

Board Bulletin



BOARD OF STUDIES NSW

September 1999 – Vol 8 No 7



Release of PDHPE K-6

The Personal Development, Health and Physical Education K-6 syllabus package has now been released to schools. The syllabus is designed to develop in students the knowledge and understanding, skills, and values and attitudes that will enable them to adopt and lead healthy and fulfilling lives. It also provides schools with a curriculum framework for managing some major health priorities such as student physical activity and fitness, child protection education and drug education.

The release of the syllabus package will enable schools to build upon the quality programs that they

have developed and implemented based on the 1992 formal consultation draft syllabus and support document. There are enough similarities between the new syllabus and the draft to ensure that teachers will be comfortable in implementing it. Enhancements mean that the syllabus:

- is consistent with the format of other recently developed K-6 syllabuses in English and Human Society and Its Environment
- reflects new understandings in the areas of health and physical activity

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Students Back Republic

More than 130 Year 11 students voted unanimously for the establishment of a republic with an Australian Head of State at the 1999 New South Wales Metropolitan Schools Constitutional Convention, held in Blacktown last month.

Students participated in lengthy discussions about the future of Australia's constitution after listening to presentations by David Elliott, the National Campaign Director of Australians for a Constitutional Monarchy, and the Hon Neville Wran for the Australian Republican Movement.

Some students asked questions about the model for a constitutional monarchy, while others were concerned about the powers of the Head of State and what would happen if Australia did not become a republic at the next referendum.

After breaking into eight working groups to discuss the pros and cons of a republic, students drafted a final communique, proposing that the Head of State be known as 'President', be an Australian citizen, elected by a two-thirds majority voted by both houses of Federal Parliament, following a public nomination process.

The Convention, chaired by Tariq Shafie from Condell Park High School and Melissa Hawley from Kirrawee High School, determined that the President's role would

be apolitical, with the same powers as the present Governor-General, and he or she may not be elected to more than two terms, with each term being four years. Students were adamant that age and gender should play no part in the selection process for an Australian President.

They agreed that the President may be removed by the Prime Minister securing a two-thirds majority approval from both houses of the Federal Parliament and that each state should retain a Head of State, to represent the President in each state.



Students discuss the 'Head of State' issue at the Metropolitan Schools Constitutional Convention

continued page 3

HSC and SC Important Dates

Year 10

- 8 Oct Grade collection schedules and profile collection sheets for special program of study sent to schools.
- 15 Oct Latest date for principals to notify students of decision to issue an 'N' (non-satisfactory completion of course) determination and to provide the students with appeal forms.
- 19 Oct Latest date for student appeals against an 'N' determinations to be lodged with the principal.
- 29 Oct Latest date for students to request a Board of Studies review of an 'N' determination through their principal.
- 12 Nov Grade collection schedules and profile collections sheets due at Board of Studies.
- 10 Dec School Certificate documents dispatched to schools.

Year 11

- 8 Oct Vocational course module collection forms sent to schools.
- 15 Oct Latest date for principals to notify students of decision to issue a 'U' (unsatisfactory completion of course) determination and to provide the students with appeal forms.
- 19 Oct Latest date for student appeals against a 'U' determinations to be lodged with the principal.
- 29 Oct Latest date for students to request a Board of Studies review of a 'U' determination through their principal.
- 12 Nov Vocational course module collection sheets due at the Board.
- 26 Nov Preliminary Records of Achievement dispatched to schools.

Year 12

- 30 Aug–10 Sep Drama, Industry Studies and Industrial Technology Itinerant Practical Marking.
- 3 Sep Latest date for principals to notify students of decision to issue a 'U' (unsatisfactory completion of course) determination and to provide the students with appeal forms.
- 5 Sep Completion date for Music Essays and Compositions.
Completion date for Visual Arts major works.
Completion date for 2 Unit Design and Technology Projects.
- 6–17 Sep Design and Technology 2/3 Unit Itinerant Practical Marking.
- 6–18 Sep Music Itinerant Practical Marking.
- 7 Sep Latest date for student appeals against a 'U' determinations to be lodged with the principal.

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Important Dates Year 12 (cont)

- 10 Sep HSC Assessment Marks due at Board of Studies.
- 12 Sep Completion date for 3 Unit Agriculture Projects.
Completion date for Rural Technology Projects.
- 13 Sep Classical Ballet practical examinations begin.
- 17 Sep Latest date for students to request a Board of Studies review of a 'U' determination through their principal.
- 8 Oct Vocational Module Collection forms sent to schools.
- 10 Oct Completion date for 3 Unit Design and Technology Projects.
- 20 Oct HSC Written Examinations begin.
- 25 Oct–5 Nov Visual Arts Itinerant Practical Marking.
- 29 Oct Assessment ranking sheets sent to schools.
- 29 Oct Vocational course module collection sheets due at the Board.
- 29 Oct Assessment ranking sheets for distribution to each student after last examination sent to schools.

