

Board Bulletin



BOARD OF STUDIES NSW

April 1999 – Vol 8 No 3

VET Industry Curriculum Frameworks for the New HSC

The Board of Studies is developing seven Industry Curriculum Frameworks for implementation in 2000. Within each framework there will be a number of courses. They will allow students to gain HSC and Australian Qualifications Framework (AQF) accreditation concurrently. Each Industry Curriculum Framework will describe course requirements. Development of a Telecommunications framework has been delayed to allow further consideration of the requirements for introducing telecommunications courses in schools.

Draft Industry Curriculum Frameworks containing background information on the development of the frameworks, course descriptions and course requirements are being distributed to schools for consultation during March, April and May. A five-week consultation period has been set aside for each industry area. The new Industry Curriculum Frameworks will be distributed in July.

The frameworks will provide clear direction about the implementation of the new courses for HSC purposes. They will include:

- information about course structures: there will be 240 and 120 hour options, and in some instances 60 hour extensions;
- information about the units of competency from which teachers can develop their teaching and assessment programs;

- advice about existing curriculum materials that can be used, as well as other training materials that may assist in the delivery and assessment of teaching programs.

Support documents will be published to assist teachers in the implementation of the Industry Curriculum Frameworks. The support documents will contain sample assessment items, advice for ensuring inclusiveness, delivery strategies, examples of units of work and references to other resources.

Assessing and reporting achievement in VET courses

Reporting of student achievement and the issuing of an AQF credential in VET courses will be based on the attainment of the units of competency. Assessment of students will be conducted by qualified assessors, including trained teachers, as required by the Australian Recognition Framework.

Recognition of VET courses by universities


The Board is considering ways in which external examinations may be introduced to provide information which enables at least one VET course in each Industry Curriculum Framework to be recognised for inclusion in calculations for university entrance.

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Creative Arts K-6 Update

The draft Creative Arts K-6 Syllabus and support documents were sent to schools in December 1998. Formal consultation on these documents will commence in Term 2. The process for consultation will include focus group meetings in several locations in NSW, a survey (which will be sent to all schools in May) and feedback from a random

sample of schools involved in trialling the documents. The 20 schools that have agreed to participate in the trial will use the draft documents as part of their normal programming for Term 2. The teachers in these schools will provide specific feedback on the documents and assist with the collection of student work samples. 

HSC and SC Important Dates

Year 10

- 27 Apr Submit Presiding Officers' nominations for SC
- 28 Apr Dispatch confirmation of entries
- 18 Jun Final date for Board Endorsed Course applications to Board of Studies Liaison Officer
- 21 Jun Submit amendments to entry forms

Year 11

- 7 May Preliminary entry forms due
- 11 Jun Dispatch confirmation of entry schedules
- 18 Jun Final date for Board Endorsed Course applications to Board of Studies Liaison Officer

Year 12

- 23 Apr Confirmation of entry schedules sent to schools
- 27 Apr Presiding Officers' Nominations due
- 30 Apr Options Collection forms for Drama, Design & Technology and Industrial Technology due
- 14 May Options Collection forms for Music, Visual Arts, Hebrew, Japanese, Dance and Classical Ballet due

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DesignTech on tour

DesignTech, an exhibition of outstanding major design projects from 1998 HSC Design and Technology students, is on display at the Powerhouse Museum, Sydney until 18 April, before touring to the following regional centres:

Newcastle – Charlestown Square	21 April — 25 April
Coffs Harbour – Park Beach Plaza	29 April — 4 May
Tamworth Art Gallery	6 May — 11 May
Dubbo – Orana Mall	13 May — 21 May
Wollongong – Westfield Warrawong	24 May — 30 May
Wagga Wagga Art Gallery	4 June — 4 July

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

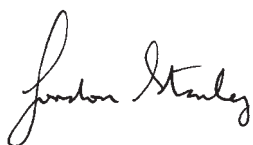


During his recent visit to Australia I heard Professor Michael Barber talk about the role of raising expectations as an important ingredient in successful schools. Professor Barber has been appointed by the Blair Government in the UK to head the new Standards and Effectiveness Unit. I was reminded that Professor Barry McGaw in his HSC Review Report had also stressed the importance of ensuring that we do not sell students short by assuming that they cannot achieve beyond current levels.

