

Board Bulletin



BOARD OF STUDIES NSW

October 1996 - Vol 5 No 8

HSC Advice Line Opens

THE highly successful Higher School Certificate Advice Line has been expanded to offer 1996 students greater access to teachers and information before their examinations, the Minister for Education and Training, John Aquilina, MP, has announced.

'Following on from the outstanding success of last year's inaugural Advice Line, which provided 3300 hours of quality advice and support to students, this year's Advice Line has been expanded to cope with the anticipated demand,' the Minister said.

'The number of telephone lines has been increased from 40 to 60, the Advice Line will begin operation one week earlier than last year and two more subjects have been added, bringing to 38 the number of courses in which students can seek advice.

'On Sundays teachers will offer 12 hours of continuous support from 10 am to 10 pm and the number of teachers employed to staff the Advice Line has been increased from 369 to 600.

'The Advice Line is a major State Government initiative and I am confident that the 63 000 students taking their examinations in 1996 will use the service as regularly as the students in 1995. *continued on page 4*

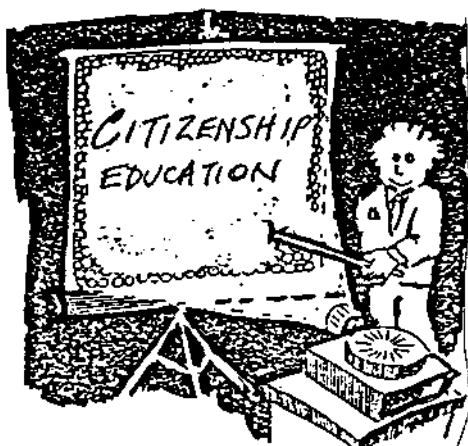


Economics adviser, Ms Bronwyn Hession, helping students with last-minute queries on last year's HSC Advice Line.

Photo: courtesy of Daily Telegraph.

CITIZENSHIP EDUCATION K-10

First the framework, then the survey ... now what?



DURING May of this year, the Board released a draft *Citizenship Education Framework K-10* to NSW schools, organisations and institutions. The framework was accompanied by separate surveys for primary and secondary schools and organisations and institutions.

The purpose of the surveys was to invite comment that could inform further development of the framework. In particular, comments were sought on:

- the nature and scope of Citizenship Education in Years K-10
- the placement of Citizenship Education within the HSIE K-10 curriculum.

By the end of June the Board had received approximately 1300 responses, of which:

- 50% came from primary schools
- 42% came from secondary schools

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HSC and SC Important Dates

Year 10

- 11 Oct** Grading advice, school grading recommendation schedules and report of school/state performance in SCRT and profile collection sheets for special programs of study dispatched to schools.
- 15 Oct** School appeals against pattern of grades for School Certificate due at the Board.
- 18 Oct** Latest date for principals' 'N' determinations; notification of decision and appeal form(s) to student(s).
- 24 Oct** Grading recommendation sheets and profile sheets for special programs of study due at the Board.
Principals' 'N' determination schedules due at the Board.
- 25 Oct** Latest date for student appeals against 'N' determinations to be lodged with the principal.
- 1 Nov** Latest date for school reviews of 'N' determinations and principals' notification to student(s) of results of review of appeals against 'N' determinations.
Board Endorsed Course applications not endorsed by this date lapse.

Year 11

- 11 Oct** Vocational course module collection forms dispatched to schools.
- 15 Oct** General Entry Forms for JSST courses undertaken in Term 4 due at the Board.
- 18 Oct** Latest date for principals' 'U' determinations; notification of decision and appeal form(s) to student(s).
- 24 Oct** Principals' 'U' determination schedules due at the Board.
- 25 Oct** Latest date for student appeals against 'U' determinations to be lodged with the principal.
- 1 Nov** Latest date for school reviews of 'U' determinations and principals' notification to student(s) of results of review of appeal(s).
Board Endorsed Course applications not endorsed by this date lapse.

Year 12

- 11 Oct** Request for address for principals' HSC Result List dispatched to schools.
Vocational course module collection forms dispatched to schools.
- 14 Oct** Assessment confirmation schedules (includes principals' certification) dispatched to schools.
- 15 Oct** General Entry Forms for JSST courses undertaken in Term 4 due at the Board.
- 16 Oct** Final date for submission of Design and Technology 3 Unit Specialised Study to the Board of Studies.
- 28 Oct** Commencement date for Visual Arts itinerant marking.
- 28 Oct – 29 Nov** HSC Examinations.
- 1 Nov** Changes to assessment marks.
Board Endorsed Course applications not endorsed by this date lapse.
- 5 Dec** Latest date for school conduct of assessment ranking reviews.
- 6 Dec** Principals' notification to candidates of results of review of appeals against assessment rankings.
Latest date for principals' notification to the Board (fax sufficient) of results of review of students' appeals against assessment rankings; submission of related forms.
- 9 Dec** Latest date for students whose assessment ranking reviews have been unsuccessful to notify principal of their wish to pursue the appeal.

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CHECK YOUR MAILBOX



- ☆ Mathematics 9–10 Syllabus —
Advanced Course
- ☆ Mathematics 9–10 Syllabus —
Intermediate Course
- ☆ Mathematics 9–10 Syllabus —
Standard Course
- ☆ Mathematics 9–10 CD-ROM
- ☆ Mathematics 9–10 Specimen
Exam Papers
- ☆ LOTE K–6 Generic Syllabus
Framework
- ☆ School Certificate Reference
Test Awards and Statistics
- ☆ Mathematics 9–10 Support
Document extract —
Programming

Documents currently being developed

- ☆ Support document for students
experiencing significant
difficulties in communication

The *Board Bulletin* is a regular publication by the Board of Studies NSW. Principals are requested to circulate it among teachers and members of the School Council, P & C and parents. One copy should be filed for reference. Schools may only photocopy this publication for use by teachers, students and parents. Contributions or suggestions for articles are welcome.

