

Official Notices

May 1996 — Vol 5 No 3

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

- 1996 Higher School Certificate TimetableBOS 31/96
Discontinuation of AMEB Music as an HSC CourseBOS 32/96



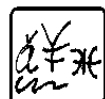
Creative Arts

- Discontinuation of AMEB Music as an HSC Course (see BOS 32/96)



English

- English Stage 6 — Implementation DateBOS 33/96



Languages Other Than English

- Modern Greek 2/3 Unit HSC Examination 1996 Speaking SkillsBOS 34/96
Latin 2/3 Unit, 1997BOS 35/96



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**1996 Higher School Certificate
Timetable**

BOS
31/96

Principals are reminded that the 1996 Higher School Certificate written examinations are scheduled to commence on Monday, 28 October 1996.

Please note that to ensure a uniform commencement date for all students the Board has scheduled the first English papers in 2 Unit Contemporary, 2 Unit General and 2 Unit Related English for Monday, 28 October 1996 at 9.25 am.

1996 HSC examinations are tentatively scheduled for completion on Friday, 29 November. Confirmation of the final examination date will be provided when the full timetable has been developed.

Please direct any inquiries on this matter to Examinations and Certification Branch, Board of Studies.

Contact no: (02) 9927 8270
(02) 9927 8230



**Discontinuation of AMEB
Music as an HSC Course**

BOS
32/96

Following the 1995 Music Examinations Advisory Board (MEAB) review of its structure and functions, the MEAB made a recommendation to the Board of Studies that the AMEB Music courses be discontinued as accredited courses for the NSW Higher School Certificate.

After detailed consideration of all the issues the Board has agreed, and advises that 1998 will be the last year that AMEB Music may be presented for the Higher School Certificate.

No approvals will be granted for acceleration in AMEB Music after Term 2, 1996. Those students who have been granted approval for acceleration in AMEB Music must comply with the timeframe indicated above.

Any inquiries on matters related to the discontinuation of AMEB Music for the Higher School Certificate should be directed to these contact numbers:

Contact no: (02) 9927 8158
(02) 9927 8205

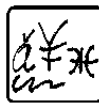


**English Stage 6 —
Implementation Date**

BOS
33/96

The Board has agreed that the English Stage 6 Syllabus should be implemented in the Preliminary Year in 1998 (first examination at the 1999 Higher School Certificate).

Contact no: (02) 9927 8276



**Modern Greek 2/3 Unit HSC
Examination 1996 Speaking
Skills**

BOS
34/96

Teachers of Modern Greek HSC 2/3 Unit Speaking Skills are reminded that in Section 11 'Response to Stimulus Material', students' responses should be based on the stimulus material only. It should not be a general conversation.

Contact no: (02) 9927 8152



Latin 2/3 Unit, 1997

BOS
35/96

The Board advises that the Prose Prescription for 2/3 Unit Latin, 1997, should be amended to read:

Prose

LIVY **Book V**, Chapters 19–23 and 37–49 (inclusive). Duckworth, edited by R I Ross, 1995.

The prescribed themes and topics remain unchanged.

Effective: **Immediately**
Contact no: (02) 9927 8266
(02) 9927 8280



**Food Technology Examination
Report, 1995**

BOS
36/96

The Board advises that the following two pages (13 and 14) should be added to the 1995 Food Technology Examination Report.

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Below Average

In below average reports the main body of information tended to tell a story about the chosen topic. Many candidates presented information directly from secondary sources of research without any referencing. Others presented primary research results only without any analysis. Such candidates failed to focus on their question and showed little or no evidence of investigation. Graphical representations, when present, were neither integrated nor referred to in the main body of the project.

CONCLUSION

Above Average

In above average reports, conclusions gave a very clear statement of the role of research and its relevance to the focus topic and showed a clear relationship between

primary and secondary methods of research. This relationship was used to highlight discrepancies and to support findings between two methods of research. Candidates in this category were able to draw their main findings together and showed a deep understanding of their topic. They also showed effective evaluation skills by providing recommendations for future study or discussed ideas to solve or improve on the areas of study carried out.

