

Board Bulletin



BOARD OF STUDIES NSW

May 2000 – Vol 9 No 3

Principles for Developing Marking Guidelines for the New HSC Examinations in a Standards-Referenced Framework

The Board of Studies recently approved principles that are to be applied to the marking of examination papers for the 2001 HSC.

Examination committees will use these principles to develop marking guidelines for examination questions. Markers will then use the guidelines to consistently determine the standards of performance reached by students.

New marking guidelines have been developed for selected questions in the 2001 HSC specimen papers. Specimen papers will be available to teachers at the beginning of May with marking guidelines in selected questions to follow at the end of May.

Teachers should find the principles for developing marking guidelines helpful in understanding the approach to marking in a standards-referenced framework.

Principles for Developing Marking Guidelines in a Standards-Referenced Framework are:

Content

Marking guidelines will be developed in the context of relevant syllabus outcomes and content.

Marks will be awarded for demonstrating achievement of aspects of the syllabus outcomes addressed by the question.

Marking guidelines will reflect the nature and intention of the question and will be expressed in terms of the knowledge and skills demanded by the task.

Specificity of marking guidelines

Marking guidelines will indicate the initial criteria that will be used to award marks.

Marking guidelines will allow for less predictable and less defined responses, for example, characteristics such as

flair, originality and creativity, or the provision of alternative solutions where appropriate.

Marking guidelines for extended responses will, as far as possible, use language that is consistent with the outcomes and the band descriptions for the subject.

Marking guidelines are to incorporate the generic rubric provided in the examination paper as well as aspects specifically related to the question.

Language of marking guidelines

The language of marking guidelines will be clear, unambiguous and accessible to ensure consistency in marking.

Discrimination between different levels of performance

Where a question is designed to test higher-order outcomes, the marking guidelines will allow for differentiation between responses, with more marks being awarded for the demonstration of higher-order outcomes.


Marking guidelines will indicate the quality of response required to gain a mark or a sub-range of marks.

High achievement will not be defined solely in terms of the quantity of information provided.

Optional questions

Optional questions within a paper will be marked using comparable marking criteria.

Generic type questions

Marking guidelines for questions that can be answered using a range of contexts and/or content will have a common marking guideline exemplified using appropriate contexts and/or content. 



'Checking Out' Creative Arts K-6

Work on the further development of the Creative Arts K-6 Syllabus in recent months has centred on some key aspects of the syllabus. This work has included:

- the drafting of indicators and stage statements for each of the artforms;
- the re-drafting of the content section to provide guidance for teachers about what could be taught in each artform in each stage (based on the design and layout of other K-6 syllabuses); and

- the use of clear and concise language in the drafting of the indicators, stage statements and content sections.

Several 'checking out' workshops have been held since the re-development of the syllabus commenced. These workshops have involved primary teachers in designated stage groups reviewing and providing feedback on material developed for the syllabus. *continued page 6*

HSC and SC Important Dates

Year 10

- 1 May** Confirmation of entries:
– Schools using BOSCentral or Schools Online confirm entries by this date and retain signed confirmation at school
– printed confirmation sent to other schools
- 16 June** Final date for Board Endorsed Course applications to Board of Studies Liaison Officer for processing
- 3 July – 14 July** Term 2 Vacation
- 24–27 July** Board Endorsement Panel meeting to consider all new course applications
- 28 July** Dispatch principals' 'N' determination forms

Year 11

- 1 May** Confirmation of entries:
– Schools using BOSCentral or Schools Online confirm entries by this date and retain signed confirmation at school
– printed confirmation sent to other schools
- 16 June** Final date for Board Endorsed Course applications to Board of Studies Liaison Officer for processing
- 3 July – 14 July** Term 2 Vacation
- 24–27 July** Board Endorsement Panel meeting to consider all new course applications
- 28 July** Dispatch principals' 'N' determination forms

Year 12

- 19 May** Return HSC practical option collection forms
- 16 June** Final date for submission of Board Endorsed Course application to Board of Studies Liaison Officer for processing
- 23 June** Dispatch of project certification forms
- 30 June** Last date for receipt at the Board of changes to HSC Music and Drama course options
- 3 July – 14 July** Term 2 Vacation
- 14 July** Dispatch Illness/Misadventure forms
- 21 July** Dispatch 2000 HSC Examination Timetable Advice to candidates of venues and times for HSC Oral/Aural examinations in Languages progressively dispatched from this date
- 23 July** Completion date for Society and Culture Personal Interest Projects
- 24–27 July** Board Endorsement Panel meeting to consider all new course applications
- 28 July** Dispatch principals' 'N' determination forms

