

Official Notices

November 2000 – Vol 9 No 8

IMPORTANT

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

Topics covered by Official Notices in this issue



HSC Examinations

Commencement of the 2001 Higher School Certificate Examinations and School Certificate Tests, and the release of 2001 HSC Results	BOS 53/00
English Stage 6 Prescriptions: HSC 2001 and 2002 Errata	BOS 54/00
Visual Arts Stage 6 Syllabus Errata	BOS 55/00
Drama Stage 6 Examination Criteria – Amendments	BOS 56/00
Studies of Religion Stage 6 Syllabus Errata.....	BOS 57/00
Textiles and Design Stage 6 Examination Criteria – Amendments	BOS 58/00
Agriculture Stage 6 Clarification – Research Project	BOS 59/00



Information

Brother John Taylor Memorial Prize	BOS 60/00
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Commencement of the 2001 Higher School Certificate Examinations and School Certificate Tests, and the release of 2001 HSC Results

BOS
53/00

The Board advises that the commencement date for the Higher School Certificate written examinations in 2001 is Monday 22 October 2001.

The School Certificate Tests will be conducted on Monday 12 November and Tuesday 13 November 2001.

The dates for HSC practical examinations including Languages and HSC project completion dates will be forwarded to schools in November 2000.

The HSC written examination timetable will be available late in Term 2, 2001.

The 2001 HSC results will be released by Internet and telephone on Wednesday 19 December 2001.

Contact No: Peter Feary
(02) 9367 8270



English Stage 6 Prescriptions: HSC 2001 and 2002 Errata

BOS
54/00

The Board advises that the *English Stage 6 Prescriptions: Area of Study, Electives, Texts, Higher School Certificate 2001 and 2002* and the 2001 HSC Specimen Papers for English (Standard), English (Advanced) and English (ESL) require minor corrections. Details are provided below.

In *Prescriptions*, p 16 and p 35 and the HSC Specimen English (Standard) Paper 2—Module C: Texts and Society
replace A Hitchhiker's Guide to the Galaxy
with The Hitch Hiker's Guide to the Galaxy

In *Prescriptions* p 10, p 25, and p 42 and the HSC Specimen English (Standard) and (Advanced) Paper 1 — Area of Study and the HSC Specimen English (ESL) Paper 1

The correct spelling of titles for the poems of Peter Skrzynecki from Immigrant Chronicle are:

'Feliks Skrzynecki', '10 Mary Street', 'Migrant hostel', 'Post card', 'Kornelia Woloszczuk', 'Crossing the Red Sea', 'Chronic ward'.

In *Prescription* p 24 and p36 and the HSC Specimen English (ESL) Paper 1,
replace Brian Clarke
with Brian Clark

Schools should note that the website version of the *English Stage 6 Prescriptions: Area of Study, Electives, Texts, Higher School Certificate 2001 and 2002* and of the 2001 HSC Specimen Papers is the correct version.

Effective: Immediately
Contact No: (02) 9367 8276
Inspector of English
(02) 9367 8147
Curriculum Officer
(02) 9367 8110
Assessment Officer



Visual Arts Stage 6 Syllabus Errata

BOS
55/00

The Board advises that the Visual Arts Stage 6 Syllabus (1999) requires the following minor amendments:

Table on page 50

Column 1 *replace* Internal Examination
with Internal Assessment

Column 3 *replace* External Assessment
with External Examination

Contact No: Kerry Thomas
(02) 9367 8161



Drama Stage 6 Examination Criteria – Amendments

BOS
56/00

The Board advises that the *Drama Stage 6 Syllabus* (1999) requires the following amendments in Section 9.1 Course Requirements (pages 30–44):

Criteria for examining the Group Performance, page 30, should be replaced with:

Criteria for examining the Group Performance (30 Marks)

For the Group Performance, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Performance skills appropriate to the style or form

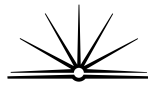
- Vocal: projection, clarity, tone, pitch, pace, dynamics.
- Movement: control, energy, spatial awareness, dynamics.
- Timing: control of delivery, responses to cues, awareness of rhythms.

Criterion 2: Sustaining and developing role/character

- Belief/Conviction/Energy.
- Complexity/Dimension.
- Interaction with other characters or roles.
- Focus.