Average

Average conclusions tended to provide a summary of the report but showed limited links between primary and secondary methods of research and included a brief analysis of findings. The majority of candidates in this category provided very simple evaluations of their findings with reflections or recommendations lacking in thought or even, sometimes, providing no evaluation at all.

Below Average

Below average conclusions tended to provide only a disjointed summary of the project, with many candidates in this category merely repeating their rationale and/or synopsis. These candidates failed to provide links between primary and secondary methods of research, analyses of findings were not evident, and neither reflections nor recommendations were given. In this category conclusions tended to be mainly general or broad statements.

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RESOURCE LIST

Above Average

The better candidates accounted for all resources used and many divided the resource list into sections, eg books, journals, video, personnel. The resources were correctly noted and annotated, and included good descriptions and evaluations of the value of the resource material.

Average

These students tended to have more limited lists of resources, which were inaccurately referenced; many had used the resources but did not reference them. The annotations were often too simple, consisting merely of *good*, *poor*, or a few words.

Below Average

These responses showed limited use of resources — frequently only secondary resources were given and outdated material used. Annotations were not used and any resource material was inaccurately referenced.

Contact no: (02) 9927 8267



**Primary Curriculum
Development Schedule**

BOS
37/96

In *Board Bulletin* Vol 4 No 10 (December 1995), the Board foreshadowed its likely curriculum development schedule for primary syllabuses.

Since then, the ramifications of major government initiatives, particularly the Eltis Review of Outcomes and Profiles, have resulted in a change of priorities.

The following chart summarises the Board's Primary Syllabus Development Schedule for 1996–2000.

The relevant Board Inspectors would be pleased to provide any further clarification.

**Schedule for Primary (Stages 1–3)
Syllabus Development**

1996	<p>Board to develop syllabus modules in:</p> <p><i>Fitness</i> <i>Civics/Citizenship</i></p> <p>These modules or components will be trialled in 1997 and will then be incorporated into the <i>PDHPE</i> and <i>HSIE</i> syllabuses, respectively.</p> <p>Board to develop and release K–6 syllabuses in <i>Indonesian</i> (June) and <i>Japanese</i> (December).</p> <p><i>Science & Technology</i>: Limited consultation on effectiveness of current syllabus.</p>
1997	<p>Board to release addendum to <i>Mathematics</i> syllabus in early 1997 consistent with Eltis Recommendation 7:</p> <ul style="list-style-type: none"> • incorporating a Chance and Data strand • include suitable, manageable outcomes • work with teachers to develop and trial outcomes. <p>Board to develop and release K–6 syllabuses in <i>Chinese</i> (June) and <i>Korean</i> (December).</p> <p>Board to release draft <i>Creative Arts</i> syllabus in late 1997.</p>
1998	<p>Board to release <i>English</i> syllabus and support materials as early as possible in 1998, with manageable outcomes and following consultation with teachers and schools.</p> <p>Later in 1998, the Board is to release the new <i>Human Society and Its Environment (HSIE)</i> syllabus and related support materials, with manageable outcomes, following consultation with teachers and schools — including <i>Civics/Citizenship</i> component.</p>
1999/ 2000	<p>Board to release new syllabuses, and related support materials, in <i>Personal Development</i>, <i>Health and Physical Education (PDHPE)</i> and <i>Creative Arts</i>.</p>



**Secondary Curriculum
Development Schedule**

**BOS
38/96**

The following chart summarises the Board's Secondary Syllabus Development Schedule for 1996–2000.

It should be noted that the McGaw Review of the HSC may lead to a re-appraisal of the Years 11–12 curriculum structure.

The relevant Board Inspectors would be pleased to provide any further clarification.

In *Board Bulletin* Vol 4 No 10 (December 1995), the Board foreshadowed its likely curriculum development schedule for secondary syllabuses.

Since then, government initiatives, particularly the Eltis Review of Outcomes and Profiles, have resulted in a change of priorities.