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CHECK YOUR MAILBOX



- ❖ ACE Manual Timetable
- ❖ HSC 2001 Specimen Papers
- ❖ SC Rules and Procedures

the Board of Studies NSW Australia

CHECK OUR WEBSITE

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

- * Specimen 2001 HSC Examination Papers
- * Music Stages 4 & 5 Revised Syllabus Outcomes
- * Manuals for Registration and Accreditation of Non-Government Schools in NSW
- * Primary Curriculum—An Overview: Updated
- * Information Technology Support Document
- * Information Technology Resource List
- * Retail Support Document
- * Retail Resource List
- * Construction Support Document
- * Construction Resource List
- * Notes from the Examination Centre
- * Enhanced Examination Reports

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



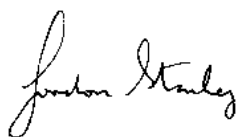
One of the recurrent themes in contemporary education is the need to foster creativity. Many aspects of the future are necessarily unknowable but there is consensus that in dealing with future social and economic conditions, creative and flexible minds will be at a premium.

While creativity and flexibility of thinking need to be expressed in every content area and will have different manifestations across the total curriculum, there is particular benefit from exposure to and participation in the creative arts. Hence it is very reassuring to see the healthy state of participation in courses in the creative arts across the country. The MCEETYA National Report on Schooling reported that in the period 1986 to 1997 there was significant growth in the creative arts at Year 12.

The outstanding annual presentations at Art Express, Encore and On Stage indicate the high level of development achieved by students in NSW schools. When talking to many students it is clear that such talent often has been developed alongside high levels of achievement in other subject areas. While the accomplishment is major in a given art form or performance, the student is often destined to follow other pursuits in future career development. The personal value to them of this high achievement in creative arts will follow them in these pursuits and will enrich their mental approaches to further study and work.

Clearly it is important that opportunities for development through the creative arts begin early, and work on the Creative Arts K-6 syllabus has been a major and important endeavour for the Board. Feedback on the draft syllabus has benefited from consultation and 'checking out' by primary teachers recognising the importance of the curriculum being useful to the generalist teacher. It is vital for the syllabus to be couched in an appropriate developmental framework and the consultation process has been valuable in establishing that this is the case.

The principles for marking guidelines for the New HSC are presented in this issue of the Board Bulletin. They make clear the need for marks to reflect the level of achievement of syllabus outcomes and will ensure consistent application across subject areas. They are an important aspect of the need for marks to convey meaning rather than just to rank performance.



(Professor) Gordon Stanley

New Steps in the Examination Setting Process

The Board recently approved a revised process for setting examinations for the New HSC. The process is designed to ensure close links between the syllabus and the examination and to ensure that each paper is accessible to the range of students undertaking the course.


An early step in the new process is the development of an examination brief for each subject. The examination brief will be based on the examination specifications in the syllabus and will outline the syllabus outcomes and content to be examined. The brief will also link each question to syllabus outcomes and to the performance scale. It will be the blueprint that examination setters use to develop questions for each paper.

The examination brief will assist examination setters to have confidence that the paper provides opportunities for the range of candidates to demonstrate what they know, understand and can do. An example of how the syllabus outcomes, the question and the levels of performance targeted by the question are linked in the examination can be seen in the 2001 HSC Specimen Examination Mapping Grid that is included with the specimen paper for each subject.

Marking guidelines will be developed concurrently with questions. This will enable that the examiners' expectations for each question to be out clearly for markers. Marking guidelines will be checked and, if necessary, refined by markers before marking begins.

The new process involves a number of checking steps to ensure a high quality examination paper in each subject: each paper will be checked to see that it is consistent with the examination brief; questions will be closely checked for quality; and a practising teacher will 'work' the paper and provide answers to each question. The Supervisor of Marking for the subject will check the quality and accuracy of the marking guidelines.

