

# Board Bulletin



BOARD OF STUDIES NSW

March 2001 – Vol 10 No 1


## 2001 HSC Examinations — Preparation Well in Hand

Preparation for setting, marking and reporting the 2001 HSC is well under way. Because each 2001 examination paper will be standards-referenced to the syllabus outcomes and designed to ensure students can demonstrate the full range of performance, examination committees have been approaching their task differently this year.

Already an examination brief that follows the Board's principles for setting HSC examinations has been developed and approved for each examination. This brief relates the proposed questions to the syllabus outcomes and lists the spread of performance bands which each question is designed to target. Examination Committees are now developing examination papers from these. Then marking guidelines will be developed for each examination.

To ensure that the whole process, including marking, is standards referenced, the Supervisor of Marking will join the Examination Committee in endorsing the papers and marking guidelines once they have been finalised.

The 2000 HSC marking operation was used to successfully introduce streamlined procedures for capturing and recording marks. These will be used in 2001. At the same time the new standards setting process was trialled, with judges being trained in 40 courses. The results of these trials are now being used to refine the process that judges will use in 2001 to align examination marks with band descriptions.


The move from a norm-referenced to standards-referenced HSC without pre-determined mark allocations is the major reform underpinning the New HSC. It is this move that will give new meaning to the marks students receive next December. 

### Feasibility Study for New Year 12 Courses

In line with the Government's HSC White Paper, *Securing Their Future*, the Board is giving consideration this year to the development of 2 unit courses that can be taken in Year 12 without a Preliminary course prerequisite.

These courses were foreshadowed in the context of General Studies and Applied Studies being removed from the HSC curriculum because they did not meet rigorous new syllabus criteria.

The proposed courses will be developed in accordance with the criteria set down in the White Paper. They will provide students with more options if they wish to change their pattern of study for the HSC and, in some cases, will also provide added breadth of study.

The new Year 12 courses will complement the flexible provisions already available to students in the New Higher School Certificate, including those inherent in the continuing Pathways program. 

### Board of Studies Liaison Officers

There have been three appointments to Board of Studies Liaison Officer (BOSLO) positions.

*Fran Trefry* is the new Metropolitan East BOSLO. Previously, she was History Coordinator at Mosman High School.

*Paul Carnemolla* will be relieving during terms one, two and three this year as the BOSLO for Metropolitan South West. Paul is the Curriculum Coordinator at St Leo's College, Wahroonga.

*Beverley Hobson*, a former North Western BOSLO, will be relieving in the Western Office for term one this year.

The Metropolitan East office has moved. Schools are requested to amend their records to reflect the information below.

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Metropolitan East  
The Open High School  
78 Avoca Street  
RANDWICK NSW 2031  
Phone: (02) 9314 7987  
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CHECK OUR WEBSITE <http://www.boardofstudies.nsw.edu.au>

see page 12



## HSC and SC Important Dates

### Year 10

- 5 Mar** BOScentral Service for entries opens  
Schools Online entry service opens
- 9 Mar** Dispatch Presiding Officer nominations for SC/HSC  
Dispatch Test Supervisor nominations for SC
- 30 Mar** Latest date for Board Endorsed Course applications to Board of Studies Liaison Officer
- 2 Apr** Latest date for all entries to be received. Schools must produce confirmations
- 5 Apr** Latest date for submission of applications for special exam provisions for SC
- 12 Apr** Submit Presiding Officer nominations for SC/HSC  
Submit Test Supervisor nominations for SC
- 7–11 May** Board Endorsement Panel meeting to consider new course applications
- 1 Jun** Final date for decision letters to schools on Board Endorsed Course applications
- 22 Jun** Final date for submission of deferred courses to Board of Studies Liaison Officer for final rulings

### Year 11

- 5 Mar** BOScentral Service for entries opens  
Schools Online entry service opens
- 30 Mar** Latest date for Board Endorsed Course applications to Board of Studies Liaison Officer
- 2 Apr** Latest date for all entries to be received. Schools must produce confirmations
- 30 Apr** VET Competency Enrolment commences
- 7–11 May** Board Endorsement Panel meeting to consider new course applications
- 1 Jun** Final date for decision letters to schools on Board Endorsed Course applications
- 22 Jun** Final date for submission of deferred courses to Board of Studies Liaison Officer for final rulings

