



MEDIA GUIDE 2002

Higher School Certificate
and
School Certificate

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Published by

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Sydney NSW 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: www.boardofstudies.nsw.edu.au

September 2002

ISBN 1 7409 9234 2

2002371

Guidelines for media access to students during Higher School Certificate examinations

All HSC Media inquiries should be directed to:

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In the interests of HSC students, members of the media intending to access schools to obtain television footage, photographs or student interviews during the Higher School Certificate examination period are requested to observe the following procedures:

- 1 Schools have requested that there be no media on school premises prior to the commencement of or during an HSC examination.
- 2 Media seeking access to a government school are required to contact a Department of Education and Training media liaison officer on (02) 9561 8501 at least 24 hours in advance.
- 3 Media seeking access to a non-government school should contact the school principal directly.
- 4 All media should notify the school principal on arrival at school premises.

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PART A: The Higher School Certificate at a glance – a journalist’s summary

1 Calendar of key events and dates

30 September	HSC Advice Line opens
21 October	Higher School Certificate written examinations commence
11–12 November	School Certificate tests
15 November	Higher School Certificate written examinations finish
5 December	<i>DesignTECH</i> opens – Powerhouse Museum
12 December	School Certificate award documents arrive in schools
19 December	HSC results available to students by Internet/telephone First-in-course awards ceremony HSC Examination Inquiry Centre opens
23 December	HSC Student Results Summary available to students by mail
mid-January 2003	HSC award documents available to students by mail
20 January 2003	ARTEXPRESS begins at David Jones – City
8 February 2003	ARTEXPRESS opens at Art Gallery of NSW
4 February 2003 (<i>To be confirmed</i>)	Premier’s Awards for Excellence in the 2002 Higher School Certificate
3–8 February 2003	OnSTAGE – Seymour Theatre Centre
10 February 2003	ENCORE – Sydney Opera House

2 The 2002 HSC: a snapshot

When did the new HSC commence?

- The new HSC was introduced in 2000, and the first standards-based examinations were undertaken by Year 12 students in 2001.
- Year 12 students sitting this year's exams will be the second group to complete their HSC under the new arrangements.

Why was the new HSC introduced?

- In 1995, the NSW Government appointed Professor Barry McGaw to conduct the most extensive review of the HSC in its 30-year history.
- The McGaw Review confirmed key community concerns about the 'old' HSC, including that:
 - there were too many courses, which restricted many schools from providing students with equitable access to the HSC curriculum, particularly at advanced levels of study
 - a significant decline was evident in the number of students studying advanced-level courses
 - the assessment and reporting system was based on scaling marks and ranking students rather than reporting the marks earned and describing the standards achieved
 - there was too much focus on maximising university entrance scores at the expense of the educational needs and interests of students.
- In 1997, following extensive consultation with teachers, principals, academics, professional teacher organisations and interested members of the community, the NSW Government accepted recommendations to reform the Higher School Certificate.

What's the new HSC all about?

- The new HSC combines the best features of the old HSC with an up-to-date standards-based curriculum and a fairer system of assessing and reporting student achievement against set standards.
- It has been designed to challenge students to reach high standards and to award marks that correspond to the standards they achieve.
- All syllabuses have been updated to meet the highest educational standards and are benchmarked against national and international best practice.
- The new system of reporting gives meaning to marks by providing descriptions of the standards of knowledge and skills students have acquired in each subject.
- In the past students just received a set of scores, which indicated how their performance in each subject ranked relative to others in the group.

- A major aim of the new HSC was to make sure that when students do leave school, they are better qualified to go on to further education or to get jobs.
- There are no easy course options within subjects. To achieve high standards students must meet the demands of challenging courses. Most subjects now have a single course only. In a small number of subjects there are additional extension courses.
- Vocational Education and Training (VET) opportunities have been expanded and VET courses have been strengthened. Students can now earn nationally recognised industry qualifications as part of their HSC.
- There are seven industry framework courses, including Business Services (Administration), Construction, Information Technology, Metal and Engineering, Primary Industries, Retail, and Tourism and Hospitality.
- Students can count their industry course towards a Universities Admission Index (UAI) and university entrance by electing to take an optional HSC examination for the industry.
- Under these HSC arrangements, students can now graduate with an HSC, a nationally recognised industry qualification and a Universities Admission Index.
- Thousands of HSC students this year will also be eligible to receive credit transfer points towards courses in the state's TAFE colleges.
- The HSC/TAFE Credit Transfer program gives HSC students advanced credit towards related TAFE courses for the knowledge and skills they have already achieved through the HSC.
- This program reduces the time needed for eligible HSC students to complete TAFE courses, allowing them to enter the workforce more quickly.

Has there been an increase in advanced-level HSC study?

- The 2002 HSC enrolment figures indicate that students are beginning to see the benefits of advanced-level study in the new HSC.
- 2002 course enrolments show that the new HSC is succeeding in turning around the previous decline in advanced-level HSC study, particularly in the core subject of English.
- Highlights include:
 - 1745 entries in the top-level English Extension 2 course – up by 19%
 - 4270 entries in the English Extension 1 course – up by 11%
 - 20 959 entries in the highest-level 2 unit English Advanced course – up by 4%
 - 3009 entries in the top-level Mathematics Extension 2 course – up by 15%
 - 1796 entries in the top-level History Extension course – up by 13%.

How does the new HSC give meaning to marks?

- Students receive a mark for each course based only on their level of achievement of the course standards, instead of being scaled against other students.
- There is no longer a predetermined distribution of marks. Under the previous system, for example, only 1–2 % of students could be awarded a mark over 90 and only 25% of students could be awarded a mark over 70. One in four students were awarded a mark less than 50 irrespective of the standards they achieved.
- There are no longer any artificial barriers or lids placed on student achievement. There is no restriction placed on the marks students can achieve.
- A minimum standard expected has been set for each new HSC course. Students are awarded a mark of 50 or more out of 100 if they reach or exceed the minimum standard.

How will the Class of 2002 be assessed?

- The new HSC has retained strong features of the previous system, including the equal contribution of school-based assessments and public examinations to the final mark.
- In all new HSC examinations:
 - instructions and questions are clearer
 - students know the number of marks allocated to each question
 - the demands of the questions are explicit
 - students have a clearer sense of what they need to show in their answers in order to earn high marks
 - different question types allow students to show what they know and can do.
- The Board moderates each school's assessment marks against their examination performance to ensure comparability of assessment marks across schools.

How is student performance reported in the new HSC?

- New HSC students receive the detailed performance reports.
- Reports for each course describe their performance against set standards as well as showing their statewide position in the course. They get a mark for each course based on their own performance, instead of being scaled against other students in the course.
- Student performance is reported against six levels of achievement. These performance levels (or bands) describe what students at each level of achievement typically know and can do in a course.
- Students have the opportunity to achieve a range of credentials and other information. These include:
 - HSC testamur (award certificate)
 - HSC Record of Achievement, summarising school-based assessment and HSC examination marks for each course

- a new HSC report for each course, describing the standards achieved by the student and showing the student's statewide position in the course
- nationally recognised industry qualification for students undertaking Vocational Education and Training courses
- Universities Admission Index (UAI) for eligible students.

How are students better prepared for vocational education and training and work?