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



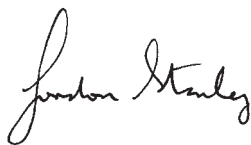
Increased opportunities for students to access vocational education and training (VET) have been an important aspect of the changes to the HSC. The development of industry frameworks for the delivery of courses, which will have industry recognition as well as being recognised for university entrance, has been achieved.

The opportunities opened up by these courses enable students to plan new ways in which their HSC can provide direct pathways into employment. In visiting schools recently, I have found that many schools which traditionally have not considered VET courses are seeing that there are many niche openings which make sense for their school communities to consider.

Recently the Australian Information Industry Association's IT & T Taskforce has been surveying comprehensively the education and training needs in information technology. The Taskforce has identified current and future needs and notes that demand for skills is growing strongly. This survey is timely for those planning and providing advice in relation to new directions available in the revised HSC.

There are enhanced opportunities for HSC students to take IT relevant courses. The Board has developed two new courses: Information Processing and Technology and Software Design and Development. In addition there are three new courses available in the VET Information Technology Framework sourced from the national IT Training Package. These courses have the advantage of enabling progression towards nationally recognised industry qualifications in the form of AQF certificates.

Over the next three to four years the Board will review the scope and nature of all Stage 4 and 5 courses in the Technological and Applied Studies Key Learning Area. In addition, the Government's Ready for Work Plan will be used to underpin developments in vocational education in Years 7-10.




(Professor) Gordon Stanley

Mathematics and the Higher School Certificate Review

The General Mathematics course, released by the Board of Studies in June, represents the only new Stage 6 Board developed syllabus in the Mathematics learning area for the new Higher School Certificate. This non-calculus-based course was developed as the replacement course for 2 Unit Mathematics in Society and 2 Unit Mathematics in Practice. Significant changes were made to the syllabus in its finalisation in response to a number of issues raised in the consultation period, including the need to maximise the accommodation of the very broad range of abilities in the candidature anticipated for the course. It should be noted also that the Board has given those schools perceiving the need for an alternative course the opportunity to submit school-designed courses for approval as Board Endorsed Courses.

The current calculus-based courses will remain unchanged in the introductory years of the new Higher School Certificate. During this time the course content, internal assessment arrangements and examination specifications of 2 Unit, 3 Unit and 4 Unit Mathematics will be maintained. However, under the New HSC structure, the courses will be called Mathematics, Mathematics Extension 1 and Mathematics Extension 2.

The HSC results of students studying these courses will be reported using the standards-referencing procedures in place for all Board Developed Courses under the new structure. It is anticipated that revised course outcomes and draft performance bands will be distributed to schools by the end of Term 4 this year. Schools should be aware that the Board of Studies agreed to a longer-term review of the calculus-based courses following the evaluation of the five current HSC Mathematics courses in 1998. The timeframe for this review will be notified in the near future. 


Students Back Republic *continued from page 1*

They also decided that the state representatives should be elected by a two-thirds majority of both houses of the State Parliament, or a two-thirds majority of the Lower House where a State Parliament has only one house, and they should retain the powers of the present Governors.

The Convention was opened by the Minister for Education and Training, Mr John Aquilina, who said that the event was 'timely given that Australians will vote on a similar issue in the November referendum.'

Mr Aquilina said the Convention will help young people understand the importance of civic duty and Australia's constitution.

'It reinforces the emphasis we in NSW place on our responsibilities as citizens and is in line with the Government's push to strengthen the civics and citizenship curriculum.

'The students who participated in the Metropolitan Schools Constitutional Convention are a fine example of the high interest and level of knowledge about the political process that can be found among students today,' he said. 



Primary Matters

Update on Creative Arts K-6

During Term 2, 26 randomly selected schools from across the state trialled the Creative Arts K-6 Draft Syllabus and the Creative Arts K-6 draft support documents. Teachers from these schools commented on the draft syllabus and draft support documents and the trialling process at a debriefing day held at the Office of the Board of Studies on 13 August 1999. Trialling within these schools has produced a great range of work samples for each artform in each stage. Feedback about the Creative Arts K-6 draft documents presented at the debriefing day and at the Term 2 focus group meetings held at Parramatta, Narrandera, Narrabri and Sutherland will be used to revise the draft syllabus and draft support documents during Terms 3 and 4 this year.

Survey responses and other written responses submitted to the Office of the Board of Studies will also inform the further development of the Creative Arts K-6 documents, so that the views of all individuals and groups are taken into account. All primary, special and central schools were sent copies of the survey in early August this year. To date the Office of the Board of Studies has received one hundred and thirty-three responses from schools across the state.

