

# Board Bulletin



BOARD OF STUDIES NSW

November 2000 – Vol 9 No 8

## The New HSC — What do students think?

Year 11 students at Jamison High School on Sydney's western outskirts were recently asked to give their opinions on some of the courses in the New HSC curriculum. As they have now just completed the Preliminary component of their courses, their reactions are of much interest.

The New Higher School Certificate has introduced new and revised courses that are designed to raise standards and challenge all students to extend themselves. It expands opportunities for students to undertake accredited vocational education and training while at high school.

The students were positive in their views, seeing the courses as challenging and interesting, with clear relevance and benefits in both the short-term and for their future study and careers. They were asked to comment in particular on courses in the following subjects:

### English

Kevin Booth is in a good position to compare the New HSC with its predecessor, having commenced Year 11 last year and then returned to school to study Year 11 again this year:

*The courses in the New HSC are definitely more demanding. There is a lot more work in my English course (English Standard) but I reckon it's better as it includes a much wider range of material, including films and video.*

English has been strengthened in the New HSC, with students for the first time being able to study up to 4 units of English in the HSC year by selecting extended study. Janil Wuttke has enjoyed both the content and teaching approach in her English Extension course:

*It's a great course. We only have a small class and we can all talk and relate. You get treated as a person and can go into the subject in depth — it's a better way of learning. We pull the texts to pieces and analyse the language, values and culture associated with them. English is a great language — we should all appreciate it.*



*Simran Toki, Barry McDonnell and Janil Wuttke from Jamison High School share their views on the New HSC.*

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### CHECK OUR WEBSITE

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



- \* 2000 HSC Advice Line timetable
- \* Aboriginal Studies Stage 6 Support Document.
- \* Modern History Part B: HSC Course Support Document
- \* Exploring Early Childhood CEC Syllabus
- \* Ceramics CEC Syllabus
- \* Marine Studies CEC Syllabus
- \* Visual Design CEC Syllabus
- \* Sport, Lifestyle and Recreation CEC Syllabus
- \* Home Education Consultation Report and study
- \* School Certificate Entry Statistics 1991–2000
- \* Classical Greek Stage 6 Extension Syllabus
- \* Latin Stage 6 Extension Syllabus
- \* Course Prescriptions for:
  - Classical Greek Continuers
  - Classical Greek Extension
  - Classical Hebrew Continuers
  - Classical Hebrew Extension
  - Latin Continuers
  - Latin Extension
  - Spanish Extension
  - Italian Extension
  - Korean Background Speakers
  - Arabic Extension
  - Chinese Background Speakers

*continued page 2*

## HSC and SC Important Dates Nov 2000–Jan 2001

### Year 10

- 10 Nov** Final date for schools to enter grades via Schools Online  
Final date for submission of grades from schools not using Schools Online  
Submit profile sheets for special programs of study  
Board Endorsed Course applications not endorsed by this date lapse
- 5 Dec** Students' results available to principals via Schools Online  
Submit requests for special exam provisions for Year 10 students in 2001
- 8 Dec** SC award documents in schools for distribution to students in the week commencing 11 December

### Year 11

- 10 Nov** Submit VET course competency collection forms
- 24 Nov** Preliminary Records of Achievement to schools (to be issued to students)

### Year 12

- 16 Nov** Latest date for principals' distribution of students' HSC assessment ranking sheets  
Latest date for submission of HSC Illness/Misadventure appeals  
Last day of the HSC examination
- 17 Nov** Latest date for students' HSC assessment ranking reviews/appeals to be lodged with principal
- 23 Nov** Latest date for schools' conduct of assessment ranking reviews
- 24 Nov** Principals' notification to candidates of results of review of appeals against assessment rankings
- 28 Nov** Latest date for principals' notification to the Board (fax sufficient) of results of review of students' appeals against assessment rankings; submission of related forms  
Latest date for students whose assessment ranking reviews have been unsuccessful to notify principal of their wish to pursue the appeal to the Board of Studies
- 29 Nov** Submit students' appeals to the Board against school reviews of assessment ranking — notification by fax or letter
- 18 Dec** HSC results available to students by telephone and Internet  
Students' results available to principals by Internet
- 22 Dec** Students receive HSC results summaries in the mail  
Notification of Board's decisions on appeals for assessment rankings, 'N' determinations and Illness/Misadventure
- 9 Jan** 2000 HSC credentials dispatched to students