- The vast majority of HSC students – approximately 70 per cent – enter further education and training or proceed directly into the workforce after completing Year 12.
- More than one in four students from the class of 2002 is completing new Vocational Education and Training courses that earn them nationally recognised industry qualifications as part of their HSC.
- The figures show that of the 64 805 students sitting HSC examinations this year, more than 18 000 students are currently completing the new industry-recognised courses.
- Highlights include:
 - 21 147 entries in HSC Vocational Education and Training (VET) courses – up by 21%
 - 4594 entries in the Information Technology VET course – up by 38%
 - 2085 entries in the Retail Operations VET course – up by 32%
- Students enrolled in an industry course must complete compulsory work placement in an industry setting and an industry-trained assessor evaluates their competence.
- Employers benefit by being able to choose HSC graduates who have already completed industry-recognised training and qualifications before they commence work.
- More than 70% of Year 12 students this year completing new Vocational Education and Training courses are sitting the optional HSC industry exam, which enables them to count their industry training towards a UAI rank and university entrance.

3 The 2002 HSC examination program

How was 2001 HSC examination program evaluated?

- The changes introduced to the Higher School Certificate have been the most significant in senior secondary schooling in over thirty years.
- In recognition of the extent of the changes the Board commissioned Professor Geoff Masters to conduct an independent review of the HSC examination procedures in addition to conducting its own annual review processes.
- Professor Masters is Executive Director of the Australian Council for Educational Research and is recognised internationally as an expert in educational measurement.
- Masters examined the quality and effectiveness of the setting, marking and reporting of the 2001 HSC examination program.
- He found that the 2001 HSC examination procedures were thorough and consistent with international best practice in educational measurement. He found that the examinations were well run and that there had been no serious flaws.
- Masters also found that the very thorough and detailed steps that go into the setting and marking of HSC papers are not widely known.
- He noted that there was a general expectation within the education community that further refinement would be required.
- Masters' report recommended a number of refinements to the HSC examination program and that the Board explore ways of better communicating its examination processes.
- The Board accepted these recommendations and has implemented a number of refinements to further strengthen the 2002 HSC examination program.
- The Board has also implemented an extensive program during 2002 to ensure that students, teachers and parents have up-to-date information about the setting, marking and reporting of this year's HSC examinations.

How thorough is the HSC exam-setting process?

- HSC examinations are set by committees of practising teachers familiar with the syllabus and tertiary members who are experts in the field.
- Examination committees follow a process developed by the Board of Studies to ensure that the examination papers and marking guidelines are valid and reliable.
- The Board's process for setting HSC examinations commences up to a year before the examinations are sat and it includes careful checks by experts to ensure a high quality examination.
- The HSC exam-setting process includes the following checks:
 - A carefully worked plan is written for each examination. It is the blueprint for the questions that are set.
 - A practising teacher, expert in the subject, 'works' the paper to check that the exam is set at an appropriate level of difficulty, uses clear language, and that students can

complete it in the allocated time.

- A Board Inspector checks that all questions are within the scope of the syllabus.
- An assessment expert checks the paper and the marking guidelines to ensure that they comply with the Board's new guidelines for setting standards-based examinations.
- A copy editor gives the paper a plain English check and makes appropriate recommendations.
- The Supervisor of Marking for the paper checks the marking guidelines to see that they provide for the awarding of fair and reliable marks.

What refinements have been made to the exam-setting process for 2002?

Following the evaluations of the 2001 HSC exam program new checks were added to further strengthen the exam-setting process for 2002:

- A specific check has been made to ensure that the exam paper focuses on core syllabus outcomes and content and to identify and amend questions that are too narrow or too broad.
- Exam committees have been given specialist assistance in making sure that optional questions within a paper are of a comparable level of difficulty.
- An independent assessor has checked the paper to identify any optional questions that seem easier or harder than other optional questions in the paper.
- The Board also has procedures in place to continue to ensure that students' responses are rewarded fairly, irrespective of the option they may have chosen in exam paper.
- The Supervisor of Marking has further checked the marking guidelines to ensure that they will allow comparable marks to be awarded for optional questions.
- The Supervisor of Marking has also checked the marking guidelines to ensure that they are flexible enough to reward a variety of student responses to questions.
- There will be a much greater level of collaboration this year between the Chair of the Examination Committee and Supervisor of Marking for each paper to ensure that the markers have a clear understanding of the intentions behind the exam questions and marking guidelines.

How thorough are HSC marking processes?

- The Board has many quality assurance procedures in place to ensure that HSC students receive marks that are consistent with their exam performance.

Before marking commences:

- The marking guidelines are trialled and adjusted if necessary to ensure they are not too narrow or broad and that quality unanticipated responses are rewarded appropriately.

Once marking commences:

- Each section or question in an exam paper is marked by different markers and up to ten or more markers may be involved in marking the parts that make up each student's exam paper.
- An experienced senior marker examines a significant proportion of marked answers throughout the marking and checks the marks awarded by each marker to ensure consistency.
- All answers that involve a lengthy written extended response are marked twice, with each marker being unaware of the other mark given. The two marks are averaged to give the final mark. If marks differ significantly a third independent marking is undertaken and the appropriate mark is awarded.
- At regular intervals, each marker in a marking team marks the same student response for a question and any differences are explored to maintain consistency throughout the marking operation.
- The marks awarded by each marker are graphed every day and compared to marks awarded by other markers of the same question. If one graph varies from the others, the reasons are investigated.

What refinements have been made to HSC marking this year?

The main refinements to marking this year concern the trialling and finalisation of the marking guidelines before markers begin marking students' exam scripts. This year:

- Extra training sessions have been held for Supervisors of Marking with a focus on ways they will be able to test and confirm the appropriateness of marking guidelines prior to the commencement of marking.
- The Chair of the committee that set the examination will have a larger role this year in briefing senior markers about the marking guidelines. They will also be involved in the selection of benchmark scripts and the practice marking.
- There will be an increased focus on checking marking guidelines against a sample of student exam responses to ensure they are flexible enough to reward the variety of responses from students.
- There will be an increased focus on identifying benchmark student scripts which reflect the range of marks to be awarded.
- There will be an increased focus on practice marking using the benchmark student scripts with small groups of markers to ensure that all markers have a clear and consistent understanding of the marking guidelines.
- Any necessary adjustments to the marking guidelines resulting from the practice marking will be made at the marking centre by the Chair of the Examination Committee and the Supervisor of Marking in consultation with senior markers.
- In subjects where different sections of the exam are marked at different marking centres there will be extra coordination and monitoring between the centres to ensure consistent approaches are maintained.
- For English marking this year a new position of Coordinating Supervisor of Marking has been created to ensure consistent approaches are maintained across the different centres at which English papers are marked.

What are the different purposes of the Higher School Certificate Course Reports and the Universities Admission Index (UAI)?

The HSC Course Reports and the Universities Admission Index (UAI) have very different purposes.

The Higher School Certificate Course Reports

- The HSC Course Reports provide useful information about the standard of knowledge and skills that each student has achieved in each of their courses. They also provide an indication of their statewide position in each course.
- The information in the HSC Course Reports can be used when students are applying for jobs or seeking entry into further education and training courses.
- Successful completion of HSC courses and achievement of course standards at particular band levels can give students credit towards a TAFE qualification and allow them to complete a TAFE course ahead of time.
- In preparing applications for employment students can draw from the descriptions in their course reports of the standards they have achieved to show how they meet particular job requirements as well as to highlight their overall knowledge and skills.
- The HSC Course Reports may also provide useful evidence to support a student's readiness for entry to certain university courses, where universities use interviews and portfolios to assess eligibility for enrolment.