Further information about the *Creative Arts K-6 Draft Syllabus* and draft support documents, the Creative Arts K-6 survey and the trialling and consultation process may be obtained from Julie Stevens, Senior Curriculum Officer Creative Arts, Office of the Board of Studies, e-mail stevens@boardofstudies.nsw.edu.au, phone (02) 9367 8242, fax (02) 9367 8476.

Linkages Update

School-based projects

During Term 3, 23 teachers from 11 schools have been collecting work samples and other artefacts while teaching units of work based on integrated content. These materials are to be included on the Linkages webpage and will form a component of the Linkages CD-ROM, planned for release next year.

The schools participating in these activities are Bald Face Public School, Double Bay Public School, Green Valley Public School, Hurstville Public School, Hurstville South Public School, Lucas Heights Community School, PLC Croydon, Sacred Heart Primary School, Mona Vale, St Catherine of Sienna Primary School, Prestons, St Catherine's School, Waverley and St Rose Primary School, Collaroy Plateau.

Teachers involved in this project spent a day together at the Office of the Board of Studies in August, working with curriculum advisers and members of the Linkages reference group to identify outcomes and content from the different key learning area syllabuses.


Information Skills

Teacher-Librarians from Five Dock Public School, Chatswood Public School, Rozelle Public School, Truscott Public School and Trinity Grammar Preparatory School spent two days recently at the Board of Studies working with the Linkages project officer on an Information Skills project.

The Teacher-Librarians re-developed two units from the *HSIE K-6 Units of Work* support document, 'Living In Communities' and 'Identity and Values', to highlight how the information skills can be utilised when developing students' research skills. Their work will be added to the Linkages webpage along with student work samples.

Further information on Linkages projects can be obtained from Suzanne Ziems on ziems@boardofstudies.nsw.edu.au, ph (02) 9367 8274 or fax (02) 9367 8476.

The Linkages webpage can be found at http://www.boardofstudies.nsw.edu.au/k6_linkages.index.html

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

Vocational Education and Training in the New Higher School Certificate

The Vocational Education and Training (VET) courses in the New Higher School Certificate provide students with greater choice and meet the requirements of the vocational education and training sector.

Office of the Board of Studies NSW Chief Education Officer for VET, Marianne Millan, said the new courses are based on national training packages providing students with the opportunity to gain VET qualifications, under the Australian Qualifications Framework.

‘The VET courses have been designed to enable students to become competent in workplace practices at an entry level, potentially leading to the attainment of a recognised VET qualification or statement of attainment’, she said.

Ms Millan said the Board of Studies has developed seven industry curriculum frameworks based on national training packages.

‘The seven industry curriculum frameworks define how units of competency drawn from training packages are arranged into vocational education and training (VET) courses in order to gain unit credit for the HSC. Whenever possible, VET courses in industry curriculum frameworks are aligned to national AQF VET qualifications.

‘The frameworks provide students with the opportunity to gain credit towards the New Higher School Certificate, credit towards national vocational qualifications under the Australian Qualifications Framework and the option of including their vocational courses for Universities Admission Index calculation purposes.

‘Assessment for the VET courses is competency based. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations.

‘To receive AQF qualifications, students must meet the assessment requirements of the industry training package on which the VET course is based and assessment must be conducted by a qualified assessor.

‘The VET qualification gained at school can be used as a stepping stone for further education, training or to gain part-time work while studying.

‘All VET courses have mandatory workplace requirements and provide an independently focused way of learning.

‘Students are able to build their technical, personal and organisational skills. Teacher feedback indicates they enjoy the rewards, work placements and generally practical nature of the VET courses’, Ms Millan said.

‘In the New HSC, the examination will allow a student to use a 240 hour VET course to contribute to the Universities Admission Index.

‘The examination is not used to establish competency and has no impact on Australian Qualification Framework Outcomes’, Ms Millan said.

Principles for VET Courses

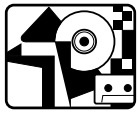
The NSW Government has endorsed a set of principles for vocational education and training courses in the Higher School Certificate. It specifies that VET courses should:

- be potentially appropriate for all students in the HSC and should be accessible to all, including those who move from secondary to higher education
- be offered in sufficient variety to satisfy different students’ needs
- contribute to the broad education of students
- be recognised by both secondary and vocational educational accreditation authorities
- be offered in response to demand established from industry needs using state training profiles
- offer training relevant to the industries in the state training profile rather than merely to narrowly focused occupations or the specific needs of single enterprises
- result, on successful completion, in the award of a vocational qualification under the Australian Qualifications Framework or in clearly established credit towards such a qualification
- have clear links to post-school destinations, particularly further vocational education and training and employment
- be developed in collaboration between secondary education and vocational education and training sectors and industry
- have a component of structured workplace training to allow for competencies to be developed and assessed in the workplace to the extent deemed appropriate by, and available in, industry.