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### CHECK OUR WEBSITE *[cont]*

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



- Chinese Extension
- German Extension
- Indonesian Extension
- Indonesian Background Speakers (includes some prescribed texts)
- Japanese Background Speakers
- Korean Background Speakers
- Modern Greek Extension (includes some prescribed texts)
- \* Resource Lists for:
  - Arabic Extension
  - Chinese Continuers
  - Classical Greek Extension
  - French Extension
  - German Extension
  - Indonesian Extension
  - Italian Extension
  - Japanese Extension
  - Latin Extension
  - Modern Greek Extension

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



*As the school year draws to a close it is inevitable that we should reflect on its progress. Although the year 2000 began with a sense of foreboding about technological crisis (remember Y2K?), it has ended in Sydney with a sense of triumph due to the most successful Olympics ever. Sydney 2000 was a*

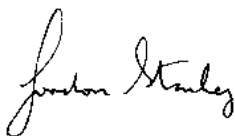
*major affirmation of Australian achievement and organisation. It was the culmination of years of planning and careful preparation and captured the attention of the world. Moreover, the success occurred because of a remarkable degree of community participation and cooperation.*

*Those same characteristics of careful planning and cooperative endeavour have underpinned the activities of the Board this year. I am always aware of the large number of members of the NSW education community who constantly take time to contribute to the Board's activities. Their commitment ensures that we are able to deliver high quality outcomes.*

*From the perspective of the Board and our operations, 2000 has been another very active year. The Creative Arts K–6 Syllabus has been completed; Life Skills syllabuses have been developed to assist students with special needs to have meaningful pathways with options for mainstreaming whenever practical; new assessment materials have been developed, and Board officers have played a major role in implementation support for new syllabuses.*

*As we look towards 2001 we have in place a well-trained team to produce and implement the first cycle of New HSC examinations. We have new 7–10 syllabus projects in English and Mathematics, as well as Mathematics K–6, and we are developing a new framework to review all 7–10 syllabuses. 'Ready for work' and information and communication technology will inevitably be central issues as we continue our work.*

*This year the Board of Studies has completed 10 years of service as a K–12 curriculum organisation. The decade has seen an enormous amount of change and development, which looks likely to continue into the future. As we move to the close of this academic year I would like to thank you for your continued support of the Board in its work and to wish you all the best for a period of rest and recovery before the next cycle of schooling begins.*



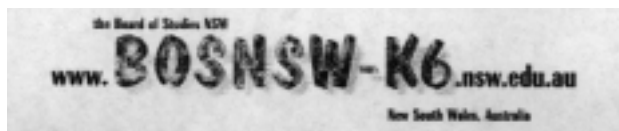
(Professor) Gordon Stanley



## Primary Matters

### New look for primary website

The new K–6 website address, [www.bosnsw-k6.nsw.edu.au](http://www.bosnsw-k6.nsw.edu.au), makes it easier to access K–6 documents. There is an icon for each key learning area that links directly to all the related documents, and separate icons for K–6 Linkages, Parent Information, Primary Matters columns and links to other websites.



Updates are made to the website as new documents become available. Keep in touch with the following updates during Term 4:

- a source list for HSIE, including general resources, websites and texts to support the units of work;
- additions to K–6 Linkages, which will include:
  - a school case study outlining a generic skills program with photographs, work samples and units of work;
  - additions to the research articles and references;
  - mapping of verbs in outcomes;
  - ideas on the development of fine motor skills.

The Creative Arts K–6 syllabus package, including the support document, principal's package and parent information, will be added when it has been released.