The Universities Admission Index (UAI)

- The UAI is not a mark or an average of a student's HSC marks.
- The UAI is a ranking for university selection purposes based on statistical scaling of students' examination marks and moderated school assessment marks. The marks are scaled as if all students have undertaken the same set of courses.
- A middle-ranked UAI is a ranking in the 60s.
- Students should not assume that their UAI rank will correspond with the average of their own HSC course marks. Last year, for example, most middle-placed HSC students who averaged HSC marks in the 70s received middle-ranked UAIs in the 60s.
- In a standards-referenced system of assessment and reporting of HSC achievement there is no reason to expect that the percentages of students who achieve at each standard should be the same across the range of courses.
- It is important to note, however, that if only a relatively small percentage of students achieve Bands 5 and 6 in a particular course they have studied, this has no effect on the calculation of their UAI.
- The reporting of HSC achievement against set standards as defined in the performance bands and the calculation of the UAI are worked out quite differently and have very different purposes.

4 The Class of 2002: interesting facts and story lines

Introducing the Class of 2002

- There are 64 805 students enrolled as HSC candidates this year, comprising 33 923 female students and 30 882 male students.
- They are enrolled in 80 subjects organised into 156 Board Developed Courses (BDC), including 7 industry-accredited Vocational Education and Training (VET) frameworks.
- The subjects with the largest candidatures are English (the only compulsory subject), followed by Mathematics, Business Studies, Biology, Studies of Religion, and Information Processes and Technology.
- Latvian is the subject with the smallest candidature, followed by Ukrainian, Dutch, Maltese and Czech (in ascending order).
- Student entries in the most demanding 2 unit English course in the HSC have increased to 20 959 in 2002, compared to 8370 in the last cohort of the old HSC. There are 4270 entries in English Extension 1 compared to 1541 students in the corresponding 3 unit English course in 2000. A total of 1745 students are completing the English Extension 2 course, which features the development of a major work of composition. There was no corresponding 4 unit English course under the old HSC.
- Mathematics Extension 2 course entries have increased from 2621 in 2001 to 3009 in 2002.
- More than 18 000 students (one in four candidates) are enrolled in one or more of the 7 Vocational Education and Training industry framework courses, earning them nationally recognised industry qualifications as part of their HSC program.
- The most popular industry curriculum frameworks are Hospitality (7441 students), Information Technology (4769) and Business Services (3002).
- The HSC arrangements allow students to count their industry curriculum framework course towards a Universities Admission Index (UAI) by electing to take an optional HSC examination for the industry. The popularity of the UAI option is demonstrated in over 70% of these Year 12 students this year electing to sit the optional HSC industry exam, enabling them to count their industry training towards a UAI score.
- Many languages are studied through the Saturday School of Community Languages, which has 1900 students enrolled this year; through The Open High School and other Distance Education Centres run by the Department of Education and Training; or through approved outside tutors.
- French is the most popular language, with 1290 students this year. Japanese is the second most popular language, with 1239 students – in 1979 there were only 56 students studying Japanese in NSW.
- Courses in 25 of the languages offered in 2002 were developed according to a common framework, as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). They emphasise the ability to communicate in language in a range of contexts. CCAFL offers students across Australia the flexibility to sit for Year 12 examinations in subjects such as Hindi, Maltese and Latvian.

HSC exams – extended borders

Special circumstances, such as international and national sporting, educational or cultural commitments, can mean that some students are outside NSW at the time of their HSC examinations.

In such cases, the Board may arrange for the students to sit their examinations in a special centre interstate or overseas. The centres are usually embassies or British Council offices. Strictest security is maintained at all times.

Logistical facts and figures

- The Board of Studies established examination committees comprising almost 400 people to set 154 different HSC examination papers.
- The 64 805 HSC students will use HSC examination papers comprising more than 12 million printed pages and will complete their answers in 1.77 million writing booklets.
- More than 5000 people will supervise the HSC examination sessions in some 750 examination centres.
- More than 7000 markers will mark HSC examinations at 16 venues across the state.
- A team of more than 30 staff members took nearly 6 weeks to pack all written examination papers for all students in each course, resulting in over 50 000 parcels.
- Students' answers to HSC examinations are wrapped in secure parcels and sent to the marking centre. The following wrapping materials are used in this process: 42 000 sheets of brown paper; 51 kilometres of masking tape; 2000 kilograms (2 tonnes) of twine.

5 HSC statistics

Candidates by geographical location¹

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>% of total students</i>
Metropolitan Categories				
Metropolitan East	5 288	4 909	10 197	15.73%
Metropolitan North	3 489	3 497	6 986	10.78%
Metropolitan South West	5 002	4 440	9 442	14.57%
Metropolitan North West	5 642	5 230	10 872	16.78%
Total	19 421	18 076	37 497	57.86%
Country Categories				
Hunter	3 609	3 281	6 890	10.63%
North Coast	2 726	2 253	4 979	7.68%
North West	1 196	964	2 160	3.33%
Riverina	1 790	1 593	3 383	5.22%
South Coast	3 357	3 040	6 397	9.87%
Western	1 770	1 617	3 387	5.23%
Total	14 448	12 748	27 196	41.97%
Other Categories				
	54	58	112	0.17%
Total of all categories	33 923	30 882	64 805	100.00%

Candidates by institution type

School students	62 960	97.15%
TAFE students	1 819	2.81%
Self-tuition students	26	0.04%
Total	64 805	100.00%

¹ Location according to Board of Studies Liaison Officer (BOSLO) regions. Maps of BOSLO regions are included in Part B. Note that students doing the HSC overseas are included in BOSLO regions.

Subjects with the largest candidatures

Subject	Candidates
English	61 644
Mathematics	52 955
Business Studies	16 831
Biology	12 400
Studies of Religion	10 967
Information Processes and Technology	10 200
PDHPE	9 792
Physics	9 351
Modern History	9 039
Chemistry	9 018
Visual Arts	8 883
Ancient History	8 322
Legal Studies	7 648
Geography	6 164

Subjects with the smallest candidatures

Subject	Candidates
Latvian	1
Ukrainian	2
Dutch	2
Maltese	4
Czech	4
Swedish	6
Hindi	8
Armenian	8
Tamil	9
Hungarian	11
Khmer	13
Croatian	14
Filipino	22
Classical Greek	23
Modern Hebrew	25

Student entries in Board Developed Courses by subject, course and gender for the 2002 HSC at 11 September 2002