This is relevant to the response being made to the decision by the Board to phase out Mathematics in Practice. The decision was not taken lightly, but after due consideration of the danger of setting the bar too low for achievement. Work undertaken in exploring the relative demands of the Stage 5 and Stage 6 Mathematics courses has found that much of the material in the current 2 Unit Mathematics in Practice course is less demanding than that in the Stage 5 Standard Mathematics course. Clearly there are pedagogical challenges for us to assist students to achieve more demanding outcomes, but these challenges must be faced, not avoided.

Not long after my arrival at the Board last year I attended the launch of the Aboriginal Languages Interim Framework K–10. It was a particularly joyful occasion recognising the achievement of a significant milestone in our progress toward better support for Aboriginal languages. Language is so essential in representing and preserving cultural heritage. The ongoing development of case studies to assist communities is an important aspect of implementing the framework.

At the March meeting of the Primary Curriculum Committee we heard of further progress in the K–6 Linkages Project. This project is designed to address ways in which classroom activities can be designed to achieve more than one curriculum objective and strengthen key learning skills. Progress in this project can be tracked through the K–6 document page on the Board's website. A presentation by the Philosophy for Children Association drew our attention to some issues involved in the development of thinking skills that we will consider further.



(Professor) Gordon Stanley


New HSC Information Package for Schools

The Board of Studies is producing a package to assist schools in providing current information to Year 10 students and their parents about the new HSC to be introduced in Year 11 next year. The package is being prepared in response to suggestions by principals.

The package will contain:

- A booklet of general information about the new HSC, the unit system, pattern of study requirements, types of courses, Pathways, VET options, and UAI and TAFE requirements.
- A subject-specific booklet with a template for each course which includes its number, structure, course description, main topics, exclusions and a summary of assessment requirements.
- A set of overhead transparencies for presentations.
- Multiple copies of a parent brochure summarising aspects of the HSC for 2000–2001.

The package will also be provided on CD-ROM so that schools are able to customise the contents after downloading the information. The information can be adapted by adding school-specific information, culling course content not being offered by the school and retaining the relevant sections of each booklet.

Accompanying the package will be copies of the Board's publication for Year 10 students, *Studying for the NSW Higher School Certificate*. 

Board Bulletin Extra copies available

Principals should complete the coupon and return it to the address below.

Please post this coupon to:

Information Services Branch
Office of the Board of Studies
GPO Box 5300
Sydney NSW 2001

or fax to: Information Services Branch, (02) 9262 6270

Please increase the number of copies of the *Board Bulletin* sent to this school:

Primary school – 12 copies

Secondary school – 20 copies

School number:

School name:

Address:

Principal's name:

Principal's signature:



Primary Matters

Primary Matters — on the road

A number of Primary Matters mini-conferences were held across NSW during March. These mini-conferences, at which attendances averaged over 100, provided teachers and principals with information about the Board's K-6 syllabus schedule, local and global issues in primary curriculum development and some specific K-6 initiatives. In addition to gaining insight into the syllabus development process, the participants were provided with a briefing on the Human Society and Its Environment K-6 Syllabus and support documents.

Further Primary Matters mini-conferences are to be held in Term 2 at North Sydney, Nyngan, Broken Hill, Ulladulla and Merimbula.



Teachers and principals attend a Primary Matters mini-conference at Penrith RSL club.

K-6 Syllabus development program

The Board of Studies recently endorsed a syllabus development program for 1999-2000 that includes the commencement of three K-6 projects.

In accordance with the Board's syllabus development process, the 1989 Mathematics K-6 Syllabus is due for evaluation. This evaluation will include the collection of data on the syllabus and an analysis of developments in Mathematics K-6 within and outside New South Wales.