Approximate Schedule for Secondary (Stages 4–6) Syllabus Development

The following are the planned implementation dates for Stages 4–6 (Years 7–12) syllabuses. The Board will confirm the implementation dates as soon as possible. Schools are reminded that the Board's syllabus model is based on Stages of Learning, with the secondary stages being Stage 4 (Years 7–8), Stage 5 (Years 9–10) and Stage 6 (Years 11–12).

For 1996 Implementation	For 1997 Implementation	For 1998 Implementation	For 1999 Implementation
		English Stage 6	English Stages 4–5
	Mathematics Stage 5		Mathematics Stage 6, 2/3 Unit and 2 Unit General (replaces MIS)
		Science Stages 4–5	Science Stage 6
		Economics Stage 6, 2/3 Unit Studies of Asia Stages 4–5 Civics/Citizenship* Stages 4–5	History Stages 4–5 Geography Stages 4–5 Commerce Stages 4–5
	Visual Arts Stage 6		Drama Stage 6, 2/3 Unit Dance Stage 6, 2 Unit Dance Stages 4–5
Industrial Technology Stage 6, 2 Unit Electronics Stage 6, 2 Unit		Agriculture Stages 4–5 Engineering Science Stage 6, 2/3 Unit	Applied Studies Stage 6, 1 Unit
		PDHPE Stage 6, 3 Unit	
Japanese Stage 6, 2UZ	Modern Greek Stage 6, 2/3 Unit French Stage 6, 2/3 Unit French Stage 6, 2 Unit General Italian Stage 6, 2/3 Unit Japanese Background Speakers Stage 6, 2/3 Unit German Stages 4–5 Filipino Stage 6, 2 Unit		
	Other Vocational Education Initiatives		

* This is likely to involve the development of three separate syllabus components for inclusion, respectively, in the History, Geography and Commerce Stages 4–5 syllabuses.



Dual-Accredited Vocational Courses

BOS
39/96

Teachers and coordinators of vocational education should note the following information:

Mandatory Work Placement — Office Skills CEC

The Board advises that mandatory work placements are to be incorporated into the Office Skills Content Endorsed Course. This requirement is to apply to any student who commences an Office Skills CEC from and including 1997.

Students undertaking a 120 hour course must spend a minimum of 40 hours in an actual work setting and students undertaking a 240 hour course must spend a minimum of 80 hours in an actual work setting. Work placement will not be a mandatory requirement for the 60 hour course but will continue to be strongly recommended.

In addition, teachers and coordinators are reminded of the following:

Industry Studies Syllabus

Official Notice BOS 132/95 (*Board Bulletin* Vol 4 No 10 1995) advised that a new Industry Studies Syllabus, dated August 1995, is available for delivery to students entering the Preliminary year in 1996. The 1997 HSC Examination will be based on this syllabus. **Teachers must contact the Board to obtain a copy of the syllabus.**

The new syllabus has all modules written in competency-based terms and has incorporated the Metal and Engineering modules. In addition, there are slight variations to some of the assessment criteria for the core and industry-specific modules. The student log books have also been amended to reflect the changes to the syllabus.

Teachers who have been delivering Industry Studies to Preliminary year students throughout 1995 should continue to use the existing syllabus and existing student logs. **The 1996 HSC Examination will be based on the 1993 syllabus.**

Teachers of the Metal and Engineering strand of Industry Studies are advised that there is an omission from page 272 of the August 1995 Industry Studies Syllabus. The syllabus lists four assessment criteria associated with learning outcome 6.3.3. In addition to the four assessment criteria listed in the syllabus, the following assessment criteria should be included:

- Select appropriate feed rates to achieve desired surface finish.
- Set compound slide and produce a chamfer on a workpiece.
- Produce a workpiece to given dimensions and tolerances (linear + 0.25mm, diameter + 0.10mm, surface finish 3.2um, concentricity 0.04mm).

Student Achievement and Credentialling

Schools are reminded that, where private providers such as TRAC are delivering dual-accredited vocational courses, schools remain responsible for ensuring compliance with the Board's syllabus and assessment requirements. Schools are also responsible for communicating student achievement to the Board. Further details about requirements for private providers are contained in Official Notice BOS 73/94 (Vol 3 No 7 1994) and Official Notice BOS 110/95 (Vol 4 No 8 1995).