Entries by course and subjects

Course Name	Units	Female	Male	Total
Aboriginal Studies	2	294	110	404
Accounting	2	240	152	392
Agriculture	2	608	943	1551
Ancient History	2	5191	3131	8322
Arabic Beginners	2	1	6	7
Arabic Continuers	2	187	147	334
Arabic Extension	1	52	65	117
Armenian Continuers	2	4	4	8
Biology	2	8158	4242	12400
Business Services	2	42	8	50
Business Services – Office Administration	1	9	13	22
Business Services – Office Administration	4	29	5	34
Business Services – Office Administration	2	2418	478	2896
Business Services – Office Administration Examination	2	1959	337	2296
Business Services – Office Administration Extension	2	2	5	7
Business Services – Office Administration Extension	1	7	0	7
Business Studies	2	8118	8713	16831
Chemistry	2	4374	4644	9018
Chinese Background Speakers	2	461	380	841
Chinese Beginners	2	5	2	7
Chinese Continuers	2	32	43	75
Chinese Extension	1	10	18	28
Citizenship and Society Life Skills	2	176	181	357
Classical Greek Continuers	2	1	13	14
Classical Greek Extension	1	0	9	9
Classical Hebrew Continuers	2	17	14	31
Classical Hebrew Extension	1	4	7	11
Classical Societies and Cultures - VCE	2	1	0	1
Community and Family Studies	2	3405	228	3633
Comparative Literature - Distinction Course	2	9	3	12
Construction	1	0	18	18
Construction	2	16	1673	1689
Construction Examination	2	13	1313	1326
Construction Specialist Study	1	0	13	13
Construction Specialist Study	2	0	2	2

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Course Name	Units	Female	Male	Total
Cosmology – Distinction Course	2	10	9	19
Creative Arts Life Skills	2	199	202	401
Croatian Continuers	2	10	4	14
Czech Continuers	2	1	3	4
Dance	2	466	17	483
Design and Technology	2	1851	2905	4756
Drama	2	3386	1200	4586
Dutch Continuers	2	1	1	2
Earth and Environmental Science	2	625	695	1320
Economics	2	2084	3137	5221
Engineering Studies	2	49	1319	1368
English (Advanced)	2	12933	8026	20959
English (Standard)	2	17976	19800	37776
English as a Second Language	2	959	967	1926
English Extension 1	1	2851	1419	4270
English Extension 2	1	1181	564	1745
English Life Skills	2	476	507	983
Filipino Continuers	2	13	9	22
Food Technology	2	2518	676	3194
French Beginners	2	470	61	531
French Continuers	2	575	184	759
French Extension	1	105	49	154
General Mathematics	2	16795	14750	31545
Geography	2	2958	3206	6164
German Beginners	2	93	24	117
German Continuers	2	332	154	486
German Extension	1	74	30	104
Hindi Continuers	2	8	0	8
History Extension	1	1163	633	1796
Hospitality Kitchen Operations	2	248	112	360
Hospitality Operations	4	9	2	11
Hospitality Operations	2	5193	1850	7043
Hospitality Operations	1	19	8	27
Hospitality Operations Examination	2	4825	1654	6479
Hospitality Operations Extension	1	111	33	144
Hungarian Continuers	2	8	3	11
Indonesian Background Speakers	2	41	46	87
Indonesian Beginners	2	38	11	49
Indonesian Continuers	2	121	20	141
Indonesian Extension	1	24	5	29
Industrial Technology	2	206	3397	3603
Information Processes and Technology	2	3643	6557	10200

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Course Name	Units	Female	Male	Total
Information Technology	4	13	33	46
Information Technology	3	1	0	1
Information Technology	2	1450	3097	4547
Information Technology	1	3	18	21
Information Technology Examination	2	1271	2781	4052
Information Technology Specialist Study	2	3	79	82
Information Technology Specialist Study	1	22	50	72
Italian Beginners	2	216	50	266
Italian Continuers	2	272	103	375
Italian Extension	1	45	20	65
Japanese Background Speakers	2	31	25	56
Japanese Beginners	2	218	108	326
Japanese Continuers	2	628	229	857
Japanese Extension	1	160	83	243
Khmer Continuers	2	3	10	13
Korean Background Speakers	2	61	48	109
Korean Continuers	2	11	2	13
Latin Continuers	2	76	60	136
Latin Extension	1	32	21	53
Latvian Continuers	2	1	0	1
Legal Studies	2	4795	2853	7648
Literature – VCE	2	1	0	1
Macedonian Continuers	2	23	19	42
Maltese Continuers	2	3	1	4
Mathematics	2	9799	10722	20521
Mathematics Extension 1	2	3825	5481	9306
Mathematics Extension 2	2	1071	1938	3009
Mathematics Life Skills	2	451	438	889
Metal and Engineering	4	0	4	4
Metal and Engineering	2	6	716	722
Metal and Engineering Examination	2	4	543	547
Metal and Engineering Specialist Study	2	0	26	26
Modern Greek Beginners	2	20	12	32
Modern Greek Continuers	2	131	91	222
Modern Greek Extension	1	59	39	98
Modern Hebrew Continuers	2	18	7	25
Modern History	2	4942	4097	9039
Music Extension	1	215	122	337
Music 1	2	1801	1827	3628
Music 2	2	342	197	539
Persian Background Speakers	2	23	19	42

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Course Name	Units	Female	Male	Total
Personal Development, Health & PE Life Skills	2	283	275	558
Personal Development, Health and Physical Education	2	5443	4349	9792
Philosophy – Distinction Course	2	31	22	53
Physics	2	2394	6957	9351
Polish Continuers	2	22	6	28
Portuguese Continuers	2	20	13	33
Primary Industries	1	0	5	5
Primary Industries	2	202	421	623
Primary Industries	4	2	8	10
Primary Industries Examination	2	168	301	469
Primary Industries Extension	2	1	35	36
Primary Industries Extension	1	4	13	17
Retail Operations	1	30	16	46
Retail Operations	2	1311	697	2008
Retail Operations	4	25	10	35
Retail Operations Examination	2	960	526	1486
Russian Background Speakers	2	19	11	30
Science Life Skills	2	86	97	183
Senior Science	2	1930	2660	4590
Serbian Continuers	2	38	27	65
Society and Culture	2	2893	478	3371
Software Design and Development	2	478	3252	3730
Spanish Beginners	2	82	10	92
Spanish Continuers	2	142	89	231
Spanish Extension	1	65	31	96
Studies of Religion I	1	4844	4177	9021
Studies of Religion II	2	1191	755	1946
Swedish Continuers	2	2	4	6
Tamil Continuers	2	7	2	9
Technology & Applied Studies Life Skills	2	245	297	542
Textiles and Design	2	1313	11	1324
Tourism	1	2	0	2
Tourism	4	5	0	5
Tourism	2	702	96	798
Tourism-Sales/Office Operations Examination	2	519	64	583
Turkish Continuers	2	57	39	96
Ukrainian Continuers	2	2	0	2
Vietnamese Continuers	2	87	58	145
Visual Arts	2	6341	2542	8883
Work and the Community Life Skills	2	288	340	628

6 The HSC Advice Line 13 11 12

The HSC Advice Line is a telephone information service for students preparing for the HSC examinations. It complements the advice of teachers by providing an after-hours and weekend service leading up to and during the examination period. Since its inception in 1995, the Advice Line has received almost 220 000 calls.

The 2002 HSC Advice Line will be open every day from Monday, 30 September (except for the Labour Day holiday). It will conclude at 10 pm on Wednesday 13 November 2002.

The operating period includes the school vacation period. The service will operate during the following hours:

Monday to Friday	4 pm to 10 pm
Saturday	10 am to 6 pm
Sunday	10 am to 10 pm

The best times to call are 6–7 pm daily, Friday evenings and Saturday and Sunday mornings, as figures from previous years show there are not as many callers at these times.

