

Board Bulletin



BOARD OF STUDIES NSW

Nov/Dec 1999 – Vol 8 No 9

Frequently asked questions about assessment in the New HSC

The New Higher School Certificate will result in changes to assessment practice, which will occur over several years commencing in 2001.

The following frequently asked questions deal with changes to assessment practice. More questions and answers can be found on the Board of Studies website at www.boardofstudies.nsw.edu.au

What will need to be done for assessment of Year 11 students in 2000?

For the first Year 11 cohort of the New Higher School Certificate it will not be necessary to make any immediate changes. The Board's requirements remain the same.

The components and weightings for some Preliminary courses in the Assessment and Reporting section of the syllabus may have changed. Teachers may wish to alter their assessment programs to reflect these changes. However, Preliminary course components and weightings are advisory, not mandatory.

What will need to be done for Year 12 students in 2001?

The Board's procedural requirements for internal assessment have not changed. If the school's current policies meet the Board's requirements they will be appropriate for 2001.

For each HSC, course an internal assessment program for 2001 will need to be prepared. A suggested timeframe for this is June 2000. This will allow plenty of time for schools to publish their assessment programs prior to the first HSC tasks being set.

For the 2001 HSC teachers will provide an assessment mark to the Board as they do now and give clear feedback to students on their achievement of outcomes and relative positions within the school group.

It is suggested that in the school assessment program teachers will:

- focus their assessment tasks on syllabus outcomes
- use a range of task types
- assist students to know and understand the outcomes to be assessed

- develop marking schemes for assessment tasks using words from the outcomes and, where appropriate, the draft performance bands.

What other assessment materials will be available to schools and when will those materials be available?

Sample papers have been published in the Examination, Assessment and Reporting documents for most subjects. Specimen examination papers will be available early next year.

Following the 2001 HSC examinations, materials which will be available to schools include:


- examination reports on the 2001 examinations including marking schemes for each course
- samples of students' examination responses at the cut-off marks between performance bands.

The performance bands will have been enhanced through consideration of:

- internal assessment achievements not currently reflected in the bands, and
- information gained from the 2001 HSC examinations.

This material will help teachers understand the different levels of achievement in each course.

Will it matter if teachers' judgements about standards differ from school to school when determining the internal assessment mark?

No, this will not disadvantage any students. Moderation of school assessments using the examinations will still be in place. This will ensure comparability of assessment marks from each school by matching those assessment marks to the performance of each school group on the common external exam. Over time it is expected that judgements of student achievement across the state will converge as teachers develop a clear understanding of the standards. 


Move Ahead with Street Sense

Students from Werrington PS, St Peter Chanel Regents Park, Cranbrook and Ashbury PS gave their approval to the new *Move Ahead with Street Sense* resource at its recent launch. The students sang songs, read books, played board games, critiqued the video and demonstrated learning experiences from the new resource package.

The new primary resource has been developed to support learning in the context of the recently released PDHPE K-6 Syllabus. It is packaged in three kits, each kit presenting key road safety messages for Stages 1 to 3. Teachers will appreciate the range of materials and the many suggested learning experiences.

The kit emphasises the importance of parents and carers in reinforcing road safety messages and assisting their

child's understanding of appropriate behaviour in the real traffic environment. It includes learning experiences that encourage the input of parents and a range of take-home notes that communicate the key points that children need to know to keep safe in traffic.

The development of *Move Ahead with Street Sense* has been a cooperative venture between the Roads and Traffic Authority, Association of Independent Schools, Catholic Education Commission, Department of Education and Training, Institute of Early Childhood (Macquarie University) and Board of Studies. Each educational system will be in communication with their schools to explain the process for distributing this resource to schools. 

HSC and SC Important Dates

Year 10

10 Dec School Certificate documents dispatched to schools.

20 Dec– Term 4 Vacation
27 Jan
2000

Year 11

26 Nov Preliminary Records of Achievement dispatched to schools.

20 Dec– Term 4 Vacation
27 Jan
2000

Year 12

26 Nov Latest date for school conduct of assessment ranking reviews.

3 Dec Latest date to submit students' appeals to the Board against school reviews of assessment ranking.

20 Dec– Term 4 Vacation
27 Jan
2000

17 Dec HSC results available to students by telephone and Internet.

HSC results available to principals by Internet.