Contact no: (02) 9927 8310
(02) 9927 8141



Self-Tuition Students: Review of Requirements Under Pathways

BOS
40/96

Candidates for Higher School Certificate examinations who are not attending a NSW government school, a school accredited by the Board of Studies, an institute of TAFE NSW or a school outside NSW recognised by the Board are known as self-tuition students.

Under *Pathways*, self-tuition candidates may study an unlimited number of units for the Higher School Certificate examination. They are not eligible for the award of the Higher School Certificate or Record of Achievement. They are eligible, however, for a Higher School Certificate Result Notice and their results may be used for the calculation of a TER.

The Board of Studies has been reviewing the assessment requirements for self-tuition students under *Pathways* for some time.

At its meeting on 20 February 1996 the Board decided that:

- assessments will **not** be required for self-tuition students; and
- the range of courses available for self-tuition students will be restricted to the following:

- English 2/3 Unit
- English 2 Unit General
- Contemporary English 2 Unit
- Mathematics 4 Unit
- Mathematics 2/3 Unit
- Mathematics in Society
- Applied Studies 1 Unit
- Computing Studies 2/3 Unit
- Computing Studies 2 Unit General
- Ancient History 2/3 Unit
- Ancient History 2 Unit Personalities and Their Times

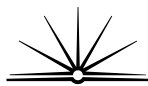
Business Studies 2/3 Unit
Economics 2/3 Unit
General Studies 1 Unit
Geography 2/3 Unit
Legal Studies 2/3 Unit
Modern History 2/3 Unit
Modern History 2 Unit (People and Events)
Studies of Religion 1/2 Unit
Personal Development, Health & Physical
Education (PDHPE) 2 Unit
Languages Other Than English (LOTE) (all
courses)

The Board's decision will become effective for self-tuition students presenting for the 1997 Higher School Certificate examination.

The following existing requirements will continue to apply.

- It is the responsibility of self-tuition candidates to complete entry forms correctly and ensure their return to the Board of Studies on or before the closing date.
- Self-tuition candidates are personally responsible for obtaining copies of syllabuses, support materials, texts and other references relevant to their chosen studies.
- Self-tuition candidates are also responsible for ensuring that they receive an examination timetable. These may be obtained from the Board of Studies. No allowance will be made for candidates who do not attend an examination session because they have misread the timetable. Self-tuition candidates are subject to the rules of the school or college where the examination centre has been established.
- A self-tuition candidate not resident in New South Wales for a period of 12 months immediately prior to presentation for the Higher School Certificate may be required to pay examination fees.

Contact no: (02) 9927 8275



Cumulative List of all Official Notices to date for 1996**HSC Examinations**

1996 HSC University Scaling of Mathematics 4 Unit (Additional) Paper.....	BOS 01/96	Vol 5 No 1
General Studies 1 Unit and Applied Studies 1 Unit	BOS 10/96	Vol 5 No 2
1996 HSC English Examinations.....	BOS 11/96	Vol 5 No 2
Science for Life 2 Unit Examination 1996	BOS 12/96	Vol 5 No 2
HSC Geography 2/3 Unit Specimen Examination Broadsheet.....	BOS 13/96	Vol 5 No 2
Dance 2 Unit — HSC Examination, 1996 and thereafter	BOS 14/96	Vol 5 No 2
Visual Arts 2/3 Unit (Common) HSC Written Examination, 1996 and 3 Unit (Additional) HSC Written Examination, 1996	BOS 15/96	Vol 5 No 2
Approved Scientific Calculators — School Certificate Reference Tests and Higher School Certificate Examinations 1996 (see BOS 17/96 Vol 5 No 2)		
HSC Supervisors of Marking — Expressions of Interest (BOS 30/96 Vol 5 No 2)		
1996 Higher School Certificate Timetable	BOS 31/96	Vol 5 No 3
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School Certificate Reference Tests