The HSC Advice Line telephone number is

13 11 12

The cost is that of a local call,
no matter where a student is calling from in NSW
or how long the call lasts.

The Advice Line supports 25 HSC courses:

Ancient History	Information Processes and Technology
Biology	Legal Studies
Business Studies	Mathematics
Chemistry	Mathematics Extension 1
Economics	Mathematics Extension 2
English as a Second Language	Modern History
English Standard	PDHPE
English Advanced	Physics
English Extension 1	Senior Science
General Mathematics	Software Design and Development
Geography	Studies of Religion I and II
History Extension	Visual Arts

The subjects that have attracted the most calls over the past five years are English, Mathematics, Business Studies, Economics, Chemistry and Modern History.

How can the HSC Advice Line assist students?

The HSC Advice Line is staffed by more than 700 highly experienced teachers. Up to 80 lines are open at any one time for teachers to answer questions, no matter how simple or complex. Some of the questions students commonly ask are:

How is the exam structured?

What does that term or concept mean?

Can you explain this topic to me?

How do I structure an essay or use quotes and reference material?

Do I have the right answer to the question in the specimen exam paper?

I need more information on this topic – help!

What equipment do I need to take into the exam room?

What time does the exam start?

What areas will the exam cover?

What type of questions will be asked?

To ensure that students sitting for the 2002 HSC examinations are aware of the Advice Line, a letter detailing the service's functions and hours of operation has been sent to all HSC candidates and to principals of all NSW secondary schools.

A separate letter is also sent to students with hearing difficulties to advise them of alternative arrangements.

7 Release of HSC results to students

Early release of HSC results to students

This year, students will again receive their HSC results before Christmas. The HSC results will be available to students by an Internet and telephone service from 6 am on Thursday 19 December. Students will receive HSC results summaries in the mail on Monday 23 December. The pre-Christmas release of HSC results enables students to maximise their opportunities to receive career counselling and access other support services as they make their plans for the future.

HSC results available on the Internet

A special HSC results web page is on the Board's website. Students may view their HSC results on the computer screen after providing their student number and personal identification number (PIN). The student number and PIN, which are to be used for both the Internet and telephone services, ensure the security of the information.

Students will be able to access their results on the Internet from 6 am on Thursday 19 December 2002. There will be no additional cost to students who use the Internet service, beyond the charges applied by their Internet Service Provider and/or the cost of the call.

The early release of HSC results gives students more time to consider their future options. In its three years of operation, the service has been a great success with 51 839 Internet accesses within the first 12 hours of the release of results in 2001. Students will receive their PIN in late November.

HSC results web page: www.hscreults.nsw.edu.au

Release of results by telephone

Students may also access their HSC results from 6 am on Thursday 19 December 2002 until mid-January 2003 by using the automated telephone service. They will access this service by telephoning 1902 220 100 and keying-in their student number and personal identification number (PIN).

Students will receive their PIN in late November. They will get their HSC results by recorded message. The telephone service will run 24 hours a day and it is estimated that each call will take approximately two minutes, although students will have the option of having their results repeated.

The Board of Studies established the phone service in 1997. Last year, over 11 000 calls were made in the first 12 hours of the Results Line opening.

HSC Results Line number: 1902 220 100

Release of results by post

New South Wales students will receive a student results summary containing the results achieved in 2002. This is posted to them to arrive by Monday 23 December. The official HSC award documents, including the Higher School Certificate testamur, HSC Record of Achievement and HSC Course Reports will arrive by mail in mid-January 2003.

HSC Examination Inquiry Centre 13 11 12

The Board of Studies runs a telephone inquiry centre to support the release of the HSC results. The HSC Inquiry Centre will operate from 9 am on Thursday 19 December 2002 until the New Year. It will be staffed by Board of Studies Liaison Officers, Board of Studies officers and experienced personnel from government and non-government schools.

The HSC Examination Inquiry Centre provides an opportunity for students to discuss any queries regarding their Higher School Certificate results. Personnel at the Inquiry Centre are able to answer questions about HSC results only. Inquiries relating to the UAI, university admissions and post-secondary education should be directed to the Universities Admissions Centre or the Advisory Services for School Leavers.

HSC Examination Inquiry Centre phone: 13 11 12

8 Release of HSC results information to the media

The Board of Studies will provide the media with:

- the top student in each course who has reached band 6 standard (or band E4 in an extension course) will be placed on the First Place in Course List.
- the HSC Distinguished Achievers List, which details the students who have achieved the highest standard established for the course. For all but extension courses, this means that they have reached band 6 standard by achieving a mark of 90 or more for a course. This mark is a composite of both the HSC examination mark and the moderated school assessment mark.
- a list of students who have achieved all-round excellence in the Higher School Certificate. These are students who appear on the Distinguished Achievers List for courses totalling a minimum of 10 units.

The Board of Studies does not have access to students' UAI information from the Universities Admissions Centre. Individual UAI results are confidential and will not be provided to parties other than the student, the Universities Admissions Centre and the universities to which the student has applied.

Media will be provided with a breakdown of entries by course and by school. As for the School Certificate, the Board will also be providing the numbers of students in each band for each course.

PART B: The Higher School Certificate and School Certificate in detail

9 The HSC Curriculum

Types of courses

The Preliminary and HSC courses offered are either Board Developed or Board Endorsed Courses.

Board Developed Courses

These are the large number of courses that are set and externally examined by the Board of Studies and include courses in the areas of English, Mathematics, Science, Technology, Creative Arts, PDHPE, Human Society and its Environment, Languages, and VET Curriculum Frameworks. These courses may contribute to the calculation of a Universities Admission Index (UAI).

Distinction Courses

Distinction Courses are high-level Board Developed HSC Courses delivered by universities through distance education. Eligible students need to complete one or more HSC courses at the highest level, one or more years ahead of their cohort. The courses consist of 2 units of study, which are additional to the required 10 units of HSC study but can be counted towards the calculation of the UAI. In 2002 three Distinction Courses were offered: Cosmology, Comparative Literature and Philosophy.

Life Skills Courses

Board Developed Life Skills Courses for students with special education needs can be used in place of other Board Developed Courses to meet the requirements for the award of the Higher School Certificate. Each Life Skills Course comprises a 2 unit Preliminary course and a 2 unit HSC course. These courses are not subject to external examination and do not contribute to the calculation of the UAI.

Board Endorsed Courses

These include courses that may be developed by schools, Colleges of TAFE NSW or universities. Board Endorsed Courses contribute to the HSC but do not contribute to the calculation of the UAI.

Board Endorsed Courses fall into three categories: Content Endorsed, School Developed and University Developed Courses.

- Content Endorsed Courses (CECs) were introduced in 1985. They are developed by the Board of Studies from exemplary school-developed courses for statewide implementation.

Content Endorsed Courses available for the 2002 HSC are:

Ceramics	Photography, Video and Digital Imaging
Computing Applications	Skills for Living
Drama and Theatre	Sport, Lifestyle and Recreation Studies
Exploring Early Childhood	Visual Design
Marine Studies	Work Studies

- School Developed Courses are designed by schools to meet the particular needs of their students and to extend the range of courses offered. These courses must be endorsed by the Board of Studies for inclusion in an HSC program of study. This flexibility means that schools can use local resources and personnel most effectively to the advantage of students.