### Year 12

- 5 Mar** BOScentral Service for entries opens  
Schools Online entry service opens
- 9 Mar** Dispatch Presiding Officer nominations for SC/HSC
- 30 Mar** Latest date for Board Endorsed Course applications to Board of Studies Liaison Officer
- 2 Apr** Latest date for all entries to be received. Schools must produce confirmations
- 5 Apr** Latest date for submission of applications for special exam provisions for HSC
- 12 Apr** Submit Presiding Officer nominations for SC/HSC
- 30 Apr** VET Competency Enrolment commences
- 7–11 May** Board Endorsement Panel meeting to consider new course applications
- 25 May** Final date for amendments to student entries online for courses with practical components
- 1 Jun** Final date for decision letters to schools on Board Endorsed Course applications
- 22 Jun** Final date for submission of deferred courses to Board of Studies Liaison Officer for final rulings

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## CHECK YOUR MAILBOX



- ❖ 2001 HSC Specimen Papers
  - History Extension
  - Chinese Extension
  - French Extension
  - Italian Extension
  - German Extension
  - Modern Greek Extension
  - Japanese Extension
  - Indonesian Extension
- ❖ 2001 HSC Sample Marking Guidelines
  - Music 2
  - Visual Arts
  - English Extension 2
  - Music Extension
  - Society & Culture
  - Textiles & Design
  - Dance (Practical & Submitted Works)

The *Board Bulletin* is a regular publication by the Board of Studies NSW. Principals are requested to circulate it among teachers and members of the School Council, P & C and parents. One copy should be filed for reference. Schools may only photocopy this publication for use by teachers, students and parents. Contributions or suggestions for articles are welcome.

Print Post No. PP24163100021

Printed on recycled paper.

The *Board Bulletin* is produced by: Media & Public Relations Branch, Office of the Board of Studies NSW, 117 Clarence St, Sydney NSW 2000: Phone (02) 9367 8111. Editorial enquiries: Phone (02) 9367 8220.

Distribution enquiries: Fax (02) 9262 6270.

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

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ISSN 1038-5053

## President's Message



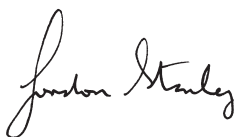
*Our new school year has commenced with more than the usual challenges. A major priority for the Board and its officers has been to prepare and plan so that there is a smooth introduction of standards-referenced examinations and reporting for this year's HSC.*

*Much work has been done to ensure that the exams being set are consistent with the requirements for student performance to be referenced to syllabus outcomes and performance standards. Quality assurance processes are in place so that papers will conform to the consistent principles developed by the Board and reflected in the specimen papers sent to schools last year.*

*A major test of standards-referencing, 'giving meaning to marks', was undertaken in 40 subjects in the context of marking the 2000 HSC. This trialling was important to test our training program with experienced markers and to refine process issues in a 'live' situation before across-the-board introduction of standards-referenced reporting in this year's HSC. This extensive work means that the Office of the Board is well prepared for a smooth transition to processing and reporting the New HSC.*

*The Board has released a consultation paper on The Draft Curriculum Framework K-10. The draft framework is designed to ensure continuity, coherence and consistency in the curriculum requirements of the Board. It will assist the development and review of syllabuses which define the knowledge, skills, values and understanding expected of students. Consultation on the framework is an active process and the Board welcomes your response.*

*How students learn has to be a central issue in our thinking about curriculum change and syllabus development. While there are many varied views about the middle years of schooling, the most important outcome is to ensure engagement of students. This engagement needs to provide foundations for further learning, employment and active participation as an informed citizen.*



(Professor) Gordon Stanley

## Teachers encouraged to respond to Draft K-10 Curriculum Framework


The development of a K-10 Curriculum Framework is now well underway with draft copies being circulated to schools in November and consultation occurring during November and December 2000 and February 2001.

