

# Official Notices

August 1996 — Vol 5 No 6

## 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



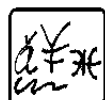
#### HSC Examinations

- Consolidation of Information Regarding Changes to HSC English Examinations for 1996 .....BOS 63/96
- 1996 Higher School Certificate Oral/Aural Examinations in School-based Languages: French, German, Indonesian and Japanese .....BOS 64/96



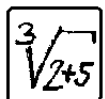
#### English

- Consolidation of Information Regarding Changes to HSC English Examinations for 1996 (see BOS 63/96)



#### Languages Other Than English

- 1996 Higher School Certificate Oral/Aural Examinations in School-based Languages: French, German, Indonesian and Japanese (see BOS 64/96)
- Indonesian (Background Speakers) 2/3 Unit, 1997.....BOS 65/96
- Arabic 2 Unit General, 1997 .....BOS 66/96



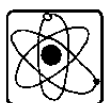
#### Mathematics

- Amendment to Mathematics 4 Unit Syllabus .....BOS 67/96



#### Personal Development, Health and Physical Education

- Change to Personal Development, Health and Physical Education 2 Unit Syllabus .....BOS 68/96



#### Science

- Changes to Biology 2 Unit Stage 6 Syllabus.....BOS 69/96
- Changes to Chemistry 2 Unit Stage 6 Syllabus, 1996/97.....BOS 70/96
- Changes to Chemistry 2 Unit Stage 6 Syllabus, 1997/98.....BOS 71/96
- Changes to Geology 2 Unit Stage 6 Syllabus .....BOS 72/96
- Changes to Physics 2 Unit Stage 6 Syllabus .....BOS 73/96
- Changes to Science 3/4 Unit Stage 6 Syllabus .....BOS 74/96
- Changes to Science for Life Stage 6 Syllabus .....BOS 75/96
- Experiments Involving Animals .....BOS 76/96



#### Technological and Applied Studies

- Experiments Involving Animals (see BOS 76/96)



#### Information

- Distinction Courses 1997 Expression of Interest.....BOS 77/96



**Consolidation of  
Information Regarding  
Changes to HSC  
English Examinations for 1996**

BOS  
63/96

The Board of Studies wishes to consolidate the advice disseminated to schools recently regarding the Higher School Certificate Examinations for English in 1996.

1. Common questions will be included in Paper 1 and Paper 2 of the 2 Unit General and 2/3 Unit Common English examinations. (See BOS Memo to Principals and Teachers of English, 22 February 1996.)
2. In 1996 the common questions will be in:
  - 2 Unit General Paper 1: Writing Task
  - 2 Unit Related Paper 1: Writing Task
  - 2 Unit General Paper 2: Section I
  - 2 Unit Related Paper 2: Section I
 All questions in this Section are common. Students must choose ONE question from this Section.

The Board has released a Specimen Examination Paper to schools (March 1996). The Specimen Examination Paper gives teachers guidance as to the types of questions that may be expected in the HSC examination. This Specimen Paper has a yellow cover and replaces the earlier blue-covered Specimen Paper.

Please note that Reading Time for Paper 2 of the 2 Unit General and 2 Unit Related examinations has been extended to 10 minutes.

3. Common question scaling will apply to the Board's scaled marks in 1996, but NOT to the marks used by the Universities to calculate the Tertiary Entrance Rank (TER). (See BOS Memo to Principals, 25 March 1996.)

For further information on common questions please contact: Carol Taylor (Manager, Assessment Branch) (02) 9927 8232.

For information on common question scaling: Bob MacCann (Head, Measurement and Research Services Unit) (02) 9927 8235.

For copies of the Specimen Paper, contact Publications Branch, fax: (02) 9956 5205.



**1996 HSC Oral/Aural  
Examinations in  
School-based Languages:  
French, German, Indonesian  
and Japanese**

BOS  
64/96

Principals are reminded of the importance of maintaining examination integrity in conducting HSC Oral/Aural examinations at their school. These examinations contribute a significant proportion to students' Higher School Certificate results.

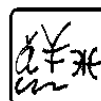
Schools and colleges were advised by circular in July of their establishment as examination centres for these examinations. Examination security procedures to be followed upon receipt of examination materials will be advised at a later date. It will be the responsibility of the Principal to ensure that teachers administering the examinations adhere strictly to the 'Guidelines for the Conduct of the Oral/Aural Examinations' in each subject, and certification by the Principal and the teacher will be required. A form was provided for this purpose, and the guidelines were sent with the advice of the establishment of your school/college as a centre for these examinations.

The examining teacher should make every effort to have the examination conducted in an area of the school that is quiet and free from interruption. Students may be disadvantaged if their responses are drowned by background noise or if they are distracted by an unexpected interruption to the examination room.

**Students Absent from Oral/Aural Examinations**

The Board of Studies has determined that NO alternative examinations will be held for students absent from the examinations as timetabled. Please ensure that your students are aware of their Oral/Aural examination details.

