

Board Bulletin



BOARD OF STUDIES NSW

June 2000 – Vol 9 No 4

Performance Scales for VET Courses in New HSC Examinations

In the 2001 HSC, examinations will be offered for 240-hour courses in the following Vocational Education and Training (VET) frameworks:

Business Services – Office Administration
Construction
Hospitality Operations
Information Technology
Metal and Engineering
Primary Industries
Retail Operations
Tourism – Sales/Office Operations

As described in the relevant syllabuses, the examinations will be based on:

- outcomes and content as defined by the units of competency in the 240-hour course
- the minimum prescribed learning contained in the HSC requirements for each unit of competency (Part B of the syllabus)
- associated key competencies.

The examinations in these VET courses are optional, but will be required of students who wish this course to contribute towards a Universities Admission Index.

Students who sit for the examination will receive a course report in the same form as for other Board developed HSC courses. New HSC reports for VET courses will show the HSC examination mark, ranging from 0 to 100 in each course. Each student's achievements in the examination will place his or her performance into one of six bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment. The reports will also show graphically the statewide distribution of all students' achievements in the examination for each VET course.

A mark of 50 will separate band 1 and band 2 descriptor statements. Marks of 60, 70, 80, and 90 will similarly separate bands 3, 4, 5, and 6. A student's achievement mapped against known standards will determine the mark each student receives. There will be no predetermined pattern of marks.

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Creative Arts K–6 Update

The checking process used to inform the further development of the Creative Arts K–6 Syllabus has now been completed.

Meetings with generalist teachers from various types of primary schools assisted in addressing a number of issues raised during the consultation on the draft syllabus. The major changes to the syllabus include the organisation of the content into stages and the development of stage statements and indicators.

Meetings with consultants and officers from curriculum support units have been held to keep school systems and sectors informed. A key discussion point at these meetings has been the nature of support that will be available in each artform (Visual Arts, Music, Dance and Drama).

Work has now commenced on the revision of the units of work support document following changes made to the syllabus and consultation on specific units. There will be modifications to some units and additional supportive information in others. Student work samples collected during the trialling period will be incorporated and the overall size of the document will be reduced. It is now expected that the syllabus will be considered by the Board of Studies early in Term 3.

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.



HSC and SC Important Dates

Year 10

- 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
- 14 Aug** Dispatch SC and HSC Presiding Officers' Handbooks and associated documents to principals and Presiding Officers
- 18 Aug** Dispatch applications for special exam provisions for Year 10 students in 2001

Year 11

- 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
- 18 Aug** Dispatch applications for special exam provisions for Year 12 students in 2001

Year 12

- 16 June** Final date for submission of Board Endorsed Course applications 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** 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
- 31 July** HSC Dance practical examinations commence
- 11 Aug** Schools Online assessment collection service opens. Assessment collection schedules sent to schools not using Schools Online
- 13 Aug** Completion date for Drama Individual Projects, Industrial Technology Major Works and 3 Unit Food Technology Projects (submission details to be advised)

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CHECK YOUR MAILBOX



❖ HSC 2001 Specimen Papers

- | | |
|---------------------------------|-------------------------------|
| – English (Standard & Advanced) | – Business Studies |
| – French Continuers | – Society & Culture |
| – Arabic Continuers | – Economics |
| – Business Studies | – German Continuers |
| – Latin Continuers | – Vietnamese Continuers |
| – Software Design & Development | – Aboriginal Studies |
| – Music 2 | – Industrial Technology |
| – PDHPE | • Graphics |
| – Community & Family Studies | • Electronics |
| – Agriculture | – Spanish Continuers |
| | – English |
| | – Classical Hebrew Continuers |

❖ New HSC Brochure

❖ Minister's Young Designer Awards Information Booklet and Poster

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



It is pleasing to see the increased interest in VET courses by school students as the Board's new framework courses have become available. One of the strengths of the competency emphasis in VET assessment is that students and employers have a clear understanding of the outcomes of

training. A weakness of current competency assessment is that it does not readily accommodate differential performance beyond the competency standard.