21 Dec Students receive HSC results summaries in the mail.

11 Jan Students receive 1999 HSC credentials in the mail.
2000

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CHECK YOUR MAILBOX



- ❖ Corrections to VET Stage 6 syllabuses
- ❖ Letter to Principals — English Prescriptions
- ❖ ACE Manual Erratum
- ❖ History Extension Stage 6 Syllabus
- ❖ Stage 6 VET Syllabuses — Part B
- ❖ Background Speakers Stage 6 Syllabuses
 - Indonesian
 - Korean
 - Japanese
 - Chinese

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.

Print Post No. PP24163100021 Printed on recycled paper.

The *Board Bulletin* is produced by: Media & Public Relations Branch, Office of the Board of Studies NSW, 117 Clarence St, Sydney NSW 2000: Phone (02) 9367 8111.

Editorial enquiries: Phone (02) 9367 8220.

Distribution enquiries: Fax (02) 9262 6270.

Internet address: <http://www.boardofstudies.nsw.edu.au>

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ISSN 1038-5053

President's Message



One of the most significant areas of change for us comes from the new information and communication technologies. The Board has been working to ensure that we can use these technologies to enhance and increase our services to the education community.

The Board's website is now a major avenue of communication with teachers, students, and the general public. To support their study program, large numbers of students increasingly access the HSC Advice Line, HSC On-Line and the Board's website.

It is pleasing to see the success of the Advice Line and the strong publicity given by the media, especially in regional areas. Access for the cost of a local call from anywhere in the State makes this service a significant resource for regional and remote area students. Personal feedback from students and parents whom I have met during regional visits confirms how valuable this opportunity is to them.

The provision of on-line education is a new and developing activity. The on-line environment has made available opportunities for educational provision across time and space boundaries. All schools are confronting important issues as they make innovative use of the new technologies in classroom practice. Clearly these technologies are becoming an important issue for policy development by the Board.

At this stage there is considerable interest in on-line delivery of post-compulsory education and training. At the October meeting of the Board a Registration and Accreditation Policy Framework to allow consideration of on-line activities was adopted.

Essentially this framework requires consideration of how the current expected educational outcomes can be achieved through such provision. Attention will be given to how schools monitor the effectiveness (in terms of the achievement of outcomes) of the delivery mode and how they intend to respond to issues arising from such monitoring.

As the current directions of change become clearer we will need to have appropriate quality assurance processes in place, using evidence-based criteria. Our goal must always be to provide the best-practice standards of educational delivery to our community.



(Professor) Gordon Stanley

Evaluation of Content Endorsed Courses

As part of the review of the Higher School Certificate, Content Endorsed Courses (CECs) are currently being evaluated in terms of the requirements of the Government's White Paper, *Securing Their Future*. The Board has approved the criteria for the establishment and maintenance of Content Endorsed Courses. These criteria take account of the White Paper requirements and also reflect the particular purposes being served by Content Endorsed Courses.

Criteria for the establishment and maintenance of Content Endorsed Courses

For any new or revised Content Endorsed Course, there must be satisfactory evidence of the need for the course and an assurance of its quality, through:

1. a detailed explanation of the nature of the subject content (knowledge, skills and understanding);
2. a clear rationale and statement of purpose for the course, including the relationship of the course to existing courses with which it might appear to overlap, and including an analysis of the differences in purposes, content and approach;
3. a review of appropriate research and practice;
4. the learning outcomes students are expected to achieve, from both the core and optional topics (optional topics are called modules in current CECs);
5. evidence that the learning outcomes for students are set at an appropriate standard;
6. prior knowledge assumed in students enrolling in the course, and the manner in which that prior knowledge will be built upon;
7. assessment procedures to be used;
8. evidence of potential demand for the course;¹
9. an analysis of the potential effects on enrolments in any related courses;
10. evidence about the availability of appropriate numbers of suitably qualified teachers;
11. evidence that the course can be taught and assessed within the resources available in a wide cross-section of schools; and
12. an explanation as to why the course will be Content Endorsed rather than Board Developed.

The Process of Evaluation of Content Endorsed Courses

The process of evaluation that commenced in Term 3 involves three elements:

- collection of background information and data;
- consideration of the nature and scope of each CEC; and
- consideration of the course arrangement that should apply for each CEC.

During the initial stage of the evaluation, criteria relating to course purposes, the relationship to other courses and student demand were used to determine whether there is a continued need for each course.

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¹ The numbers of students undertaking some CECs have declined over time, as additional Board Developed Courses or other options such as TAFE courses have become available. In such cases, the need for a CEC may no longer be justified, particularly if significant Board resources are required to revise it to meet current standards. If such CECs were to be phased out, the few schools still wishing to offer a course in the area could do so through the Board Endorsement mechanism for school-designed courses.



