

# Official Notices

September 1999 — Vol 8 No 7

## IMPORTANT

The information below is the Board's official advice to schools of the decisions it has taken, and should be acted upon as such. Please ensure the *Official Notices* are circulated to all teaching staff.

### Topics covered by Official Notices in this issue



#### HSC Examinations

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- Contemporary English 2 Unit, 1999 and 2000 — Contemporary Issues
  - (iv) Peace and War: Remarque, Erich Maria, *All Quiet on the Western Front*.....BOS 49/99
- Languages Prescriptions for 2000 HSC.....BOS 50/99
- Consultation on Examination, Assessment and Reporting Supplements (EARS) ....BOS 51/99
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#### School Certificate

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- Stage 6 Syllabuses Errata .....BOS 54/99
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**Non-completion of a course for the Higher School Certificate**

**BOS  
48/99**

Where a student is in danger of not meeting course completion requirements, the principal issues a warning letter. The principal has the authority to determine that the student has not satisfactorily completed the course if a student has received two or more appropriate warning letters and has not completed the course requirements.

For courses in the School Certificate program, this judgement is known as an 'N' determination. For courses in the Higher School Certificate program, this judgement is currently known as a 'U' (Unsatisfactory) determination.

The Board of Studies has decided to introduce consistent terminology throughout Stages 5 and 6.

From 2000 the term *Non-completion of course requirements ('N' determination)* will be used when a student does not satisfy the requirements of a Preliminary or HSC course for the Higher School Certificate.

All other procedures remain unchanged.

**Contact: Kevin Ford**  
**Examinations and Certification Branch**  
**(02) 9367 8298**  
**ford@boardofstudies.nsw.edu.au**



**Contemporary English 2 Unit, 1999 and 2000 — Contemporary Issues (iv) Peace and War: Remarque, Erich Maria, All Quiet on the Western Front**

**BOS  
49/99**

The Board advises that the prescribed version of this text, translated by A W Wheen, Pan Books, 1987, is no longer available.

A new version, translated by Brian Murdoch and published by Vintage, 1996 is, however, available.

The storyline in both versions is essentially the same; the difference is between the colloquial language used in 1929 and that of the 1996 translation.

Schools are reminded of the instruction on p 13 of the English KLA Handbook Stage 6: 'Specific editions of the set texts are listed. Schools, however, may use any suitable edition of the text selected. Where a text is quoted in an examination it will be from the listed edition.'

**Effective: Immediately**  
**Contact No: (02) 9367 8276**  
**Inspector of English**  
**(02) 9367 8147**  
**Curriculum Officer**



**Languages Prescriptions for 2000 HSC**

**BOS  
50/99**

The Board advises that prescriptions for Languages for the 2000 HSC will be the same as for the 1999 examination in all languages except Latin and Hebrew. Latin prescriptions for 2000 were published in the February 1999 *Board Bulletin* (Vol 8 No 1). Hebrew prescriptions appear in this edition under a separate heading.

Themes and topics for NAFLaSSL languages will remain as for 1999.

**Effective: 2000 Higher School Certificate only**  
**Contact: Hilary Dixon (02) 9367 8152**  
**Margaret Silink (02) 9367 8304**



**Consultation on Examination, Assessment and Reporting Supplements (EARS)**

**BOS  
51/99**

The Examination, Assessment and Reporting Supplements for Stage 6 courses were sent to schools between June and August. The sample HSC examination papers, marking guidelines and draft performance bands in the supplements provide a general overview of the new directions in external examination and reporting.

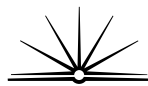
Throughout September and October, the Office of the Board of Studies will be giving teachers the opportunity to comment on the sample papers prior to their conversion to final specimen papers. These specimen HSC examination papers will illustrate, in addition to the general structure and question types, the layout and formatting for the papers as well as the instructions to students for the new HSC papers.