In contrast, general education has tended to emphasise differential performance at the expense of providing information about the content of the performance.

However, assessment in the New HSC has adopted an approach that builds upon the strengths of both approaches to assessment.

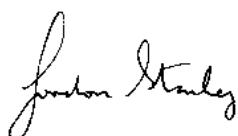
Students will have their results in all Board Developed Courses in the New HSC reported by reference to performance standards that are related to clear statements of syllabus outcomes. These standards have not been imposed generically upon syllabuses but have been developed within each subject domain to reflect the experience of performances achievable within the structure of HSC courses.

Standards referencing of outcomes in reporting the New HSC is an important step in allowing both general and VET courses to be reported in a common way that recognises individual achievement with respect to clear statements of what people know and can do.

Students studying VET framework subjects have the option of sitting for an external examination which will allow their achievement to be reported both in terms of industry competencies and with respect to performance standards in a similar way to which their performance will be reported in other Board Developed Courses.

Students seeking a UAI will be required to do the examination. However, whether or not they are seeking a UAI, they may wish to sit for the examination to allow employers and others to recognise differential performance in outcomes for the VET course alongside industry recognised competencies.

These advances in VET provision in the New HSC bode well for strong recognition of VET courses as a highly valued part of post-compulsory schooling.



(Professor) Gordon Stanley

Marking 2000 HSC and School Certificate in the Olympic City

While Sydney heads for the starting line for the Olympic Games in September, the Office of the Board of Studies is keeping pace with its preparations to manage the marking of this year's Higher School Certificate examinations and School Certificate tests.

In 1999, marking was spread across several metropolitan and regional venues. The earlier release of HSC results required larger numbers of markers to get the job done on time. This expanded marking opportunities to a greater number of markers, broadening the experience base that has been taken back to schools. The expansion of regional marking centres, and the variety of courses that were day marked provided increased access for country teachers.

In 2000, the venues to be used will take more marking out of the Sydney Showground. Many of the buildings there will be used to accommodate the media units covering the Olympics and Paralympics. The Board has decided to take advantage of these circumstances to give further opportunities to markers outside the Sydney metropolitan area.

The buildings available at the Sydney Showground and Exhibition Complex will accommodate some 2,500 markers, down from approximately 4,000 in 1999. Supplementary venues have been secured at the Educational Testing Unit in Rosebery and at Bennelong Road at Homebush Bay. Day marked subjects in 2000 will be:

Sydney Metropolitan Area	Regional Areas	
Aboriginal Studies	Armidale	English – 2 Unit Contemporary – Listening
Chemistry	Bathurst	English – 2 Unit Related – Shakespeare
Engineering Science (Sydney)	Bathurst	Agriculture – 2 Unit – Sections 1&3
Food Technology	Coffs Harbour	English – 2 Unit General – Reading
Legal Studies	Wagga Wagga	English – 2 Unit Related – Reading
Society and Culture (Written only)	Newcastle	Rural Technology
Studies of Religion		

Decentralised Marking Centres

The establishment of decentralised marking centres in Wollongong (English, General Science), and Newcastle (English, Engineering Science) has allowed teachers from neighbouring schools to mark without disruption to their teaching.

A new centre will be established for English marking at Gosford in 2000.





Primary Matters

Outcomes and Indicators for Science and Technology K–6 given the thumbs up

The issue of defining and identifying world-class standards was given particular attention at the recent Curriculum Corporation national conference in Melbourne.


Using criteria derived from the literature on standards setting, Dianne Kerr, the Executive Director, Department of Education, Training and Employment, Western Australia, presented her analysis of curriculum documents in Science from each Australian state and from a number of overseas countries. Criteria included the manageability of outcomes, the developmental sequences, the clarity of the standards developed, the provision of supporting information to illustrate the standard and the degree to which the learning outcomes are assessable.

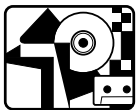
Ms Kerr identified the curriculum documents of three states as worthy of praise in relation to the criteria and found very few examples from overseas. The Australian states that were singled out were Queensland, Western Australia and NSW (Science and Technology K–6 Outcomes and Indicators).