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President's Message



The consultation on the Board's draft Citizenship Framework (see page 1 for more details) created a great deal of interest among teachers. Responses were received from 624 primary schools, 485 secondary schools and 136 organisations.


The overall approval rate for the framework was very high, slightly more so in primary than secondary schools. Respondents generally felt positive about the content and skills section of the framework but were less enthusiastic about the attitudes and values section.

One critical issue requires more consideration, which is how citizenship education can best be incorporated in the Years 7–10 curriculum. It is clear from the passionate comments by many teachers that subject imperialism is alive and well! It is obvious that the Board has much thinking to do to resolve this issue.

The 1996 Higher School Certificate, the 30th in succession, has already begun and will once again feature the HSC Advice Line, introduced in 1995. This service was carefully evaluated after last year's Higher School Certificate and the reaction to it was overwhelming positive. One student summed it up:

'Thank God for the Help Line! I don't know how many times I rang the helpful teachers at the Brains Trust. It was a brilliant idea.'

This year I would ask principals and teachers to advertise and support the Advice Line as much as possible. In particular, students from country and Metropolitan South West schools, who were somewhat underrepresented, should be encouraged to increase their use of this excellent and free advice. The highly dedicated and knowledgeable teachers who collectively comprise the Advice Line are to be congratulated for the accuracy and usefulness of the information provided.


Sam Weller, President

Principles of Learning Forum

On Monday 12 August 1996, the Board conducted a forum on the 'Principles of Learning' at Drummoyne Public School.


The aim of the forum was to examine current research on learning, and to identify the implications for curriculum development.

The Board invited two specialists in learning theory and practice to present their views in the context of the Board's curriculum development role: Dr John Edwards, from the Education Faculty of James Cook University; and Ms Debbie Knight, Clinical Psychologist and Director of Queenscliff/Dalwood Assessment Centre.

After the presentations of the two guest speakers, participants divided into ten workshop groups conducted by Board facilitators to examine specific questions on the principles of learning and the implications for the Board's curriculum responsibilities.

The workshop discussions were enthusiastic and productive, and resulted in considerable material that identified implications for syllabus development. This material will be published as Proceedings of the forum; one copy to be sent to all participants, as well as every primary and secondary school in NSW.

The Board would like to thank all those who contributed to making the forum such a success. It was gratifying to have such an overwhelming response, with more than 180 participants from all sections of the education community in attendance. Over 250 expressions of interest were registered, and it was regrettable that constraints of space made it impossible to accommodate everyone.

Copies of the proceedings will be available from the Board of Studies. A notice will appear in the *Board Bulletin* when the document has been printed. 

What's New on the Board's Internet Site?

This month's additions include:

- 1995 Higher School Certificate Examination Reports
- 1995 Higher School Certificate Examination Papers
- 1995 Higher School Certificate Geography syllabuses and specimen examination papers
- new links to assist students with Computing Studies and Languages Other Than English (eg Japanese)
- the latest edition of the *Board Bulletin* with the Official Notices
- the new Board of Studies Education Resource Catalogue and price specials available from the shop at the Office of the Board of Studies.

Don't forget the inclusion of a Bulletin Board for teachers and students to leave messages for one another. More school e-mail and web addresses have been added, making it the most comprehensive list of Australian school electronic contacts available.

The Board of Studies' Internet address is:

<http://www.opennet.net.au/partners/bos>

ADVICE LINE — SUBJECT AVAILABILITY

SUBJECT	DATES	SUBJECT	DATES
English Contemporary	14.10.96 - 29.10.96	Geology	14.10.96 - 25.10.96
English General	14.10.96 - 29.10.96		29.10.96 - 07.11.96
English 2 Unit (Related)	14.10.96 - 29.10.96		16.11.96 - 19.11.96
English 3 Unit	14.10.96 - 03.11.96	Chemistry	14.10.96 - 25.10.96
General Studies	14.10.96 - 27.10.96		01.11.96 - 07.11.96
Business Studies 2 Unit	14.10.96 - 28.10.96	Physics	14.10.96 - 25.10.96
3 Unit	14.10.96 - 04.11.96		06.11.96 - 12.11.96
Computing Studies 2 Unit	14.10.96 - 30.10.96	Geography 2 Unit	14.10.96 - 25.10.96
3 Unit	14.10.96 - 30.10.96		30.10.96 - 05.11.96
	01.11.96 - 07.11.96		14.10.96 - 25.10.96
			30.10.96 - 12.11.96
Modern History 2 Unit	14.10.96 - 31.10.96	Legal Studies 2 Unit	14.10.96 - 25.10.96
(P&E, Related)			04.11.96 - 10.11.96
3 Unit	14.10.96 - 06.11.96		14.10.96 - 25.10.96
Mathematics MIS, MIP	14.10.96 - 25.10.96		04.11.96 - 13.11.96
	28.10.96 - 03.11.96	Economics 2 Unit	14.10.96 - 25.10.96
2 Unit Related	14.10.96 - 25.10.96		05.11.96 - 11.11.96
	28.10.96 - 03.11.96		14.10.96 - 25.10.96
3/4 Unit	14.10.96 - 25.10.96		05.11.96 - 14.11.96
	28.10.96 - 06.11.96	PDHPE	14.10.96 - 25.10.96
Biology	14.10.96 - 25.10.96		07.11.96 - 13.11.96
	29.10.96 - 04.11.96	Ancient History 2 Unit	14.10.96 - 25.10.96
Science General	14.10.96 - 25.10.96		11.11.96 - 17.11.96
	29.10.96 - 04.11.96		14.10.96 - 25.10.96
for Life	14.10.96 - 25.10.96		11.11.96 - 21.11.96
	29.10.96 - 04.11.96	Visual Arts 2 Unit	14.10.96 - 25.10.96
3/4 Unit	14.10.96 - 25.10.96		12.11.96 - 18.11.96
	29.10.96 - 07.11.96		14.10.96 - 25.10.96
			12.11.96 - 18.11.96
			25.11.96 - 28.11.96

Please note that subjects are in examination order.