**Contact no:** (02) 9927 8109  
(02) 9927 8224



**Indonesian (Background  
Speakers) 2/3 Unit, 1997**

BOS  
65/96

**RENDRA: Kisah Perjuangan Suku Naga**

The Board advises that the text of the above is available at a nominal charge from:

Head Teacher, Indonesian, Open High School  
Telephone: (02) 9207 8510

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



**Arabic 2 Unit General, 1997**

BOS  
66/96

**Song Option**

The Board advises that the songs and lyrics prescribed in this option may be obtained from:

Mid-East Link, 61 Haldon Street, Lakemba 2195  
Telephone: (02) 9758 2444 or (02) 9759 9230

**Film Option**

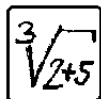
The Board advises that the film prescribed in this option may be obtained from:

Sabuna Video, 61 Haldon Street, Lakemba 2195  
Telephone: (02) 9750 5575

or

Sabuna Video, 299 Macquarie Street, Liverpool 2170  
Telephone: (02) 9602 9088

**Effective:** Immediately  
**Contact no:** (02) 9927 8152  
(02) 9927 8266



**Amendment to Mathematics  
4 Unit Syllabus**

BOS  
67/96

Page 76 of the Mathematics 4 Unit HSC Syllabus (1989), Section 7.6 *Partial Fractions*, dot point 4, currently reads:

- write  $\frac{R(x)}{B(x)}$ , where  $\deg R(x) < \deg B(x)$  and  $B(x)$  is a product of two simple quadratic factors of form  $x^2 \pm b_i$ , in the form  $\frac{c_1}{x^2 \pm b_1} + \frac{c_2}{x^2 \pm b_2}$ .

Replace this dot point with the following:

- write  $\frac{R(x)}{B(x)}$ , where  $\deg R(x) < \deg B(x)$  and  $B(x)$  is a product of two different simple quadratic factors of form  $x^2 + b_i$ , in the form  $\frac{c_1x + d_1}{x^2 + b_1} + \frac{c_2x + d_2}{x^2 + b_2}$ .

**Contact no:** (02) 9927 8103



**Change to Personal  
Development, Health and  
Physical Education 2 Unit Syllabus**

BOS  
68/96

The Board advises the following change to the Personal Development, Health and Physical Education 2 Unit Syllabus:

The option module First Aid and Sports Injuries will no longer be included in the HSC course.

Consequently, the 1998 HSC examination will not include a question related to this option.

First Aid and Sports Injuries, however, will continue to be available for study in the Preliminary course.

**Effective:** Preliminary course 1997 and first HSC examination, 1998.

**Contact no:** (02) 9927 8156 (Paul Hewitt)  
(02) 9927 8241 (Martin Sormus)



**Changes to Biology 2 Unit  
Stage 6 Syllabus**

BOS  
69/96

The Board of Studies wishes to advise teachers of Biology 2 Unit of the following changes to the syllabus:

**Page 4**

Delete the outcome:

'describe the specific factors affecting the distribution and abundance of one named species'

**Page 5**

Dot point 2 (d). Delete the word 'movement' and replace with 'temperature' so that the statement now reads:

'control of body temperature among ... animals.'

Dot points 3 and 5. Delete the words 'at least' so that the statements now read:

'describe one infectious disease caused by a micro-organism'

'describe one disease caused by a macroscopic parasitic animal'

Dot point 8. Delete the words 'at least one' and add 'two' so the statement now reads:

'describe two non-infectious diseases'

**Page 20**

Mandatory Experiences

- Change '(Ideally involving a dissection but models may be used)' so that it now reads '(A dissection or models may be used)'

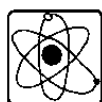
**Page 24**

- Delete 'of three' and 'at least THREE from' so that the statements now read:
- Comparison of the characteristics of the aquatic and terrestrial environments. Characteristics of the aquatic and terrestrial environment that are compared must include the following:
  - viscosity
  - buoyancy
  - temperature variation
  - availability of gases, water, ions
  - light penetration
  - pressure variation

**Page 41**

- Mutations.
  - Dot point 2. Delete 'of' so it now reads 'number changes'
- Polygenic origin of many characteristics.
  - Dot point 1. Add 's' to 'human' so it now reads 'height in humans'
  - Dot point 2. Delete 'fleece weight in sheep'
- Genetic manipulation.
  - Dot point 1. Change 'triticale' to 'Triticale'

**Effective:** Preliminary course 1996 for examination at the 1997 HSC  
**Contact no:** (02) 9927 8136  
 (02) 9927 8241



**Changes to Chemistry 2 Unit  
 Stage 6 Syllabus, 1996/97**

**BOS  
 70/96**

**Note: Effective dates for changes to Chemistry 2 Unit Syllabus vary. See also BOS 71/96.**

The Board of Studies wishes to advise teachers of Chemistry 2 Unit of the following changes to the syllabus:

**Page 24**

- Arrangement of electrons in atoms*
  - Dot point 2. Insert 'shapes are not required' so that the statement now reads:
    - subshells (s and p) shapes are not required'
- Chemical bonds*
  - Insert an additional dot point after dot point 4:
    - electron dot formulae used to show covalent bonds in molecules and ions'
- Intermolecular forces*
  - Dot point 1. Insert 'linear, bent, trigonal pyramid, tetrahedral and trigonal planar' so that the

statement now reads:

'• polarity of molecules (given the shape of the molecule – linear, bent, trigonal pyramid, tetrahedral and trigonal planar)'

**Page 25**

3. *Equilibrium constant*

Dot point 1. Insert

'(a) write the K expression given the relevant reactants and products

(b) write the  $K_a$  expression for a given acid' so that the statement now reads:

'• is expressed as a function of the molar concentrations of the reactants and products at equilibrium:

(a) write the K expression given the relevant reactants and products

(b) write the  $K_a$  expression for a given acid'

Dot point 2. Delete

'• calculations determining the value of K and  $K_a$  given the equilibrium concentrations or a combination of initial and equilibrium concentrations'

Insert

'• ONLY calculations determining the value of K given the equilibrium concentrations or a combination of initial and equilibrium concentrations.

Note: i) the units of K are not required

ii) calculations determining the equilibrium concentrations given a K value are NOT required'

**Page 27**

1. *Acids and bases*

Dot point 1. Insert 'from early concepts to the Arrhenius theory and to the Bronsted–Lowry theory' so that the statement now reads:

'• the way people's understanding of acids and bases has changed from early concepts to the Arrhenius theory and to the Bronsted–Lowry theory.'

Dot point 2. Insert the following addition:

'(e) conjugate pairs'

Insert a new dot point after dot point 5:

'• calculations to produce  $K_a$  from pH and  $[H^+]$ '

Insert the following new dot point after dot point 5:

'• pH calculations

a)  $[H^+]$  to pH

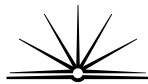
b) pH to  $K_a$ '

Dot point 6. Insert 'qualitative description of buffers only.' so that the statement now reads:

'• importance of pH in many natural systems – qualitative description of buffers only.'

Insert new dot point after dot point 6:

'• calculations involving pH, including the pH of mixtures of acids and bases'

2. *Volumetric analysis*

Insert the following additional dot point after dot point 1:

- select an indicator on the basis of the relevant titration curve.'

**Page 28**1. *IUPAC nomenclature*

Dot point 1c). Insert 'and triols' so that the statement now reads:

- c) alkanols, alkanals, alkanones and alkanolic acids (including diols and triols)'

Dot point 2. Insert '(using condensed structural formulae is acceptable)' so that the statement now reads:

- draw structural formulae (using condensed structural formulae is acceptable) for compounds containing up to 10 carbon atoms'

2. *Hydrocarbons — alkanes and alkenes*

Dot point 2a). Insert 'combustion, formation of diols and cleaving the double bond' so that the statement now reads:

- 'a) oxidation – combustion, formation of diols and cleaving the double bond'

Dot point 3. Delete 'including' and insert 'description of the' so that the statement now reads:

- description of the industrial and domestic uses of the common hydrocarbons
- a) methane, propane, butane
- b) ethene'

3. *Alkanols*

Dot point 3. Insert 'using  $\text{KMnO}_4$  and  $\text{K}_2\text{Cr}_2\text{O}_7$ ' so that the statement now reads:

- oxidation to form alkanals, alkanones and alkanolic acids – using  $\text{KMnO}_4$  and  $\text{K}_2\text{Cr}_2\text{O}_7$ '

Dot point 5. Insert 'ethanol' so that the statement now reads:

- industrial and domestic applications of:
- a) ethanol
- b) antifreeze: 1, 2-ethanediol
- c) glycerol: 1, 2, 3-propanetriol'

**Page 29**4. *Mandatory experiences*

Dot point 2. Insert '(using  $\text{Br}_2$  and  $\text{KMnO}_4$ )' so that the statement now reads:

- chemical tests to differentiate between alkanes and alkenes (using  $\text{Br}_2$  and  $\text{KMnO}_4$ )'

Dot point 3. Insert 'using  $\text{KMnO}_4$  and  $\text{K}_2\text{Cr}_2\text{O}_7$ ' so that the statement now reads:

- oxidation of alkanols (primary, secondary and tertiary – using  $\text{KMnO}_4$  and  $\text{K}_2\text{Cr}_2\text{O}_7$ )'

**Page 34**1. *Heat and temperature*

Insert the following new point after dot point 1: '• oxidation and reduction reactions involve a change in oxidation numbers'

Dot point 4. Delete'

- (a) use of 'half equations' involving electrons
- (b) balancing oxidation/reduction equations'

After dot point 4 insert the following new dot point:

- balance oxidation/reduction equations
- (a) using balanced half equations
- (b) using unbalanced half equations
- (c) constructing the half equations'

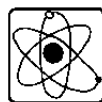
**Page 36**4. *Cellular metabolism*

In the heading change 'metabolism' to 'respiration'

Dot point 1 insert '(c) the cytochrome chain' so that the statement now reads:

- '(a) glycolysis
- (b) the Krebs cycle
- (c) the cytochrome chain'

**Effective:** Preliminary course 1996 for examination at the 1997 HSC  
**Contact no:** (02) 9927 8148  
(02) 9927 8241

**Changes to Chemistry 2 Unit  
Stage 6 Syllabus, 1997/98****BOS  
71/96**

The Board of Studies wishes to advise teachers of Chemistry 2 Unit of the following changes to the syllabus:

**Page 14**2. *The variety of chemical elements*

In (a) insert 'in the universe, earth's atmosphere, earth's crust and in living things' so that it now reads:

- '(a) mode of occurrence and abundance in the universe, earth's atmosphere, earth's crust and in living things'

**Page 18***Mandatory experiences*

Insert 'a range of' so that the statement now reads:

- a practical study of the changes in properties in a range of elements along a period (eg Na to Ar)

**Page 19**2. *Equations as useful representations of chemical changes*

Insert an additional dot point after dot point 3:

- calculations based on balanced equations
  - (a) involving masses, volumes and concentrations of the reactants and products.
  - (b) involving excess and limiting reagents'

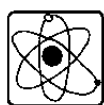
**Page 21**

2. *Cation and anion interaction*

Insert an additional dot point:

- write balanced net ionic equations given the name or formulae of the reactants and products'

**Effective:** Preliminary course 1997 for examination at the 1998 HSC  
**Contact no:** (02) 9927 8148  
 (02) 9927 8241



**Changes to Geology 2 Unit  
 Stage 6 Syllabus**

**BOS  
 72/96**

The Board of Studies wishes to advise teachers of Geology 2 Unit of the following changes to the syllabus:

**Page 15**

Suggested Experiences No 2: delete 'naphthalene'

**Page 19**

- (b). Include 'batholiths' so that it now reads: 'recognise on geological maps, aerial photographs and in the field: horizontal and dipping strata, normal and reverse faults; anticlines, synclines and plunging folds; unconformities; dykes, sills, lava flows, batholiths and volcanic features.'

**Page 22**

(b) i). Insert 'and magnetic-age dating' so that it now reads: 'magnetic field reversals and magnetic-age dating in sea-floor crust'

(b) iii). Insert 'using fossils' so that it now reads: 'age dating of oceanic sediments using fossils'

Suggested Experiences No 2. Include 'and trenches' so that it now reads:

'Study diagrams, maps, photographs of the Earth and make models or draw in on a world map the continental and oceanic divisions of the Earth's surface, including island arcs, shield areas, fold belts, basins, mid-ocean ridges and trenches.'

**Page 24**

(h). Delete 'trench' and insert 'ocean' so that it now reads:

understand the part played in mountain building by plate collisions (continent/continent, continent/ocean) and isostasy

(i). Insert 'and formation' so that it now reads: 'understand the results of long periods of erosion

on mountain ranges and the composition and formation of shield areas;'

**Page 30**

In the introductory statement delete 'in or beneath the Earth's crust' and insert 'in the Lithosphere and the Asthenosphere' so it now reads:

'This elective deals with the processes of plutonism and volcanism, their products and their places of origin at various levels in the Lithosphere and the Asthenosphere.'

(g). Insert 'tectonic model' so that it now reads: 'understand the relationship between the different igneous rock suites in terms of their positions in various parts of the plate tectonic model.'

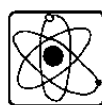
**Page 32**

Delete (f) Clarence–Moreton Basin, (g) Great Artesian Basin, (h) Murray Basin so that the paragraph now reads:

'This elective involves using fieldwork, laboratory investigations, maps, aerial photos and library studies to obtain an understanding of the geology of one of the following five regions (refer to map):

- (a) North-Western Fold Belt
- (b) Central and Southern Fold Belt (northern areas)
- (c) Central and Southern Fold Belt (southern areas)
- (d) New England Fold Belt
- (e) Sydney Basin

**Effective:** Preliminary course 1996 for examination at the 1997 HSC  
**Contact no:** (02) 9927 9148  
 (02) 9927 8241



**Changes to Physics 2 Unit  
 Stage 6 Syllabus**

**BOS  
 73/96**

The Board of Studies wishes to advise teachers of Physics 2 Unit of the following changes to the syllabus:

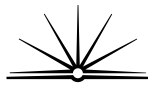
**Page 4**

Dot point 3. Add at end of line 2 'between charged bodies' so that it now reads:

'• interpret and apply mathematical models (eg inverse square law) to analyse the interaction between charged bodies'

Dot point 6. Delete 'energy' and insert 'heat production' so it now reads:

'... with calculations of current, voltage, resistance, heat production and power'.