To assist examiners setting the 2001 HSC, the Board is developing a comprehensive training package. Examiners will be trained to write high quality questions consistent with the Board's principles for setting and marking standards-referenced examinations. The principles for setting papers were published in the November/December *Board Bulletin*, and the principles for marking guidelines are published on page 1 of this *Board Bulletin*.

Teachers are encouraged to apply to join the Board's examination committees for the 2001 HSC. An application form and conditions will be published in the next edition of the *Board Bulletin*. 

DesignTech on tour

DesignTech, an exhibition of outstanding major design projects from 1999 HSC Design and Technology students, is at the following regional centres:

Dubbo – Orana Mall	2 May — 7 May
Tamworth Shopping World	10 May — 14 May
Coffs Harbour – Park Beach Plaza	17 May — 21 May
Newcastle – Charlestown Square	24 May — 28 May
Lismore Shopping Square	31 May — 2 June
Wollongong – Westfield Warrawong	6 June — 12 June
Wagga Wagga Marketplace	15 June — 19 June





Primary Matters

Primary Curriculum Issues

This is the fourth in a series on primary curriculum issues. In previous editions of *Primary Matters*, the notion of the crowded curriculum (December, 1999), the impact of learning technologies on curriculum development (February, 2000) and values in the curriculum (March, 2000) have been discussed. In this edition, the issue of curriculum integration is considered.

Curriculum Integration

The integration of learning areas is a traditional and accepted way of presenting, managing and identifying the primary curriculum. Despite such a tradition, definitions of curriculum integration are many and varied. Synonyms abound.

The more common examples describe curriculum as being interwoven, connected, thematic, interdisciplinary, multidisciplinary, correlated, linked, or holistic. It is of little wonder that those involved in education can be confused when such terms are used to describe both similar and different practices under the general description of curriculum integration.

Though a great deal has been written about the benefit of integrated and subject-focused approaches to teaching and learning, the literature on the relative effectiveness of these approaches (in terms of improved student learning) is inconclusive. In essence, the writers appear to be strong on conviction but little else.

Although prolific writers such as Beane, Hayes Jacobs and Fogarty provide convincing common-sense arguments for an integrated curriculum, they provide little empirical evidence to back their claims. These writers see subject-based approaches as being artificial and disconnected from 'the real world' – something, they contend, is inherently integrated.

Those who favour subject-focused approaches to teaching and learning also base their claims more on belief and ideology than evidence. Writers such as Klein, and Alleman and Brophy have little time for integrated approaches; instead, they favour knowing the traditional disciplines well and not risking the dilution of subjects in the interest of curriculum integration.

Though the concept of curriculum integration has developed over several decades, there is currently renewed activity and interest in this area, coinciding with the development of explicit subject-based curriculum in the 1990s – and the response from primary teachers to these reforms. This interest has been heightened especially by matters such as:

- similar subject matter appearing in the content of more than one key learning area;

- the applicability of outcomes from two or more syllabuses to units of work and learning experiences;
- demands on primary schools to translate curriculum requirements into meaningful plans and teaching programs (in the time available); and
- increases in primary teachers' subject-knowledge.

The issue for curriculum developers is not whether curriculum integration is beneficial to teaching and learning – it would seem that the jury is still out on this one. It is how to retain the integrity of subject areas while making the curriculum both manageable for teachers and meaningful for students.

Please send your comments on this issue or suggestions for other issues, by email to:

lambert@boardofstudies.nsw.edu.au


Those with a particular interest in this issue may wish to refer to the research abstracts on curriculum integration available at the Linkages website, http://www.boardofstudies.nsw.edu.au/k6_linkages/menu.html

Human Society and Its Environment K–6

The final document in the HSIE K–6 syllabus package has now been released to schools. This document, *Human Society and Its Environment K–6 Support Document for Students with Special Education Needs*, has been developed to assist teachers of students who require additional support to access the outcomes and content of the syllabus. It recognises both the importance of individualised planning and programming for students with special education needs, and the need to ensure that these students have opportunities to gain knowledge and skills from subject matter that is designed for students in the primary years.

The document, which has been released in hard copy and on CD-ROM, includes key programming principles, approaches to student-centred programming, implications for learning and teaching in each stage and planning models to support the implementation of the syllabus.