HSC Advice Line Opens *continued from page 1*

'Last year the Advice Line received on average more than 1000 calls a day, a remarkable achievement in its first year of operation.

'No other state provides such a comprehensive initiative to assist its students during such an important time in their lives, and all for only the price of a local call,' Mr Aquilina said.

The Minister said the Advice Line Report prepared by the Board of Studies highlighted the positive reaction teachers and students had to the first Advice Line.

'I was pleased that teachers found the Advice Line a rewarding experience — both professionally in

answering demanding questions from students, and in developing camaraderie among teachers working on the Advice Line,' he said.

'Teachers also remarked upon the satisfaction of being able to assist students who had a genuine need and who were very grateful for that help.'

Mr Aquilina officially launched the HSC Advice Line on October 14 at the Board of Studies.

HSC written examinations for the state's 63 000 students will commence on 28 October.

The toll-free telephone number for the Advice Line is 13 11 12.





Primary Matters

LOTE K-6 Generic Syllabus Framework

The final version of the Board's *LOTE K-6 Generic Syllabus Framework* was recently distributed to primary schools. The purpose of the framework is to provide a consistent approach to the development of LOTE K-6 syllabuses. It provides a common structure for the way content is presented in primary LOTE syllabuses, a set of generic outcomes for LOTE that can be modified to account for the features and characteristics of a particular language, and a means of providing access for both background and non-background speakers of a Language Other Than English.

The framework will be a useful reference document for schools that have been considering the introduction of a Language Other Than English and for schools looking to evaluate their existing LOTE programs. The framework is also guiding the Board in the development of specific language syllabuses under the National Asian Languages Studies in Australian Schools (NALSAS) targeted languages initiative (Indonesian K-6, Japanese K-6, Chinese K-6, and Korean K-6).

Meetings with Key K-6 Organisations

The President of the Board of Studies was recently visited by executive members of the Early Childhood Education Council (ECEC) to discuss the Board's approach to curriculum development and assessment, particularly with regard to early learning. The representatives of the Council, which has K-2 as its focus in relation to curriculum, identified areas where the Board could strengthen its approach to development of syllabus content and outcomes. As a result of the meeting, the Board will be conducting an Early Childhood Education seminar at which participants will be asked to provide feedback on the Board's current advice to syllabus writers in relation to developmentally appropriate curriculum in the early years of schooling.

Members of the executive of the Federation of School Community Organisations (FOSCO) also met with the President to provide their members' perspective on current curriculum matters, particularly with regard to the development of draft syllabus documents.

Both FOSCO and the ECEC have representatives on the Board's K-6 Curriculum and Assessment Committee. Professional organisations such as the Early Childhood Education Council are also represented on the Board's K-6 Syllabus Advisory Committees through the nominated Joint Council representative. FOSCO has a representative on each of the six K-6 Syllabus Advisory Committees.

Student Portfolios

Board officers recently visited classrooms at Cabramatta West Public School and held discussions with the principal, classroom teachers and members of the school executive. The visit provided insight into assessment and reporting practices in the school, particularly in the way portfolios of student work are constructed. The school has trialled several approaches and has used the experience teachers have been able to gain over the last eighteen months to modify their approach. This has resulted in an approach that the school believes is both informative for students and parents, and manageable for teachers. An interesting initiative in the school is the production of student work samples on computer disk as another means of reporting student achievement.

Human Society and Its Environment

The Human Society and Its Environment K-6 Framework, endorsed by the Board as a guide for the syllabus project team, is being used to guide the development of the Citizenship Education Support Document. This support document, which will be trialled in schools in 1997, will feature nine teaching units and advice about ways in which citizenship can be promoted within the school as part of an overall approach to Citizenship Education.

Work on the Citizenship Education K-6 Support Document is being undertaken by the HSIE K-6 project team. This team of writers, which was chosen from a wide list of applicants, will be able to draw on the differing experiences, backgrounds and expertise of its members.

If you would like further information regarding these items or K-6 curriculum matters in general, contact Phil Lambert, Inspector, Primary Education (ph (02) 9927 8199 or fax (02) 9954 9218).



ABOUT THE SCHOOL CERTIFICATE GRADES

Format of Grading Advice

The format of the School Certificate Grading Advice has been changed this year. The new format will make it easier to allocate grades. The Grading Advice will also show the mark bands corresponding to cut-offs for each grade in the Reference Tests.

Distribution of Grades

In the English and Science courses and in each Mathematics course, the distribution of grades on a statewide basis follows a predetermined pattern (Grade A: 10%, Grade B: 20%, Grade C: 40%, Grade D: 20%, Grade E: 10%). The actual number of each grade (A to E) allocated to your school is determined by the performance of your school's students in each of the Reference Tests. To award grades to students, your school must establish an order of merit in each course based on your students' performance in the school's assessments.

You should allocate the number of Grade As indicated on your Grading Advice to the top students on your order of merit list. Subsequent grades (B, C, D, E) are then allocated down the order of merit list ensuring that the cumulative number indicated on the Grading Advice is not exceeded at any point unless tolerances are used.