Criteria used to select frameworks suitable for HSC courses include:

- availability of an endorsed national training package leading to qualifications under the AQF
- availability of job and career opportunities
- industry support
- availability of qualified staff and appropriate facilities
- articulated pathways into further education and training
- student demand.

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CLIENT SERVICES COLUMN

Did you know?

The Board of Studies website is among the top ten Australian government and educational websites in Australia. See <http://www.top100.com.au> for the complete results.

During July 1999 an average of 999 megabytes of files were downloaded each day from the Board website. That's a thousand full floppy disks worth of files!


How can I find things on the Board website?

On the main index page, first check the 'What's new this week' link. All new documents are listed here when they are made available on the website. Then, if it's not a recent addition, click on the Find button - it will list pages where your keywords can be found. Most documents can also be found by browsing through the Reading Room

What is available?

The Board website has several thousand documents available. Some of the most popular can be found by pressing these buttons:

Past HSC exam papers	HSC Exam Papers and HSC exam reports from 1995 to 1998
HSC 2001 Syllabuses	HSC syllabuses, support documents, Examination Assessment and Reporting Supplements (EARS) and consultation reports for the New HSC
Syllabuses	Current HSC syllabuses and support documents, 7-10 syllabuses and support documents and K-6 syllabuses and support documents
K-6 pages	The most recent K-6 syllabus and support documents, as well as access to the Linkages project, the Primary Matters columns from the Board Bulletin and other useful documents for parents and teachers.

An archive of Board Bulletins and Official Notices from 1995 to the current edition can be found by clicking the  icon button, and scrolling down to the Board Bulletin link.

Check out the 1999 HSC Timetable on the Board of Studies website. It is available from the main index page.

What is Adobe Acrobat Reader?

Most of our documents are available in Portable Document Format (PDF files) that can be opened using the free browser plug-in software, Adobe Acrobat Reader. This file format provides easy access to the documents on all computer systems (Windows,

Macintoshes, Unix etc) without any printing or font problems — and they look exactly like the printed paper versions, with correct graphics, tables, diagrams etc.

The version of the Reader for your computer can be downloaded from the Adobe Home site at <http://www.adobe.com/prodindex/acrobat/readstep.html>. It only takes a few minutes to install. Click on the



button found on every Board website page, to access the Acrobat site.

Viewing, Saving and Printing Documents

After you have installed Acrobat Reader, files will automatically open in your browser.

To save the file to your hard disk to open and print later when you are offline, try this:

Windows: right-click on the link and select SAVE TARGET AS. Save the PDF file to your hard-disk. When you are offline, double-click the PDF to open it.

Macintosh: hold your mouse button down for a second on the link and a dialogue box will open. Select SAVE TARGET AS. Save the PDF file to your hard-disk. When you are offline, double-click the PDF to open it.

We recommend that you follow this procedure if you want to print the document, as printing from the document opened in your browser can give errors if your internet connection is slow or unstable.

Can I make suggestions or comments about the website?

Yes, send an e-mail to clientservices@boardofstudies.nsw.edu.au. We are always happy to hear from you.

We hope you have found the above advice useful. Watch this column for more information in the next edition. We'll show you how to find specific Board of Studies documents, help you find your way around some of the more involved ones and also talk about 'links' to other related sites.

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

e-mail 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.



Schools Online

An exciting new service is ready for release to schools!

If you have ever looked down the left-hand column of the Index Page of the Board's website you may have discovered a panel that is called 'NSW Schools Online'. You will need to scroll down the page below the picture of the safe. It says, 'For authorised persons in a pilot school program. You will need a username and password to access this information. Some 70 schools that have been participating in this program in 1999 have had access to this service.'

The good news now is that all secondary schools with students entered for the School Certificate or Higher School Certificate and access to the Board of Studies website will be able to use this service. All the principal needs to do is to register their school.

What will this service give schools?

Any school that registers will have a confidential user ID (chosen by the school) and a personal identification number (P.I.N.) (allocated by the Board). By visiting the Board's website and clicking on the 'NSW Schools Online' button, schools will be asked to enter their user ID and P.I.N. Once this is done, they will have access to a host of information about their students. For example, schools will be able to:

- look at and update student information that the Board of Studies holds (eg name, date of birth, address)
- look at and print the School Certificate and Higher School Certificate result information for their students back to 1991
- update school grades, assessments and vocational course modules completed, subject to certain rules and timelines
- look at and print certain key statistical reports, student entry confirmations, and grade and assessment confirmations.