*Further information on Linkages projects can be obtained from Suzanne Ziems at [ziems@boardofstudies.nsw.edu.au](mailto:ziems@boardofstudies.nsw.edu.au), phone (02) 9367 8274 or fax (02) 9367 8476.*

### Review and Development of Mathematics K–6 Syllabus

In accordance with the Board's syllabus development process, the 1989 *Mathematics K–6 Syllabus* will be evaluated. This evaluation, which will commence during Term 4, 2000, will include: the collection of data on teachers' use of the syllabus; the use of calculators and computer-based technology in Mathematics K–6; areas for revision and/or development; and an analysis of developments in Mathematics K–6 within and outside New South Wales. The review and development of Mathematics 7–10 will be taking place concurrently.

Further detail about the review of the Mathematics Syllabus is provided on page 5 of this Bulletin.

*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](mailto:lambert@boardofstudies.nsw.edu.au), phone (02) 9367 8199 or fax (02) 9367 8476.*



# Development of English Syllabus Stages 4–5

The NSW Government is committed to the development of a new Years 7–10 English Syllabus in its Education and Training Plan for 1999–2003. This commitment was part of the Minister’s recent announcement on the review of the Years 7–10 curriculum.

The Board of Studies has initiated the revision of the Years 7–10 English syllabus to ensure that there is continuity of theory, knowledge and understanding through the three English syllabuses, which span Years K–12 in NSW. This will provide a continuum of teaching and learning in English K–12.

The syllabus and support documents will be developed in accordance with the Board’s syllabus development process.

## Symposium

A symposium on English for Stages 4 and 5 will be held on Saturday, 17 February 2001. The symposium will consider the current syllabus and discuss future directions to provide a basis for the development of a writing brief for the new English 7–10 syllabus.

Attendance at the symposium will be by invitation to key institutions and organisations including school systems, universities and professional organisations. Invitations for nominations to attend the symposium will be issued in Term 4.

**Contact:** (02) 9367 8276  
Inspector of English  
(02) 9367 8147  
Curriculum Officer

## Timeline

Steps in the syllabus development process	Date
<b>Syllabus Review</b> <ul style="list-style-type: none"> <li>Literature review</li> <li>Symposium</li> </ul>	Oct 2000–Jan 2001 17 February 2001
<b>Writing Brief Development</b> <ul style="list-style-type: none"> <li>Draft writing brief and survey</li> <li>Consultation (5 weeks)</li> <li>Development of consultation report and revision of draft writing brief</li> </ul>	April–May 2001 May–June 2001 July 2001
<b>Syllabus Development</b> <ul style="list-style-type: none"> <li>Draft Syllabus and Survey</li> <li>Consultation (5 weeks)</li> <li>Development of consultation report and revision of draft syllabus</li> <li>Distribution of syllabus</li> <li>Development and distribution of specimen paper and marking guidelines</li> </ul>	Aug–Oct 2001 Nov–Dec 2001 Jan–Mar 2002 Apr 2002 To be determined
<b>Implementation</b> <ul style="list-style-type: none"> <li>Development and distribution of support documents</li> </ul>	Apr 2002–Apr 2003



# Review and Development of Mathematics K–10 Syllabuses

The Government's 1999 *Literacy and Numeracy Plan: Focusing on the basics* identified the revision of the *Mathematics K–6 Syllabus* as a priority and included the commitment that 'a new Years 7–10 Mathematics syllabus will be developed to ensure it provides students with the skills, knowledge and understanding required and appropriately prepares students for the New School Certificate and the New Higher School Certificate.' This commitment follows from the decision in the Government's White Paper, *Securing Their Future*, that '... the Government will apply the criteria for evaluating Higher School Certificate subjects to the Years 7–10 curriculum ... Such a process will build on the recommendations of the Eltis Review of curriculum K–10, with the intention of strengthening Year 10 curriculum and adding cohesion to the K–12 continuum.'

The simultaneous undertaking of the review and development of the Years K–6 and Years 7–10 syllabuses gives maximum opportunity to ensure continuity in the Years K–10 Mathematics curriculum. The syllabuses will meet the needs of all students in the compulsory years of schooling and prepare students for the study of Mathematics and other courses in the New Higher School Certificate.