Tolerances are made available to schools to be used only if it is not possible to place the grade cut-off at the exact position in the order of merit list. The tolerance allowed is 7.5% of the number of students in the two grades either side of the cut-off, rounded up to the next whole number. No more of the tolerance should be used than is necessary to remove the anomaly. The tolerance used may be positive or negative. More information about the use of tolerances can be found in Section 6.5.2.3 of the *ACE Manual*.

The following example illustrates the information provided in the new Grading Advice.

Table 1

Grade	Cumulative Total	Tolerance (plus or minus)
A	4	2
A – B	21	4
A – C	55	5
A – D	77	3
A – E	88	

Note that in Table 1, reference is made to the cumulative total of grades, not to the number of grades at each level. Therefore, the tolerance of 4 at the Grade B level is the tolerance on the 21 Grade As and Bs added together, not on the Grade Bs alone. Even if some of the tolerance had been used at the Grade A level, the tolerance at the Grade B level should only be used if it is not possible to place the Grade B cut-off after the 21st student.

Table 2

Grade	Mark Band	Number of Students
A	43 – 50	4
B	37 – 42	17
C	25 – 36	34
D	16 – 24	22
E	0 – 15	11

Table 2 shows the mark bands corresponding to each grade. The cut-offs are determined after marking and enable the required pattern of grades on a statewide basis to be achieved. The example given is from the 1995 data. The number of students from your school who earned each grade is also given.

Table 3

Grade	Grades Awarded	Cumulative Total	Check: Total must be
A			from 2 to 6
B			from 17 to 25
C			from 50 to 60
D			from 74 to 80
E			88

You can use Table 3 to help check your calculations when allocating grades.

Allocating Grades in Courses Other Than English, Mathematics and Science

In these courses, teachers will make the final judgement of the grade to be awarded on the basis of assessment information and with reference to the Course Performance Descriptors. There is no predetermined pattern of grades in these courses. It is stressed, however, that for courses commenced and completed during Stage 5, the one set of Course Performance Descriptors applies to both the 100 hour course and the corresponding 200 hour course. This relates not only to courses studied across Years 9 and 10, but also to courses studied exclusively in either Year 9 or Year 10.

Do you need more advice about School Certificate assessment?

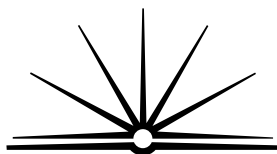
Contact ...

- your local BOSLO
- Assessment Branch (02) 9927 8300
 - English – Brett Harper (02) 9927 8218
 - Mathematics – Garry Webb (02) 9927 8233
 - Science – Martin Sormus (02) 9927 8241

To notify the Board of any amendments to your School Certificate Grading Recommendation Schedule, contact Examination Records and Systems Section (02) 9927 8257 or (02) 9927 8107.



POSITIONS AVAILABLE AT THE OFFICE OF THE BOARD OF STUDIES



OFFICE OF THE BOARD OF STUDIES
NEW SOUTH WALES

The Office of the Board of Studies is responsible for the development and delivery of professional and administrative services to the Board of Studies and its committees to enable the Board to fulfil its legislated functions under the *Education Reform Act 1990*. These functions include responsibility for NSW curriculum development, monitoring and support; registration and accreditation of non-government schools and the assessment and examination of student achievements for the awarding of the NSW School Certificate and Higher School Certificate.

The Office of the Board of Studies is committed to the principles of Equal Employment Opportunity, Occupational Health and Safety and the Charter of Principles for a Culturally Diverse Society. All applicants for the following job advertisements will be expected to demonstrate a capacity and commitment to implement these principles.

The Office of the Board of Studies has a no smoking in the workplace policy.

The remuneration package quoted includes annual salary, employer's contribution to a superannuation scheme and annual leave loading. The Office of the Board of Studies and the NSW Teachers Federation are currently negotiating a new salary and conditions award to cover teaching service staff.

A feature of the Office of the Board's work in curriculum and assessment is that it is very often accomplished as discrete projects requiring staff drawn directly from schools. The Office of the Board attaches fundamental importance to the value that the recent teaching experience of successful applicants will bring to the Board's work. The following advertisements for secondment or temporary employment in the Office of the Board's curriculum and assessment areas will be in terms of sections 38 or 41 of the *Public Sector Management Act 1988* for periods of 3 years commencing 3 February 1997.

Consistent with the entitlements of public sector applicants, the Office is prepared to negotiate bilateral agreements with current employers of successful non-government school applicants to facilitate their right of return and recognition of service while seconded or temporarily employed by the Office.

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SENIOR ASSESSMENT OFFICER, SEO2 (Two positions), Pos No BOS/081. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for providing advice and assistance to the Board's committees in matters related to assessment, examinations and evaluations; conducting research and evaluation studies related to assessment and examination; providing advice in investigations and appeals related to School Certificate and Higher School Certificate results; providing support to the Board's assessment and examination programs. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; experience and expertise in assessment and measurement and evaluation; ability to meet deadlines; ability to communicate effectively; experience in the use of microcomputers to run packages. **Desirable:** Detailed knowledge of the School Certificate and Higher School Certificate programs. **General:** Leave restrictions apply during peak periods. **Inquiries:** Carol Taylor (02) 9927 8232

SENIOR ASSESSMENT OFFICER (ENGLISH), SEO2, Pos No BOS/082. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for coordinating all aspects of the preparation of the Reference Test in English; exercising a leadership role in the marking of the English Reference Test and related appeals; liaising with subject specialists from a variety of disciplines in the development, implementation and monitoring of programs relating to student assessment and examinations; supplying the Board with advice on matters relating to testing and measurement. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; an understanding of the principles and practices underlying effective assessing, examining and marking; an awareness of current trends in assessment; oral and written communication skills of a high standard. **Desirable:** Knowledge of or experience in setting and/or marking School Certificate English Reference Tests; experience in the use of microcomputers; experience in the preparation of printed materials. **General:** Leave restrictions apply during peak periods. **Inquiries:** Carol Taylor (02) 9927 8232