In conjunction with the collection of K-6 Science and Technology work samples, the Board has agreed to the development of a revised set of stage outcomes for the Science and Technology K-6 Syllabus and Support Document. This syllabus document, which was released in 1991, included the first set of outcomes developed by the Board of Studies. The 158 outcomes, though organised in stages, are quite different from those developed by the Board since 1995. Findings from the 1996 limited evaluation of the syllabus indicated that the outcomes are not used by teachers or schools for planning, programming, assessing or

reporting. Key requirements in the revision of the outcomes will include a significant reduction in the number of outcomes, the inclusion of Early Stage 1 outcomes and the development of indicators. The revised set will be consistent with the stage outcomes developed for the other K-6 syllabuses. The draft outcomes will be sent to a sample of schools as part of the consultation process. Schools interested in providing

feedback on the draft outcomes can be included in the consultation network by contacting the project manager, Mandy Shaw, on (02) 9367 8267.

The publication of the revised outcomes in an addendum to the syllabus will then provide schools with a full complement of stage outcomes. It will also support schools that use outcomes from more than one key learning area when developing integrated


units of work.

The revision of the outcomes for Science and Technology K-6 will also provide an opportunity to review the relevance and currency of the syllabus. Given that it was developed prior to a number of major scientific and technological developments in the nineties, a formal evaluation of the syllabus has been scheduled to commence in 2000.

Syllabuses on CD

Two K-6 CD-ROMs will be released to schools in Term 2.

A Mathematics K-6 CD-ROM will include the 1989 syllabus, the 1998 outcomes and indicators and the 1999 student work samples. Schools will also receive a Human Society and Its Environment K-6 CD-ROM, which will include the syllabus and support documents that were released in February.

If you would like further information regarding these items or K-6 curriculum matters in general, contact Phil Lambert, Inspector, Primary Education, ph (02) 9367 8199 or fax (02) 9367 8476. 

VET Industry Curriculum Frameworks for the New HSC

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VET Industry Curriculum Frameworks for implementation in 2000

Industry Curriculum Framework	Related current HSC courses	Consultation period
Business Services (Administration)	Office Skills CEC Various TAFE-delivered HSC courses	15/3/99 – 30/4/99
Construction	Building and Construction CEC Various TAFE-delivered HSC courses	19/4/99 – 21/5/99
Information Technology	Information Technology BEC Various TAFE-delivered HSC courses	15/3/99 – 30/4/99
Metal and Engineering	Industry Studies – Metals Various TAFE-delivered HSC courses	19/4/99 – 21/5/99
Primary Industries	Sheep Husbandry and Wool Technology Rural Technology Rural Industries CEC Various TAFE-delivered HSC courses	19/4/99 – 21/5/99
Retail	Industry Studies – Retail Retail CEC Various TAFE-delivered HSC courses	15/3/99 – 30/4/99
Tourism and Hospitality	Industry Studies – Hospitality Hospitality CEC Tourism Sector Services Various TAFE-delivered HSC courses	15/3/99 – 30/4/99



PRODUCT NEWS

NOW AVAILABLE

K-6 English

A Resource of Classroom Practices \$15

A new resource for teachers — providing an A to Z of classroom practices that develop students' skills in talking and listening, reading and writing.

Accessing information from the Board of Studies

Take advantage of our website. Many of our syllabus documents are already on the net. Browse through the latest information about the Higher School Certificate and School Certificate. The latest *Board Bulletin* is also available. Make use of our e-mail address for a quick reply to your product and services enquiries.

Stage 6 draft syllabus packages

Many draft syllabus packages have been sent to schools over the past few weeks. As a rule, three copies have been sent per school. They are review and evaluation copies and the documents will only have a short shelf life. Most of the draft syllabus packages are available on our website.

Should your school not have received the packages, or would like to have extra copies where available, please contact Client Services.

COMING SOON

1998 Sample Answer titles

Available in Term 2 — four new titles:

Legal Studies	\$15
English 2/3U Common and 3U	\$15
Ancient History	\$15
Studies of Religion	\$15

An order form will be sent to your school soon — watch out for it.