In the review of the Years K–6 and Years 7–10 Mathematics syllabuses, a number of issues will need to be considered and addressed. These issues include:

- theoretical frameworks underpinning the development of mathematical knowledge, skills and understanding across Years K–10;
- the development of concepts and understanding in relation to such topics as fractions and decimals, money, and chance and data;

- incorporation of 'working mathematically' into syllabus content;
- recall of number facts and the status of mental arithmetic;
- use of calculators and computer-based technology;
- the extent to which content and outcomes in the current syllabuses provide for the needs of all students;
- developments in other States/Territories and internationally;
- the amount of content to be addressed to ensure that sufficient time is available for teachers to engage students and teach for understanding;
- standards-referenced assessment in Years 7–10 Mathematics;
- the optimum course arrangement for Stages 4 and 5;
- articulation from Stage 3 to 4 and from Stage 5 to 6;
- preparation of all students for further study.

It is intended that the new Years K–6 and Years 7–10 Mathematics syllabuses will be approved and distributed to schools early in Term 2, 2002, and be available for implementation from 2003.

The key groups and organisations to be consulted in each of the main phases of the project will include school systems, universities, TAFE, professional organisations and parent groups.

For further enquiries, please contact (02) 9367 8199 or (02) 9367 8103.

The proposed timeline for the project is outlined below:

Steps in the syllabus development process	Date
<b>Syllabus Review</b> <ul style="list-style-type: none"> <li>• Review of literature in mathematics education and review of practice in other States/Territories and internationally</li> <li>• Evaluation of current NSW Years K–10 Mathematics syllabuses and implications of their revision</li> </ul>	Oct 2000–Jan 2001 Nov 2000–Mar 2001
<b>Writing Brief Development</b> <ul style="list-style-type: none"> <li>• Preparation of Draft Writing Brief</li> <li>• Consultation</li> </ul>	Mar–Jun 2001 23 July–27 Aug 2001
<b>Syllabus Development</b> <ul style="list-style-type: none"> <li>• Preparation of Draft Syllabus</li> <li>• Consultation</li> <li>• Revision of Draft Syllabus</li> </ul>	Sep–Dec 2001 28 Jan–4 Mar 2001 Mar 2001–Apr 2002



# Stage 6 Industry Curriculum Frameworks: Support Document for Students with Special Education Needs

The *Stage 6 Industry Curriculum Frameworks: Support Document for Students with Special Education Needs* is now available on the Board of Studies website, [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

The Industry Curriculum Frameworks have been developed by the Board of Studies to provide students with the opportunity to gain nationally recognised Vocational Education and Training (VET) qualifications and Statements of Attainment as part of their Higher School Certificate.

The Industry Curriculum Frameworks are:

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

The purpose of the support document is to:

- facilitate the achievement of units of competency to industry standards by students with special education needs;

- inform appropriately qualified VET teachers and other key personnel so they can assist students with special education needs to acquire the skills necessary to gain and maintain employment;
- provide detailed advice to assist teachers to develop programs that meet the individual learning needs of students with special education needs.

For further information, teachers should refer to:

- appropriate Industry Curriculum Framework syllabus and support documents (including ICF Access Programs) which are available on the Board of Studies website;
- policies and procedures for their Registered Training Organisation (RTO) and/or school system and/or authority.

*Information and advice regarding students with special education needs in Stage 6 are also available from Philip Nesbitt, Senior Curriculum Officer (Special Education) at the Office of the Board of Studies phone (02) 9367 8148, fax (02) 9367 8476 or email [nesbitt@boardofstudies.nsw.edu.au](mailto:nesbitt@boardofstudies.nsw.edu.au).*



## ARTEXPRESS

Once again, the internationally acclaimed exhibition ARTEXPRESS will be on display at metropolitan and regional venues in 2001. ARTEXPRESS is a selection of outstanding works submitted by students for the practical component of the HSC Visual Arts examination.