CURRICULUM OFFICER (Human Society and Its Environment K-12), SEO2, Pos No BOS/175. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for project-based curriculum development and support in the area of Human Society and Its Environment (HSIE), with particular emphasis on the Years 7-12. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; understanding of recent curriculum and assessment developments in HSIE K-12; curriculum development expertise in HSIE education; knowledge of recent developments in education in schools; and effective oral and written communication skills. **Desirable:** Ability to produce quality curriculum materials to support the teaching of all HSIE subjects, especially Economics, Studies of Asia, History 7-10, Geography 7-10 and Commerce. **Inquiries:** Virginia Frost, Inspector HSIE (02) 9927 8150 or Albert Marchetto, Inspector HSIE (02) 9927 8151.

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CURRICULUM OFFICER (Vocational Education), SEO2, Pos No BOS/221. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for project-based curriculum development and support in Vocational Education. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; understanding of recent curriculum and assessment developments in vocational education, at both state and national levels; curriculum development expertise in vocational education; and effective oral and written communication skills. **Desirable:** Experience in the development and accreditation of vocational education curriculum. **Inquiries:** Judith Page, Principal Education Officer (02) 9927 8310.

CURRICULUM OFFICER (Mathematics K–12), SEO2, Pos No BOS/050. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for project based curriculum development and support in the area of Mathematics K–12, with particular emphasis on Years 7–12. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; understanding of recent curriculum and assessment developments in Mathematics K–12; curriculum development expertise in Mathematics education; knowledge of recent developments in education in schools; and effective oral and written communication skills. **Desirable:** Ability to produce quality curriculum materials to support the teaching of Mathematics. **Inquiries:** Anne Hastings, Inspector Mathematics (02) 9927 8103.

CURRICULUM OFFICER (Personal Development, Health and Physical Education K–12), SEO2, Pos No BOS/173. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa) Responsible for project-based curriculum development and support in the area of Personal Development, Health and Physical Education (PDHPE) with particular emphasis on Years K–6. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; understanding of recent curriculum and assessment developments in PDHPE K–12; curriculum development expertise in PDHPE education; knowledge of recent developments in education in schools; and effective oral and written communication skills. **Desirable:** Ability to produce quality curriculum materials to support the teaching of PDHPE. **Inquiries:** Paul Hewitt, Inspector PDHPE (02) 9927 8156.

CURRICULUM OFFICER (Science K–12), SEO2, Pos No BOS/051. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for project-based curriculum development and support in the area of Science K–12, with particular emphasis on Years 7–12. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; understanding of recent curriculum and assessment developments in Science K–12; curriculum development expertise in Science education; knowledge of recent developments in education in schools; and effective oral and written communication skills. **Desirable:** Ability to produce quality curriculum materials to support the teaching of Science. **Inquiries:** Rosemary Hafner, Inspector Science (02) 9927 8136.

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CURRICULUM OFFICER (Technology K-12), SEO2, Pos No BOS/174. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for project-based curriculum development and support in the area of Technology K-12. **Essential:** Appropriate tertiary qualifications; outstanding recent teaching experience in government or non-government schools; understanding of recent curriculum and assessment developments in Design and Technology or Science and Technology; curriculum development expertise in Technology education; knowledge of recent developments in education in schools; and effective oral and written communication skills. **Desirable:** Ability to produce quality curriculum materials to support teaching in the Technology learning area; understanding of computing education. **Inquiries:** Robert Staples, Inspector Technological and Applied Studies (02) 9927 8246.

The following advertisements for permanent employment at the Office of the Board will be in terms of sections 24-32 of the *Public Sector Management Act 1988* commencing 3 February 1997.

SENIOR EDUCATION OFFICER, TEST DEVELOPMENT SECTION, SEO2, Pos No BOS/079. Total remuneration package valued to \$62,061 pa (salary \$57,812 pa). Responsible for coordinating and supporting the Board's examination committees in the development and preparation of examination materials. **Essential:** Appropriate tertiary qualifications and outstanding teaching experience; understanding of the principles and practices underlying effective measurement and examinations; demonstrated capacity to coordinate complex projects of groups and meet deadlines; experience with desktop publishing techniques and microcomputers; communication skills of a high standard. **Desirable:** Understanding of the preparation of materials for large-scale print projects. **General:** Leave restrictions apply during peak periods. **Inquiries:** Carol Taylor (02) 9927 8232

SENIOR EDUCATION OFFICER, TEST DEVELOPMENT SECTION, SEO1, Pos No BOS/087. Total remuneration package valued to \$59,535 pa (salary \$49,299 range \$55,459 pa). Responsible for supporting the production of the Board's examination materials, providing advice relating to examination and testing. **Essential:** Appropriate tertiary qualifications and outstanding teaching experience; an understanding of the principles/practices underlying effective assessing, examining and marking; experience in the use of microcomputers; communication skills of a high standard. **General:** Leave restrictions apply during peak periods. **Inquiries:** Carol Taylor (02) 9927 8232

Applications (quoting Pos No) to: Assistant Personnel Officer
Office of the Board of Studies NSW
PO Box 460
North Sydney NSW 2059

Closing Date: 1 November 1996

CITIZENSHIP EDUCATION K-10 *continued from page 1*

- 8% came from institutions and organisations.

The statistical data indicated significant approval for the Citizenship Education Framework. In the primary sector, approval for parts of the framework ranged from 82% to 98%, while in the secondary sector, approval for parts of the framework ranged from 78% to 97%. In both sectors, the section that dealt with attitudes and values met with the least approval.

The responses from the institutions and organisations also indicated general approval of the framework.