Generally, there are two broad requirements for the endorsement of a School Developed BEC. The course must meet:

- an educational need that cannot be met by an existing Board Developed or Content Endorsed Course; and
- the Board’s requirements for the course aim and objectives, content and assessment of student achievement. These courses must be as challenging as Board Developed Courses of equivalent unit value and duration. Schools must complete a course evaluation as a condition of endorsement. Non-vocational BECs are endorsed for a maximum of four years.

There are also additional requirements for School-Developed vocational BECs.

- University Developed Courses are developed by universities in conjunction with schools to suit the particular needs of high ability students.

Units of study

All courses for the Higher School Certificate are prescribed a unit value. Each unit requires 2 hours per week of indicative school time spent studying the course and attracts a possible 50 assessment marks and 50 examination marks. This means that the typical 2 unit course requires 4 hours per week of indicative school study time and attracts a total possible mark of 100 for the school assessment and for the examination.

Most Board Developed Courses are 2 unit courses studied over two years. They comprise the Preliminary course (studied usually during Year 11) followed by the HSC course (usually completed in Year 12). Students must satisfactorily complete the Preliminary course before they are permitted to study the HSC course. HSC courses may be accumulated over a period of up to five years.

One unit Extension courses are also available, requiring extra time in addition to the 2 unit course to reach the highest standards in a subject. This occurs in English, Mathematics, Music, History, some languages and some Vocational Education and Training (VET) courses.

2002 HSC subjects

A comprehensive description of each HSC course is available from the ‘A New HSC Course Description File’ located on the Board’s website www.boardofstudies.nsw.edu.au

Vocational Education and Training (VET) courses

VET courses may be Board Developed or Board Endorsed Courses. The opportunities for students to study VET courses as part of the HSC have been enhanced. Seven new Board Developed Industry Curriculum Frameworks, each incorporating a range of courses, have been developed. They provide students with the opportunity to gain Australian Qualifications Framework (AQF) Certificates and Statements of Attainment. These seven new industry-recognised courses are:

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

The new courses all involve mandatory work placement which is assessed as part of HSC requirements. Students can use part-time work in industry towards their workplace requirement. Students may also undertake these courses as part of a traineeship.

These courses provide students with a valuable head start towards future employment and training in an industry while they are still at school. Employers will benefit by being able to choose HSC graduates who have already completed industry-recognised training and qualifications before they commence work.

The new arrangements also allow students enrolled in a 240 hour framework course to have it count towards a Universities Admission Index (UAI) by electing to take an optional HSC examination.

In addition to their credentials issued by the Board of Studies, students receive a Vocational Certificate or Statement of Attainment for school-delivered courses and a transcript of results delivered by Registered Training Organisations.

Other vocational courses

Apart from the curriculum frameworks, other VET courses may be undertaken for the HSC. These courses may be Board Developed, Content Endorsed or Board Endorsed Courses. TAFE-delivered VET courses are available in a broad range of industry areas.

Eligibility for the Higher School Certificate

To be eligible for the award of the 2002 Higher School Certificate, students must have:

- gained the School Certificate or such other qualifications as the Board of Studies considers satisfactory
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by the Board, or a college of TAFE
- satisfactorily completed courses that comprise the pattern of study required by the Board for an award of the Higher School Certificate (see below)
- sat for and made a serious attempt at the requisite Higher School Certificate examinations.

Students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include at least:

- six units from Board Developed Courses
- two units of a Board Developed Course in English
- three courses of two unit value or greater (either Board Developed or Board Endorsed)
- four subjects.

Pathways

The Higher School Certificate offers students a great deal of flexibility in the way they can approach their study program through the provisions offered by Pathways.

Under Pathways provisions, students are able to take extra time to complete their Higher School Certificate, move through their program more quickly, or repeat one or more courses.

Students may ‘accumulate’ their studies over a longer period of time by taking up to five years to complete the HSC study pattern, and unlimited time to complete their Preliminary pattern.

Another option is to ‘accelerate’ HSC courses. Students who are gifted or talented in a particular area can undertake HSC courses ahead of their peers.

After completing their Higher School Certificate, students can also use the Pathways provisions to repeat one or more courses in an attempt to improve their Universities Admission Index (UAI).

Because they may take up to five years to complete their Higher School Certificate, students now have the option to combine part-time work or TAFE study with schoolwork.

The HSC and Recognition of Prior Learning (RPL)

The Board of Studies uses the term ‘Recognition of Prior Learning’ (RPL) as a generic term for the two mechanisms (Credit Transfer and Advanced Standing) by which the Board may recognise formal or informal study and/or relevant life experience as contributing to the award of the Higher School Certificate.

RPL arrangements are provided for individual students and are granted as follows:

- Credit Transfer for study successfully completed at a TAFE or other recognised post-secondary institution
- Advanced Standing, whereby students may be exempt from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes.

HSC/TAFE Credit Transfer

Through HSC/TAFE Credit Transfer students can obtain advanced standing in many TAFE courses, which means that they may not have to do all the modules in the TAFE course in which they enrol. A website sponsored by The Schools Consortium, which consists of the Board of Studies NSW, the NSW Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools is available for students’ information. See www.det.nsw.edu.au/hsctafe

10 2002 HSC Assessment and Examinations

The HSC mark received by each student for each course is a 50:50 combination of the school-based assessment mark and the external HSC examination mark. The HSC mark, the assessment mark and the examination mark are all reported on the student's record of achievement. The internal school-based assessment mark summarises the student's performance in assessment tasks set and marked by the school. The external HSC examination mark is gained by the student in the HSC examinations set and marked by the Board of Studies.

School-based assessment for the Higher School Certificate

The purpose and scope of school assessment

School assessments are designed to measure a wider range of achievements than can be measured by the external examination, and they use a number of measures over the HSC course to provide a balanced indication of each student's achievement of the outcomes of the course. Together, the examination and assessment marks provide a more consistent and complete picture of a student's achievement.

Towards the end of the HSC course, schools submit to the Board a mark based on each student's performance in set school-based assessment tasks. To ensure that comparisons of results for the same courses from different schools throughout the state are fair, assessments from each school are adjusted to a common scale of marks using the examination marks in the course from that school (see 'Moderation of assessment marks' below).

Assessments are required for most courses developed or endorsed by the Board. They are not required for Vocational Education and Training courses, which are industry-assessed.

Components and weightings

For each course, the syllabus specifies components and weightings that must be applied in determining school assessment marks. These ensure a common focus for internal assessment in a course across schools, but also allow schools flexibility in the design and timing of tasks. Schools use a variety of tasks so that students are given the opportunity to demonstrate achievement in various ways.

For example, the components, weightings, and suggested tasks for the Geography course are:

<i>Component</i>	<i>Weighting</i>	<i>Suggested Tasks</i>
Geographical research	20	Evaluation of the research framework and processes, independent research project
Interpretation and synthesis of geographical stimulus	30	Multiple-choice skills test, short-answer response items such as comprehension exercises, graph analysis, photograph and cartographic interpretation
Geographical writing	40	video report, matching exercises, letter writing, written reports, discussions, explanations and expositions, extended response, structured essays, stimulus-based response
Fieldwork	10	Writing a questionnaire, data analysis, field observations, pre- and post-fieldwork activities
Total	100	

Moderation of assessment marks

Assessment marks are ‘moderated’, or placed on a common scale, allowing them to be compared with assessments from other schools. The assessment marks awarded to students in each course are changed so that their average (mean) matches the average (mean) of those students’ examination marks. A similar spread of assessments to the exam marks is achieved by setting the top assessment mark from the school equal to the top reported examination mark and, generally, the lowest assessment mark equal to the lowest examination mark.