ARTEXPRESS will be on display at the following venues in 2001:

### Metropolitan

Art Gallery of NSW	26 Jan–25 March
State Library of NSW	27 Jan–25 March
David Jones City	15 Jan–28 Jan
College of Fine Arts	2 Feb–25 March
National Art School	29 Jan–16 March

### Regional

Newcastle Region Art Gallery	30 March–29 April
Lismore Regional Art Gallery	9 May–10 June
Albury Regional Art Centre	15 June–15 July
Goulburn Regional Art Gallery	21 July–11 Aug
Orange Regional Gallery	18 Aug–1 Oct
Broken Hill City Art Gallery	12 Oct–12 Nov



The New HSC — What do students think? *continued from page 1*

## Science

Simran Toki is interested in further study in science or engineering and finds the Physics course very demanding but also rewarding. She particularly liked the practical applications of the theoretical topics. Kevin Booth also liked the ‘real-world’ aspects of his Senior Science course, such as the Occupational Health and Safety topic that he had just completed:

*It gives you a good idea of what’s needed in industry.*



*Belinda Wollaston and Taren Gill think the New HSC has more interesting subject content.*

Taren Gill is planning a medical or scientific career and thinks that Physics is her best subject:

*There’s a lot of content to cover but it’s not boring. You have to be able to grasp the theory. It’s probably the most fun course I have studied.*

## Vocational Education and Training

One of the key elements of the New HSC is the introduction of new Vocational Education and Training courses that provide students with access to industry-recognised qualifications across a range of industries.

Renee Lidgard has been studying the Primary Industries Curriculum Framework this year and found that it complemented the Agriculture course that she was also studying:

*Primary Industries is more hands-on than Agriculture so they go together well. I’m planning to study Agriculture at university so it’s great to be able to do these courses at school. I’m looking forward to doing the work placement as I’ve enjoyed my previous work experience, which has always involved working with animals. The course has been relevant and has also taught me more general things, like first aid. It’s also really good to get [AQF] Certificate I and Certificate II from the course.*

## Computing Studies

A number of the Jamison High students were planning careers in Information Technology, so it was no surprise that the new courses in Information Processes and Technology and Software Design and Development were appealing. Barry McDonnell and Matthew Miatov

have ‘been into computers for years’ and are doing both of the courses. Despite their considerable background knowledge, they have found that the courses have taught them new aspects of computers, particularly in the theory-based components of Information Processes and Technology.

Andrew Slapp was particularly interested in the programming aspects of Software Design and Development:

*It’s the best out of all my courses. There’s the right amount of material and I like the chance to do practical work as well as the theory.*

The courses were also seen as useful by students who were planning futures in other fields. Aaron Young wasn’t sure what he was going to study but thought that ‘computers open up a wide range of courses’. Aaron has found Software Design and Development to be challenging but felt that the course moved at the right pace, so that he had enough time to master the material.

Although he had only a limited background in computers Daniel Buckland took Information Processes and Technology:

*I wanted to learn more about computers and how to use them. The course has expanded on a lot of things I didn’t know. I think this will be very useful as most careers have something to do with computing.*



*Kevin Booth, Daniel Buckland and Andrew Slapp find that the New HSC offers them more subject choice.*

## Business Studies

In the New HSC Business Studies course, small business is a key theme, particularly in the Preliminary course. The Jamison High students have found the course interesting, even if they weren’t planning a business career.

Janil Wuttke plans to study Arts or Humanities at university but has always had an interest in business. She has found Business Studies to be an ‘excellent course’, particularly in the way that classroom examples and problems were related to real-life situations. Belinda Wollaston also liked the strong ‘real-world’ connections in the course, feeling that common sense was an essential ingredient in doing well.



# Frequently Asked Questions About the New HSC

## Assessment

**Q** The New HSC promotes a more extensive use of non-‘exam-style’ tasks. What strategies are appropriate for dealing with plagiarism and the use of unacknowledged sources?

**A** The Board’s expectations in this area have not changed. Schools should refer to the publication *HSC Assessment: A Guide to Developing Procedures in Schools* (Board of Studies 1996) for information on what policies schools should have in place for assessment tasks. It notes that the processes for marking and monitoring tasks that are not exam-style tasks will differ from those for exams. Some strategies might include those used by the Board in major works and projects, such as diaries, interim reports and student resource collections. Teachers of Visual Arts, Society and Culture, Design and Technology and Studies of Religion, amongst others, have experience in this type of assessment.