The curriculum framework is being developed to provide a basis for decision making about what students are to learn, how learning will take place and how learning outcomes will be assessed in the compulsory years of schooling in NSW.

The Board of Studies will use the framework to provide advice about curriculum requirements and guidelines and to guide syllabus review and development. Schools and school authorities will also be able to use the framework for the variety of other purposes outlined in the draft document.

As it is developed, the framework will initially be used to guide the revision of the English Syllabus for Years 7-10 and the Mathematics Syllabus/es for Years K-10, and subsequently to guide any review of all K-10 syllabuses.

The Board of Studies will consider a consultation report at its March meeting. This consultation report will represent responses gained from survey responses; meetings with key education organisations; eight teacher focus group meetings across the state; and focus group meetings with students.

It is anticipated that following the March Board meeting an amended version of the framework document, including some options for structuring the curriculum requirements K-10 will be distributed for a further period of consultation. 

# Principles for Setting School Certificate Tests and Developing Marking Guidelines in a Standards-referenced Framework

In 2000, the Board of Studies endorsed principles for the setting and marking of examinations in a standards-referenced framework for the HSC. These principles are currently being used to develop the 2001 HSC examinations.

Recently the Board decided that School Certificate tests should be guided by a set of principles similar to those that apply for the HSC. The School Certificate tests are intended to help ensure that all students have strong foundations of learning needed for successful study of a range of HSC subjects and for participation in society.

The application of the Board's principles will help ensure that the tests assess student achievement of the knowledge, skills and understanding that contribute to the next phase of learning and to effective participation in the world of work and the community in general.

The HSC principles have been amended to apply to the School Certificate tests with their differing emphases. These principles will be used to guide the development of the School Certificate tests and marking guidelines in 2001.

Application of the principles to the HSC and School Certificate will ensure a consistent approach to standards-referenced question setting and marking. This should assist teachers and students as they prepare for the Board's external examinations and tests.

## Principles for Setting SC Tests in a Standards-Referenced Framework

### Content

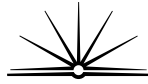
1. The test will assess the subset of foundation knowledge, understanding and skills outcomes from the relevant syllabus, in accordance with the Scope Statement for each test. (*Note that in the School Certificate tests, each test assesses unique subject specific content and outcomes, as well as those that are cross-curricular.*)
2. The test as a whole will be constructed in such a way that it allows demonstration of performance across all levels in the performance scale.
3. The coverage of syllabus outcomes and content in the test must allow students to demonstrate the levels of performance that are described in the bands on the performance scale. In preparation of a paper, each question should be mapped against syllabus outcomes, content and performance descriptions which students may demonstrate in answering the question. These will be addressed in the table of specifications, constructed by the test committee each year.
4. Values and attitudes outcomes will not be assessed in the test.

### Level of difficulty

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

### Paper format, length and layout

7. In accordance with the test specifications, the test should include a range and balance of question types, including multiple choice questions, short answer free response questions, open ended questions and extended responses including essays.
8. The demands of the test in terms of the number and length of student responses required, the amount of reading time provided and the complexity of the questions will be appropriate for the time allocated for the test.
9. The test layout will assist students in working through the paper and instructions will be clear and concise. *continued next page*



**Principles for Setting School Certificate Tests and Developing Marking Guidelines in a Standards-referenced Framework** *continued from page 4*

10. Questions will be set simultaneously with marking guidelines and will allow for marks to be awarded commensurate with performance.
11. The mark allocations and space provided to answer questions will be appropriate for the anticipated range of responses.
12. The marks allocated for each question or part question will be clearly indicated.
13. Wherever appropriate, explanatory information will be placed at the top of a section or page, rather than written within a question.
2. Marks will be awarded for demonstrating achievement of aspects of the syllabus outcomes addressed by the question.
3. Marking guidelines will reflect the nature and intention of the question and will be expressed in terms of the knowledge and skills demanded by the task.

**Question structure and language**

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

**Specificity of marking guidelines**

4. Marking guidelines will indicate the criteria that will be used to award marks.
5. The marking guidelines will allow for less predictable and less defined responses, for example characteristics such as flair, originality and creativity, or the provision of alternative solutions where appropriate.
6. Marking guidelines for extended responses will as far as possible use language that is consistent with the outcomes and the band descriptions for reporting the test.
7. Marking guidelines are to incorporate any rubrics provided on the test paper as well as aspects specifically related to the question.