Using this service, schools will be able to check exactly what information is held on the Board's central computer relating to their students and their performances in the SC and HSC programs.

- schools will be able to check at any stage whether a student is enrolled in the right courses and whether their pattern of courses will meet the requirements for an award,
- and as soon as the Board releases the SC and HSC results, schools will be able to access them electronically in this straight-forward manner.

Not only will schools be able to access this information for the current year – they will have access to information produced since 1991.

Is this only for 'high-tech' schools with highly trained staff?

No. Any school that can access the Board's website can use the service. Certain common software is needed but this can even be obtained from the site. Help text is provided with all functions to 'walk' you through the system.

Is the system secure?

The Office of the Board of Studies has built in highly advanced and sophisticated security mechanisms to prevent illegal access and to protect its data and students' privacy. It can track every access made to the site and every change to student details.

As access is strictly controlled by user ID and P.I.N. it is essential that these details be kept confidential. In effect, these codes represent the principal's authorisation and signature. Provided these codes are used, the Board will accept that the principal has given their authority. Principals will probably wish to limit the number of people who can access the information directly.


Should the principal suspect that the user ID and P.I.N. are no longer secure, the Office of the Board of Studies can cancel these very quickly. The principal can then arrange for a new user ID to be registered by the Board and a new P.I.N. issued.

Can any other school access my school's information?

No, not unless they gain access to your user ID and P.I.N. Each school will only be able to access its own information.

How does a school register?

The Office of the Board of Studies will soon send to every secondary school a memorandum inviting them to register. On an accompanying form the principal will be asked to provide a 10-character user ID and, for security, fax it directly to The Director, Information Services.

This user ID will be entered into the Board's computer system and a P.I.N. will be allocated. The Office of the Board of Studies will then advise the principal of the code number and provide some documentation on how to get started. Once the code number is provided, access will be available and the school will be encouraged to use the service. 

1999 HSC Advice Line Opens

Students will be able to get up-to-date information, support and advice to help them with their exams when the Higher School Certificate Advice Line opens on Monday, 11 October.

Office of the Board of Studies NSW, Director of Examinations and Certifications, Rob Speers, asked teachers to encourage their students to make full use of the HSC Advice Line to help them with their exams.

'The Advice Line is staffed by more than 700 highly experienced HSC teachers who are there to provide students with support and advice throughout the examinations at times when they cannot access their own teachers — after hours and on weekends', Ms Speers said.

'It is intended to complement the advice of teachers and can be a tremendous support to both teachers and students. Students are often referred back to their teachers for more information.


'We anticipate about 35000 calls this year and are encouraging students to ring the Advice Line early, during the less busy times when they will find it easier to get through and have more time with the adviser.

'The best times to call are Friday evening or any evening between 6pm and 7pm as well as Saturday and Sunday morning.

'In particular, we are asking teachers from country areas of NSW and western Sydney to encourage their students to use the Advice Line — for the cost of a local call', Ms Speers said.

The 1999 Advice Line will operate until Tuesday, 16 November and is open for a total of 262 hours.

The hours of operation are Monday–Friday 4pm–10pm, Saturday 10am–6pm, Sunday 10am–10pm.

The Advice Line supports 40 courses in 14 subject areas and students can call on 13 11 12 from anywhere in NSW for the cost of a local call. 

1999 HSC Advice Line Subject Availability

Ancient History

Personalities & Times & 2/3 Unit (Common)

Monday 11 October to Thursday 14 October
Thursday 21 October to Tuesday 26 October
3 Unit (Additional)

Monday 11 October to Thursday 14 October
Thursday 21 October to Thursday 28 October

Biology

Monday 11 October to Thursday 14 October
Thursday 21 October to Wednesday 27 October

Business Studies

2/3 Unit (Common)
Monday 11 October to Thursday 21 October
3 Unit (Additional)
Monday 11 October to Thursday 21 October
Saturday 23 October to Thursday 28 October

Chemistry

Monday 11 October to Thursday 14 October
Monday 25 October to Tuesday 2 November

Computing Studies

2/3 Unit (Common) and 2 Unit General
Monday 11 October to Thursday 14 October
Wednesday 3 November to Tuesday 9 November
3 Unit (Additional)

Monday 11 October to Thursday 14 October
Wednesday 3 November to Thursday 11 November

Economics

2/3 Unit (Common)
Monday 11 October to Thursday 14 October
Thursday 21 October to Tuesday 26 October
3 Unit (Additional)
Monday 11 October to Thursday 14 October
Thursday 21 October to Thursday 28 October

English

Contemporary English, English General, & English Related — 2/3 Unit (Common)
Monday 11 October to Wednesday 20 October
3 Unit (Additional)
Monday 11 October to Wednesday 20 October
Saturday 6 November to Thursday 11 November