**Page 8**

Delete 'reported' in dot point 6 and replace with 'refuted' so it now reads:

- appreciate that written theory can only be supported or refuted by written evidence'.

**Page 15**

Suggested Experiences

Add '•' before 'The use of the inertial balance' so it now reads:

- The use of the inertial balance.'

**Page 17**

Dot point 3. After 'the changes in energy ... potential difference' add '(N)'

**Page 19**

Dot point 1. After 'Radiation and the nucleus' add '(D)'

Dot point 2. After 'Detection and interpretation of radioactivity' add '(D, N, E)'

Dot point 3. After 'the nuclear 'glue' problem: mass deficit and binding energy' add '(D, N)'

After 'stability of nuclei' add '(D, N)'

Dot point 4. After:

- 'energy-producing reactions' add '(D, N)'
- 'criticality and control of energy release' add '(D)'
- 'practical fission reactors' add '(D)'
- 'fusion reactors: the possibilities and problems' add '(D)'
- 'social and environmental impact of nuclear energy' add '(D)'

**Page 21**

Dot point 1. Insert (horizontal only) so that the statement now reads:

- describe circular motion (horizontal only) and projectile motion in both verbal and numerical terms;

**Page 22**

Dot point 1. After 'be able to analyse situations involving the joint action of a number of forces;' add '(N)'

**Page 23**

Dot point 3. After 'know the conservation laws which govern these interactions' add '(N)'

**Page 24**

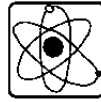
Dot point 3. Add 'power and heat production' so that the statement now reads: 'be able to analyse DC circuits ... voltage, resistance, power and heat production'.

**Page 25**

Dot point 3. Replace 'of simple DC motors' with 'in simple DC motors' and add (D, E) at end of statement so that it now reads: '- application of the effect in simple DC motors and meters. (D, E)'

**Effective:** Preliminary course 1996 for examination at the 1997 HSC

**Contact no:** (02) 9927 8136  
(02) 9927 8241

**Changes to Science 3/4 Unit  
Stage 6 Syllabus**BOS  
74/96

The Board of Studies wishes to advise teachers of Science 3/4 Unit of the following changes to the syllabus:

**Page 7**

After the outcome 'apply simple vector relationships' insert the following:

- recognise the relationships between work, energy and power and use equations which demonstrate these relationships'.

Change objective 'thermal and chemical energy and their transformations between different kinds of energy' and its related outcomes to:

**Objective**

- Thermal and electrical energy and their transformations

**Outcomes**

- perform simple calculations involving the heating effect of a current
- describe transformations between different kinds of energy
- describe the concept of conservation of energy

**Page 9**

Insert two additional outcomes above the second last dot point so that it now reads:

**Outcomes**

- describe the relationships between heat and temperature, change of phase and latent heat
- display knowledge of chemical energy stored in a substance and involved in chemical reactions, and be able to perform simple calculations involving the law of heat summation
- demonstrate an understanding of chemical energy, including chemical aspects of fuels and energy sources enthalpy and electrochemical energy
- display knowledge of atomic structure and the periodic table, including historical development of ideas concerning atomic structure and classification of elements, relationship of atomic structure to position of elements in the periodic table and similarities and differences in groups.

**Page 44**

Move words in italics above the heading 'Suggested experiences'

**Page 45**

Add in italics as an introductory sentence:  
*Revision of vectors is recommended at this stage, since momentum and velocity are vector quantities.*

**Page 51**

*Coordination and response to the environment*  
First dot point. Change 'Coordination of plants' to 'Coordination in plants'

**Page 53**

Suggested Experiences  
3. Insert at the end of the sentence: 'Note: Safe handling and disposal of micro-organisms must be carried out.'  
4. Change '(Ideally involving a dissection but models may be used)' so that it now reads '(A dissection or models may be used)'  
6. Insert at the end of the sentence: 'Note: Compliance with the Animal Welfare Act'.

**Page 56**

Delete the word 'Humoral' and insert the word 'Hormonal' so that it now reads '2. Hormonal coordination (endocrine system)'

**Page 58**

Under heading *Chemicals as Fuels* in dot point 2 insert '(ethene)' after the word 'ethylene'.

**Page 61**

Dot point 2. Insert into first note in italics 'IUPAC nomenclature' so that the first sentence now reads: 'Students should be able to write structural formulae, write equations for reactions and give the IUPAC systematic nomenclature for the compounds they may study.'

Under dot point 3 insert '(ethene)' and '(ethyne)' and delete 'naphthalene' so that it now reads:  
'ethylene (ethene)  
propane  
acetylene (ethyne)  
benzene'.

Delete italics 'Care should be exercised in the use of naphthalene.'

Insert into note below 'and naphthalene' so that it now reads:

'Benzene and naphthalene **must not** be used.'