The written comments revealed some specific concerns. Respondents from primary schools identified a number of areas that needed review or clarification.

Significant areas of concern included:

- the conceptual strands. These needed to be streamlined, eg combine 'Law and Order' and 'Government' and retitle 'Decision making and the Democratic Process'
- more information about terms such as 'economic responsibility'
- the definition of 'Citizenship Education'
- values and attitudes — these needed to be developed further
- Aboriginal perspectives — there was a need for a cohesive and integrated approach to this area.

Respondents from secondary schools expressed similar concerns. The most significant issue raised related to the models that identified possible approaches to the incorporation of Citizenship Education into the Years 7-10 mandatory curriculum. No model received any more than 35-40% support. Some respondents believed that any strengthening or expanding of Citizenship Education in the mandatory syllabuses in the HSIE KLA would adversely affect elective subjects, particularly Commerce. In addition, subjects such as Aboriginal Studies, Studies of Asia and Studies of Religion were considered to be 'at risk'; that is, student numbers in these subjects would decline. Other respondents strongly believed that Commerce deserved to be made mandatory. A significant group of responses

advocated a mandatory framework for Citizenship Education that would allow schools the freedom to implement it in a manner that suited their individual circumstances.

In response to the report on the written consultative process the Board made the following recommendations:

- That a revision of the *Citizenship Education Framework K-10* be undertaken, based on the recommendations from Citizenship Education Reference Group and consultation with teachers, schools and institutions.
- That the revision be undertaken by officers of the Board and systems working together and calling upon a group of 'critical friends' to provide ongoing comment.
- That, using the revised Citizenship Education Framework, each HSIE Syllabus Advisory Committee provide advice to the Board on:


a. the extent to which Citizenship Education is currently contained in the syllabus;

b. the extent to which Citizenship Education can be enhanced within the existing syllabuses.

- That, based on the revised framework and mapping, the Board prepare advice for the Minister on how Citizenship Education can best be incorporated in the Years 7-10 curriculum.

Meanwhile, work will continue on the development of a Citizenship Education module

in Years K-6. The draft module, which will comprise a series of teaching units emphasising key elements of the HSIE K-6 Syllabus Writing Brief, will be completed by the end of 1996 for consultation and trialling during Term 1, 1997.

It is hoped that the information gained from the consultation process will enhance the module and confirm the direction taken by the HSIE K-6 Syllabus Writing Brief. For additional information please contact Albert Marchetto, Inspector HSIE, on (02) 9927 8151. 

**'Citizenship ...
encompasses a whole
range of educational
processes, formal or
informal, that encourage
and inform participation by
citizens in community
activities and public affairs.'**

Civics Expert Group 1994

KEY BOARD DECISIONS

English K–6 Review Committee

The English K–6 Review Committee headed by Professor Jillian Maling has now completed the first stage of the review of schools' experience of using the *English K–6 Syllabus and Support Document*.

Responses to the school survey, oral and written submissions and focus groups represented a range of views from teachers, principals, academics and consultants regarding the delivery and implementation of the existing syllabus and support document, the functional approach to language, grammar, and outcomes-based education.

The Review Committee is continuing its work by examining possible solutions to the issues raised in the first phase of the consultation and documented in Report Part A. Report Part B will deal with the issues identified in Report Part A, and will provide advice about the revision of the existing syllabus leading to a replacement syllabus. Report Part B will be submitted to the Board in February 1997.

A summary of Report Part A will be sent to all primary schools. Copies of the full Report Part A are available from Lisa Schoenmaker, at the Office of the Board of Studies (02) 9927 8105.

Science & Technology K–6 Limited Evaluation

The Board recently endorsed a proposal by the Science & Technology K–6 Syllabus Advisory Committee to undertake a limited evaluation of the *Science & Technology K–6 Syllabus* by conducting group interviews in forty schools across NSW. These group interviews, which will take place in October and November, will be conducted by panels comprising members of the Syllabus Advisory Committee, consultants, and officers of the Board and school systems. The interviews will enable the panels to discuss aspects of the syllabus and support document with staff in both government and non-government schools, schools of various sizes, K–12 schools, inner-city schools, outer-suburban schools and country schools.

Recommendations from the Science 7–12 Syllabus Advisory Committee Based on the Science 7–10 Symposium

At its 16 August meeting the Board considered the report of the Science 7–10 Symposium, which was conducted in May, and advice from the Science 7–12 Syllabus Advisory Committee.

The Board accepted the symposium report and the advice from the SAC as the basis for preparation of a writing brief for a new Science 7–10 syllabus. As a result of this action, a call for expressions of interest in joining a project team has been placed in the *Board Bulletin* and sent to Deans of Faculties of Science and Science Education, to all Symposium participants and to organisations on the Board's consultative network.

Copies of the symposium proceedings and an overview of the SAC's advice will be distributed to all schools by the beginning of Term 4. The SAC's advice included the following:

- one course accessible to all Years 7–10 students, which has an explicitly articulated rationale, purpose and philosophy clearly linked to the structure, aims, objectives, content and outcomes, should be developed;
- the syllabus structure should include a core and options and should be flexible enough to allow for schools to develop their own programs to meet individual and local needs;
- the amount of material in the core and options that students would be expected to cover should be realistic for most Years 7–10 students in a 400 hour course;
- the syllabus should reflect an appropriate scope and depth of knowledge drawn from the disciplines ... but ... where appropriate in an interdisciplinary manner;
- the syllabus should include a well-defined set of skills and values and attitudes, should link theory to applications and purpose and should include historical perspectives;
- a detailed quality draft support document should be developed to accompany the draft syllabus when it is sent to schools for consultation;
- the syllabus package should provide guidance as to the development of knowledge, understandings and skills described in the syllabus;
- the Reference Test should cover the core and options.