After the assessment marks for a course have been adjusted in this way they are aligned to the course performance scale by using the same adjustments used to align the raw examination marks to the performance scale (see *Section 11 Reporting student achievement*).

Because the raw assessment marks cannot be compared fairly, schools are not allowed to reveal these to students. However, the Board informs students of their ranking within the school for each course after the final examination. Schools are required to provide feedback on performance in each assessment task that contributes to assessment throughout the course.

Assessment rank appeals

After all students at their school have finished their examinations, they can obtain from their school advice from the Board showing their position within their school in the rank order for assessments in each course they studied. If students consider that their placement in any course is incorrect, they may apply to the school for a review. There is no provision for a review of the actual marks awarded for assessment tasks. The only matters a school may consider are whether:

- the weightings specified by the school in its assessment program conform with the Board’s requirements
- the procedures used by the school for determining the final assessment mark conform with its published assessment program
- there are computational or other clerical errors in determining the assessment mark.

The final date for applications for a school review of assessments is 18 November 2002. The school will advise the student of the outcome of the review by 25 November 2002. If a student is dissatisfied with the outcome of a school review, appeal to the Board is possible.

2002 HSC examinations

Preparation of HSC examinations

In 2002, the Board of Studies examination committees set 154 different examination papers. In addition, examination papers for some small-candidature languages were set by other states participating in the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Producing the examinations

HSC examinations are set by examination committees working under secure conditions. Each committee is led by a committee chairperson, and works with assessment experts from the Board’s staff. Committees usually comprise four people and, where possible, the committee is made up equally of practising teachers and representatives from tertiary institutions. The preparation of the 2002 HSC examinations began in September 2001. Almost 400 people participated as members of examination committees or as assessors in preparing the examinations.

Each examination committee sets examinations for the course(s) it is responsible for, following the examination specifications contained in the syllabus and in accordance with the Board's principles for setting examinations in a standards-referenced framework. The examination committees are also responsible for developing marking guidelines for all parts of the examination.

Assessors

After examinations are set, each paper is assessed by practising teachers not teaching the subject that year, and a syllabus expert. The assessor checks whether the paper is a fair and valid examination of the relevant course and attempts the actual paper to ensure its fairness to students. It is also assessed by a specialist to ensure that students with special needs are not disadvantaged.

Aural and Listening examinations

English (ESL) and most modern languages have listening examinations where students answer questions relating to recorded texts. Music 1 and Music 2 have aural examinations in which students respond to recordings of music extracts. Examination committees are responsible for choosing appropriate material to be recorded for each of these examinations.

Professional-quality recordings are made, and cassette tapes are produced (CDs for the Music examinations) to be sent to each examination centre.

Preparing 'the pack'

Once examination cassettes and discs are produced and examination papers printed, compilation of 'the pack' begins. This involves packing and labelling enough cassette tapes, CDs and sets of papers in each course for all students at each examination centre.

It took more than 30 staff members nearly six weeks to pack all the written examination papers for all students in each course, which resulted in over 50 000 parcels.

Supervision of the examinations

More than 5000 people will supervise the HSC examination sessions in 750 examination centres. These centres are mostly in schools and TAFE NSW institutes that have more than 40 candidates.

In certain exceptional circumstances examination centres will be established outside NSW for students who have international or national sporting, educational or cultural commitments. The centres are usually in embassies or British Council offices. The strictest security is maintained at all times.

The task of running each examination centre is the responsibility of a Presiding Officer (PO). The Presiding Officer is responsible for supervision throughout the examination period and is assisted by a number of supervisors.

Special examination provisions for students with special needs

The Board of Studies administers a special examination provisions program each year for the HSC examinations and School Certificate Tests. This program is designed to provide practical support to students with special examination needs.

For students with special examination needs, the Board produces a large variety of 'special provisions' examination papers. These include papers that are printed on coloured paper, papers in larger size fonts (up to 72 point) for visually impaired students, braille papers, papers that are split into sections to allow students to sit them over separate sessions, and papers where questions are specially modified to meet the requirements of particular students. Special provisions papers are produced by staff members, working with the State Braille Unit and other disability consultants. In 2002 approximately 900 individual papers have been produced, in over 55 courses.

Where required, students are able to sit their examinations under altered conditions to suit their needs. Arrangements may include the assistance of a writer; provision of an appropriate reader or oral interpreter; rest breaks; use of a keyboard; provision for special furniture and lighting; and establishment of a special examination centre or separate supervision.

Applications for special examination provisions for students with special needs were submitted to the Board of Studies from September 2001. Arrangements needed as a result of accidents or other emergencies may be applied for up to and during the examination period.

Illness/Misadventure appeals

Students who are prevented from attending an examination, or whose performance has been affected by illness or misadventure immediately before or during the examination, may lodge an appeal with the Board of Studies.

Students must notify the Presiding Officer at every examination session in which they consider their performance may have been affected. The student is responsible for lodging an appeal with the Board of Studies by 15 November 2002 except in the case of speaking or practical examinations, where the appeal must be lodged within one week of the date of examination. Appeals must be supported by appropriate documentary evidence.

If an appeal is upheld, the student is awarded an examination mark equal to their assessment mark or original examination mark, whichever is the higher.

Courses with practical examinations and submitted works

Some HSC subjects involve forms of examination other than written examination papers. Some courses have practical components such as speaking, listening and performance. Some courses require candidates to submit a project or report for examination, where students select and pursue an area of interest closely related to the basic concepts of the course.

English

English Extension 2

The English Extension Course 2 comprises a Major Work only. The Major Work consists of a sustained composition and a reflection statement on the intent, process and understanding gained from undertaking the Major Work.

Students choose from a range of forms and mediums in which to develop the composition. Specific word or tense limits apply to the composition and to the reflection statement.

The Major Work is marked at a designated HSC marking centre.

English (ESL)

The English (ESL) course includes a listening examination comprising a number of questions that will test the ability of candidates to listen with understanding and to respond to a range of verbal cues. The examination is 30 minutes long and contributes 15% to the final examination mark.

The listening examination is marked at a designated HSC marking centre.

Agriculture

All Stage 6 Agriculture students complete a core of learning which represents 70% of the HSC course. For the remainder of the course, students have the option of completing *either* two electives *or* a Research Project.

The Research Project is submitted to the Board of Studies and comprises 30% of the final examination mark. The project enables students to study a particular agricultural issue or problem. The scope of the issue or problem open to students includes those that arise from production, the economic environment, marketing and the social environment.

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 and must be supplemented by additional appropriate materials such as graphs, figures, tables, slides and photographs. Students submit a process journal which details the student's progress through the Research Project.

The research project is marked at a designated HSC marking centre.

Design and Technology

The HSC course includes the development and realisation of a Major Design Project that contributes 60% toward the final examination mark. The project consists of a product, system or environment together with a design folio. It involves students in selecting and applying appropriate design, production and evaluation skills to satisfy an identified need or opportunity.