Under *Alkanols* change 'carbonyl compounds and/or carboxylic acids' so that it now reads: 'Oxidation to form alkanols and alkanolic acids'  
Dot point 5. Delete 'ethandiol' and 'propantriol' and insert 'ethanediol' and 'propanetriol' so that the statements now read:  
antifreeze: 1, 2 – ethanediol  
glycerol: 1, 2, 3 – propanetriol'

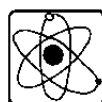
**Page 62**

Suggested Experiences  
1. Delete 'eg naphthalene'.

**Page 63**

Delete (f) Clarence–Moreton Basin, (g) Great Australian Basin, (h) Murray Basin so that the paragraph now reads:  
'For this elective the geology of one of the following five regions is studied (refer to map):  
(a) North-Western Fold Belt  
(b) Central and Southern Fold Belt (northern areas)  
(c) Central and Southern Fold Belt (southern areas)  
(d) New England Fold Belt  
(e) Sydney Basin

**Effective:** Preliminary course 1996 for examination at the 1997 HSC  
**Contact no:** (02) 9927 8136  
(02) 9927 8241



**Changes to Science for Life Stage 6 Syllabus**

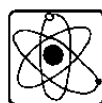
**BOS 75/96**

The Board of Studies wishes to advise teachers of Science for Life of the following amendments to the syllabus:

**Page 42**

Delete 'The project should not commence before the beginning of Term 4 of Year 11 and its final assessment should occur during Term 2 of Year 12.'  
Replace with 'The project forms part of the HSC course and should not be commenced prior to completion of the Preliminary course.'

**Effective:** Preliminary course 1996  
**Contact no:** (02) 9927 8136  
(02) 9927 8241



**Experiments Involving Animals**

**BOS 76/96**

All government schools, all Catholic Education Commission (CEC) schools and all independent schools registered with the Association of Independent Schools (AIS) are accredited by the Animal Research Review Panel to use animals for research and/or teaching purposes. This approval is provided annually on the understanding that:

- the school has appointed an appropriately trained Animal Welfare Liaison Officer;
- activities are conducted in accordance with the advice provided in the mandatory publication, *Animals in Schools: Animal Welfare Guidelines for Teachers*, available from Schools Animal Care and Ethics Committee (SACEC);
- the school systems accept the supervision of SACEC for their use of animals in teaching and research.

Independent schools that are not part of the AIS or CEC must, if they wish to use animals for teaching or research, be accredited. Information about accreditation can be obtained from the Animal Welfare Unit within NSW Agriculture at Locked Bag 21, Orange 2800, phone (063) 923 682 or fax (063) 913 570.

The Board wishes to remind teachers that the *Animal Welfare Act* (1985) places the responsibility for the care and welfare of animals in schools upon the teacher involved in their use.

The *Animals in Schools* publication provides comprehensive advice to teachers about how to care for the animals that are commonly found in schools. In addition, the document provides a list of activities involving animals which may be undertaken by teachers without specific approval.

The school's Animal Welfare Liaison Officer is responsible for completing and forwarding to SACEC the applications for the authority to use animals in activities beyond those cited in the approved list. There is an appropriate pro forma application provided in *Animals in Schools*.

In 1994, amendments to the *Prevention of Cruelty to Animals Act* removed schools' exemption from the provisions of this Act. Under this amended legislation alleged acts of cruelty to animals not used for teaching purposes on school sites, such as stray animals, are to be investigated by police or RSPCA inspectors. Animal Research Review Officers are still responsible for the investigation of alleged incidents of mistreatment of those animals used for educational purposes including laboratory and farm animals.

Further information can be obtained by contacting the Board Inspector for Science or Technological and Applied Studies (phone on (02) 9927 8246 or by fax on (02) 9954 9218) or the Chair of SACEC (phone on (02) 808 9626 or by fax on (02) 808 9654).

**Effective:** Immediately  
**Contact no:** (02) 9927 8136  
 (02) 9927 8246



**Distinction Courses 1997**  
**Expression of Interest**

**BOS**  
**77/96**

Eligible students are invited to submit an Expression of Interest to participate in the 1997 Distinction Courses Program.

Distinction Courses are high-level HSC courses for gifted and talented students. The courses are delivered by universities through distance education mode including compulsory residential schools. They consist of 2 units of study, which are additional to the required 11 units of HSC study but can be counted towards the calculation of the TER. For example, a student who has accelerated may be doing 7 or 8 units of HSC courses in the final year, having already completed 3 or 4 units a year in advance. This allows for a 2 unit Distinction Course to be included in the student's program.

Distinction Courses provide an opportunity for a type of study that HSC students may otherwise not gain. They are offered in areas outside the range of existing HSC courses, thus providing a broader perspective across Key Learning Areas and preparation for university study.

The University of New England offers the Philosophy Distinction Course while Charles Sturt University offers Cosmology (Bathurst) and Comparative Literature (Wagga Wagga).

As a general rule a student may only undertake one Distinction Course.