**Q** Should students be given marking guidelines when an assessment task is distributed?

**A** The *New Higher School Certificate Assessment Support Document* (1999) advises teachers to develop marking guidelines for assessment tasks at the same time as the task is prepared (p 14). Marking guidelines outline the criteria for awarding marks based on the extent to which a student demonstrates achievement of the outcomes. A key step in the process is ensuring that students are aware of the teacher’s expectations so they understand what needs to be done in order to gain good marks. It may not always be appropriate to distribute the full marking guidelines, because in some instances they will indicate a correct response or assist the students. An alternative is to provide an outline of the criteria that will be used in marking when the task is given to the students.

**Q** In the HSC, the Board of Studies will report results for all students who reach the minimum standard on a scale from 50–100. As schools assume that most of their students would eventually meet this standard, should we adopt a similar scale in assessment?

**A** In the New HSC, 2 unit courses are reported on a 0–100 scale, with 50 representing the minimum standard. Students who do not achieve the minimum standard will still receive recognition for completing that course, but their marks will be below 50. It is anticipated that most students who engage thoroughly with the course will receive marks above the minimum standard. However, schools are still in an early stage of introducing standards-referenced assessment. Therefore, they should continue to mark across the full scale and report to the Board using a range of marks appropriate to the performance of their school’s candidature.

**Q** When should schools start referring to bands in assessment tasks?

**A** There will be no change to the Board’s reporting requirements for internal assessment until 2003 at the earliest. Schools should continue to give students feedback about their rank on assessment and ensure that the mark returned to the Board indicates the position of the student relative to other candidates at the school. Marking guidelines for assessment tasks are not required to reflect the performance bands.

**Q** How should schools use the performance band descriptions?

**A** Performance bands are a tool for reporting student achievement in a course at the end of Year 12. The performance band descriptions can be useful in providing appropriate wording for marking guidelines and feedback to students. They can also assist in setting goals for student learning.

**Q** Why is the Board of Studies continuing to moderate school assessments using examination performance in the New HSC?

**A** The introduction of a standards-referenced approach to internal assessment will occur gradually over several years. In the early stages, judgements about standards are likely to differ between schools. Moderation using examination marks aligned to standards will ensure for all students that internal assessment marks and examination marks are aligned to the same standard.

*continued next page*

**Q** How are rubrics intended to be used in the external examination and internal assessment?

**A** A rubric contains the general criteria at the beginning of a section that will be taken into account in marking the questions. Its intention is to clarify and give direction in answering the question.

Rubrics could be used in internal assessment examination-type questions. In other types of assessment tasks, assessment criteria can provide a similar purpose in providing directions as rubrics do in examination type questions.

## Examination Processes

**Q** Does the Board of Studies have a predetermined percentage of students who will be placed in Band 6 and should this be reflected in school assessment procedures?

**A** In the New HSC, the Board determines the distribution of marks according to student performance against standards, not rank. This means that there is no maximum or minimum number of students expected in any of the bands.

## Mathematics

**Q** What outcomes need to be assessed in the 2 Unit Mathematics course and the Preliminary and HSC Mathematics Extension courses?

**A** The revised outcomes for these courses have been published on the Board of Studies web site. Given that there has been no change to the syllabus documents, good assessment practices established in previous years should continue to apply, focusing on the revised outcomes.

All outcomes are addressed through teaching the Preliminary and HSC course content, so assessment tasks related to what students are learning will ensure that all outcomes have been addressed by the end of 2001. Refinement of this process can occur over 2002–2003. Schools may also choose to map outcomes to content areas before the development of tasks. Some outcomes will be appropriate to include in a number of tasks. Schools should be aware of the outcomes and the draft performance bands and create assessment tasks that assess student performance in a valid and reliable manner.

## Vocational Education Courses

**Q** If a student commences study in a VET Curriculum Framework Course or VET Board Endorsed Course in Year 12, is this an HSC or a Preliminary course?


**A** The Industry Curriculum Frameworks syllabuses do not identify Preliminary or HSC courses. The current *ACE Manual* (11.10.3, p 125) specifically allows the 120, 180 and 240 hour courses and the 60 or 120 hour ‘extensions’ to be structured in every possible combination of Preliminary and HSC units. Students may enter a Framework course that they study in Year 12 as either Preliminary or HSC units or in combination, according to their own eligibility requirements.