**Language of marking guidelines**

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

**Discrimination between different levels of performance**

9. Where a question is designed to test higher-order outcomes the marking guidelines will allow for differentiation between responses, with the greater number of marks being awarded for the demonstration of higher-order outcomes.
10. Marking guidelines will indicate the quality of response required to gain a mark or a sub-range of marks.
11. High achievement should not be defined solely in terms of the quantity of information provided.

**Generic Type Questions**

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

**Principles for Developing Marking Guidelines for SC Tests in a Standards-referenced Framework**

**Content**

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

# Review of Non-Government Schools in NSW

The NSW Government has appointed Mr Warren Grimshaw, AM to undertake an independent Review of Non-Government Schools in New South Wales. Mr Grimshaw served as President of the Board of Studies in 1997–98.

The Review will develop a NSW policy framework for the establishment, funding and regulation of non-government schools. In particular the Review will give consideration to:

1. The definition of ‘a school’.
2. Registration and accreditation criteria.
3. The reasons for State funding of non-government schools.
4. Financial and educational reporting.
5. A State funding framework for non-government schools that is effective and equitable.
6. The impact of Federal Government policy.


Funding framework proposals will respond to need, be based on principles of fairness and address issues of accountability.

The Review will also consider whether cross-sectoral planning can contribute to a more efficient use of public resources.

Individuals and organisations are welcome to make submissions to the Review. Submissions should be sent to:

The Secretariat  
Review of Non-Government Schools in NSW  
PO Box R1548  
ROYAL EXCHANGE NSW 1225  
Telephone: 1800 647 706  
e-mail: [ngsreview@schools.nsw.edu.au](mailto:ngsreview@schools.nsw.edu.au)

The closing date for submissions is 31 March, 2001.

Further information about the Review can be obtained on the Internet at: <http://www.schools.nsw.edu.au/ngsreview> 

# Extension Courses in History and English

The Stage 6 History Extension Syllabus and Stage 6 English Syllabus, including English Extension Courses 1 and 2, have been implemented in schools since Term 4, 2000. To assist with the implementation of these two courses, the Board has developed several sets of support materials.


For the History Extension Course, a copy of the Source Book of Readings has been sent to all schools and is available on the Board’s website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). The History Extension Stage 6 Support Document is also available on the website. Teachers are reminded that the course requirements, including requirements for the project, are specified in the syllabus, pages 26–28. Teacher attention is also drawn to the Summary of External and Internal Assessment on page 32 and the History Project Assessment Criteria on page 33 of the syllabus.

The Stage 6 English Syllabus (1999) provides key information for the English Extension 1 and Extension 2 courses. In addition the following documents have been placed on the Board’s website:

- *2001 HSC Specimen Paper English Extension 1*
- *HSC Sample Marking Guidelines English Extension 1*
- *HSC Draft Performance Bands English Extension 1*
- *HSC Sample Marking Guidelines English Extension 2*
- *HSC Draft Performance Bands English Extension 2*

In February 2001 a support document entitled

- *HSC English Extension 2 Frequently Asked Questions and Answers*

was placed on the website. This document addresses common questions raised by teachers in relation to the nature of the Major Work for HSC English Extension 2. 

# Review of Mathematics K–10 Syllabuses

The NSW Board of Studies has commenced the review and development of Mathematics syllabuses K–10. The review process involves a range of strategies including a review of relevant literature and research, a review of mathematics curriculum for the compulsory years of schooling in other States and countries, and consultation with teachers, academics and organisations with an interest in mathematics. The K–6 and 7–10 Board Curriculum Committees (BCCs) that have been formed for the project meet together and as separate groups when appropriate.

- A literature review has been undertaken that summarises research in relation to issues relevant to the teaching and learning of mathematics in NSW from Early Stage 1 to Stage 5.
- One of the initial strategies in the review process was a call for oral submissions from key organisations and academics. This was undertaken to gauge perspectives on the current situation in mathematics education in the compulsory years of schooling, and to enable groups and individuals to identify what may be required in any revision of the current syllabuses K–10.