Prospective Distinction Course students may be interested to know that almost 80% of the 1994/5 Distinction Course students received final assessments at Distinction or High Distinction level from their universities. Further, most students were awarded TERs in excess of 95 and gained entry to their chosen university courses.

The criteria applied for selection to the program are:

1. Completion of one HSC course at the highest level (in most cases 3 Unit level) a year ahead of the student's cohort.
2. Presentation for the HSC examination in the accelerated course the year prior to the year in which the Distinction Course is to be taken.
3. Outstanding achievement in the accelerated course at the HSC examination. Placement in the top 5% of the course candidature is generally required.
4. Evidence of a pattern of high achievement in all courses undertaken in 1996. Copies of the student's academic reports in all subjects will be required.
5. A report from the student's school that clearly indicates the suitability of the student for Distinction Course study and includes an assessment of the student's:
  - specific strengths
  - ability as a self-motivated independent learner
  - research skills
  - communication skills
  - relevant achievements within the school community
  - relevant achievements in the wider community.

It should be noted that there are no prerequisites that apply specifically to Philosophy, Comparative Literature or Cosmology.

Formal application for entry to a Distinction Course usually follows the submission of an Expression of Interest and subsequent attendance at a Distinction Courses Information Day, which is planned for Monday 2 December 1996. The receipt of an Expression of Interest will serve as a preliminary indication of interest to attend the Information Day.

An Expression of Interest to undertake a Distinction Course in 1997 can be registered by completing and returning the following form to the Board of Studies no later than 6 September 1996.

**Contact no:** (02) 9927 8106 (Trevor Harrison)  
**Fax** (02) 9957 2215

**BOARD OF STUDIES**  
**Distinction Courses 1997**  
**Expression of Interest**

Following discussions with my school principal about the requirements for entry to an HSC Distinction Course, I wish to register my expression of interest in undertaking a Distinction Course in 1997.

<p><b>Preferred Course</b>          (delete two to indicate your tentative choice)</p>	<ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Comparative Literature</li> <li>• Cosmology</li> </ul>
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<b>Personal Details</b>	
Surname .....	
Given names.....	
Home address .....	
Date of birth.....	Gender M/F    Tel no.....
	Fax no.....

<b>School Details</b>	
Name of principal.....	
Name of school.....	
Address .....	
Fax no.....	Tel no.....

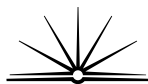
<b>Study Details 1996 Courses</b>		
Title of Course	Unit/Level of Study	Prelim or HSC
<b>Proposed 1997 Courses</b>		
Title of Course	Unit/Level of Study	Prelim or HSC

I understand that this response also registers my interest in attending a Distinction Courses Information Day to be held in Sydney on 2 December following the end of the HSC examination program.

Signed:.....

<b>Principal's Comment</b> .....
Signed:.....      Date:.....

Please return by **6 September 1996** to Trevor Harrison, Senior Project Officer, Planning and Development Branch, Board of Studies, PO Box 460, North Sydney, NSW 2059. Fax (02) 9957 2215.

**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
Discontinuation of AMEB Music as an HSC Course .....	BOS 32/96	Vol 5 No 3
General Instructions for Use of Calculators—School Certificate Reference Tests and Higher School Certificate Examinations 1996 (see BOS 42/96 Vol 5 No 4)		
Change to HSC Scaling Points for 1996 — A Reminder .....	BOS 43/96	Vol 5 No 4
Examination Committee Membership—Expressions of Interest.....	BOS 44/96	Vol 5 No 4
1996 Higher School Certificate Examination — Student Identification Procedures.....	BOS 45/96	Vol 5 No 4
Consolidation of Information Regarding Changes to HSC English Examinations for 1996 .....	BOS 63/96	Vol 5 No 6
1996 Higher School Certificate Oral/Aural Examinations in School-based Languages: French, German, Indonesian and Japanese .....	BOS 64/96	Vol 5 No 6

**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
The Application of the School Certificate Course Performance Descriptors to Non-reference-tested Courses in Stage 5 .....	BOS 41/96	Vol 5 No 4
General Instructions for Use of Calculators — School Certificate Reference Tests and Higher School Certificate Examinations 1996 .....	BOS 42/96	Vol 5 No 4

**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)		
Recommended Areas of Study for the 1997 HSC Visual Arts 2/3 Unit (Common) Written Examination .....	BOS 46/96	Vol 5 No 4
Dance, 1997 Core Appreciation.....	BOS 56/96	Vol 5 No 5
Drama, 1997 Text List, Individual Project.....	BOS 57/96	Vol 5 No 5