Primary Matters

Primary Curriculum Committee's key themes

The Primary Curriculum Committee provides the Board of Studies with strategic advice on the development of the primary curriculum. In fulfilling this responsibility, the Committee has focused on some key themes throughout this year, including:

- *the primary syllabus package*: monitoring the development of a consistent and comprehensive curriculum for primary teachers
- *standards-referenced assessment*: determining the extent of information and direction that the Board should provide to primary schools
- *syllabus evaluation criteria*: determining the scope and depth of data required to evaluate K-6 syllabus documents
- *time allocations in the primary curriculum*: identifying issues related to the specification of times for the key learning areas
- *Linkages*: providing updates and presentations on the development of this website project
- *KLA overviews K-10*: examining continuity issues in the compulsory years of schooling.

The Primary Curriculum Committee membership includes Board members with a particular interest in primary education; the chairs from each of the six primary KLA Board Curriculum Committees; members with specific expertise in early childhood education and special education; and members representing:

- Primary Principals' Association
- Department of Education and Training
- Catholic Education Commission
- NSW Teachers Federation
- Independent Education Union
- NSW Parents and Citizens Association
- NSW Parents' Council
- Federation of School Community Organisations (FOSCO)
- Early Childhood Education Council.

Primary Curriculum Issues

This new section of 'Primary Matters' will briefly explore a key primary curriculum issue in each edition of *Board Bulletin* over the next twelve months. In this edition, the issue of the notion of the crowded curriculum is outlined.

The 'Crowded Curriculum'

The view that the curriculum is 'crowded' has been around for some time — a feature of societal/

educational change and the articulation of curriculum standards throughout the 1990s. The issue is neither new to primary schools nor unique to Australia. Sir Ron Dearing's review of Key Stages 1 and 2 of the National Curriculum in England and the 'Prisoners of Time' inquiry in the United States are examples of major reviews that examined the intensification of the primary curriculum. The subsequent pruning and refining of curriculum demands in these countries is something that has also been occurring within Australia. It is currently happening in Victoria and in South Australia, and it happened in NSW in 1995 as part of the Eltis Review, resulting in the reduction of outcomes and revision of the 1994 English K-6 syllabus.

There are two aspects to the notion of the 'crowded curriculum':

- the 'curriculum' itself, and
- the impact of curriculum development and implementation agendas on teachers.

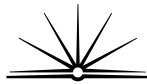
There are essentially three levels of curriculum:

- the requirements of the State
- the policies/priorities of school systems, and
- school-determined programs and practice.

All Australian States have a curriculum standard of some kind. These standards are articulated in various ways through formal instruments such as minimum curriculum guidelines, syllabuses or curriculum frameworks. These are the public descriptions that indicate what is valued in each State.

In addition to meeting these requirements, schools that are part of systems are also required to implement policies, practices and educational programs that are determined by their respective systems. Though some of these programs may be seen as being cross-curriculum in nature, school traditions, policies, staffing arrangements and organisational/economic circumstances can result in these being viewed as additional to the requirements of the State. Such policy positions indicate what is valued by the system.

Schools also have specific policies and/or practices that form part of their culture. These programs, which often distinguish one school from another (even within the same community), tend to capture an amount of time in the timetable that can lead to reduced emphasis and time being given to other curriculum areas. Such programs indicate what is valued by the school community.



In addition to the varying levels and demands of the curriculum (state/system/school), a number of factors appear to contribute to the notion of the 'crowded curriculum' at school level. These factors include:

- the number of documents with which primary teachers have to deal;
- uncertainty regarding the relative importance of new documents and the currency of previously released documents/policies;
- the growth in student welfare initiatives over the last decade;
- uncertainty regarding the status of cross-curriculum perspectives and initiatives, eg Multicultural Education, Environmental Education, Enterprise Education, Asia Education, Civics Education;
- the 'load of newness' — overall demands in relation to teachers' subject-knowledge;
- mandated time requirements in some, but not all, areas of the curriculum; and
- materials and initiatives that are released by different authorities, both state and national.

The 1990s have been marked by an extensive K–6 curriculum reform agenda. How are teachers making sense of what has been created?