General Studies

Monday 11 October to Thursday 14 October
Friday 29 October to Wednesday 3 November

Geography

2/3 Unit (Common)
Monday 11 October to Thursday 14 October
Wednesday 27 October to Tuesday 2 November

3 Unit (Additional)

Monday 11 October to Thursday 14 October
Wednesday 27 October to Thursday 4 November

Geology

Monday 11 October to Thursday 14 October
Monday 18 October to Tuesday 19 October

Legal Studies

2/3 Unit (Common)
Monday 11 October to Thursday 14 October
Monday 25 October to Sunday 31 October
3 Unit (Additional)
Monday 11 October to Thursday 14 October
Monday 25 October to Thursday 4 November

Mathematics

2/3 Unit (Common), 4 Unit (Additional), Mathematics in Practice & Mathematics in Society
Monday 11 October to Sunday 24 October
3/4 Unit (Common)

Monday 11 October to Sunday 24 October
Tuesday 26 October to Monday 1 November

Modern History

People & Events & 2/3 Unit (Common)

Monday 11 October to Thursday 14 October
Thursday 4 November to Wednesday 10 November

3 Unit (Additional)

Monday 11 October to Thursday 14 October
Thursday 4 November to Sunday 14 November

PDHPE

Monday 11 October to Thursday 14 October
Tuesday 9 November to Monday 15 November

Physics

Monday 11 October to Thursday 14 October
Tuesday 26 October to Wednesday 3 November

Science

3/4 Unit
Monday 11 October to Thursday 14 October
Saturday 30 October to Wednesday 3 November

Science for Life &

Science General

Monday 11 October to Thursday 14 October
Monday 25 October to Wednesday 27 October

Studies of Religion

1/2 Unit
Monday 11 October to Thursday 14 October
Saturday 23 October to Wednesday 27 October

Visual Arts

2/3 Unit (Common)
Monday 11 October to Thursday 14 October
Saturday 30 October to Thursday 4 November
3 Unit (Additional)
Monday 11 October to Thursday 14 October
Saturday 30 October to Thursday 4 November
Monday 15 November to Tuesday 16 November

The New HSC Science Courses

The Stage 6 Biology, Chemistry, Earth and Environmental Science, Physics and Senior Science syllabuses are now in schools. These syllabuses were accompanied by a 12 page document, *An Introduction to the Science Stage 6 Syllabuses in the New HSC*, to assist teachers in understanding the relationships between each of the new courses and between the elements within each course. An *Examination Assessment and Reporting Supplement* for each of the new courses has also been delivered to schools, which illustrates:

- the general structure of the HSC paper as described in the examination specifications
- types of questions for each section and/or part of the paper.

Following consultation on the sample examination paper, a specimen paper with final layout details and instructions will be published.

Cross-sectoral professional development workshops (Department of Education and Training (DET), Catholic Education Commission (CEC) and Association of Independent Schools (AIS)) for the new Stage 6 Science syllabuses are being held across the state. Venues and dates for these workshops and Local Interest Group events have been published on the New HSC website — <http://www.newhsc.schools.nsw.edu.au> — and distributed to schools. The materials from these workshops will be available on this website.

The Board of Studies is developing a support document for the new Stage 6 syllabuses, which will include the following:

- a glossary of terms
- advice on teaching and learning programs for each syllabus
- advice for accessing resources related to new content in each of the syllabuses
- advice on open-ended investigations.

The Support Document will be placed on the Board's website (<http://www.boardofstudies.nsw.edu.au>) and will be delivered to schools early in Term 4, 1999.

DET, CEC and AIS will also have sample units of work for the Preliminary Course and information on programming and planning on their respective websites (see below) during Term 4. These organisations and the Board of Studies have co-ordinated the development of the programs so that each organisation is focusing on different modules in each course. The Science Teachers Association has plans in place for the delivery of professional development to their members and sample units of work for the HSC courses, which will be available on its website (<http://www.stansw.asn.au>) in early 2000.

The modules for which each organisation has made a commitment to develop sample programs is shown below.