The findings of the Literature Review and oral submissions was presented to the Board of Studies in February and will be published on the Board's website.

- Surveys have been sent to a random sample of 100 primary, secondary, central and special schools to obtain feedback on the 1989 Mathematics K–6 syllabus, the 1989 Mathematics Years 7–8 syllabus and the 1996 Mathematics Years 9–10 syllabus, and associated support documents.
- A K–10 Mathematics Symposium was held on Saturday 24 February. The Symposium raised and explored some key issues in the review and development of Mathematics syllabuses for the compulsory years of schooling with delegates nominated by key educational organisations and including teachers, parents and academics.
- Organisations and academics have been invited to provide a written submission on the current situation in Mathematics and/or any preferred direction to be taken in NSW. Respondents have been invited to choose as a focus one aspect of mathematics, a particular syllabus, a period within the compulsory years of schooling, or to comment on issues from a K–10 perspective.

The findings from the written submissions, surveys and symposium and will be presented to the Board in March and will also be published on the website.

The directions identified in the review and outlined in the reports to the Board of Studies will guide the development of the Writing Brief for the syllabuses.

**K–10 Mathematics Review on the website.** Up-to-date information about the review can be found on the Board's main website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)) and on the K–6 website ([www.bosnsw-k6.nsw.edu.au](http://www.bosnsw-k6.nsw.edu.au)). Additional material, including the reports, will be added throughout the review and development process.


**Expression of interest for writers.** Expressions of interest are sought from persons with skills and interests in syllabus writing in Mathematics K–10 (either general or specific to particular stages and/or aspects of mathematics learning). People with expertise in writing syllabuses, support documents or units of work and/or in the conduct of educational research are invited to submit an expression of interest for inclusion on the register of curriculum writers.

Please refer to the article on the register of writers in the *Official Notices* of this Bulletin.

**Literature Review: *Report on Investigational Tasks in Mathematics in Years 9–10 for Advanced and Intermediate Students***

This report was commissioned by the Board in 1999 as the first stage of the review of the status of the *Mathematical Investigations* strand of the Advanced and Intermediate courses of *Mathematics Years 9–10 Syllabus* (1996). It is presented in three parts: *Report Supporting Investigations for the Advanced and Intermediate Courses of the NSW Mathematics Years 9–10 Syllabus*; *Why Investigations Should Not Be Compulsory in the Years 9–10 Mathematics Courses*; and *Joint Conclusions of the Authors*.


It was subsequently determined that further work on the review of the status of *Mathematical Investigations* should form part of the review of the Mathematics K–10 syllabuses now being undertaken.

The report is available through The Reading Room of the Board's web site for consideration in relation to the Mathematics K–10 Review. 

# School Developed Board Endorsed Courses

Following a review of the processes for endorsing School Developed Board Endorsed Courses, the timeline for submitting proposals has been moved to an earlier date this year. This is to assist schools in preparing subject choices for the following year. In 2001, the submission date for applications for School Developed Board Endorsed Courses will be March 30. This will allow the Board Endorsement Panel to make determinations and notify schools of the result of their applications before the end of Term 2. Schools will then be in

a position to offer approved courses as part of their subject selection process.

The BEC Guidelines Booklet has been revised and contains more detailed advice on the criteria for endorsement. All schools should have received a copy of the Guidelines booklet early in Term 1. The Guidelines are also available for downloading from the Board's website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)), with copies of the application form in Word format. For further information, please contact your Board of Studies Liaison Officer (BOSLO). 

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## Reporting Student Performance in Mathematics, Mathematics Extension 1 and Mathematics Extension 2

Commencing with the 2001 Higher School Certificate, student achievement in each New HSC course will be reported in terms of standards. The marks that are awarded will be given meaning by relating them to performance bands that describe the knowledge, skills and understanding of the course typically demonstrated by students whose marks place them in a particular band.