Draft Stage 6 English Syllabus Consultation

The consultation on the draft English Stage 6 Syllabus began with its release in concert with the McGaw Green Paper in May. The consultation has sought advice from teachers, consultants, academics, professional associations and community organisations.

A number of instruments have been used to gather information including: a survey instrument distributed to schools and colleges of TAFE and oral and/or written submissions from members of the Board's consultative network, academics and professional associations, head teachers and consultants. Over 400 responses to the surveys have been received to date, along with 53 written submissions.

The opinions of special interest groups such as consultants from the different systems, head teachers, academics and community groups will also be gathered at a series of focus groups held both at the Office of the Board of Studies and other locations. The focus groups will be chaired by a member of the Senior English Review Committee who will invite participants to comment, section by section, on the document in a two-hour session. In preparing

its report, the Review Committee is interested to hear comments on and perceptions about every aspect of the draft Syllabus.

The timeline for the consultation continues to the end of October to ensure the widest possible input from the educational community. A comprehensive analysis of the survey responses from teachers and the written and oral submissions made to the Board, as well as the recorded comments from the focus groups, will form the basis of the report that the Senior English Review Committee will make to the Board at the end of the consultation.

Initial processing of written and survey responses from teachers, academics and community groups has revealed positive feedback of perceptions of the strengths of the draft Syllabus such as: the flexibility; the range of choice; the inclusion of media; the possibility of doing 4 units of English for the HSC; the availability of studying up to 3 units of English in the Preliminary course; and the way the draft syllabus takes into account cultural and linguistic studies as well as more traditional studies of literature.

Areas of concern include: whether the syllabus will both challenge the better students and cater for those who would currently study Contemporary English 2 Unit; whether the content of core and electives can be covered in the time constraints of the indicative hours; the amount of literature in the core and how the moderation of core and electives will impact on student achievement.

The Senior English Review Committee will complete a report for the Board of Studies based on the consultation findings. Part A of the report will be a comprehensive analysis of what the consultation has revealed. Part B of the report will contain recommendations for revisions to the draft syllabus. Once the report is completed the Board will set up open hearings to provide feedback to groups on the main findings of the consultation.

Interested persons who have not yet responded to the draft syllabus consultation may do so in written form to the Board until the end of October. Additional survey forms are available from the Board; phone (02) 9927 8105.

School Certificate Credentialling for Students with Special Education Needs in Stage 5

The document *School Certificate Credentialling for Students with Special Education Needs in Stage 5* was approved by the Board of Studies in August and is currently being prepared for distribution to all secondary and special schools. The document will arrive in schools in Term 4 and will form the basis for the special program of study for the 1997 School Certificate and thereafter.

A number of changes were made to the Consultation Draft. In the finalised document more detailed advice is provided on designing an appropriate program of study to meet the needs of individual students and on course completion criteria for Generic Life Skills courses.

Changes were also made to the Human Society and Its Environment Life Skills Curriculum Framework with a

greater emphasis on the local community and the student's place in society. A Curriculum Framework for the Generic Life Skills Course in Languages Other Than English was developed to meet the mandatory requirements for the award of the School Certificate.

Changes were made to the Student Profile outcomes in all the Key Learning Areas to ensure they were appropriately sequenced and reflected the full range of student need. Additional functional and age-appropriate examples of student achievement for the Student Profile outcomes were also developed in each Key Learning Area.

This Board decision enables all students with special education needs to have access to the School Certificate and to receive comprehensive reports on their individual achievements at the end of Stage 5.

Now Available!

Pickle Street

Interactive Multimedia CD-ROM

Legal Studies, Life Management, PDHPE and General Studies teachers, as well as anyone interested in the Australian legal system and the law, will be pleased to know that the eagerly awaited CD-ROM *Pickle Street—Dispute Resolution and Legal Studies Aid* is now available.

Developed by the Board of Studies NSW in conjunction with the Law Foundation NSW, *Pickle Street* consists of two CD-ROMs that will assist students and the community to come to a greater understanding of how laws are made, and the options people have in seeking solutions to common legal problems, in the context of contemporary Australian society.

Constitutional lawyer and Macquarie University lecturer, Professor Tony Blackshield, commended *Pickle Street* on its ability to provide a stimulating conflict resolution resource for students.

Pickle Street is a fictitious street in a fictitious suburb inhabited by families who differ widely in their structure and background but share a common headache — they are beset daily by legal problems. As the legal soap opera unfolds, students are encouraged to explore and solve the problems of *Pickle Street*'s residents by seeking expert advice and searching through the extensive Law Library. Students can discuss and evaluate the legal and non-legal options in

11 episodes that cover many common problems in family law (including divorce, de facto families and child support); housing law (including renting, strata title, public housing and problems between neighbours); and criminal law (including domestic violence, car accidents, joyriding and drugs).


Politicians, judges, police, academics, community workers, public servants, journalists and lawyers offer their opinions and advice on issues such as who and what influences changes to the law and whether judges are in touch with the community.

Students can ask questions of parliamentarians of all parties, former and current Attorneys-General Darryl Williams, Michael Lavarch and Michael Duffy, High Court Judge Michael Kirby, lawyer and media personality Geoffrey

Robertson and 2JJJ's Angela Catterns.

Pickle Street also includes an extensive Law Library: a reference database with more than 100 informative entries in relation to legislation, case law and the social context in which the key issues of family, housing and criminal law can be understood. There is a glossary of terms and a list of legal workers and community services that can be printed for easy reference.

Pickle Street will run on IBM-compatible multimedia computers running MS Windows v3.1 or Windows 95, or any 256-colour Apple Macintosh (8 MB RAM).