**English**

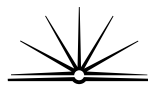
English 3 Unit, 1996 and 1997 — Option (g) The Novel of Awakening .....	BOS 02/96	Vol 5 No 1
1996 HSC English Examinations (see BOS 11/96 Vol 5 No 2)		
English 2 Unit (Contemporary) 1996–97 and 2/3 Unit (Common) 1996–97 .....	BOS 19/96	Vol 5 No 2
English Stage 6 — Implementation Date.....	BOS 33/96	Vol 5 No 3
English 1996/1997 2 Unit Contemporary Prescribed Texts — Contemporary Issue (iv), Peace and War.....	BOS 47/96	Vol 5 No 4
English, 3 Unit, 1996–97 .....	BOS 58/96	Vol 5 No 5
Consolidation of Information Regarding Changes to HSC English Examinations for 1996 (see BOS 63/96 Vol 5 No 6)		

**Human Society and Its Environment**

HSC Geography 2/3 Unit Specimen Examination Broadsheet (see BOS 13/96 Vol 5 No 2)		
Expressions of Interest for Project Team HSIE K–6.....	BOS 48/96	Vol 5 No 4
Draft Citizenship Education Framework Years 7–10 History, Geography and Commerce .....	BOS 49/96	Vol 5 No 4

**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

**Cumulative List of all Official Notices to date for 1996 (continued)****Languages Other Than English (continued)**

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
German, 1997 2/3 Unit (Related) Course and 2 Unit (General) Course .....	BOS 59/96	Vol 5 No 5
German, 1997 2/3 Unit Film Option .....	BOS 60/96	Vol 5 No 5
1996 Higher School Certificate Oral/Aural Examinations in School-based Languages: French, German, Indonesian and Japanese (see BOS 64/96 Vol 5 No 6)		
Indonesian (Background Speakers) 2/3 Unit, 1997.....	BOS 65/96	Vol 5 No 6
Arabic 2 Unit General, 1997 .....	BOS 66/96	Vol 5 No 6

**Mathematics**

Mathematics in Society HSC Examination Paper.....	BOS 61/96	Vol 5 No 5
Amendment to Mathematics 4 Unit Syllabus.....	BOS 67/96	Vol 5 No 6

**Personal Development, Health and Physical Education**

Exercise and Sports Studies Stage 5 Content Endorsed Course .....	BOS 62/96	Vol 5 No 5
Change to Personal Development, Health and Physical Education 2 Unit Syllabus.....	BOS 68/96	Vol 5 No 6

**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)		
Changes to Biology 2 Unit Stage 6 Syllabus.....	BOS 69/96	Vol 5 No 6
Changes to Chemistry 2 Unit Stage 6 Syllabus, 1996/97.....	BOS 70/96	Vol 5 No 6
Changes to Chemistry 2 Unit Stage 6 Syllabus, 1997/98.....	BOS 71/96	Vol 5 No 6
Changes to Geology 2 Unit Stage 6 Syllabus.....	BOS 72/96	Vol 5 No 6
Changes to Physics 2 Unit Stage 6 Syllabus.....	BOS 73/96	Vol 5 No 6
Changes to Science 3/4 Unit Stage 6 Syllabus .....	BOS 74/96	Vol 5 No 6
Changes to Science for Life Stage 6 Syllabus.....	BOS 75/96	Vol 5 No 6
Experiments Involving Animals .....	BOS 76/96	Vol 5 No 6

**Technological and Applied Studies**

Design and Technology Stage 6.....	BOS 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 Unit.....	BOS 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 6.....	BOS 26/96	Vol 5 No 2
Food Technology Examination Report, 1995 .....	BOS 36/96	Vol 5 No 3
Expressions of Interest for Project Team for Engineering Science .....	BOS 50/96	Vol 5 No 4
Expressions of Interest for Project Team for Industrial Technology.....	BOS 51/96	Vol 5 No 4
Specialised Study in Design and Technology 3 Unit (Additional) .....	BOS 52/96	Vol 5 No 4
Experiments Involving Animals (see BOS 76/96 Vol 5 No 6)		

**Information**

Recognition of Students' Employment for Work Placement Purposes .....	BOS 09/96	Vol 5 No 1
A Summary of Stage 5 Course Performance Descriptors Dispatched Since 1993.....	BOS 27/96	Vol 5 No 2
Certification for 2 Unit Industry Studies and the Vocational Content Endorsed Courses .....	BOS 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 Interest.....	BOS 30/96	Vol 5 No 2
Primary Curriculum Development Schedule .....	BOS 37/96	Vol 5 No 3
Secondary Curriculum Development Schedule .....	BOS 38/96	Vol 5 No 3
Dual-Accredited Vocational Courses.....	BOS 39/96	Vol 5 No 3
Self-Tuition Students: Review of Requirements Under Pathways.....	BOS 40/96	Vol 5 No 3
Examination Reports for Small Candidature Courses .....	BOS 53/96	Vol 5 No 4
Categorisation of Board Courses .....	BOS 54/96	Vol 5 No 4
Higher School Certificate Advice Line — Employment of Advisers.....	BOS 55/96	Vol 5 No 4
Distinction Courses 1997 Expression of Interest.....	BOS 77/96	Vol 5 No 6