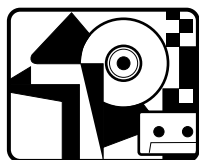
**Q** What information do schools need to provide students about assessment in Vocational Education Courses?

**A** VET course assessment has two elements:

- competency based assessment for AQF purposes, focussing on whether the student is ‘competent’ or ‘not yet competent’;
- the optional HSC written examination, available to students who have undertaken the 240 hour course and which may contribute to a UAI calculation.

As for all HSC courses, students must be provided with information about the processes the schools will use for the management of the assessment process, such as:

- the scheduling of major assessment events in which they will be expected to demonstrate achievement of competencies. These assessment events may not be the only time when competencies can be demonstrated and assessed;
- policies applying to illness, misadventure, absence and malpractice;
- information about Mandatory Work Placement, which is a key HSC requirement. Students should be aware of the consequences of not completing work placement (ie, an ‘N’ award for the course and possible ineligibility for the HSC);
- details about how the school intends to prepare its students for the optional HSC examination, including advice on how it intends to prepare an estimated mark for each student to cover the contingency of Illness/ Misadventure affecting the exam. In this context, schools are advised to keep a record of the marks for a ‘Trial HSC exam’ for use by the Board in the event. 



## PRODUCTS & SERVICES COLUMN

### Principals Analysis Package – 2000 HSC

As reported in the previous issue of *Board Bulletin* the Principals Analysis Package (PAP) software has been upgraded. It is now available for Windows 95, 98, 2000 and NT4. The user interface has been improved and several new views added, including a view allowing principals to see the Z-scores graphically.

This year, principals can download the current version of the application using the 'Download Board Software' facility available through Schools Online. If you order your 2000 HSC data (using the order form on the next page), it will be available for you to download on 18 December, the day results are released electronically, provided you tick the 'online' box on the order form.

If your school has purchased data from any previous years, you will be able to download this same data from within the new version of the Principals Analysis Package. Alternatively, data disks provided to you in previous years can still be used in the normal manner.

If you wish to order your 2000 HSC data in disk format, you will need to complete the order form and tick the 'disks' box. It is expected that the disks will be sent early in January 2001.

If you have never purchased the PAP application previously, or would like to order data from previous years, you can do so using this order form. You will have access to data from 1991 to 1999 as soon as we process your order. Orders will be processed in order of receipt. Year 2000 data will be available to download on December 18, 2000.

If your school intends to use the online approach, please download the application and any available HSC result data from previous years before the release of the 2000 HSC results, to ensure that your system is configured correctly. This will give you a chance to contact us if you have any difficulty prior to release date.

### Schools Online and the Release of the 2000 HSC Results

Principals will be able to obtain the results of their HSC students on Monday 18 December by using the Schools Online service. In preparation for this event

principals may wish to review the level of access to this service at their school. For example, principals may wish to register a new username and/or PIN. Remember that the Office of the Board of Studies treats the username and PIN combination as the Principal's electronic signature. The Board assumes that any amendments to a school's data or access attempts to Schools Online are either performed by the Principal, or under the direct authority of the Principal.

To make any changes to your current registration, all a principal needs to do is fax Client Services on (02) 9262 6270, supplying a new username, and we will issue a new PIN. This will ensure a high level of security at your school during the results release period. Alternatively, you may also retain your current ID but request a change of PIN.

Answers to Commonly Asked Questions, available online, will help you to use various functions found in Schools Online.

### GST Pricing

Please note that all prices quoted in our website catalogues are those incorporating GST and are current prices.

You should ignore any prices shown on earlier catalogues, brochures or flyers as they do not contain GST.

### Client Services Contact Details

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


Telephone: (02) 9367 8178, or

Fax: (02) 9262 6270, or

Email: [clientservices@boardofstudies.nsw.edu.au](mailto: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 \$4.50 for one item or \$9 for two or more items.