PDHPE K-6 teaching kit

The titles *Getting It Together*, *My Growing Self* and *I Am Special* will be available for \$15 each — the same price as all other titles in this series.

Contact information

To place an order or to inquire about products and services you can contact Client Services by:


fax: (02) 9262 6270,

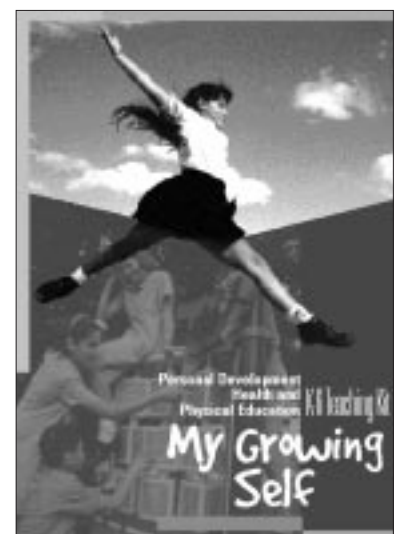
telephone: (02) 9367 8178,

email: clientservices@boardofstudies.nsw.edu.au

or write to Client Services at GPO Box 5300, Sydney 2001.

Please supply an official purchase order or have credit card details available. There is a postage charge of \$4 for one item or \$8 for two or more items.

Enquiries: (02) 9367 8331 Helen Kerr, Leader/Client Services Section. 



Aboriginal Studies Award



*Charles Davison,
President NSW
AECG Inc, Jan
Preston, Keppie
Waters, Michelle
Clare, Rob Randall,
Director Curriculum,
Office of the Board
of Studies.*

The joint award on behalf of the Board of Studies NSW and the NSW Aboriginal Education Consultative Group has been awarded for outstanding performance in 2 Unit Aboriginal Studies in the 1998 Higher School Certificate. Presentations were made to three recipients at the AECG's Eighth Annual Conference Dinner held in Sydney.

Michelle Clare, who received her award as the top Aboriginal student, attended Peel Technology High School in Tamworth. Michelle's teacher, Jim Laurich, said Michelle was an outstanding student with excellent communication and negotiation skills and a commendable record of work in the school's Student Representative Council. Michelle said that she chose to study the subject so that she could learn more about the history of her people and her culture. Michelle's keen sense of social justice has motivated her to undertake tertiary studies in Social Welfare at the Southern Cross University.

Two students tied for equal place as the top non-Aboriginal students. Jan Preston, a grandmother of three, returned to high school as a mature-aged student after having left school 38 years ago. Jan says she chose 2 Unit Aboriginal Studies because 'having attended school in the late 40s and 50s, my only experience of the original inhabitants of this land was confined to a few sketches in the pages of a history book devoted to the story of European settlement and to prolonging the belief that the first occupiers "just faded away" '.

Having studied this subject Jan says she 'discovered a large slice of Australian history' and was able to overcome her ignorance of Aboriginal peoples' history and experiences and thereby gain greater respect for and understanding of Australia's Indigenous peoples. Jan's teacher Bill Keegan said that reconciliation emerged as the dominant theme and commitment in her studies. Jan is continuing Aboriginal Studies

through a Bachelor of Arts at Newcastle University.

Keppie Waters studied 2 Unit Aboriginal Studies through Dubbo Distance Education and was the first student at Gosford High School to undertake the course. Despite the setback in contracting meningococcal meningitis at the end of Year 11, Keppie successfully completed the course to gain equal top place as a non-Aboriginal student. Keppie undertook a major project to research the over-representation of Aboriginal youth in custody in NSW.

Her personal interest in political issues, particularly issues of social justice, led her to investigate why such over-representation occurs and the impact of incarceration on young Aboriginal people separated from their family networks. Keppie has commenced a major in Indigenous Studies as part of a Bachelor of Arts in Social Science/Bachelor of Laws at the University of Technology in Sydney. 