A website resource that is being developed to support teachers programming content related to Aboriginal culture, spirituality, contemporary issues and local history is currently in the planning stage. When completed, this resource will be part of the existing HSIE K–6 resource file at <http://bosnswk6.nsw.edu.au>

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, phone (02) 9367 8199 or fax (02) 9367 8476. 

An Update on VET in the New HSC

The Board Bulletin of September 1999 (Volume 8, Number 7) described some key features of Vocational Education and Training (VET) courses in the New Higher School Certificate.

The article provided information on:

- principles underpinning VET in the HSC
- criteria used to select industry curriculum frameworks suitable for HSC VET courses and
- processes used for the development of curriculum frameworks for the HSC.

The following table summarises which of the existing VET courses have been replaced by industry curriculum frameworks in the New HSC. Each framework incorporates several courses. Electronics and Furnishing CECs continue to be available.

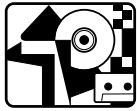
Existing Board Courses (Year 12, 2000 only)		Industry Curriculum Frameworks (Year 11 or 12 from 2000)
Industry Studies Hospitality	→	Tourism and Hospitality
Industry Studies Metal and Engineering	→	Metal and Engineering
Industry Studies Retail	→	Retail
Retail CEC	→	Retail
Hospitality CEC	→	Tourism and Hospitality
Rural Industries CEC	→	Primary Industries
Office Skills CEC	→	Business Services (Administration)
Building Construction CEC	→	Construction
Tourism Sector Services (Board Developed, TAFE Delivered)	→	Tourism and Hospitality

In addition to these courses there is an Information Technology Curriculum framework available in 2000, presenting increased VET-in-schools opportunities for students.

The development of industry curriculum frameworks for the New HSC needs to be considered within the context of broader changes underway in VET at both the national and state levels. The following table provides information on some of these key initiatives :

Initiative	Comment
1. Securing Their Future: The New South Wales Government's reforms for the Higher School Certificate	<p>The White Paper identified ten principles to underpin VET courses in the New HSC.</p> <p>It also outlined six strategies including the removal of duplication in the same VET content area and the establishment of coherent curriculum frameworks under broad industry groupings. These principles guided the development of the industry curriculum frameworks.</p>
2. VET in schools is a national priority	<p>The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) on which all State and Territory Education Ministers and the Commonwealth Minister responsible for Education are represented, is committed to the achievement of the following national priorities in relation to VET in schools.</p> <p>These priorities include:</p> <ul style="list-style-type: none"> • expanding VET in schools and new part-time apprenticeships for senior secondary students • a focus on increasing the depth of student programs • the coordination of work placements in industry • linking VET senior certificate programs with training packages • assessment arrangements to allow VET to directly contribute to tertiary entrance scores. <p>HSC VET curriculum frameworks are consistent with these priorities.</p>

continued page 8



PRODUCTS & SERVICES COLUMN

eBOS – Schools Online and BOSCentral

Many schools have now submitted their HSC and SC entries for the first time using Schools Online or BOSCentral. While this presented some schools with considerable challenges, now that their entries are on the Board's computer, Schools Online can be used to check and modify student details, as necessary.

The office has had helpful feedback from schools about the process. Anyone who would like to make comments, particularly suggestions for improvement, should send an e-mail or a fax to Client Services. The Office will be using these comments, as well as the feedback received through forthcoming discussions with schools, to investigate ways of simplifying and improving the process.

Confirmation of Entry Notices for those schools that submitted entries electronically are now available through Schools Online. They can be created from the 'Browse Students Enrolments/Results' function. Once you have loaded the required cohort, click on 'Confirmation of Entry' which appears on the menu bar across the top and bottom of the screen. The Confirmation of Entry documents can now be accessed through the 'Open/ Print or Download Documents' function. If you make changes to a student's details or courses, however, the Confirmation of Entry Notices will need to be recreated to reflect the changes. This facility to check, modify and confirm student entries will also be available to those schools that submitted paper entries once their entries have been added to the computer.

It is strongly suggested that the Confirmation of Entries file be downloaded onto your computer before it is opened or printed. Errors can sometimes occur in documents if they are opened in the web browser.

K–6 Mathematics Resources

There are four excellent K–6 Mathematics resources available from the Board of Studies. An official school order sent by any of the methods shown below is all we need to provide these to you.