The consultation process includes an invitation that has been sent to school principals in which teachers are encouraged to respond to the Examination, Assessment and Reporting Supplement for their particular subject(s). This can be done by a written response or through a survey available from Assessment Branch. In addition to providing teachers with an opportunity to respond, the Board will also consult with professional teacher associations and other key groups.

Responses must be received by 24th September, 1999.

If you would like copies of the survey or wish to make comments on particular papers please contact:

**Ms Julia Ross**  
**Assessment Branch**  
**Office of the Board of Studies NSW**  
**GPO Box 5300**  
**Sydney NSW 2001**  
**Ph: (02) 9367 8460**  
**Fax: (02) 9367 8486**

**Hebrew Course Prescriptions  
HSC Examination 2000****BOS  
52/99**

Texts prescribed for study in the HSC course must not be studied in the Preliminary course.

**2 Unit (General) Course****Ivrit (Modern) Elective**

All the excerpts will be from:

Manzour, N and Padan, R, *Ivrit la student baUniversita*, Part B, Dyonon Publishing House, Tel Aviv University, PO Box 39287, Israel.

**Prose and Poetry**

The following units are to be read:

1. Rechilut, p 8
2. Efsar lichyot mivitaminim, p 30
3. Achoti hashmeynah o Hadietah, p 34
4. Tel Aviv, p 69
5. Yerushalayim – harova hayehudi, pp 76–77
6. Hazaken hameushar, p 85
7. Beemek hapele beeqvador ein mevarchim ad 120, pp 92–93
8. Orot habamah, p 107
9. Taaruchah lezecher Ben Gurion – “Prag shel Kafka” beveit Hatfutsoth, p 114
10. Nashim Ovdoth, p 120
11. Haavodah shehalchah leibud, pp 128–129
12. Lo rak kesef o maon, p 140
13. Hastudent haanonimi, pp 141–142
14. Reyshitah shel hauniversitah, pp 144–145
15. Hauniversitah hapetuchah, pp 145–146
16. Azyo min Ima at, pp 158–159

**Tanakh (Classical) Elective**

Prescriptions remain as for 1999 except for a variation in the Hebrew text as follows:

**Hebrew Text (Revised)**

For intensive study:

The Book of Ruth.

1 Kings, Chapter 16, verse 29 to Chapter 21.

Exodus Chapter 14 and Chapters 16 to 20.

(from the Soncino Books of the Bible: ‘The Five Megilloth’)

**2/3 Unit (Common) Course****Ivrit (Modern) Elective**

All the texts will be from the books specified.

**Poetry**

1. Zach, N ‘Shir Erev’, p 280
2. Rub, E ‘Portet shel Ishah’, p 266

The above poems are to be found in:

*Leorech Hashurot*, Teacher’s Guide Part 1, University of Tel Aviv, Ramot Press, Tel Aviv 1985.

3. Amichai, Y ‘Rei anachnu shnayim misparim’, p 102

The above poem is to be found in:

*Leorech Hashurot*, Teacher’s Guide Part 3, University of Tel Aviv, Ramot Press, Tel Aviv 1985.

4. Teharlev, Y ‘Habaladah al Yoel Moshe Salomon, p 342

The above poem is to be found in:

*Leorech Hashurot*, Teacher’s Guide Part 2, University of Tel Aviv, Ramot Press, Tel Aviv 1985.

**Prose**

Senesh, C Cha‘Miyomanah shel Chanah Senesh’, pp 278–279  
Nahalal Beit Hasefer Hachaklai ONLY

The above story is from:

*Pirkei Sifrut*, Zedakah Rifkah, Horeb Publishing 1988.

2. Handel, Y ‘Leyad Kfarim Shketim’, pp 283–284
3. Shachar, D ‘Yamav Haacharonim shel Mosheh’, pp 292–295
4. Tamuz, B ‘Halvayato shel Echad haam’, pp 77–81

The above stories are from:

*Migvan Mikraah lesifrut*, Thal Publishing.

**Tanakh and Mishna (Classical) Elective**

Prescriptions remain as for 1999 except for a variation in the Hebrew text as follows:

**Hebrew Text (Revised)**

For extensive study:

The Book of Ruth.