Please send your comments on this question, or suggestions for other issues, by email to: lambert@boardofstudies.nsw.edu.au

Science and Technology K–6 Student Work Samples

In March 1997, the Board of Studies approved the development of Science and Technology K–6 work samples. This followed a limited evaluation that identified aspects of the syllabus needing further support. The areas that have been the focus of the Board's student work sample project include the content strands of 'Products and Services' and 'Information and Communication', and the learning processes of 'Designing and Making' and 'Using Technology'. Teachers from 18 primary schools in NSW took part in this project over 1998 and 1999.

As a result of the recent development of the draft Science and Technology K–6 Revised Outcomes and Indicators – planned for release to schools in 2000 – the revised outcomes have been used to link the work samples with the Science and Technology Syllabus.

The units of work feature teaching/learning sequences, a range of paper-based, photographic, audio and video work samples with related indicators, links to other KLAs, a 'Where to From Here?' section, assessment strategies and resources. Another section contains some 'Snapshots' with summaries of units and related work samples.

An example of a unit of work is 'Bend It, Stretch It'. As part of this unit, Stage 1 students investigated the uses, origins and properties of a range of materials. Students also explored ways of designing and making new products for specific purposes with recycled materials. This unit includes a focus on students examining and writing a series of procedural texts. The teaching/learning experiences of this unit were built around the following tasks:

Task 1: Investigate the origins of materials.

Task 2: Identify characteristics and properties of materials and ways in which materials might be used.

Task 3: Design and make a Mother's Day gift with pre-used materials.

Task 4: Investigate what containers are used for, then design and make a container that meets a personal need.

Examples of student work samples are:


- a photograph of students examining a range of materials and a completed table of information;
- a brainstorm completed by a student on 'How do people use containers?';
- a student's record of container design, production (as a procedural text) and an evaluation;
- a photograph of a student making a 'container'.

The Science and Technology K–6 work samples CD-ROM will be available for use in 2000. Inquiries about the work samples can be directed to Suzanne Ziems at ziems@boardofstudies.nsw.edu.au ph (02) 9367 8274 or fax (02) 9367 8476.

Creative Arts K–6

A consultation report on the Creative Arts K–6 Draft Syllabus and support documents will be considered by the Board at its December 7 meeting. The report on the draft documents will outline the consultation findings and issues to be addressed in the development of the final syllabus package. A second report, which will be considered by the Board at its first meeting next year, will include a set of proposals for amending the draft syllabus package and the revised anticipated release date for the final package. A summary of the findings, the process to be used to amend the documents and the anticipated release date will be included in the *Board Bulletin* at the beginning of the new year.

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.

For more information on primary matters, please see 'Linkages update' on page 12. 

Turning a sample into a specimen examination paper

Earlier this year schools received sample examination papers showing the kinds of questions that can be expected in the new standards-referenced HSC examination in 2001.

These sample papers are now being converted into HSC specimen examination papers that will include standardised instructions and formats and, in most cases, some revised or new questions.


Consultation with teachers and key education groups has provided the Board with comments on the appropriateness of the sample papers for the New HSC.

The Board has also developed a set of principles to guide examination setting within a standards-referenced framework (see page 7). The principles will be used to train all Examination Committees

setting the 2001 HSC exams, and as a benchmark for the 2001 HSC examination papers. The principles will also be published for schools.

The systematic application of the principles will ensure that examination papers are related to syllabus outcomes, cater to the needs of the range of students, use accessible language and so on.

The principles are the main guide for converting the sample papers into specimen examinations. The principles will be applied to each paper before it is considered for endorsement by a committee of Board members and experts in assessment chaired by the President.

In early Term 1, 2000, the draft specimen papers will be sent to the Board Curriculum Committees for comment prior to publishing. 

Evaluation of Content Endorsed Courses *continued from page 3*

As a result of this initial investigation, the Board has decided that schools should be advised that the Content Endorsed Courses in History for Leisure, Horticulture, Mass Media Studies and Studies in Dance be phased out of the HSC curriculum by 2002.

The Board noted these CECs showed significant overlap with related Board Developed Courses in the New HSC. In some instances, the candidature of the course was small and declining and the course purpose was inconsistent with that of the New HSC.

Schools are invited to comment on the Board's decision to phase out these CECs and should direct all correspondence to Mr Robert Randall, Director, Curriculum, Office of the Board of Studies, GPO Box 5300, Sydney 2000. Submissions should account for the criteria endorsed by the Board. (Fax: (02) 9367 8478 and email: randall@boardofstudies.nsw.edu.au)

Schools should note that the Content Endorsed Courses in History for Leisure, Horticulture, Mass Media Studies and Studies in Dance will not be available for study in the Preliminary Year 2001.