Book 1: Problem Solving Through Chance & Data \$16

Book 2: Calculators in K–6 Maths \$16

Book 3: Outdoor Activities \$16

Book 4: Patterns in Mathematics K–6 \$16

(Postage of \$4 for one item/\$8 two or more applies.)

Clearance Sale

Schools should have all received our three 'Sale' brochures – Sample Answer books for \$5 each, great reductions on CD-ROMS as well as several other excellent resources at greatly reduced prices. Send your orders in quickly as stocks are moving fast.

Contact Information

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

Tel: (02) 9367 8178 Fax: (02) 9262 6270

e-mail: clientservices@boardofstudies.nsw.edu.au.

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

Purchases can be made on official purchase order, using credit card or by sending a cheque. There is a postage charge of \$4 for one item or \$8 for two or more items.



'Checking Out' Creative Arts K–6 *continued from page 1*

A stratified sampling process was used to ensure that the schools involved were representative of the various types of schools across the state. The teacher-participants were also selected randomly, with principals being asked to send a teacher from a designated Year/Stage group. This ensured that the participants were generalists, rather than teachers with particular interest in one or more of the artforms, and that the sample included an appropriate mix of educators so that the material could be examined by the teachers in stage groups (Early Stage 1, Stage 1, Stage 2 and Stage 3).

The teachers who have participated in these workshops have provided the Board with important information about the clarity, appropriateness and usefulness of the material developed for each stage.

The overall response to the newly drafted material (indicators, stage statements and content sections) has been very positive. Some of the teachers involved in the

workshops, who had also provided feedback on the consultation draft last year, were particularly pleased to see that the aspects of the draft syllabus that they had identified as concerns had not only been acknowledged as such, but were being addressed in a way that would support classroom teachers.

Workshops have been conducted in Sydney (March 16 and April 12), Narrabri (March 29) and Coffs Harbour (April 6).

The 'checking out' process was also used to obtain feedback from teachers working with students with special education needs.

Further information on the Creative Arts K–6 Syllabus can be obtained by contacting Phil Lambert at lambert@boardofstudies.nsw.edu.au or by phone on 9367 8199, or Kerry Thomas at thomas@boardofstudies.nsw.edu.au or by phone on 9367 8161.



Evaluation of Content Endorsed Courses

During February and March the Board consulted with teachers and other interested groups as part of the evaluation of the following Content Endorsed Courses:

- Ceramics
- Computing Applications
- Drama and Theatre
- Environmental Studies
- Exploring Early Childhood
- Visual Design
- Marine Studies
- Photography
- Practical Writing Skills
- Religion Studies
- Sport, Lifestyle and Recreation
- Skills for Living
- Work Studies

Project managers analysed the responses of 972 surveys from teachers of the various Content Endorsed Courses. In addition 91 individuals participated in focus group meetings and telephone interviews.

Key Findings

The evaluation affirmed the role that Content Endorsed Courses play in the Stage 6 curriculum. Teachers identified the structure of Content Endorsed Courses as a strength, stating that the structure provided flexibility. This meant that courses could be developed to match student needs and available resources.

Content Endorsed Courses were also found to be in areas of interest for significant numbers of students, allowing for specialisations that were not available through Board developed syllabuses.

There was general agreement that courses would benefit from revision to ensure that they reflect contemporary understanding and practice. A format consistent with the major elements of Stage 6 syllabuses was also supported.

It was felt that the revision of courses should aim to maximise HSC/TAFE credit transfer opportunities.

Course evaluation reports will be placed on the Board's website to inform interested teachers.

Courses to be Revised

The Board considered evaluation reports for each Content Endorsed Course at its March meeting and made the following determinations:

- Work will commence on revising courses in Ceramics, Exploring Early Childhood, Marine Studies, Photography, Skills for Living, Sport, Lifestyle Recreation, and Visual Design.
- Practical Writing Skills and Religion Studies will be phased out following the 2001 HSC, but schools and other educational bodies may continue to submit courses in these areas using current Board Endorsement procedures.
- A decision on Environmental Studies, Drama and Theatre, Work Studies and Computing Applications was deferred until May when further information will be made available.

The Timeline

The development of revised courses will occur during April and May. Revised draft courses will be placed on the Board's website on 5 June for a 4-week consultation period. All schools will be invited to comment at that time.