Criterion 3: Structure and dramatic coherence

- Performance as part of an ensemble.
- Effective use of dramatic elements and theatrical conventions.
- Establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space.
- Demonstration of innovation, flair and integrity in the dramatic work.
- Effective use of the space in the context of the performance style.



Criteria for examining Individual Project: Critical Analysis (Director's Folio), p 34, should be replaced with:

Individual Project: Critical Analysis (Director's Folio) (30 Marks)

For the Individual Project: Critical Analysis (Director's Folio), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Production concept/vision

- Originality, clarity and practicality of the director's concept/vision.
- Effective communication of the director's concept/vision.
- Effective use of key theatrical elements, features, effects or images which contribute to dramatic meaning.
- Integration and unity of dramatic and theatrical elements.

Criterion 2: Analysis and synthesis of research

- Effective understanding and interpretation of the text.
- Selection of the material and analysis of research contributing to the idea of the production.
- Clarity in presenting the material.

Criterion 3: Production experience

- Skill in conceiving a dramatic and theatrical experience for the audience.
- Appropriateness and effectiveness of rehearsal techniques.
- Use of design elements to create dramatic meaning.

Criteria for examining Individual Project: Critical Analysis (Portfolio of Theatre Criticism), p 35, should be replaced with:

Individual Project: Critical analysis (Portfolio of Theatre Criticism) (30 Marks)

For the Individual Project: Critical Analysis (Portfolio of Theatre Criticism), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Selection and evaluation

- Identifying the style, design and ideas in the production.
- Evaluating the significant aspects of the production.
- Distinguishing and commenting on the different ways the script, the director, designers and performers contribute to the production.

Criterion 2: Analysing and synthesising

- Skill in analysing specific aspects of the production.
- Evidence of knowledge/research into understanding of the script/style of theatre.
- Coherent critical statements about the production.

Criterion 3: Language and style

- Understanding theatrical elements and terminology.
- Clarity, appropriateness and flair of reviewing style(s).
- Coherence of structure.

Criteria for examining Individual Project: Critical Analysis (Applied Research Project), p 36, should be replaced with:

Individual Project: Critical Analysis (Applied Research Project) (30 Marks)

For the Individual Project: Critical Analysis (Applied Research Project), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Hypothesis and conclusion

- Structuring a clear and coherent original hypothesis.
- Evidence of appropriate research for the development of the hypothesis.
- Drawing conclusions from the research.

Criterion 2: Analysis and synthesis

- Effectiveness of research undertaken.
- Selection of the material and analysis of the research supporting the hypothesis.

Criterion 3: Execution

- Effectiveness in presenting and organising the project.
- Clarity and accuracy in the use of language.

Criteria for examining Individual Project: Design (Costume), p 38, should be replaced with:

Individual Project: Design (Costume) (30 Marks)

For the Individual Project: Design (Costume), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Selection of appropriate characters and scenes to communicate the concept/vision.

Criterion 2: Appropriateness

- Understanding of the characters/roles — social standing, period, place.
- Suitability to the dramatic and technical needs of the characters/roles.
- Effectiveness of colours, textures and fabric types to each costume.

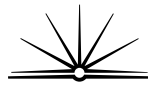
Criterion 3: Execution

- Realisation of the design concept/vision in the presentation.
- Clarity and flair in renderings.
- Clear and effective support material.

Criteria for examining Individual Project: Design (Lighting), p 39, should be replaced with:

Individual Project: Design (Lighting) (30 Marks)

For the Individual Project: Design (Lighting), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.



Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Effective visualisation of the light design to contribute to the dramatic impact of significant moments.

Criterion 2: Appropriateness

- Effectiveness of the lighting states and changes that enhance the dramatic action, mood and style.
- Choice of lantern, position, gel colour and intensity to realise the purpose of the illuminations.
- Effectiveness of the lighting in enhancing visual elements of the set (where appropriate).

Criterion 3: Execution

- Realisation of the design concept/vision in the presentation.
- Clarity and accuracy of the lighting plan, cue sheet and running script.

Criteria for examining Individual Project: Design (Promotion and Program), p 40, should be replaced with:

Individual Project: Design (Promotion and Program) (30 Marks)

For the Individual Project: Design (Promotion and Program), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Use of visual elements and promotional copy to communicate the concept/vision.