The following CECs will be subject to further review:

Environmental Studies	Photography
Drama and Theatre	Practical Writing Skills
Religion Studies	Ceramics
Computing Applications	Marine Studies

Sport, Lifestyle
and Recreation
Work Studies


Exploring Early Childhood
Visual Design
Skills for Living.

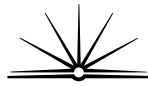
During Term 1, 2000, an evaluation consultation report on these thirteen CECs will be distributed to schools for their consideration. This report will:

- describe the extent to which each CEC meets the criteria approved by the Board and indicate whether the course should be revised, removed or elevated to Board-developed status in the Stage 6 curriculum offering;
- list ways in which the syllabus might be enhanced and/or describe the areas of deficiency of the current syllabus for each CEC;
- recommend a course structure, consistent with criteria established by the Board; and
- identify the extent of revision.

A survey seeking feedback and comment from schools and key groups such as professional associations will accompany the report.

During Terms 1 and 2, 2000, these CECs will be revised to reflect the findings of the feedback on the consultation. Draft versions of the revised CECs will be distributed to schools for comment during Term 2.

The new revised CECs that meet all of the criteria approved by the Board will be distributed to schools in time for implementation in the Preliminary year 2001. 



Principles for Setting HSC Examinations in a Standards-Referenced Framework

The Board of Studies recently approved the following principles that are to be applied to the setting of all examination papers for the 2001 HSC:

Content

1. The examination will test a representative sample of the knowledge, understanding and skills outcomes in any given year. The intention of the examination in its formulation is to avoid predictability and encourage students to prepare for all syllabus outcomes. Over a number of years, it is expected that the full range of syllabus outcomes that are appropriately measured by an examination will be covered.
2. The examination as a whole will be constructed in such a way that it provides a representative sampling of a range of syllabus outcomes and questions that allow demonstration of performance across all levels in the performance scale.
3. The coverage of syllabus outcomes and content in the examination must allow students to demonstrate the levels of performance that are described in the bands on the performance scale. In preparation of a paper, each question should be mapped against syllabus outcomes, content and performance descriptions that students may demonstrate in answering the question. These will be addressed in the table of specifications, constructed by the examination committee each year.
4. Values and attitudes outcomes will not be included in the examination.

Level of difficulty

5. The examination paper as a whole will provide the range of candidates with the opportunity to demonstrate what they know, understand and are able to do and will allow for appropriate differentiation of student performance at each band on the performance scale, including demonstration of higher order skills.
6. The level of difficulty of a paper should be maintained consistently from year to year.

Paper format, length and layout

7. In accordance with the examination specifications, the examinations should include a range and balance of question types, including multiple-choice questions, short-answer free response questions, open-ended questions and extended responses including essays.
8. The demands of the examination in terms of the number and length of student responses required, the amount of reading time provided and the

complexity of the questions will be appropriate for the time allocated for the examination.

9. Examination layout will assist students in working through the paper and instructions will be clear and concise.
10. Questions will be set simultaneously with marking guidelines and will allow for marks to be awarded commensurate with performance.
11. The mark allocations and space provided to answer questions will be appropriate for the anticipated range of responses.
12. The marks allocated for each question or part question will be clearly indicated.
13. Wherever appropriate, explanatory information will be placed at the top of a section or page, rather than written within a question.

Question structure and language

14. The language used in questions will be accessible to candidates. It is preferable to use the simplest and clearest language in the wording of questions so that it is clear to all students what they are expected to do.
15. Questions will require minimal reading time except where reading and comprehension are being specifically examined.
16. Stimulus material will only be provided when it is essential to answering the question.
17. Questions must be free of culture or gender bias, stereotyping or tokenism.
18. The requirements of the question will be clear to all adequately prepared students while encouraging flexibility in their responses.
19. Free response questions will have simple structures with a minimal number of parts and sub-parts. The parts will be sequenced in order of difficulty and allow the candidates to demonstrate what they know, understand and are able to do.
20. Where definitions such as 'describe', 'analyse', 'synthesise' and 'evaluate' are used they will be used consistently and appropriately.

Comparability and moderation

21. To assist in achieving comparability, optional questions within a section of the paper must be marked using similar marking criteria. Choices within questions should have a comparable degree of difficulty.
22. To assist moderation in papers where there is a core and options there will be no internal choice within questions in the core section of the paper.