Based on the consultation feedback, amended courses will be considered at the Board's 15 August meeting. This will enable final courses to be available to schools in Term 4 for 2001 implementation with Year 11.



Aboriginal Studies Awards

The Aboriginal Studies Award is given by the Board of Studies and the NSW Aboriginal Education Consultative Group to the Aboriginal student and non-Aboriginal student who gain first place in 2 Unit Aboriginal Studies. Presentations for the 1999 Higher School Certificate were made to Elinor Tillman and Sarah Puglisi at the AECG's Ninth Annual Conference Dinner held in Sydney.

Elinor attended Raymond Terrace High School. Her teacher, Ms Andrea Northwood, said Elinor was highly intelligent and conscientious, yet very modest and unassuming about her abilities. Elinor believes undertaking Aboriginal Studies enabled her to explore her own Aboriginality and to consider the different concepts other people have of the meaning of Aboriginality. Elinor is currently studying a Bachelor of Nursing at the University of Sydney.

Sarah studied 2 Unit Aboriginal Studies at Kiama High School. Sarah was a very active member of the school community and played representative netball in the Kiama district. Sarah's teacher, Mr John Shoebridge, said the course extended Sarah both academically and personally. Sarah was the dux of Kiama High School and has deferred her place in a Bachelor of Commerce/Law at the University of Wollongong.

Both students commented on the value of Aboriginal Studies for all students as a vehicle for understanding the true history of Australia, and for promoting tolerance, social justice and Reconciliation.



Sarah Puglisi (left) Elinor Tillman (right)



An Update on VET in the New HSC *continued from page 5*

Initiative	Comment
3.The National Training Framework	The National Training Framework identifies components of the vocational education and training system at the national level including quality assurance and recognition of qualifications arrangements. These components include the Australian Qualification Framework (AQF), the Australian Recognition Framework (ARF) and National Training Packages.
4.The Australian Qualification Framework (AQF)	The AQF is a comprehensive, nationally consistent framework incorporating all qualifications recognised in post compulsory education throughout Australia. Courses within industry curriculum frameworks provide the opportunity for students to gain AQF qualifications.
5.The Australian Recognition Framework (ARF)	The key elements of the ARF are nationally recognised competency standards, nationally recognised qualifications and nationally recognised training organisations. AQF VET qualifications gained by students as part of the HSC are nationally recognised.
6.National Training Packages	A National Training Package consists of national competency standards, assessment guidelines and national qualifications for a particular industry. VET industry curriculum frameworks are derived from the national training packages.
7.Competency Standards	These standards specify knowledge and skills and their application at an industry level to the standard of performance required in the workplace. VET curriculum frameworks are constructed using units of competency from training packages.
8.Registered Training Organisations (RTO)	An RTO is any training organisation registered in accordance with the Australian Recognition Framework providing vocational education training and/or assessment services. This includes TAFE colleges and schools delivering VET programs for HSC students.

Further information about VET initiatives can be obtained from the following websites:

http://www.boardofstudies.nsw.edu.au Board of Studies	The Board of Studies website allows you to download the syllabus (Parts A and B), the competency record, a specimen HSC Examination, the support document and a resource list for each industry curriculum framework. It also provides access to the ACE Manual, Board of Studies announcements, Official Notices and other Board of Studies publications.
http://www.newhsc.schools.nsw.edu.au New HSC	The focus of this website is on professional development for the new HSC. It includes access to Curriculum Support Newsletters, New HSC Supplements for VET in schools and case studies on supporting VET in schools in terms of organisation and timetabling.
http://www.anta.gov.au Australian National Training Authority	The ANTA website provides information on a range of current VET issues, developments, events, publications, training packages and contacts in the VET sector.
http://www.ntis.gov.au ANTA National Training Information System	The National Training Information Service (NTIS) is the authorised database on vocational education and training in Australia. It contains detailed information on courses, qualifications, training packages, competency standards and training organisations.
http://www.curriculum.edu.au/vetis Curriculum Corporation VET in Schools	This site provides resources to assist in the implementation of Training Packages for VET in Schools programs. It includes general information, professional development, assessment materials, implementation guidelines and links to a range of resources. Each industry area site provides specialist details on implementation, assessment, support materials and resources.