1 Kings, Chapter 16, verse 29 to Chapter 21.

Exodus Chapters 1 - 13.

(from the Soncino Books of the Bible: ‘The Five Megilloth’)

**3 Unit (Additional) Course****Ivrit (Modern) Elective**

All the texts will be from the books specified after the detailed prescription:

Poetry

1. Tanai, S ‘Yeladim Yehudim, p 155
2. Karmi, T ‘Bishnay Kolot’, p 358

The above poems are to be found in:

*Leorech Hashurot*, Teacher’s Guide Part 2, University of Tel Aviv, Ramot Press, Tel Aviv 1985.

3. Ravikovitch, D ‘Devarim sheyesh lahem shiur’, p 105

The above poem is to be found in:

*Leorech Hashurot*, Teacher’s Guide Part 3, University of Tel Aviv, Ramot Press, Tel Aviv 1985.

4. Alterman, N 'Mikreh Paut', p 177

The above poem is to be found in:

*Leorech Hashurot*, Teacher's Guide Part 1, University of Tel Aviv, Ramot Press, Tel Aviv 1985.

#### Prose

1. Putshu, (Visler Yisrael) 'Ani Sonet Oto', pp 56–57
2. Shteinberg, Y 'Haiveret' pp 72–80
3. Shamush, A 'Inbalim', pp 81–91

The above stories are from:

*Leorech Hashurot*, Part Aleph.

4. Megged, A 'Haboged', pp 63–71

The above story is from:

*Leorech Hashurot*, Part Beth

The list of recommended readings is the same as previously notified.

#### Tanakh and Mishna (Classical) Elective

No change from 1999

**Effective:** 2000 Higher School Certificate

**Contact:** Hilary Dixon (02) 9367 8152

Margaret Silink (02) 9367 8304



### History and Geography in Stages 4 and 5

**BOS  
53/99**

#### Introduction

The Board's mandatory requirements for the award of the School Certificate state that students must study substantially throughout each of Years 7–10 within the Key Learning Area of Human Society and Its Environment (HSIE), with 400 hours to be completed by the end of Year 10.

From and including the 1999 Year 7 cohort, the mandatory HSIE requirements must include the study of 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.

#### Implementing the 1998 Syllabuses

The 1998 Stages 4 and 5 History and Geography syllabuses must be implemented progressively with the Year 7, 1999 cohort as that cohort moves through to Year 10.

Schools may continue to teach from the 1992 syllabuses in Years 8, 9 and 10 in 1999, Years 9 and 10 in 2000 and Year 10 in 2001, or may implement the new syllabuses with any of these groups.

#### Assessment and Testing

For schools implementing the 1998 syllabuses, assessment for the Stage 5 Australian History and Australian Geography mandatory courses will involve both school-based assessment (the award of grades A–E) and a School Certificate Test (optional 2000 and 2001, mandatory 2002). Assessment for the elective courses will be entirely school-based. The grades for both 100 hour mandatory and 100 and 200 hour elective courses are based on the Course Performance Descriptors for History and Geography contained in the syllabuses.

Schools continuing to teach the 1992 syllabuses in Years 9 and 10 should use the Course Performance Descriptors to award grades A–E for 100 and 200 hour courses in the usual way.

The first mandatory School Certificate Test in Australian History, Australian Geography, Civics and Citizenship will be held in 2002. Trial tests based on the 1998 syllabuses will be held in 2000 and 2001. Scope statements for the optional tests in 2000 will be distributed to schools in Term 4, 1999.

Schools continuing to teach the 1992 syllabuses in 1999, 2000 and 2001 may choose to participate in the trial tests in those years with the understanding that the 2000–2001 trial tests will be based on the 1998 syllabuses.

Information about the 1999 trial test was provided in a letter to principals distributed in March, 1999 and in the *Board Bulletin* Volume 8, Number 6.

#### Reporting

For students following the 1992 syllabus, separate grades for a maximum of 200 hours of History and/or Geography will be reported on the School Certificate Record of Achievement Part A.