While each of these states received her commendation, she observed that they all could do with some additional features.

The area where the NSW standards could be enhanced, according to the analysis, related to the production of work samples to illustrate the standard. We will be making sure that a copy of the Science and Technology K–6 CD-Rom of Student Work Samples is sent to Western Australia when it is released later this year!

The Science and Technology K–6 Outcomes and Indicators are available on the Board's K–6 website (<http://www.bosnsw-k6.nsw.edu.au>). A hard copy of the outcomes and indicators are scheduled for release in July along with the CD-Rom of Student Work Samples.

Further information regarding these items or K–6 curriculum matters in general can be obtained from Phil Lambert, Inspector, Primary Education, on lambert@boardofstudies.nsw.edu.au or by phone (02) 9367 8199 or fax (02) 9367 8476. 



PRODUCTS & SERVICES COLUMN

School Certificate Resource

Results of the 1999 Australian History, Australian Geography, Civics & Citizenship trial test are available through Schools Online. They are listed on the 1999 School Certificate Principals' Result List, which can be downloaded from the 'Open/Print and Download Documents' Function.

Student Enrolments

Schools Online and BOScentral represent a significant change in the way schools can manage their student enrolments. Board officers have been working through the feedback and suggestions received and are acting on these to improve the service. Now that the student entry and confirmation stages have been completed, it is possible to benefit from what has been done and explore some of the other features of Schools Online.

For example, students can be withdrawn using the 'Browse Student Enrolments/Results' function. Students can be transferred into a school by using the 'Add/Change Student Enrolments' function.

These features will save schools considerable time.

It is also possible to use the 'Change your Contact Details' function to update school phone and fax numbers, to provide email addresses and change the Principal's name. This will ensure that all communication from the Board of Studies will reach the right person.

Client Services Contact Details

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

Fax: (02) 9262 6270, or

Telephone: (02) 9367 8178, or

Email: clientservices@boardofstudies.nsw.edu.au

Mail: Client Services, GPO Box 5300 Sydney 2001.

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

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

Performance Scales for VET Courses in New HSC Examinations *continued from page 1*

Students sitting for the examination in VET courses will benefit from the introduction of a standards-referenced approach to the HSC from 2001 as:

- the marks students gain in a subject will be aligned with a description of the knowledge, skills and understanding typically demonstrated by students in that band
- marks will reflect the standards actually achieved by students rather than just indicating a relative position
- there will be more meaningful and detailed reports with clear descriptions of the different levels of performance
- students who meet or exceed the minimum standard of performance expected on the examination will receive a mark of 50 or more.

The method used for preparing the performance descriptions for the VET courses has been similar to that used for the other Board developed HSC courses. Initially, teams of teachers from schools and TAFE colleges, and industry representatives with marking and examination-setting experience, undertook detailed evaluations of student performance in relation to HSC examinations in Industry Studies – Retail. This course was chosen as it had a reasonably large candidature that displayed a broad range of ability.

The subject experts analysed:

- the tasks in previous examinations and what these tasks aimed to assess
- actual student scripts to determine how students performed in response to these tasks.

This analysis enabled the team to write descriptions of what students have been able to demonstrate in the final examination.

By mapping these descriptions to Part B of the syllabus for the Retail Curriculum Framework, a draft set of band descriptions for examination performance in the new Retail Operations 240-hour course was generated. In addition, the questions and the assessment rubric in the specimen examination paper, as well as the associated draft marking guidelines, informed the work of the subject experts.

Other teams of writers then referred to the framework for the Retail Operations performance descriptions to write descriptions with similar levels of demand for each of the other 240-hour VET courses.


Teachers and other interested parties will have an opportunity to provide comment on the draft performance descriptions during Term 2 prior to their publication on the Board's web site early in Term 3. The descriptions will also be reviewed

following the 2001 examinations before being used to report student achievement. This will ensure they accurately summarise the different levels of achievement students are demonstrating in the New HSC courses.