Criterion 2: Appropriateness

- Effectiveness of each item of promotional material in conveying a dramatic interpretation of the production.
- Understanding purpose of each item of promotional material.
- Effectiveness of each item of promotional material in communicating the profile of the theatre company and its target audience.

Criterion 3: Execution

- Realisation of the design concept/vision in the visual presentation.
- Clarity and flair in the written material.
- Effective presentation of all artwork.

Criteria for examining Individual Project: Design (Set), p 41, should be replaced with:

Individual Project: Design (Set) (30 Marks)

For the Individual Project: Design (Set), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Effective visualisation of the whole play in the design concept/vision.

Criterion 2: Appropriateness

- Practicality of the design of the performer and audience sightlines, entrances, levels.
- Effectiveness of the design to realise the needs of the play.
- Dramatic effectiveness in the use of the stage space, texture, colour and composition.

Criterion 3: Execution

- Realisation of the design concept/vision in the construction and presentation.
- Clarity and accuracy of the floor plans, diagrams and explanations.
- Precision in the construction of the model or computer-aided design.

Criteria for examining Individual Project: Performance, p 42, should be replaced with:

Individual Project: Performance (30 Marks)

For the Individual Project: Performance, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Performance skills appropriate to the style or form

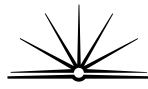
- Vocal: projection, clarity, tone, pitch, pace, dynamics.
- Movement: control, energy, spatial awareness, dynamics.
- Timing: control of delivery, responses to cues, awareness of rhythms.

Criterion 2: Sustaining and developing role/character

- Belief/Conviction/Energy.
- Complexity/Dimensions.
- Clarity in presentation of character(s) or role(s).
- Focus.

Criterion 3: Structure and dramatic coherence

- Effective use of performance elements.
- Establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space.
- Integrity, originality and clarity in analysis, interpretation and presentation of the chosen material.
- Realisation of a coherent theatrical performance.
- Effective use of performance space.



Criteria for examining Individual Project: Scriptwriting, p 43, should be replaced with:

Individual Project: Scriptwriting (30 Marks)

For the Individual Project: Scriptwriting, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Concept

- Originality, clarity and integrity of the script in its concept.
• Stylistic and thematic coherence of the script.
• Effectiveness in the treatment of characterisation appropriate to the style.

Criterion 2: Realisation

- Effective handling of dramatic elements such as dramatic images, dramatic focus and tension.
• Development of clear dramatic action.
• Effectiveness of the script for an audience and for actors.

Criterion 3: Conventions and practicalities

- Use of scriptwriting conventions such as layout, character list, dialogue formatting, stage setting, directions and effects.
• Practicality for production such as scene and costume changes, venue style and size of production, cast size, scenic and technical effect.

Criteria for examining Individual Project: Video Drama, p 44, should be replaced with:

Individual Project: Video Drama (30 Marks)

For the Individual Project: Video Drama, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Directorial concept/vision

- Originality, clarity and integrity of the directorial vision.
• Effectiveness of narrative construction and screen writing.
• Ability to convey the narrative using appropriate video language.

Criterion 2: Production

- Skill in framing of the action using camera angles, focus, shot length, shot size, movement, light, perspective and/or special effects to create dramatic meaning.
• Skill in directing the dramatic action for the screen.
• Selection of appropriate production elements such as location, lighting, costume, casting.

Criterion 3: Post-production

- Skill in editing for dramatic meaning with particular reference to tension, pace and mood.
• Use of appropriate sound and music to enhance dramatic meaning.
• Skill in placing titles and other relevant post-production effects.

Contact No: Roseina Grieves (02) 9367 8154



Studies of Religion Stage 6 Syllabus Errata

BOS 57/00

The Board advises that the new Studies of Religion Stage 6 Syllabus requires a correction to the summary of internal assessment for Studies of Religion II on p 97. The weightings for the components in column 4 for Studies of Religion II should be replaced with the following:

Studies of Religion II

Table with 2 columns: Internal Assessment, Weighting. Rows include Section I, II, III, Assessment of the above components, Interest Study Project.

Note:

- 1. The table on p 93 of the syllabus currently shows the correct weightings.
2. Page 93 of the Studies of Religion syllabus on the Board's website has been amended to include the weightings for suggested assessment tasks that appear in the printed version of the syllabus.