For students following the 1998 syllabuses, separate grades for both the mandatory and elective courses will be reported on the School Certificate Record of Achievement Part A. From 2002, Test results will be reported on the School Certificate Record of Achievement Part B and the Test Report(s).

Students' results in the 1999–2001 trial tests will be reported to the school on the Principals Result List.



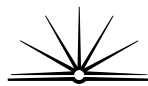
### Stage 6 Syllabuses Errata

**BOS  
54/99**

#### Minor Corrections to New HSC Syllabuses

The Board advises that some of the new Stage 6 syllabuses distributed to schools during July this year require minor corrections. Details are provided below.

Consistent with established practice, the Board will, if corrections need to be made, advise schools via *Board Bulletin* Official Notices. Copies held by schools should be corrected in accordance with advice given in the *Board Bulletin*.



Schools should also note that the website version of each syllabus will be regularly reviewed and maintained and is the correct version.

### Ancient History

p 28

*replace* 'Percentage of course time: 80%' *with* 'Percentage of course time: 60%'

### Chinese Continuers

p 21, column 2, row 8

*insert* dagger (†) symbol, and add '† receptive use' at bottom of page

p 25, column 2, row 5

*after* '... to show', *add* 'purpose of an action'

p 25, column 2, row 7

*delete* last character

### Engineering Studies

p 18

*insert* outcome:

'P3.2 develops written, oral and presentation skills and applies these to engineering reports'

p 32, column 1 dot point 4

*commence* new line for second dash point.

### English

p 6, paragraph 4, line 1

*replace* 'to respond to' *with* 'to compose and respond to'

p 6, paragraph 4, line 3

*delete* 'vocational',

p 15, Modules

*replace* 'Module C: Representation Through Text' *with* 'Module C: Representation and Text'

p 16, under Preliminary (ESL) table, *replace* 'an Area of Study' *with* 'Area(s) of Study'

p 16, under HSC (ESL), table, row 1

*replace* 'the Area' *with* 'an Area'

p 43, table, column 2

*replace* 'prescribed HSC electives or texts.' *with* 'prescribed HSC modules, electives or texts.'

p 58, table

(i) *replace* 'Preliminary common content' *with* 'Preliminary Language Study within Areas of Study'

(ii) *replace* 'HSC common content' *with* 'HSC Language Study within an Area of Study'

(iii) *replace* 'EACH of the three English (Standard) course modules' *with* 'EACH of the two English (ESL) course modules'

p 62, table

(i) in Section 1,

*replace* 'Language Study within Areas of Study' *with* 'Language Study within Areas of Study'

(ii) in Section 2

*replace* 'prescribed HSC electives or texts.'

*with* 'prescribed HSC modules, electives or texts.'

p 63

*replace* 'Language Study within Area of Study' *with* 'Language Study within Area(s) of Study'

p 71, table, Section 1

*replace* 'The Area of Study'

*with* 'Language Study within an Area of Study'

p 74, Module B, para 2, line 2

*delete* 'prescribed and'

p 89, Module B, paragraph 1, line 2

*replace* 'particular historical period it develops'

*with* 'particular historical period. It develops'

p 121, table 1

*replace* 'Common Content'

*with* 'Language Study within Area(s) of Study'

p 124, column 3, Under 'Written Paper 1'

*delete* '(common course content)'

### General Mathematics

p 28, 'Students learn ...' dot point 1, first line

*replace* 'undergrouped and grouped'

*with* 'ungrouped and grouped'

p 70, under 'Students learn ...' dot point 3, 2nd line

*replace* ' $n(n-1)(n-2) \times 1$ '

*with* ' $n(n-1)(n-2) \dots \times 1$ '

p 85, under 12.6

*delete* all paragraph text

### Industrial Technology

pp 32, 33 columns 1, dot points 4

*replace* 'authorising' *with* 'authoring'

p 38, paragraph 1, dot point 2

*replace* '• no exclusions with other Stage 6 subjects'

*with* 'Exclusions exist between Industrial Technology and some Vocational Education and Training Curriculum Frameworks, and some Content Endorsed Courses. For details of these exclusions, refer to the current ACE Manual.'

p 43, column 3 (tasks) in both tables

*insert* 'Tasks might include:' *before* dot points

p 43, under HSC Course, after 2nd sentence

*insert* 'Aspects of the Major Project that are used for school-based assessment should not use the HSC examination marking criteria for internal assessment.'