Support material on the Board of Studies website


In addition to the support documents that introduced each syllabus, support material for Stage 6 syllabuses is being developed to assist teachers in planning their teaching and learning programs for Year 11, 2000. Depending on the subject, it may include resource lists, sample units of work, and approaches to programming. The material will be placed on the Board's website.

As indicated in last month's *Board Bulletin*, electronic publishing on the website will allow teachers to choose how they use support materials. Some teachers may print sections as they need to use them, while others may choose to download an electronic version they can modify to suit their needs. The materials will also be frequently updated and expanded, to incorporate further teaching suggestions and ideas, new references, and assessment ideas and practices as they are developed. The following support documents will be published on the website by the end of November:

Community & Family Studies	Design & Technology
General Mathematics	Geography
Industrial Technology	Music
PDHPE	Textiles and Design

Material for the following subjects will be available during December:


Agriculture	Ancient History
Biology	Business Studies
Chemistry	Dance
Drama	Earth & Environmental Science
Economics	General Mathematics
English	Information Processes & Technology
Industrial Technology	Physics
Legal Studies	Society and Culture
Modern History	Studies of Religion
Senior Science	Visual Arts
Software Development & Design	

To access the material, go to the Board's website www.boardofstudies.nsw.edu.au and, via the Index Page, locate HSC 2001 Syllabuses. Select View for the list of the New HSC syllabuses, Consultation Reports and Examination, Assessment and Reporting Supplements. This will appear as a table and includes syllabus support material. 

On Board Term 4, 1999


The final edition of *On Board* for 1999 has been sent to the Year Coordinators of all high schools for direct distribution to students.

The Term 4 *On Board* includes useful information for Year 10 and Year 11 students, with articles on the School Certificate Science test; how courses have changed for the New HSC; the Prescriptions for English in the New HSC; information and dates for the exhibitions DesignTech, OnSTAGE, ENCORE and ARTEXPRESS; and a fascinating review of the CD-ROM *Making multicultural Australia*. Also included is a competition, and information about some literary awards open to students. Students are invited to write in with their comments on the issues raised in all the articles. They can contact the Managing Editor, *On Board*, Board of Studies, GPO Box 5300, NSW 2001.

For information or feedback about *On Board* please contact Kathy Prokhovnik on (02) 9367 8248. 

Schools On-line Update

There has been a very swift response from secondary school principals regarding the Schools On-line service. Within three days of receiving the letter over 300 schools faxed their details. At present, over 650 schools are registered, with a Personal Identification Number (PIN).

What has been very pleasing to see is that among the earliest responses was a very high proportion of Central schools and those from remote areas, including The Australian International School in Singapore and Atenisi College in Tonga. This emphasises how technology can assist, at least to some extent, in overcoming problems of distance. 

Curriculum Structure for Languages in the New Higher School Certificate

In August 1998, schools were advised of the revised course structure for languages to be implemented for the 2001 and 2002 Higher School Certificates, course arrangements applying to each language, and a syllabus development process.

Course structure for Languages

The approved structure for Languages incorporates courses at Beginners, Continuers and Background Speakers levels. Within this arrangement some Continuers courses have associated extension study opportunities (see table).

Course arrangements for Languages

The course arrangements applying to individual Language subjects vary from language to language and are based on the particular needs of the varying candidatures. Some languages will have courses at multiple levels, while the majority will have a single course at a level appropriate to the candidature (see Official Notice BOS 63/99).

Syllabus development

The revised course structure and course arrangements apply from the Preliminary course in 2000 and the HSC in 2001.

With an approved structure encompassing some 65 courses, not all syllabuses have been revised in 1999. To date, revised syllabuses have been published in 11 Continuers, three Classical, and four Background Speakers languages.

In those languages which will have a Beginners course for the New HSC, the current 2 unit Z syllabus has been amended to incorporate outcomes and a performance scale to allow standards-referenced reporting from the 2001 HSC. The content of these Beginners Courses remains unchanged for the HSC 2001.

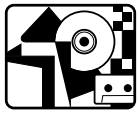
A number of the current 2 unit syllabuses, largely those available under national collaboration (NAFLaSSL), will remain for the 2001 HSC, but are being revised over the next year for implementation in the Preliminary Course 2001 and the HSC 2002. For some of these courses consideration of their sustainability in terms of candidature size will occur prior to revision.