- Websites**
- <http://www.dse.nsw.edu.au>
 - <http://www.cecnsw.catholic.edu.au>
 - <http://www.studentnet.edu.au/aispd>

	8.2	8.3	8.4	8.5	9.2
Biology	DET	BOS	AIS	CEC	STA
Chemistry	DET	AIS	BOS	CEC	STA
Earth and Environmental Science	DET	BOS	CEC	AIS	STA
Physics	BOS	CEC	DET	AIS	STA
Senior Science	BOS	CEC	DET	CEC	STA

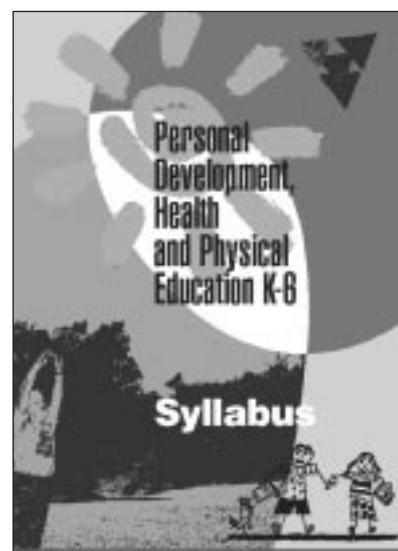
Release of PDHPE K–6 *continued from page 1*

- is more explicit about appropriate outcomes and subject matter for students in each stage
- incorporates the scope and sequence described in major curriculum resources in areas such as drug education and child protection.

The package includes:

- the syllabus
- modules incorporating work samples
- a support document for students with special education needs
- parent and community materials including ideas for a parent meeting and an information flyer
- a principal's package consisting of common questions and answers, and fact sheets on selected issues.

All documents in the package are now on the Board's website and a CD-ROM of the syllabus package will soon be released to schools. 



VET in the NSW HSC

Process for the Development of Industry Curriculum Frameworks

Process	Representation
<p>Industry Curriculum Committee (ICC)</p> <ul style="list-style-type: none"> • develops curriculum frameworks • produces draft framework for consultation • amends framework in light of feedback from consultation process • produces consultation report • endorses framework and consultation report for reference to the VET Advisory Committee 	<ul style="list-style-type: none"> • DET, CEC, AIS • Industry • Teacher Unions • TAFE ESDs
<p>Vocational Education and Training Advisory Committee</p> <ul style="list-style-type: none"> • monitors ICC process re the development of frameworks • makes recommendations about endorsement of the frameworks 	<ul style="list-style-type: none"> • DET, CEC, AIS • Industry • Teacher Unions • AECG • Federation of P&C Assns • Committee of Chairs of Academic Boards • Principals Associations • Labor Council of NSW • BOS Members
<p>NSW Board of Studies</p> <ul style="list-style-type: none"> • makes recommendations about endorsement of frameworks to the Minister 	<ul style="list-style-type: none"> • DET, CEC, AIS • Vice Chancellor's Committee • Federation of P & C Assns • Parent nominees • Teacher unions • Principals • AECG
Minister approves syllabus for implementation	

The Minister's Young Designers Awards




The Minister's Young Designers Awards (MYDA) encourage students to look at the world around them, to investigate products, systems and environments, and to design a successful solution in an area of interest to them. The challenge offered to students is to develop a project that clearly meets an identified need. The awards aim to build students' confidence by acknowledging their achievements. Students may undertake individual or group activities in the development of the design project.

All schools should have received an information booklet and posters advertising the Minister's Young Designers Awards. An expression of interest form can be located in the information booklet or in the

reading room on the Board of Studies NSW website, www.boardofstudies.nsw.edu.au. Expressions of interest will be accepted until the end of Term 3.

District judging will be conducted from Monday 18 October until Wednesday 27 October. All entries will receive a Certificate of Participation.

State judging will occur during the week beginning 8 November. This year, the MYDA exhibition of selected State finalists will be held at the Sydney Visitor Centre, The Rocks, 24 November 1999 – 26 January 2000.

If you require further information about the awards, please contact Teresa Renneberg, Exhibitions Coordinator, phone (02) 9367 8309 or fax (02) 9367 8479. 

New HSC Includes Students with Special Education Needs

For the New HSC, which begins for Year 11 students in 2000, students with special education needs following a Special Program of Study (SPS) will be eligible for the award of the Higher School Certificate. Students may select their courses from the range of courses available to all Stage 6 students. In addition there are Special Program of Study courses that may be undertaken. The selection of courses for such students should be determined by an individual transition planning process.

Special Program of Study Courses

Students who meet the Special Program of Study eligibility requirements will be able to undertake Life Skills courses, and options within Industry Curriculum Framework courses.

Eligibility Requirements for SPS courses

The eligibility requirements for the SPS courses are that:

- student planning must be undertaken through an individual transition planning process
- students generally will have completed at least four Life Skills courses for the School Certificate

Under special circumstances students with disabilities will be allowed to access Stage 6 Special Program of Study courses. For example, where the student has:

- a deteriorating condition;
- undertaken regular syllabuses in Stage 5 but has experienced **significant** difficulty.

Decisions about whether to enrol students in Special Program of Study courses for Stage 6 will be made by the school. Schools will be required to certify on the Preliminary and HSC entry forms that the individual transition planning for each student entering for a Special Program of Study course in Stage 6 has been endorsed by the school principal.