*Enquiries: (02) 9367 8331 Helen Kerr, Leader/Client Services Section, Office of the Board of Studies.* 

# Principals Analysis Package Order Form

## FAX to (02) 9262 6270

Data	Price	Data	Price
2000 HSC Results	<input type="checkbox"/> \$56.40	1995 HSC Results	<input type="checkbox"/> \$56.40
1999 HSC Results	<input type="checkbox"/> \$56.40	1994 HSC Results	<input type="checkbox"/> \$56.40
1998 HSC Results	<input type="checkbox"/> \$56.40	1993 HSC Results	<input type="checkbox"/> \$56.40
1997 HSC Results	<input type="checkbox"/> \$56.40	1992 HSC Results	<input type="checkbox"/> \$56.40
1996 HSC Results	<input type="checkbox"/> \$56.40	1991 HSC Results	<input type="checkbox"/> \$56.40
PAP Application	<input type="checkbox"/> \$169.25		

I require data to be sent on disk .

School Name .....

Name of Person Placing Order .....

Position of Person Placing Order .....

Telephone .....

Principal's Signature .....

Delivery Address (disks only) .....

(Note: can be sent to principal's home address during the holiday period)

**Client Services**

Email: [clientservices@boardofstudies.nsw.edu.au](mailto:clientservices@boardofstudies.nsw.edu.au)

Fax: (02) 9262 6270

Mail: GPO Box 5300

SYDNEY NSW 2001



# ATTENTION: all Design and Technology Teachers

## DesignTech 2000 student seminars at the Powerhouse Museum

### DesignTech 2000 Student Seminars

*This seminar program is held in conjunction with DesignTech 2000 at the Powerhouse Museum. The focus of the seminar is on topics within the Preliminary and HSC Design and Technology courses. Presentations to Preliminary and HSC students are organised on different days.*

### The dates and times for each session are as follows:

*Year 12: Tuesday 27 February, Wednesday 28 February, Thursday 1st March and Friday 2nd March 2001*

*Year 11: Tuesday 6th, Wednesday 7th, Thursday 8th, Friday 9th March 2001*

*The session times for both sessions are either 9am–12 noon or 12.30pm–3.30pm*

*Costs: \$16.50 per person which includes museum entry, the three hour seminar program and program notes. This does not include meals, travel or other publications.*

*If you wish to view other exhibitions at the museum on the seminar day, please book through the Powerhouse school bookings (telephone (02) 9217 0222).*

*School visits to museum exhibitions at any other time during the year cost \$4 per student or are free to member schools. You must book your school in through the Powerhouse school bookings on the number above.*

### Bookings for Student Seminars in 2001

*Please complete the booking form and return it with a cheque made payable to the Office of the Board of Studies by Wednesday 6 December 2000.*

*For further details contact Teresa Renneberg, Exhibitions Coordinator on (02) 9367 8309 or fax (02) 9367 8479*

**Booking Form  
DesignTech 2000  
Student Seminars  
at the Powerhouse  
Office of the Board of Studies  
GPO Box 5300  
Sydney NSW 2001**

School _____
Address _____
_____ Postcode _____
Contact Teacher _____ Phone _____
Number of Students: Yr 11 = _____ Yr 12 = _____ Total = _____ @ \$16.50 = \$ _____
Number of Teachers: _____ @ \$16.50 = \$ _____
Total Cost \$ _____ (Number of 3 Unit students attending please indicate)

*Preferred Date (please tick box):*

#### Year 12 Seminars

##### Tuesday 27 February 2001:

9 am–12 noon       12.30 pm–3.30 pm

##### Wednesday 28 February 2001:

9 am–12 noon       12.30 pm–3.30 pm

##### Thursday 1 March 2001:

9 am–12 noon       12.30 pm–3.30 pm

##### Friday 2 March 2001

9 am–12 noon       12.30 pm–3.30 pm

#### Year 11 Seminars

##### Tuesday 6 March 2001:

9 am–12 noon       12.30 pm–3.30 pm

##### Wednesday 7 March 2001:

9 am–12 noon       12.30 pm–3.30 pm

##### Thursday 8 March 2001:

9 am–12 noon       12.30 pm–3.30 pm

##### Friday 9 March 2001

9 am–12 noon       12.30 pm–3.30 pm