Table: Curriculum Structure for Languages

Continuers	
Arabic	Japanese
Armenian	Khmer
Chinese	Korean
Croatian	Latvian
Czech	Latin
Dutch	Lithuanian
Estonian	Macedonian
Filipino	Maltese
French	Polish
German	Portuguese
Greek Classical	Serbian
Greek Modern	Slovenian
Hebrew Modern	Spanish
Hebrew Classical	Swedish
Hindi	Tamil
Hungarian	Turkish
Indonesian	Ukrainian
Italian	Vietnamese
Extension Courses (to Continuers)	
Arabic	Indonesian
Chinese	Italian
Classical Greek	Japanese
Classical Hebrew	Latin
French	Modern Greek
German	Spanish
Beginners	
Arabic	Italian
Chinese	Japanese
French	Korean
German	Modern Greek
Indonesian	Spanish
Background Speakers	
Chinese	Malay
Indonesian	Persian
Japanese	Russian
Korean	

For more information, please refer to the Official Notices BOS 63/99.





CLIENT SERVICES COLUMN

Wondering how to 'surf' our 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. 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.

Here are some quick hints:

- 1995–1998 HSC Examination Papers: click on link in first paragraph on index page, or click on 'past HSC exam papers' button.
- New HSC 2001 syllabus & EARS documents: click on link in second paragraph on index page, or click on 'HSC 2001 Syllabus'.
- Years 7–12 Syllabuses (HSC 2000): click on 'The Reading Room'.
- Primary Syllabuses: click on 'K–6 Pages'.
- KLA Handbooks: click on 'The Reading Room'.
- The ACE Manual: click on 'The Reading Room'.
- Assessment support for new HSC: click on 'What's New'.
- Prescribed Texts English HSC 1999–2000: click on 'The Reading Room'.
- English Stage 6 Prescriptions, HSC 2000 and 2001: click on 'HSC Syllabus 2001'.
- *On Board*, *Board Bulletins* and Official Notices: click on the 'Reading Room'.
- *Securing Their Future* newsletters: click on 'HSC and School Certificate Review News'.
- School Certificate and HSC Statistics 1995–1998: click on 'HSC and SC Statistics Archive'.

Some help with printing documents files from our website

Printing directly from the website if a document is more than 8–10 pages may take a long time. It is quicker to save the document onto your computer and print it off-line.

The best way of printing the Adobe Acrobat PDF (Portable Document Format) files on the BOS website effectively is to download the PDF file first, go off-line and load the file into Acrobat reader and print it from there.

To save and print the file, click on the link and select SAVE TARGET AS ...

Save the document (PDF file) to your hard disk (to your My Documents folder). When you are ready to print, double-click the document and open it. This has the advantage of giving you access to the file, whenever you require it, without having to go back on the Internet.

To print directly from the Internet, double click on the link to open the document. Click on the PRINT button of Adobe Acrobat Reader, NOT the print button on your browser.

Website 'What's New'

If you go to the 'What's New' section on our website you will find a list of course numbers for all Preliminary courses for 2000.

New CD-ROM Release

M-PACT — Marrickville Police and Community Training

Only \$30.00 each.

A project to encourage better relations between the NSW Police Service and ethnic communities.

The Police and Community Training (PACT) program was initiated in the mid-1990s as a joint project of the Ethnic Affairs Commission of NSW and the NSW Police Service. It provides an innovative, community-centred approach to in-service cross-cultural training. In September 1996, the first site was chosen to trial PACT – one of Sydney's most culturally diverse patrols, Marrickville.

The M-PACT CD-ROM has been developed, as part of the Marrickville PACT program, for use in police training, community groups and schools. Syllabus subject areas it supports include PDHPE, Society and Culture, Legal Studies and Community and Family Studies, ranging from Year 9 to Year 12. This unique educational multimedia CD-ROM is an extraordinary voyage with a community as it seeks better communication between residents and police.

Best wishes for the festive season

The Client Services unit would like to wish everyone a very happy and peaceful festive season. We look forward to providing more interesting information and products to start the new year in 2000. Some initiatives planned for the new year are:

- a huge clearance sale on all HSC Sample Answer titles
- many reduced prices on teaching kits
- release of two new Mathematics 9–10 commercial resources – making a valuable set of three titles in total.

Contact Information

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

Fax: (02) 9262 6270, or

Phone: (02) 9367 8178, or

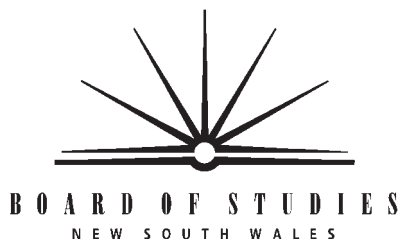
email: clientservices@boardofstudies.nsw.edu.au

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

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

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





Higher School Certificate

PRINCIPALS ANALYSIS PACKAGE

The Board of Studies NSW will release the Principals Analysis Package and the 1999 HSC data to coincide with the release of the 1999 Higher School Certificate results.