Contact: Chris Graham Senior Assessment Officer HSIE (02) 9367 8218
Lindsay Swan Board Inspector HSIE (02) 9367 8150



Textiles and Design Stage 6 Examination Criteria – Amendments

BOS 58/00

Page 36

Criteria for Examining the Major Textiles Project

Erratum 1

Under column 2 heading 'Design inspiration', add another dot point

- 'communication techniques to support written information'

Erratum 2 (including column 1, p 22)

Replace column 2 heading 'Visual design concept development' with 'Visual design development'

Erratum 3

Under heading ‘Visual design development’ (see *Erratum 2*)
replace the second dot point

- ‘inspiration for development of ideas’

with

- ‘inspiration, development and evaluation of design ideas’

replace the fourth dot point

- ‘evidence of creativity throughout concept development’

with

- ‘evidence of creativity throughout visual design development’

replace the fifth dot point

- ‘quality presentation of concept development’

with

- ‘quality presentation of visual design development’

replace

- * ‘These areas of concept development should be evident throughout and students are not required to write notes under these headings’

with

- * ‘These areas of visual design development should be evident throughout and students are not required to write notes under these headings’

Erratum 4

Under the column 2 heading ‘Investigation, experimentation and evaluation’

replace ‘justify the use of:

- materials
- equipment
- manufacturing processes’

with ‘experiment extensively with, and justify the use of:

- materials
- equipment
- manufacturing processes’

Contact No: **Howard Kennedy**
(02) 9367 8246



Agriculture Stage 6 Clarification **BOS**
– Research Project **59/00**

Rules for the Research Project, pp 38–39 Agriculture Syllabus

Page 38

Replace

‘The research project has two components:

1. a report that communicates the research methodology, data analysis and evaluation. The report should include:

- a research question
- acknowledgements
- synopsis or abstract
- literature review
- research methodology
- results
- data analysis
- conclusion
- recommendations
- references

2. a process journal that details the student’s progress throughout the research project.

The research project explores a particular agricultural issue or perspective. It must consist of at least 3000, and no more than 5000 words. The text may be supplemented by additional material in the form of graphs, figures, tables, slides, and photographs and is to be supported by a **process journal** that is verified by the student’s teacher.’

With

‘The material submitted by students for the research project consists of a report and process journal. The report communicates the research methodology, data analysis and evaluation of the research project. It must consist of at least 3000, and no more than 5000, words. The text must be supplemented by additional appropriate material such as graphs, figures, tables, slides and photographs. The process journal details the student’s progress throughout the research project, and is verified by the student’s teacher. The process journal **will not** be marked or contribute to the report mark. It may be used for verification that the candidate has carried out the research identified in the formal report.’

Page 39, paragraph 2

Add

‘Teacher comments on a project are NOT to be submitted but may be requested in exceptional circumstances, for example loss or damage.’

Page 39, paragraph 3 (refer to Errata 2)

Delete

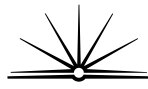
‘Teacher comments on a project are NOT to be submitted but may be requested in exceptional circumstances, for example loss or damage.’

Page 39

Insert between paragraphs 4 and 5

The report must include:

- a research question
- synopsis or abstract
- literature review
- research methodology
- results
- data analysis
- conclusions
- ethical and welfare issues
- recommendations
- referencing and acknowledgements.



Page 39

Insert on page 39 following on from the section Rules for the Research Project

Assessment Criteria

- Presentation of a cohesive, well-reasoned and detailed report on an appropriate independent investigation
- Inclusion of appropriate supporting material, such as graphs, figures, tables, slides and photographs
- Identification of an appropriate research question in an agricultural situation
- Provision of an accurate synopsis or abstract of the investigation
- Evidence of a comprehensive literature review
- Application of appropriate research methodology and technologies
- Presentation of results, appropriate data analysis and drawing of accurate and relevant conclusions from this investigation
- Identification and evaluation of ethical and welfare issues relevant to this research and the wider field of agricultural research
- Presentation of detailed and appropriate recommendations drawn from this research and supported by the data and/or research
- Inclusion of accurate referencing and acknowledgements.

