods explained above, will raise the mean mark on the 4 Unit (Additional) paper to a higher level than obtained under the recent method.



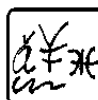
**English 3 Unit, 1996 and
1997 — Option (g) The
Novel of Awakening**

BOS
02/96

The Board advises that the rubric for English 3 Unit, Option (g) The Novel of Awakening reads:

This elective offers opportunities to study the ways in which characters in these novels become aware of wider possibilities in their lives. Study of these texts should consider how each writer explores the processes of change. The experience of awakening can have both positive and negative dimensions.

Effective: Immediately
Contact no: (02) 9927 8276
(02) 9927 8266



Russian 3 Unit

BOS
03/96

The Board advises teachers of Russian 3 Unit that the two themes set as the focus for oral discussion in 1996 are:

- Education
- Human Experience.

Contact no: (02) 9927 8152
(02) 9927 8280
(02) 9927 8266



**Design and Technology
Stage 6**

BOS
04/96

The standardised edition of the Stage 6 Pathways syllabus for Design and Technology was distributed to schools in December 1995. The syllabus is a B5 size with a pink cover. While the 1995 syllabus supersedes the 1993 'advance copy' syllabus (A4 size, grey cover), teachers should be aware that the two syllabuses are identical in content.

Effective: December 1995
Contact no: (02) 9927 8267



**Computing Studies
2 Unit (General)**

**BOS
05/96**

The Board draws the attention of Computing Studies teachers to Urgent Official Notice BOS 136/95, which was issued to schools in December 1995. This notice advises of the distribution to schools of the standardised edition of the Stage 6 Pathways syllabus for Computing Studies 2 Unit (General).

The 1994 'advance copy' syllabus (A4 size, grey cover) is superseded by the 1995 'standardised edition' syllabus (B5 size, purple cover).

The Urgent Official Notice also lists the minor amendments resulting from the editing of the new document.

Effective: December 1995
Contact no: (02) 9927 8267



**Computing Studies
2/3 Unit (Common)**

**BOS
06/96**

The Board draws the attention of Computing Studies teachers to Urgent Official Notice BOS 135/95, which was issued to schools in December 1995. This notice advises of the distribution to schools of the standardised edition of the Stage 6 Pathways syllabus for Computing Studies 2/3 Unit (Common).

The 1993 'advance copy' syllabus (A4 size, grey cover) is superseded by the 1995 'standardised edition' syllabus (B5 size, royal blue cover).

The Urgent Official Notice also lists the minor amendments resulting from the editing of the new document.

Effective: December 1995
Contact no: (02) 9927 8267



**Reintroduction of Industrial
Technology, Year 11, 1996**

**BOS
07/96**

Principals of secondary schools were sent a memorandum on 12 December 1995 concerning the reintroduction of this course. The information in the memorandum is reproduced below.

The Board of Studies has agreed to reintroduce Industrial Technology for students entering the Preliminary year of the HSC in 1996. The reintroduced course will first be examined in 1997.

In agreeing to reintroduce the course at such late notice the Board wishes to emphasise the following:

1. The Industrial Technology Syllabus has yet to be structured into its Preliminary and HSC course components. The Board notes with great concern that some schools may have received a photocopied version (including the Board's current logo) based on the 1982 Industrial Technology Syllabus. This version purports to provide information on the structure of the Preliminary and HSC courses.

It should be noted that this version DOES NOT HAVE the Board's endorsement. To avoid any possible confusion with the syllabus to be provided by the Board in early 1996, the Board advises schools to discard the photocopied document.

2. As the reintroduced course might overlap significantly with recently developed courses such as Design and Technology, Furnishing CEC, Building and Construction CEC, Electronics CEC, Industry Studies (Metal and Engineering) and some endorsed OES courses, the Board will advise schools early in 1996 of exclusions, ie courses that may not be taken together with Industrial Technology.
3. The reintroduced course, Industrial Technology, will need to be re-classified by the Committee of Academic Chairs for TER calculation purposes. The Board has received initial advice that the course is likely to be categorised as a Category B course. While the Board will make every effort to provide advice to schools as soon as possible, a decision from the Committee of Academic Chairs might not be received until Term 2 of 1996. **Students must understand the implications of the 'B' categorisation with respect to their overall pattern of study.**
4. The Board wishes to advise further that the reintroduced Industrial Technology course does not have credit transfer into Industry and TAFE courses.
5. The Board has noted that the reintroduced syllabus, even when modified to meet Pathways requirements, is likely to require further revision. Such revision will begin in 1996.

Given the above factors, schools wishing to offer the course in 1996 are invited to seek further advice from the Board. To do so please contact the Manager, Curriculum Branch, ph: (02) 9927 8134 or Manager, Policy Branch, ph: (02) 9927 8222.


***Categorisation of Food
Technology 2/3 Unit***
**BOS
08/96**

As advised in Official Notice BOS 103/94, the categorisation of Food Technology 2/3 Unit was reviewed in 1995.

The Committee of Chairs of Academic Boards/Senates of Universities in NSW and the ACT has confirmed Food Technology 2/3 Unit as Category A for the purpose of the calculation of the Tertiary Entrance Rank.

Students should be informed as soon as possible.

Effective: **Immediately**
Contact no: **(02) 9927 8222**


***Recognition of Students'
Employment for Work
Placement Purposes***
**BOS
09/96**

The Board of Studies has endorsed the following guidelines, as recommended by the Vocational Education Dual Accreditation Committee (VEDAC), for the recognition of students' employment towards the requirements for work placement specified for the dual-accredited vocational courses.

For the purposes of recognition, students' employment is that which is not under the auspices of the school and which may be paid or unpaid.

Students' employment may be recognised for work placement purposes under either:

- i) the Board of Studies policy 'Recognition of Prior Learning for the Higher School Certificate', *or*
- ii) the guidelines detailed below for the recognition of employment undertaken concurrently with a dual-accredited vocational course.

Recognition of previous employment

The Board of Studies may accredit students' previous learning experiences under Recognition of Prior Learning (RPL) provisions. Students could be credited for achieving some of the learning outcomes of a vocational course achieved as a result of previous employment, paid or unpaid.

Under the Board of Studies policy 'Recognition of Prior Learning for the Higher School Certificate', advanced standing will be granted in most cases for whole modules only — refer to Section 8.2 of the Board's RPL Guidelines document issued in 1995.

Guidelines for the recognition of concurrent employment

1. For work placement purposes, employment undertaken concurrently with a dual-accredited vocational course may be recognised under the following conditions:
 - the minimum length of employment is greater than the minimum hours of work placement required by the course;
 - the student undertakes the employment during the course;
 - the workplace supervisor/employer provides evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment;
 - the principal purpose of the employment site is related to the industry area of the course;
 - the enterprise that provides the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
2. Where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the students to different workplace settings.
3. Student learning outcomes should continue to be assessed by an accredited teacher or an accredited workplace trainer, in accordance with existing Board of Studies guidelines. The partnership arrangement existing between schools and employers in delivering dual-accredited vocational courses should be the same for students' employment as for students' work placements.
4. Where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.
5. Under existing Board guidelines, private providers may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

Contact: **(02) 9927 8206**