As in all other 2 unit courses, six bands will be used to report achievement in the Mathematics course. Students awarded marks between 90 and 100 will be placed in band 6, 80–89 in band 5, 70–79 in band 4, 60–69 in band 3, and between 50–59 in band 2. A mark below 50, the minimum standard expected, will correspond to band 1. Five band descriptions, corresponding to the performance bands 2 to 6, will summarise different levels of performance in the Mathematics course.

The process of setting the standards for each course is essentially a matter of determining the marks in the 2001 HSC examination that correspond to the borderline between each of the performance bands and is similar to that used successfully since 1998 for the School Certificate. The procedure used is based on the professional judgements of subject experts informed by statistical data and student responses. At the end of this procedure the subject experts recommend to the HSC Consultative Committee a set of band cut-off

marks that are appropriate for the performance standards that will be used in reporting achievement in the course. Once this is done the Board's computer is programmed so that the band 5/band 6 cut-off mark will be mapped to 90, the band 4/band 5 cut-off mark will be mapped to 80, and so on. Marks in between these key values are simply adjusted in a linear manner. School assessment marks are then moderated using a similar process to that used in the previous HSC. In this way both the examination marks and the assessment marks are aligned to the performance standards.

### Extension courses

The same approach and process will be used in reporting student achievement in extension courses. However, only four performance bands will be used. In the manner described above, a set of band cut-off marks will be established that are appropriate for the performance standards that will be used in reporting achievement. The establishment of band cut-off marks for extension courses is independent of student performance in an associated 2 unit course or extension course. The establishment, for example, of band cut-off marks for Mathematics Extension 1 is independent of student performance in Mathematics, and for Mathematics Extension 2 is independent of student performance in Mathematics Extension 1. *continued next page*

**Reporting Student Performance in Mathematics, Mathematics Extension 1 and Mathematics Extension 2** *continued from page 8***Mathematics, Mathematics Extension 1 and Mathematics Extension 2**

The mathematics marks of Mathematics Extension 1 students and Mathematics Extension 2 students will be formulated in the same way as for the corresponding calculus-based courses in the previous HSC. The marks of Mathematics Extension 1 students will consist of a mark in Mathematics out of 100, and a mark in Mathematics Extension 1 out of 50. The marks of Mathematics Extension 2 students will consist of a mark in Mathematics Extension 1 out of 100 and a mark in Mathematics Extension 2 out of 100. Mathematics Extension 1 students awarded marks in the Mathematics Extension 1 component between 45 and 50 will be placed in band E4, between 35 and 44 in band E3, and between 25 and 34 in band E2. A mark below 25, the minimum standard expected, will correspond to band E1. Mathematics Extension 2 students awarded marks in the Mathematics Extension 1 component between 90 and 100 will be placed in band E4, between 70 and 89 in band E3, and between 50 and 69 in band E2. A mark below 50, the minimum standard expected, will correspond to band E1. The same will apply to marks awarded in the Mathematics Extension 2 component.

Mathematics Extension 2 students will not sit the Mathematics HSC examination paper, but will receive a notional performance band for the Mathematics course. This band will indicate the standing of these students had they been Mathematics students, and will allow meaningful comparisons to be made between the performance of all students in the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses. In determining marks and the associated performance bands for extension courses with a maximum mark of 50 through its standards-setting procedures, the Board will identify three different levels of performance above the minimum standard expected, and one below. It follows that the performance of Mathematics Extension 2 candidates in the Mathematics Extension 1 component, though worth a maximum of 100 marks, must also be reported using the same four performance bands, with cut-off marks of 50, 70 and 90.


The subject experts responsible for establishing performance bands for the reporting of the Mathematics Extension 2 component, have also agreed on the use of four performance bands, after originally exploring the use of six bands as in all

other courses with a maximum mark of 100. They concluded that the use of four bands, as well as bringing the reporting of Mathematics Extension 2 into line with the reporting of all other extension courses, is the most appropriate number for allowing meaningful description of the observed differences in the examination performances of candidates.