### Legal Studies

p 25, Rights: international.

*delete* fourth dot point: 'collective rights'

p 47, Key questions/issues

*replace* sixth dot point: 'How effective is the international criminal court?' *with*: 'What role could be played by an international criminal court?'

### Modern History

p 13, point 6.2 last line

*should read* 'complete historical investigations'

p 14

*replace* 'Content' *with* 'Outcomes'

p 35, in 'Individuals A.'

*replace* 'J. Randolph Hearst'

*with* 'William Randolph Hearst'

p 39, # 6

*replace* 'J. Randolph Hearst'

*with* 'William Randolph Hearst'

p 69

*replace* 'release of Pentagon papers'  
*with* '1971 release of Pentagon papers'

### Music 2 & Extension

p 42 dot point 5

*replace* hypothesis *with* argument

p 69

*remove:*

'The marking of submitted compositions is based on both the written score and the recording.

Note: The recording is used as a guide to the intention of the composer and therefore the technical quality will not be taken into consideration.'

### PDHPE

p 71, Outcomes

*after* H8, *add:* 'H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity'

### Society and Culture

p 35, last dot point

*move* dash at the end of fourth last line to beginning of third last line and *delete* 'using' at beginning of third last line.

### Software Design and Development

pp 9, 10, 63

*See* replacement pages sent to schools with the subject EARS document in late July. Corrections can also be found in the updated syllabus on the Board's website.

p 42

*replace* '- use of program counter and fetch - execute cycle'

*with* '- use of program counter and fetch-execute cycle'

p 51, under 'implementation'

*add* '- completing full program and systems testing'

p 61, table 2, column 1

*replace* 'impact software solutions the software development cycle' *with* 'impact of software solutions and the software development cycle'

### Studies of Religion

p 49, 2nd last line

*replace* 'Chassidim' *with* 'Chassadim'

p 50, 2nd last line

*replace* 'strictures' *with* 'structures'

p 92, Assessment Component in Studies of Religion I and in Studies of Religion II

*replace* 'Cross Religion Study' *with* 'Depth Study'.

### Vietnamese Continuers

p 16, Text Types

'interview' and 'invitation' to be on separate lines with an asterisk after each

p 17, column 3, row 3

*insert* 'sa' *before* '- xa'

### Visual Arts

p 11, last box

*delete* second 'and art history (50%)'



### Exclusions Applying to TAFE-Delivered Vocational HSC Courses in 2000

BOS  
55/99

The Board of Studies has determined that the exclusions set out below will apply to the study of TAFE delivered vocational HSC courses in 2000. Principals should ensure that students studying TAFE delivered courses do not enrol in other courses (or course components) that are excluded under either Category 1 or Category 2. Exclusions apply to concurrent study during either the Preliminary or HSC study pattern.

#### Category 1 – Overlap of Units of Competency or VET Modules

The new industry curriculum frameworks for the HSC are based on units of competency from national training packages. Earlier vocational courses (Industry Studies and vocational CECs) were generally based on national VET modules. Similarly, vocational HSC courses delivered by TAFE may cover units of competency from national training packages or include national VET modules.

#### Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

Where a TAFE delivered course includes national modules, or covers particular units of competency, the relevant code numbers are shown in the TAFE documentation. For Board Developed Courses, the code numbers are set out in the syllabus documents. Equivalence between units of competency will normally be stated within the relevant training package(s). If students are undertaking two courses with common modules or units of competency, schools should ensure that options within each course are selected so as to avoid duplication.