Principals who have already purchased the Program Disks for this package and who require their 1999 results data on disk will only be required to order the 1999 data at a cost of \$50.00.

Principals who have not purchased the Program Disks and who require their results data on disk will need to order the program disks at a cost of \$190.00 plus \$50.00 for each year's data.

Hardware Requirements:

IBM or compatible 486 PC (or better) with at least 4MB of memory (8MB recommended) with Microsoft Windows 3.1 or higher, a VGA monitor and printer.

Orders will be processed in order of receipt. The Board will begin dispatching the material from the day of the release of the results to students. Enquiries can be made by contacting Client Services on (02) 9367 8178.

I would like to order the Principals Analysis Package Program and/or School Data Disk.

Program Disks \$190.00

Data Disks:

- 1991 HSC Results \$50.00
- 1992 HSC Results \$50.00
- 1993 HSC Results \$50.00
- 1994 HSC Results \$50.00
- 1995 HSC Results \$50.00
- 1996 HSC Results \$50.00
- 1997 HSC Results \$50.00
- 1998 HSC Results \$50.00
- 1999 HSC Results \$50.00



School Name:

Position of Person Placing Order:

Delivery Address: (can be sent to principal/head teacher's home address during the holiday period)

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Telephone: **Principal's Signature:**

Please email, fax or mail your order to us. We will either invoice your school or you can pay in advance by cheque if you prefer.

Email: clientservices@boardofstudies.nsw.edu.au
 Fax: (02) 9262 6270
 Mail: GPO Box 5300
 SYDNEY NSW 2001

Principals Analysis Package – Order Form





Linkages update


An update on the Linkages project was presented to the Board of Studies at its most recent meeting in November. This involved background to the project and an overview of achievements to date. This was followed by a 'surf through' the website, highlighting the various menu items including the research and reference material, the 'generic outcomes' section and the syllabus mapping information. Considerable discussion was generated while viewing the case study work samples and classroom displays.

The eleven units provided by the Broken Bay project are now available to be downloaded in Word 97/98 (Doc) format from the Linkages website. Instructions are displayed to assist teachers to access these files. These units will soon be able to be viewed in electronic format when the Board's new K-6 website is completed.

Future developments for the Linkages site will include case studies from St Catherine's School, Waverley and a Linkages project, 'Planning Information Literacy through an Integrated Curriculum', developed by a team of teacher-librarians using the information skills process. These two case studies will include units of work and



student work samples to illustrate the work being undertaken by teachers and students in these schools. Additional case studies from schools contributing to Linkages will also include overviews of their integrated units, student work samples, and interviews with the teachers about how they develop their units using Board syllabuses.

Further information on Linkages projects can be obtained from Suzanne Ziems at ziems@boardofstudies.nsw.edu.au, ph (02) 9367 8274 or fax (02) 9367 8476. The Linkages webpage can be found at www.bosnsw-k6.nsw.edu.au 

Languages Continuers Courses – Support Documents


The following support documents for the study of Continuers courses in Languages will be available on the Board of Studies' website – www.boardofstudies.nsw.edu.au in December, 1999:

Recommended Resource Lists

A list of suggested resources in the following languages for Continuers courses:

Chinese	Japanese
French	Korean
German	Modern Greek
Indonesian	Spanish
Italian	

Recommended Character and Vocabulary lists

A character list for Chinese Continuers and a Kanji list and vocabulary list for Japanese Continuers. 

Upcoming Exhibitions

Minister's Young Designers Awards Exhibition

Sydney Visitors Centre, George Street, The Rocks
24 November 1999–26 January 2000



DesignTech

Powerhouse Museum, Level 3, Design Gallery
4 December 1999–14 March 2000
For bookings phone (02) 9217 0222



OnSTAGE

York Theatre, Seymour Centre, Cleveland Street, Chippendale
7–10 February 2000 at 11 am and 7.30 pm
11 February 2000 at 1.30 pm and 7.30 pm and Writers OnStage 11am
12 February 2000 at 1.30 pm and 8.00 pm



Encore

Concert Hall, Sydney Opera House
24 February 2000 at 7 pm
Tickets are on sale from the Opera House Box Office, phone (02) 9250 7777. Adults \$20, students \$15. 