Contact No: Howard Kennedy
(02) 9367 8246



**Brother John Taylor
Memorial Prize**

**BOS
60/00**

Nominations are being sought for the 2000 Brother John Taylor Memorial Prize, which will be presented at the Premier's Awards for Excellence at the Higher School Certificate early in 2001. The award was established as a memorial to the late Brother John Taylor, a distinguished educationist and member of the Board of Studies.

The Trust Deed governing the prize stipulates that the Trust Fund be applied 'to provide an annual prize to a student or students who have overcome significant disadvantage to achieve academic excellence in the New South Wales Higher School Certificate'.

There is no set form of nomination. However, it is important to note that the prime requirements are to 'overcome significant disadvantage' and 'achieve academic excellence'. Both factors carry equal weight, and the Trustees can only make their decision based on the material submitted.

'Significant disadvantage' may be demonstrated by circumstances such as a medical condition, disrupted home life or ongoing disability. Nominations must be fully documented and supported by relevant evidence from independent professionals, such as doctors, counsellors or other appropriate sources.

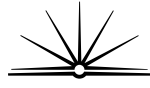
The factor of 'academic excellence' is assessed from school and Office of the Board of Studies records. The performance of nominees during the school years should be highlighted and supported by relevant school reports or other appropriate evidence.

It cannot be stressed too strongly that the Trustees can only make their decision based on the written material submitted, and this should be fully self-explanatory.

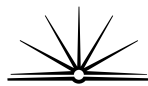
The closing date for nominations is Tuesday, 19 December 2000.

Nominations should be sent to:

**Brother John Taylor Memorial Prize
Nominations
Examinations Branch
Board of Studies
GPO Box 5300
Sydney NSW 2001**



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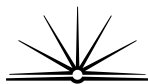


Cumulative List of all Official Notices to date for 2000**School Certificate**

2000 School Certificate Science Test	BOS 5/00	Vol 9 No 1
2000 School Certificate English-literacy Test	BOS 6/00	Vol 9 No 1
1999 School Certificate English-literacy Test Objective Response Answers.....	BOS 7/00	Vol 9 No 1
Scope Statement: 2000 Trial School Certificate Test in Australian History, Geography, Civics and Citizenship	BOS 8/00	Vol 9 No 1
School Certificate Mathematics Test	BOS 9/00	Vol 9 No 1
Music 7–10 Outcomes.....	BOS 10/00	Vol 9 No 1
The application of School Certificate Course Performance Descriptors in Stage 5	BOS 22/00	Vol 9 No 3
2000 School Certificate English-literacy Test	BOS 23/00	Vol 9 No 3
School Certificate Test in Australian History, Australian Geography, Civics and Citizenship – nominated topics for History 2000-2003.....	BOS 32/00	Vol 9 No 4
School Certificate Test in Australian History, Australian Geography, Civics and Citizenship – Nominated Topics for History 2000–2003	BOS 33/00	Vol 9 No 5
1999 School Certificate Science Test Section 1 Answers.....	BOS 45/00	Vol 9 No 7