#### Category 2 – Overlap with Other HSC Courses

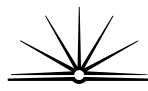
In addition to exclusions applying under Category 1, the table below lists exclusions that apply between TAFE delivered vocational HSC courses and other HSC courses in 2000.

#### General Issues

A number of Board Developed Courses include a requirement for the development of project work for either internal or external assessment. Projects or products developed as part of TAFE delivered vocational HSC courses are not to be used either in full or in part for assessment in any other Higher School Certificate course.

Credit transfer agreements provide advanced standing in some TAFE courses for students who have undertaken related Board Developed Courses. Details of recognition agreements are provided in the TAFE documentation for each course. Where such agreements exist, students taking the Board Developed Course which provides advanced standing should not also undertake the TAFE modules for which advanced standing is granted.

For TAFE delivered courses that are developed locally, any exclusions to be applied, other than those in Category 1, will be notified at the time of course approval.

**Category 2 Exclusions****Accounting (Board Developed)**

Accounting – Procedures

**Accounting – Procedures**

Accounting (Board Developed)

**Small Business – Setting Up & Planning**

- Preliminary 2000 – Business Studies
- HSC 2000 – related modules from 2U Business Studies

**Human Resources – Introduction**

- Preliminary 2000 – Business Studies
- HSC 2000 – Human Resource Management option of 3U Business Studies

**Child Studies – Development and Care of Children**

- related modules of Exploring Early Childhood CEC
- First Aid option/module of Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Child Studies – Traineeship**

- related modules of Exploring Early Childhood CEC
- First Aid option/module of Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Nursing – Aboriginal Access**

First Aid option/module of Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Nursing – Introductory Studies**

First Aid option/module of Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Sport and Recreation – Fitness Instruction**

First Aid option/module of Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Automotive – Maintenance and Engines**

Industrial Technology – Automotive Industries Focus Area

**Furnishing – Furniture Skills**

related modules from Furnishing CEC

**Marine Industry – Marine Coxswain**

First Aid option/module in Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Plumbing – Techniques**

First Aid option/module of Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Shopfitting – Skills**

Industrial Technology – Timber Products and Furniture Industries Focus Area

**Art – Aboriginal Cultural Values and Art**

Products developed cannot be used as a major design project in Design and Technology, or all or part of a body of work in HSC Visual Arts

**Art – Visual and Fine Arts**

Products developed cannot be used as a major design project in Design and Technology, or all or part of a body of work in HSC Visual Arts

**Design – Elements**

- related options/modules of Visual Design CEC and Computing Applications CEC
- Products developed cannot be used as a major

design project in Design and Technology, or all or part of a body of work in HSC Visual Arts

**Design – Print Design**

- related options/modules of Visual Design CEC and Computing Applications CEC
- Products developed cannot be used as a major design project in Design and Technology, or all or part of a body of work in HSC Visual Arts

**Music Industry – Skills and Systems**

Any composition submitted while undertaking the Songwriting and Music Literacy module cannot also be submitted for a Board Developed Music course

**Photography – Fundamental Skills**

- related modules of Photography CEC.
- Products developed cannot be used as all or part of a body of work in HSC Visual Arts

**Telecommunications – Principles & Processes**

- related modules of Electronics CEC

**Electrical – Skills**

- related options in Industry Studies – Metals
- related options in Electronics CEC
- Electrical/Electronics stream of the Metals and Engineering Industry Framework

**Electronics – Introduction**

- Industrial Technology – Electronic Industries Focus Area
- Electronics CEC
- related modules of Industry Studies – Metals

**Engineering – Skills**

Industrial Technology – Metals and Engineering Focus Area

**Environmental Studies – Awareness and Application**

First Aid option/module of Sport, Lifestyle and Recreation Studies CEC, Skills for Living CEC, PDHPE

**Conservation – Practices**

Horticulture CEC

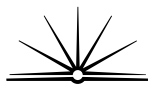
**Computing – Interactive Multimedia**

- Industrial Technology – Multi Media Industries Focus Area
- Products developed cannot be used as all or part of a body of work in HSC Visual Arts, *Catering – Nutrition and Family Studies* – Food Technology