Note: The majority of eligible students will have an intellectual disability.

Pattern of Study

Students following an SPS follow the same pattern of study requirements for the HSC as other students. These are a minimum of:

- 6 units of Board Developed Courses
- 2 units of Board Developed Course in English
- 3 courses of 2 unit value
- 4 subjects.

Note: The Life Skills courses and the Industry Curriculum Framework Access Program courses described below are Board Developed Courses.

Life Skills courses

Board developed Life Skills courses comprise 2 unit 240 indicative hour courses. The following Life Skills courses are at the draft syllabus stage of the development process:

- English
- Mathematics
- Personal Development, Health and Physical Education
- Citizenship and Society
- Science
- Creative Arts
- Technological and Applied Studies
- Workplace and Community-Based Learning.

Industry Curriculum Framework Courses

Students with special education needs who meet the eligibility requirements for undertaking a Special Program of Study may access:

- all courses within the industry curriculum frameworks under regular course arrangements

OR

- units of competency selected through the individual transition planning process from a 240 hour Industry Curriculum Framework course.

The latter option recognises that such students may require additional time to achieve competence. Further detail on the option for each industry curriculum framework will be circulated to schools during Term 3. The selection of units of competency should lead towards the achievement of an AQF Certificate I or II and any industry specific requirements.

Example

In the Retail Curriculum Framework the option will be called Retail Operations: Access Program (240 indicative hours). Students will undertake a minimum of 70 hours of work placement in an appropriate workplace.

The Retail Operations (240 indicative hours) course contains six units of competency in Phase A, five units of competency in Phase B and one Phase C unit of competency.

For a student undertaking Retail Operations: Access Program (240 indicative hours), the units of competency selected for delivery through the individual transition planning process might include:

- All Phase A Units of Competency
- Interact with Customers and Minimise Theft from Phase B
- Sell Products and Services from Phase C.

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Board of Studies Scanning Software wins award

Scanning software used by the Office of the Board of Studies for processing answer sheets and mark sheets for the 1998 School Certificate and Higher School Certificate examinations has won an award for 'Application of the Year' by Cardiff Software.

The TELEform scanning software enabled the Board to cope with the huge increase in marks from the 1998 School Certificate tests and Higher School Certificate examinations.

For example, a volume of mark sheets that would have taken seven contractors 24 hours to process was processed in just three hours. This capacity was essential in 1998, with School Certificate tests and Higher School Certificate examinations being held at the same time.


Office of the Board of Studies Director of

Information Services, Dr John Bennett, said the TELEform application and other scanning equipment had scanned a total of 800,000 forms, 1.3 million pages and 26 million marks and responses in the 1998 marking period.

'This is actually a world first in terms of the type and volume that this application and equipment has had to process. It shows the large volume of material that is generated by the students of NSW and handled by the Board of Studies', Dr Bennett said.

'By using this state-of-the-art equipment, the Board of Studies is able to ensure that NSW students' exams are marked and the results processed within the tight timeframe.

'This year the Board of Studies will upgrade to a newer version of TELEform that will improve our capacity to monitor and manage the entire process.

'This will help the Board of Studies deliver the Higher School Certificate results before Christmas, nearly three weeks earlier than in past years. It will also enable us to conduct the whole School Certificate program, including the introduction of the compulsory Science test, and provide School Certificate results to students before the end of the school year', he said. 

(Left-right) Office of the Board of Studies NSW Senior Consultant, Muir Mathieson, Managing Director of (TELEsystems) IT National, John Foxe, Office of the Board of Studies NSW General Manager, John Ward, Office of the Board of Studies NSW, Director of Information Services, Dr John Bennett, at the award presentation.



New HSC Includes Students with Special Education Needs *continued from page 11*

What's happening at the moment?

The Special Program of Study draft syllabuses are in schools for consultation. These draft syllabuses have been developed following consultation on the draft writing briefs for the Life Skills courses. Surveys for the draft syllabuses are to be returned to David Harvey at the Office of the Board of Studies by Friday 17 September. Consultation is also occurring with relevant educational organisations and peak bodies. The draft syllabuses and the survey are available on the Board of Studies website at <http://www.boardofstudies.nsw.edu.au>.

The Board of Studies Industry Curriculum Framework Support Document for Students with Special Education Needs will be available in Term 4, 1999. This support document is based on the Board's Vocational CEC Draft Support Document and Hospitality CEC Draft Support Document. These draft support documents are currently being trialled by the BOS Vocational CEC Project for Students with Special Education Needs in 27 government and non-government schools in NSW.

For further advice in relation to the Special Program of Study, contact either your Board of Studies Liaison Officer or David Harvey, Senior Project Officer (Special Education) on (02) 9367 8291. 