Standards-setting trialling undertaken by the Board using data from the 2000 HSC Examination indicates that, with similar quality candidatures, the great majority of Mathematics Extension 2 candidates will receive Board marks within the two highest performance bands, ie between 70 and 100, on the Mathematics Extension 2 Course Report. It is reasonable to expect, however, that the differences within the candidature described in the performance bands will mean that the percentage of candidates receiving Board marks above 90, and the total percentage receiving Board marks above 70, will be considerably less than the respective percentages receiving scaled marks above 90 and 70 for UAI purposes. The number of students receiving such scaled marks for the UAI demonstrates the quality of the mathematics performance of this part of the Mathematics Extension 2 candidature in comparison to all other students undertaking one or more calculus-based courses. It is anticipated that similar quality candidatures to those of the recent past in Mathematics 4 Unit (Additional) will undertake this course in the New HSC. Consequently, it is expected that the very high percentages of course candidates receiving scaled marks for UAI purposes over 90, as well as the total group receiving scaled marks over 70, will continue.

The current practice of placing the marks of the 2 unit, 3 unit and 4 unit Mathematics students on the same scale using equipercentile mappings will still be used to produce the marks used in the calculation of the UAIs.

**Further information**

- *Performance Scales for Reporting Achievement in Extension Courses in the New HSC – Board Bulletin Vol 9 No 5*
- *Setting Standards for the New HSC – Board Bulletin Vol 9 No 6*
- Occasional Paper 1 — *Setting Standards for Public Examinations*, which is published in the Reading Room area of the Board's web site ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)) 

# Data Collection for School Certificate Credentialling for Students with Special Needs in Stage 5

Since 1993 students with special education needs have been able to qualify for the award of a School Certificate by following a Special Program of Study in Stage 5. In 1996 the Board of Studies distributed a *School Certificate Credentialling for Students with Special Needs in Stage 5* to all secondary schools. This booklet describes a course of study for individual students with special education needs who are unable to meet the curriculum requirements for the award of the School Certificate using only Board Developed Syllabuses and/or Board Endorsed Courses. The booklet also details the Generic Life Skills courses, which provide broad curriculum framework statements in each key learning area. The aims and objectives contained in the frameworks, along with course-specific outcomes and indicators of achievement, enable teachers to design an integrated teaching/learning program that meets the needs of individual students and leads to the award of a School Certificate.

During Semester 1, 2001, the Board will be collecting data relating to *School Certificate Credentialling for Students with Special Needs in Stage 5*.


To achieve this the Board of Studies has distributed surveys during February 2001 to a representative sample of NSW schools. Responses should be returned to the Office of the Board of Studies by March 30, 2001.

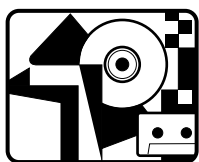
The Board will also be conducting three forums for teachers and support staff during Term 2, 2001, in metropolitan and regional areas. These forums will provide additional information and allow clarification of issues arising from surveys. Further information regarding these forums will be made available through the *Board Bulletin*.

During Semester 1, 2001, the Board of Studies will be collecting data relating to *School Certificate Credentialling for Students with Special Needs in Stage 5*. The objectives of the data collection will be:

- To acquire qualitative and quantitative data on the use of the special program of study in Stage 5
- To ascertain whether the intentions of the special program of study are being achieved
- To ascertain whether *School Certificate Credentialling for Students with Special Needs in Stage 5* provides sufficient guidance to allow the preparation of appropriate programs for students with special education needs and
- To ascertain the level of continuity between the Stage 5 Special Program of Study and the Stage 6 Special Program of Study.

Information gathered during the data collection process will also inform the review of the Years 7–10 English syllabus and the Years 7–10 Mathematics syllabus, as well as the consultation regarding the K–10 Framework.

For further information regarding *Data Collection for School Certificate Credentialling for Students with Special Needs in Stage 5* please contact Philip Nesbitt, Senior Curriculum Officer (Special Education) at the Office of the Board of Studies (ph (02) 9367 8148, fax (02) 9367 8476 or e-mail: nesbitt@boardofstudies.nsw.edu.au) 



# PRODUCTS & SERVICES COLUMN



The *eBOS shop online* service is now available on the Board of Studies website.

Register your school as a user of this facility by filling in the registration form below, including choosing a user name and password and faxing the form to Client Services on **(02) 9262 6270**.