Effective : 2000

Contact nos : (02) 9367 8203

(02) 9367 8424



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**Cumulative List of all Official Notices to date for 1999**

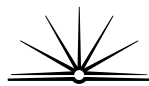
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**School Certificate**

School Certificate English – Literacy Test 1999.....	BOS 8/99	Vol 8 No 2
Use of Calculators in School Certificate Tests, 1999 .....	BOS 9/99	Vol 8 No 2
Status of Mathematical Investigations in the Mathematics Years 9–10 Syllabus.....	BOS 16/99	Vol 8 No 3
1998 School Certificate English-literacy Test Objective Response Answers.....	BOS 34/99	Vol 8 No 5
1998 School Certificate Australian History, Geography, Civics & Citizenship Trial Test Objective Response Answers .....	BOS 35/99	Vol 8 No 5
1998 School Certificate Mathematics Test Answers to multiple choice questions.....	BOS 36/99	Vol 8 No 5
1998 School Certificate Science Trial Test Section 1 Answers.....	BOS 37/99	Vol 8 No 5
1998 School Certificate English-literacy Test Objective Response Answers.....	BOS 45/99	Vol 8 No 6
1999 School Certificate Tests in English-literacy, Mathematics, Science and Trial Test in Australian History, Geography, Civics and Citizenship.....	BOS 46/99	Vol 8 No 6
History and Geography in Stages 4 and 5 .....	BOS 53/99	Vol 8 No 7

**HSC Examinations**

1999 HSC: English 2 Unit General, 2/3 Unit Related – Poetry.....	BOS 1/99	Vol 8 No 1
1999 HSC: English 3 Unit (Additional) – Contemporary Australian Drama.....	BOS 2/99	Vol 8 No 1
1999 HSC: English 3 Unit (Additional) – Shakespearean Comedy.....	BOS 3/99	Vol 8 No 1
Japanese 3 Unit Examination Specifications .....	BOS 4/99	Vol 8 No 1
Modern Greek 2 Unit Z Examination Specifications.....	BOS 5/99	Vol 8 No 1
Latin 1999 HSC Examination Specifications.....	BOS 6/99	Vol 8 No 1
Latin 2000 HSC Course Prescriptions.....	BOS 7/99	Vol 8 No 1
Approved Scientific Calculators Higher School Certificate Examinations 1999 .....	BOS 10/99	Vol 8 No 2
The Common Section 1 Literature Question in the HSC English 2/3 Unit and HSC 2 Unit General Examination Papers 1999.....	BOS 11/99	Vol 8 No 2
1999 Higher School Certificate Japanese 3 Unit Speaking Examination.....	BOS 12/99	Vol 8 No 2
1999 Higher School Certificate Japanese 2 Unit Z (Accelerated) .....	BOS 13/99	Vol 8 No 2
Engineering Science 2/3 Unit HSC Examination – Prescribed Topics 2000 .....	BOS 14/99	Vol 8 No 2
Higher School Certificate Industrial Technology Examination 1999 .....	BOS 17/99	Vol 8 No 3
Higher School Certificate Music and Visual Arts Option Collection Forms .....	BOS 18/99	Vol 8 No 3
Higher School Certificate English 2 Unit General, 2/3 Unit Related.....	BOS 20/99	Vol 8 No 4
Higher School Certificate English 2 Unit General — Poetry .....	BOS 21/99	Vol 8 No 4
Higher School Certificate Chemistry 2 Unit and Science 3/4 Unit .....	BOS 22/99	Vol 8 No 4
Higher School Certificate Computing Studies Glossary of Terms, Third Edition .....	BOS 23/99	Vol 8 No 4
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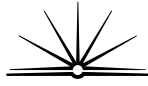
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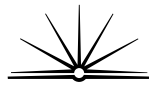
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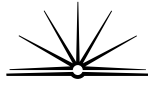
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