While the performance scales containing the performance descriptions are primarily a tool for reporting at the end of the HSC course, they have a useful place in supporting teaching and learning throughout Years 11 and 12. They can be used to provide:

- goals for the development of student learning in the course
- a common language in the preparation of marking guidelines and for providing feedback to students
- a means for helping students chart their progress.

The performance scales will also inform future HSC examination development and marking.

One key difference between the reporting of achievement in the VET courses in 2001 and other Board developed courses will be that no HSC assessment mark is submitted for the VET Courses. The competency based assessment undertaken for VET courses will be reported separately. Students who are assessed as competent for specified combinations of Units of Competency will be eligible for an AQF Certificate or Statement of Attainment. 

the Board of Studies NSW Australia

CHECK OUR WEBSITE

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

- * English Stage 6 Workplace and Community Texts
- * Primary Industries Support Document
- * MYDA Teachers' Information Booklet
- * General Mathematics Stage 6 Amended Support Document and Resource List
- * Special Program of Study Case Studies
- * Stage 6 Draft Content Endorsed Courses
 - Ceramics
 - Exploring Early Childhood
 - Marine Studies
 - Photography, Video & Digital Imaging
 - Skills for Living
 - Sport, Lifestyle & Recreation
 - Visual Design

Optional HSC examination for VET courses

In 2000, the Board of Studies introduced Stage 6 Board developed courses in the following VET Industry Curriculum Frameworks:

Business Services (Administration)
Construction
Information Technology
Metal & Engineering
Primary Industries
Retail
Tourism and Hospitality

These can be studied as Preliminary and/or HSC courses.


Students completing a 240-hour course in one of the Industry Curriculum Frameworks may attempt an optional HSC examination. The examination will be conducted in the HSC examination period in October/November each year, **commencing in 2001**.

A student may decide to attempt the HSC examination for one or more of the following reasons:

- the examination will provide an additional mark for inclusion on the student's Record of Achievement;
- the student will receive a report including an examination mark and a performance band containing performance descriptions;
- the examination result will be eligible for consideration in the calculation of the student's Universities Admission Index (UAI).

The Board of Studies will seek initial entries for the VET Curriculum Frameworks examinations at the time of HSC entries.

A student may subsequently choose to withdraw the examination entry. Examination entries from students who did not enter initially will be accepted until the end of Term 3 in the examination year. A student may not attempt the examination unless an entry has been received by the end of Term 3.

Students electing to undertake the examination will be eligible to receive an examination mark and the vocational credential associated with the course. 


HSC/TAFE Credit Transfer Website

Publication of the HSC/TAFE Credit Transfer Guide in January has been followed by the opening of a new website at www.det.nsw.edu.au/hsctafe.

The website will assist teachers, careers advisers and parents to guide Year 10 students in their selection of courses for the Higher School Certificate so as to maximise credit transfer in TAFE courses. It provides information about:

- The current (ie up to 2000) HSC courses with credit transfer arrangements into TAFE courses;
- The New HSC courses with credit transfer arrangements into TAFE courses;
- Current and New HSC course clusters (ie, groups of HSC courses that receive advanced standing in the same TAFE course). The clusters show the approximate percentage of advanced standing available in the TAFE course;

- Advice on obtaining recognition for HSC Submitted Works (eg advice and examples on how to design an HSC project to enhance advanced standing in a TAFE course);
- School-based part-time traineeships (these can be taken as part of the Higher School Certificate program);
- School Statement of Achievement forms (these are required as proof of completion of certain requirements in some HSC courses);
- Directions to links with other websites and other useful references;
- Website feedback link;
- Website technical assistance link.

The website has embedded links to the TAFE Course Information System (CIS) database which gives very detailed information about individual TAFE courses. 

Curriculum Unit Pilots Aboriginal Career Aspirations Program

Students in Years 7–10 across the state have been involved in a groundbreaking project led by the Aboriginal Curriculum Unit of the NSW Board of Studies.

During Term 2, 10 schools have been involved with hundreds of students in the first pilot project of the Aboriginal Career Aspirations Program (ACAP) in New South Wales.