Orders for commercial resources and other products and can be sent direct to the Office through *eBOS shop online*.

To use the *eBOS shop online* service, simply select the items you want from our online catalogue, provide an official school order number and delivery details and your order is instantly lodged for processing.

Once your registration is processed (allow one working day) go to the Board's website – [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) – to place an order using this new and exciting facility.

### Contact Information


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

Fax: (02) 9262 6270

e-mail: [clientservices@boardofstudies.nsw.edu.au](mailto:clientservices@boardofstudies.nsw.edu.au)

Tel: (02) 9367 8178

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

Purchases can be made on official purchase order, using credit card or by sending a cheque. There is a postage charge of \$4.50 for one item or \$9 for two or more items. 



## Registration

School Name: \_\_\_\_\_

School Number: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

e-mail Address: \_\_\_\_\_

User Name: 

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 [up to 10 characters]

Password: 

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 [up to 10 characters]

**Fax to: CLIENT SERVICES (02) 9262 6270**

## CHECK OUR WEBSITE <http://www.boardofstudies.nsw.edu.au>



The following items have been added to the BOS website in Jan/Feb 2001.

### HSC

HSC 2000 Notes from the Examination Centre – Selected subjects

### School Certificate

2000 SC English – Answers to Objective Response Questions

The School Certificate Grading System

### Stage 6

Agriculture Practical Marking Guidelines

Dance Sample Practical Marking Guidelines

Design and Technology Major Project Sample Marking Guidelines

Drama Sample Marking Guidelines

English Extension 2 Major Work FAQ

History Extension Sample Marking Guidelines

Industrial Technology Major Project Sample Marking Guidelines

### Stages 4–5

Geography Stages 4–5 Support Material Part A

History Stages 4–5 Support Material Part A

Reviewing English in Years 7–10

### K–6

Creative Arts K–6 Syllabus

Creative Arts K–6 Units of Work

Creative Arts K–6 Parent's Introduction

Creative Arts K–6 Principal's Package

Modern Greek K–6 Syllabus

### Stage 6 Languages

#### CCAFL Stage 6 Syllabuses

Czech Continuers	Dutch Continuers
Latvian Continuers	Macedonian Continuers
Maltese Continuers	Slovenian Continuers
Swedish Continuers	Tamil Continuers

#### CCAFL Resources

Czech Continuers	Dutch Continuers
Macedonian	Maltese Continuers
Slovenian Continuers	Swedish Continuers
Tamil Continuers	

#### CCAFL Sample Assessment Item:

Armenian	Czech
Dutch Continuers	Hindi Continuers
Hungarian Continuers	Macedonian Continuers
Maltese Continuers	Persian Continuers
Polish Continuers	Portugese Continuers
Turkish Continuers	Khmer Continuers
Slovenian Continuers	Swedish Continuers
Tamil Continuers	

### Marking Guidelines

Classical Greek Extension

Modern Hebrew Continuers

Spanish Extension

### Specimen Papers

Arabic Extension

French Extension

Indonesian Extension

Japanese Extension

Modern Greek Extension

Chinese Extension

German Extension

Italian Extension

Latin Extension

Spanish Extension

### Introductions to Syllabuses

#### Background Speakers

Chinese

Japanese

Malay

Indonesian

Korean

Russian

#### Beginners

Arabic

French

Indonesian

Japanese

Modern Greek

Chinese

German

Italian

Korean

Spanish

#### Continuers

Arabic

Chinese

Czech

Filipino

German

Hungarian

Italian

Khmer

Latvian

Maltese

Modern Greek

Persian

Portugese

Spanish

Swedish

Ukrainian

Armenian

Croatian

Dutch

French

Hindi

Indonesian

Japanese

Korean

Lithuanian

Macedonian

Modern Hebrew

Polish

Serbian

Slovenian

Turkish

Vietnamese

#### Extension

Arabic

French

Indonesian

Japanese

Spanish

Chinese

German

Italian

Modern Greek

### Information

2001 Special Exam Provisions Application Form

School Developed Board Endorsed Courses

Home Education Consultation Report