School Certificate Reference Test — Science	BOS 16/96	Vol 5 No 2
Approved Scientific Calculators — School Certificate Reference Tests and Higher School Certificate Examinations 1996	BOS 17/96	Vol 5 No 2

Creative Arts

Dance 2 Unit - HSC Examination, 1996 and thereafter (see BOS 14/96 Vol 5 No 2)		
Visual Arts 2/3 Unit (Common) HSC Written Examination, 1996 and 3 Unit (Additional) HSC Written Examination, 1996 (see BOS 15/96 Vol 5 No 2)		
Visual Arts HSC Paper 1995 — Typographical Error	BOS 18/96	Vol 5 No 2
Discontinuation of AMEB Music as an HSC Course (see BOS 32/96 Vol 5 No 3)		

English

English 3 Unit, 1996 and 1997 — Option (g) The Novel of Awakening.....	BOS 02/96	Vol 5 No 1
1996 HSC English Examinations (see BOS 11/96 Vol 5 No 2)		
English 2 Unit (Contemporary) 1996–97 and 2/3 Unit (Common) 1996–97.....	BOS 19/96	Vol 5 No 2
English Stage 6 — Implementation Date	BOS 33/96	Vol 5 No 3

Human Society and Its Environment

HSC Geography 2/3 Unit Specimen Examination Broadsheet (see BOS 13/96 Vol 5 No 2)		
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Languages Other Than English

Russian 3 Unit.....	BOS 03/96	Vol 5 No 1
Turkish 3 Unit Prescribed Texts, Topics, Projects and Works etc., 1996.....	BOS 20/96	Vol 5 No 2
The 100 hours Mandatory Requirement in LOTE and Students with Special Education Needs	BOS 21/96	Vol 5 No 2
Indonesian for Background Speakers, 2/3 Unit HSC Examination 1996	BOS 22/96	Vol 5 No 2
Languages Other Than English, Listening Skills Examinations.....	BOS 23/96	Vol 5 No 2
Modern Greek 2/3 Unit HSC Examination 1996 Speaking Skills.....	BOS 34/96	Vol 5 No 3
Latin 2/3 Unit, 1997	BOS 35/96	Vol 5 No 3

Cumulative List of all Official Notices to date for 1996 (continued)

Science

- Science for Life 2 Unit Examination 1996 (see BOS 12/96 Vol 5 No 2)
- School Certificate Reference Test — Science (see BOS 16/96 Vol 5 No 2)

Technological and Applied Studies

- Design and Technology Stage 6BOS 04/96 Vol 5 No 1
- Computing Studies 2 Unit (General)BOS 05/96 Vol 5 No 1
- Computing Studies 2/3 Unit (Common)BOS 06/96 Vol 5 No 1
- Reintroduction of Industrial Technology, Year 11, 1996.....BOS 07/96 Vol 5 No 1
- Categorisation of Food Technology 2/3 UnitBOS 08/96 Vol 5 No 1
- Delivery to Schools of Pathways Version of the 1983 Industrial Technology
Syllabus, Subject Manual Information, and Advice on Course Exclusions.....BOS 24/96 Vol 5 No 2
- Industrial Technology 2 Unit Course Exclusions.....BOS 25/96 Vol 5 No 2
- Important Information about Assessment in Design and Technology Stage 6BOS 26/96 Vol 5 No 2
- Food Technology Examination Report, 1995.....BOS 36/96 Vol 5 No 3

Information

- Recognition of Students' Employment for Work Placement PurposesBOS 09/96 Vol 5 No 1
- A Summary of Stage 5 Course Performance Descriptors Dispatched Since 1993BOS 27/96 Vol 5 No 2
- Certification for 2 Unit Industry Studies and the Vocational Content Endorsed
CoursesBOS 28/96 Vol 5 No 2
- Revised Syllabuses for JSSTAFE Board Developed Courses — Electronics
Technology and Tourism Sector Services (Travel)BOS 29/96 Vol 5 No 2
- HSC Supervisors of Marking — Expressions of InterestBOS 30/96 Vol 5 No 2
- Primary Curriculum Development ScheduleBOS 37/96 Vol 5 No 3
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