The ACAP project is a federally funded initiative by the Department of Education, Training and Youth Affairs (DETYA) and is one of more than 80 Strategic Results Projects. DETYA has provided funds of more than \$12 million under the Indigenous Education Strategic Initiatives Program (IESIP) in an attempt to redress the imbalance in educational outcomes between indigenous and non-indigenous students. Targeting retention is one strategy being employed under this scheme while others include VET, Career Education, transitions, community participation, literacy and numeracy.

ACAP employs a combination of approaches in its strategy. While it could be argued that retention of Aboriginal students is the aim, this is by no means the complete picture. The project is about providing Aboriginal students with a culturally appropriate learning environment within mainstream educational contexts.

The inclusion of the community is fundamental to this approach. The success of the project depends on participation by Aboriginal parents, community representatives and organisations. This is the case within the classroom where mathematics, English, history and science are taught, and in extracurricular activities.

As the project's name suggests, another ACAP strategy is the development of career education and aspirations. Aboriginal students will have the opportunity to explore their own career goals, pathways and plans as part of this project.

While targeted initiatives in career education are not new, this project is somewhat different from its predecessors. (Both Queensland and South

Australia have run such initiatives before with considerable success.) In this case, all pilot schools will trial the project in tailored and unique ways within their own school environments. This means that while some students will participate in career expos or workshops, others will be involved in prolonged career education programs that run the duration of the term.

The outcomes of the project will be considerable, not only in terms of positive repercussions for students and communities, but also for schools and staff.

A research project that evaluates the impact of the project will be undertaken, assessing issues such as:

- Determining critical issues that impact on Aboriginal students' career aspirations.
- Identifying critical interactions between Aboriginal communities and the career aspirations of students.
- Whether community expectations impact on those of their students.
- Whether the Aboriginal Careers Aspirations Program has an effect on the career aspirations of students.

A resource kit will be developed providing schools and communities with models to implement innovative curriculum and career education programs. The kit will include:

- **Units of Study:** This document provides units of work across the Key Learning Areas that include career education outcomes and indigenous perspectives.
- **Teacher Handbook:** This document provides ideas on implementing targeted career education programs for indigenous students.
- **Student Workbook:** This document is a template for developing a career education workbook that links with the teaching strategies in the Teacher Handbook.

Further information about the project can be obtained from the Aboriginal Curriculum Unit's ACAP Project Manager, Julie Tassone, on (02) 9367 8221 or tassone@boardofstudies.nsw.edu.au.



NSW Students at National Schools' Constitutional Convention



More than 120 Year 12 students, including 30 from NSW schools, participated in the National Schools Constitutional Convention in Canberra on 8–10 March 2000.

The Convention focused on the two issues of:

The Senate: Its role and powers

and

Referendums: What do people want to know?

The convention concluded with the drafting of a communiqué summarizing the views of the student delegates. The communiqué will be forwarded to Federal Parliamentarians and made available to the wider community during 2000.

The program was designed to promote understanding and informed discussion among young Australians about the Australian Constitution and system of government. Speakers included:

His Excellency, the Hon Sir William Deane AC KBE,
Governor-General of the Commonwealth of
Australia

Mr Bill Stefaniak, ACT Minister for Education

Donald McDonald AO, Chairman,
Constitutional Centenary Foundation

Ms Trish Worth MP, Parliamentary Secretary to the
Minister for Education, Training and Youth Affairs

Chief Justice Mr Murray Gleeson AC,
High Court of Australia

Professor Cheryl Saunders, Deputy Chair
Constitutional Centenary Foundation

Sen John Faulkner

Sen Helen Coonan

Sen Andrew Bartlett

His Excellency, Alexandre Fasel,
Acting Swiss Ambassador

Mr Christopher Pyne, MP

Sen the Hon Eric Abetz

The program will be repeated in 2000/2001 and the NSW regional and state conventions are currently being organized. For further information contact the local Board of Studies Liaison Officer (BOSLO) or Christopher Bounds at the Office of the Board of Studies on (02) 9367 8356.