HSC Examinations

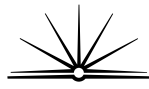
Common Questions for the 2000 Higher School Certificate		
English 2/3 Unit (Common) and 2 Unit General Papers	BOS 1/00	Vol 9 No 1
English – 3 Unit Related, 2000 — Utopias and Anti-utopias.....	BOS 2/00	Vol 9 No 1
2000 Higher School Certificate Advice Line	BOS 3/00	Vol 9 No 1
Approved Scientific Calculators Higher School Certificate Examinations 2000	BOS 4/00	Vol 9 No 1
Minor Amendments to New HSC Examination Specifications	BOS 13/00	Vol 9 No 2
Japanese 2/3 Unit (Common)HSC Examination 2000		
Course Prescriptions: Film Option.....	BOS 14/00	Vol 9 No 2
Design and Technology and Industrial Technology Course Exclusions.....	BOS 15/00	Vol 9 No 2
Mass Media Studies CEC Exclusions	BOS 16/00	Vol 9 No 2
Accumulating or Repeating HSC Courses Completed before 2001	BOS 17/00	Vol 9 No 2
Dance Outside Tutor Responsibilities	BOS 18/00	Vol 9 No 2
Use of Calculators in the 2001 Higher School Certificate Examinations.....	BOS 19/00	Vol 9 No 3
2000 Higher School Certificate Final Date for Receipt at the		
Office of the Board of Studies for changes to Music and Drama options	BOS 20/00	Vol 9 No 3
Stage 6 Syllabus Errata.....	BOS 21/00	Vol 9 No 3
English Stage 6 Prescriptions 2001 and 2002 HSC	BOS 24/00	Vol 9 No 4
Work Placement and ‘N’ Determinations in HSC VET Courses – Year 12, 2000	BOS 25/00	Vol 9 No 4
School-Designed VET Board Endorsed Courses	BOS 26/00	Vol 9 No 4
Classical Greek Stage 6 (Continuers)		
HSC Examination 2001–2005 Course Prescriptions	BOS 27/00	Vol 9 No 4
Classical Hebrew Stage 6 (Continuers)		
HSC Examination 2001–2005 Course Prescriptions	BOS 28/00	Vol 9 No 4
Latin Stage 6 (Continuers)		
HSC Examination 2001–2005 Course Prescriptions	BOS 29/00	Vol 9 No 4
Latin 2/3 Unit (Common) Course		
Course Prescriptions – Text for the 2000 HSC	BOS 30/00	Vol 9 No 4
Latin Continuers Course		
Course Prescriptions – Texts for the 2000 Preliminary course	BOS 31/00	Vol 9 No 4
English Stage 6 Prescriptions for 2001 and 2002 HSC: Website	BOS 34/00	Vol 9 No 5
2000 Higher School Certificate Speaking Examination Russian	BOS 35/00	Vol 9 No 5
Examination Furniture for School Certificate and Higher School		
Certificate Examinations.....	BOS 36/00	Vol 9 No 5
Stage 6 Content Endorsed Courses from 2001.....	BOS 37/00	Vol 9 No 5
Approved Scientific Calculators – Higher School Certificate Examinations 2000	BOS 38/00	Vol 9 No 5
Agriculture 2001 HSC Specimen Paper – Minor Amendment	BOS 39/00	Vol 9 No 6
Chinese Background Speakers Syllabus Amendment.....	BOS 40/00	Vol 9 No 6
Distinction Courses 2001: Information Day.....	BOS 41/00	Vol 9 No 6
Languages Extension Stage 6 HSC Examination 2001 Course Prescriptions	BOS 42/00	Vol 9 No 7



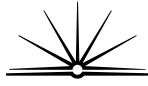
Languages Background Speakers Stage 6 HSC Examination 2001 Course Prescriptions	BOS 43/00	Vol 9 No 7
Languages HSC Examinations Dictionary Use	BOS 44/00	Vol 9 No 7
Commencement of the 2001 Higher School Certificate Examinations and School Certificate Tests, and the release of 2001 HSC Results	BOS 53/00	Vol 9 No 8
English Stage 6 Prescriptions: HSC 2001 and 2002 Errata	BOS 54/00	Vol 9 No 8
Visual Arts Stage 6 Syllabus Errata	BOS 55/00	Vol 9 No 8
Drama Stage 6 Examination Criteria – Amendments	BOS 56/00	Vol 9 No 8
Studies of Religion Stage 6 Syllabus Errata	BOS 57/00	Vol 9 No 8
Textiles and Design Stage 6 Examination Criteria – Amendments	BOS 58/00	Vol 9 No 8
Agriculture Stage 6 Clarification – Research Project	BOS 59/00	Vol 9 No 8

Information

Application deadline to sit HSC/SC Overseas/Interstate	BOS 11/00	Vol 9 No 1
2000 School Certificate and Higher School Certificate Marking	BOS 12/00	Vol 9 No 1
Change of Status of 60-hour Retail Curriculum Framework Extension Courses	BOS 46/00	Vol 9 No 7
Deletion of Electronics Content Endorsed Course and Electronics Technology	BOS 47/00	Vol 9 No 7
Delivery of Stage 6 Syllabuses for VET Curriculum Frameworks	BOS 48/00	Vol 9 No 7
Languages Stage 6 Extension Course Syllabuses	BOS 49/00	Vol 9 No 7
Recognition of Prior Learning Document Revision	BOS 50/00	Vol 9 No 7
Skills for Living Content Endorsed Course	BOS 51/00	Vol 9 No 7
Life Skills Stage 6 CD-ROM	BOS 52/00	Vol 9 No 7
Brother John Taylor Memorial Prize	BOS 60/00	Vol 9 No 8



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