Pickle Street is available for \$110 from the Sales Desk, Board of Studies NSW, 35-51 Mitchell Street, McMahons Point 2060, Fax (02) 9956 5205. 

Key Board Decisions *continued from page 13*

Stage 6 Syllabus: Filipino

The Minister has approved a Board-developed Stage 6 syllabus in Filipino for implementation in Year 11 1997 and initial HSC examination in 1998. This syllabus has been developed according to the model of the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL). Under this scheme all participating states and territories will be able to have access to Filipino, with NSW acting as the host state.

The syllabus should be available to interested schools on request during Term 4.

Contacts: (02) 9927 8152 (02) 9927 8280
(02) 9927 8180 (02) 9927 8238

1996 Higher School Certificate at a glance — the 30th HSC

- 🍏 This year 63 000 students will undertake the HSC, approximately 1500 more students than last year.
- 🍏 The rise in candidature is mainly due to the number of 'accelerating' candidates sitting for one or two units of HSC courses this year.
- 🍏 The age of candidates in 1996 ranges from 11 to 81.
- 🍏 The subjects with the biggest candidature are English, Mathematics, General Studies, Biology, Business Studies and Computing Studies.
- 🍏 The subjects with the smallest candidature are Estonian, Maltese, Dutch, Lithuanian, Czech and Latvian.
- 🍏 Coffs Harbour Marking Centre has been established for the first time in 1996.
- 🍏 Metropolitan-based students make up 68%, country students 31.1% and interstate and overseas students 0.9% of the total candidature.
- 🍏 School students make up 93.7%, TAFE students 6.1% and self-tuition students 0.2% of the total candidature.
- 🍏 Three students are doing the HSC at sea aboard Australian Royal Navy warships.
- 🍏 Students are doing their examinations at Norfolk Island.
- 🍏 Students are sitting for the HSC in Brazil, England, France, Greece, Hong Kong, Hungary, Japan, Kazakhstan, Korea, Malaysia, Pakistan, Papua New Guinea, Saudi Arabia, Scotland, Singapore, South Africa, Thailand, Tonga, the United States of America and Vanuatu.
- 🍏 Over half a million parcels containing the written examinations for all students are packed by 40 staff in only 6–7 weeks.
- 🍏 In its inaugural year in 1967, 65 courses were offered for the HSC. Today 151 courses are available. 🌿



PRODUCT NEWS

Great news!

Stocks of *Pickle Street* are available! Please contact the Board for a copy of this value-packed double CD-ROM. Priced at only \$110, it is a superb Legal Studies resource. A flyer giving more information should have arrived at your school recently.

Reminders

- 👉 Remember to check your office or library for our second semester Resource Catalogue (bright green cover). Perhaps you have not previously seen our range of CD-ROM titles, at great new prices. Or our range of *Sample Answers* 1992 to 1995 (remembering, of course, that 1990 and 1991 titles are no longer available).
- 👉 Catch up on our prize-winning Aboriginal curriculum publications — try the individual storybooks for Years K–6 that form part of the Literacy Kit. These are beautifully illustrated and produced and make wonderful readers in their own right.
- 👉 We are currently carrying good stocks of *Case Studies in the Food Industry*, a student textbook focusing on commercial products and services to highlight aspects of the food technology industry in Australia and the relationship to Food Technology Stage 6 curriculum in New South Wales schools. The development and publication of this book was supported by CAFTA and AIFST.
- 👉 Watch for our November flyers arriving at your school — we will be promoting our range of TAS resource products, as well as having something 'special' for that month.

For further information, please contact:

Helen Griffin
Marketing Officer
Office of the Board of Studies
Tel: (02) 9927 8331
Fax: (02) 9956 5205
Internet address:
<http://www.opennet.net.au/partners/bos>

ATTENTION:
all Design and
Technology Teachers

Design

**T
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DesignTech 96 Student Seminars at the Powerhouse

Who?

Design and Technology students in Years 11 and 12 and their teachers.

What is involved?

A seminar program that focuses on the Major Design Project. Activities will include developing a project proposal, project management techniques as well as a simulated marking session.

What is included?

Entry into the Powerhouse Museum and a three-hour seminar program. The Powerhouse Museum offers a wide range of exhibitions worthy of viewing including DesignTech 96.

DesignTech 96

An exhibition of outstanding Major Design Projects from 1996 HSC Design and Technology students.

When?

Schools are asked to select a preferred date and time. The dates are either Tuesday 11 or Wednesday 12 February 1997. The times are either 9.00-12.00 noon or 12.30-3.30 pm.

How much will it cost?

Student Seminars at the Powerhouse will cost \$12 per person. The cost includes entry to the Museum, the three-hour seminar program and program notes. It does not include meals, travel or other publications.

How do I book?

Please complete the booking form and return it with a cheque made payable to the Board of Studies by Thursday 19 December 1996. Places are limited and will be issued on a first-come-first-served basis. A receipt and letter of confirmation will be forwarded to the school once booking details and cheque have been received.

For further details - contact Seminar Coordinator on (02) 9927 8313 or mobile (0411) 513 647

Booking Form

DesignTech 96
Student Seminars
at the Powerhouse
Board of Studies
PO Box 460
North Sydney NSW 2059

School.....
Address.....
..... Postcode.....
Phone () Fax ()
Contact person
Number of students..... @ \$12 = \$
Number of teachers..... @ \$12 = \$
Total cost \$

Preferred date (please tick box):

Tuesday 11 February 1997:

9-12 pm 12.30 pm-3.30 pm

Wednesday 12 February 1997:

9-12 pm 12.30 pm-3.30 pm

Presented by
Board of Studies NSW
NSW Department of School Education

If you are planning to visit the Powerhouse Museum other than for the DesignTech Seminars please call (02) 9217 0222