Students research, select and apply the most appropriate materials, tools and processes to complete the Major Design Project. They document each stage of the process in the folio, in order to better address the examination criteria relating to the project proposal and management, project development, and realisation and evaluation.

The Major Design Project is marked by HSC examiners who visit schools across the State.

Industrial Technology

The HSC course includes the development of a Major Project that contributes 60% toward the final examination mark. The Major Project consists of a product and folio, which are examined in conjunction with one another.

Students choose to study one of the following eight focus areas over both the Preliminary and the HSC courses:

- automotive industries
- building and construction industries
- electronics industries
- graphics industries
- metals and engineering industries
- multimedia industries
- plastics industries
- timber and furniture industries.

The criteria for examining the Major Project include design and management, and workplace communication and production.

The Major Project is marked by HSC examiners who visit each school across the State.

Textiles and Design

Students undertake a Major Textiles Project which comprises 50% of the final HSC mark. The project focus is selected from one of the following areas:

- apparel
- furnishings
- costume
- textile arts
- non-apparel.

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the syllabus content areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing , Footwear and Allied Industries.

The examination of the Major Textiles Project considers two components: the supporting documentation which includes detail relating to design inspiration, visual design development, manufacturing specifications and investigation, and experimentation and evaluation, and the Textile Item/s.

The Major Textiles Project is marked at a designated HSC marking centre.

Visual Arts

Candidates in Visual Arts submit a body of work for examination. This comprises 50% of the final examination mark, the other 50% being derived from a written examination. Artworks are produced in a wide variety of media including photography, video, digital media, graphic design, painting, drawing, sculpture, interactives, and designed objects and environments.

The body of work is marked either corporately or itinerantly.

Music

All students of Music are examined in music performance. Depending on the student's choice of electives, this may comprise between 10% and 70% of the total examination mark in Music 1 and between 20% and 50% of the total examination mark in Music 2. In Music Extension, students may specialise totally in performance. Music students must present solo and/or ensemble performances using instruments or voice.

Candidates may submit scores and tapes of their original compositions and/or an extended essay on topic(s) from the syllabus for external assessment.

In Music 1 students complete an aural skills paper and in Music 2 students complete an aural skills/musicology papers.

Performances are marked by HSC examiners who visit each school across the State. Submitted works and the aural skills examination are marked at a designated HSC marking centre.

Dance

Performance in Dance comprises between 20% and 60% of the total examination mark, depending on the student's choice of electives. Students may submit a Major Study: Dance & Technology (either Choreographing the Virtual Body or Film and Video). Alternatively, they may choose a Major Study in Performance, Composition or Appreciation.

Practical examinations for Dance are held at central venues.

Drama

The group performance contributes 30% to the total examination mark. Students must also complete an individual project in Drama. They may elect to undertake an individual project in performance that contributes an additional 30%. The individual project can be in Critical Analysis (Director's Folio or Portfolio of Theatre Criticism or an Applied Research Project), Design (Costume or Lighting or Set or Promotion and Program), Scriptwriting and Video Drama.

Group and individual performances are marked by HSC examiners who visit the school. Submitted works are marked at a designated HSC marking centre.

Society and Culture

Students of Society and Culture complete a Personal Interest Project based on a topic related to the fundamental concepts of the course. The project is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student. The presented project must include an introduction, a log, central material of the Personal Interest Project, a conclusion, a resource list and certification.

The Personal Interest Project comprises 30% of the total HSC course mark. The Personal Interest Project is marked by HSC examiners at a designated HSC marking centre.

Languages

There are 65 languages courses offered for the NSW HSC examinations, including six Classical languages courses and 59 Modern, of which 53 are designed for non-background speakers of the language. In each of these 53 courses there is a speaking component, the specifications for which vary according to the course. Depending on the course, the speaking component comprises between 10% and 25% of the total examination mark.

For both the Beginners and the Extension speaking components, the examinations are confidential, that is there is a scripted examination. For all the Continuers speaking components the examinations are non-confidential and consist of a conversation and, in some cases, include a discussion of a prepared topic.

All the speaking examinations are recorded and double-marked, either on the day of the examination or at a designated HSC marking centre.

For Continuers and Background Speakers examinations there is a listening component, which is examined as Section I of the written examination paper. There is also a separate listening examination for each of the Beginners courses. This examination is held immediately prior to the written paper.

All listening examinations are marked at a designated HSC marking centre.

Marking the 2002 Higher School Certificate examinations

Security

A high level of security is maintained throughout the whole of the Higher School Certificate operation.

Security procedures include restriction of entry to marking centres to authorised personnel only. Security guards are employed to guard each marking centre.

Employment of markers

More than 7000 markers will mark the exams. They will be assisted by over 900 clerical staff. The largest centre is the Sydney Showground and Exhibition Centre at Homebush Bay. Other centres in the Sydney metropolitan area will accommodate smaller numbers of markers. Altogether, the Sydney-based marking operation covers 72 subjects. As well as those in Sydney, marking centres will be set up in Bathurst, Coffs Harbour, Gosford, Newcastle, Tamworth, Wagga Wagga and Wollongong.

Marking venues

The vast majority of HSC papers are marked by groups of markers, marking together in centres established by the Board. Both teachers and students benefit from having a wide range of markers.

Metropolitan Sydney marking in 2002 will take place chiefly at Homebush. There will be four smaller venues in Sydney. The itinerant marking of performances and projects occurred in Term 3.

Country marking centres and day marking will operate again this year to give teachers valuable professional development opportunities, and allow marking to reflect the expertise of teachers throughout the State.

Teachers who mark the HSC exams are selected on the basis of their teaching experience and subject knowledge.

Country marking centres

In 2002, Bathurst, Coffs Harbour, Gosford, Newcastle, Tamworth, Wagga Wagga and Wollongong will have marking centres.

Components of English (Standard) will be marked at Coffs Harbour, Gosford, Tamworth and Wollongong. The Newcastle centre will mark Biology, Business Studies, Engineering Studies and part of English (Advanced) and the Wollongong centre will mark part of English (Standard) as well as Senior Science. Other components of English (Advanced) will be marked in Bathurst and Wagga Wagga. A component of Agriculture will be marked in Tamworth.

Day marking

The introduction of day marking has given teachers who would not normally have ready access to evening marking the opportunity to gain significant professional development in their subject. Schools are provided with relief when teachers participate in day marking.

The day marking initiative will continue in 2002 with day marking centres in metropolitan and country areas.

Metropolitan Sydney Area

Venue

Sydney Showground, Homebush Bay

Subject

Aboriginal Studies

Biology

Business Studies

Community and Family Studies

Regional Areas

Subject

Venue

Agriculture

Bathurst

English Standard

Armidale

English Standard

Coffs Harbour

English Advanced

Wagga Wagga

English Advanced

Bathurst

The process of marking

Trialling and finalisation of marking guidelines

The main areas for refinement of the HSC marking process for 2002 are concerned with the trialling and finalisation of marking guidelines.

These are points where:

- marking guidelines are checked against sample student responses
- marking schemes are developed
- benchmark scripts are selected
- practice marking takes place in small groups to ensure agreement about the marks awarded.

In the lead-up to marking this year additional training sessions have been held for Supervisors of Marking with a focus on the ways they will be able to test and confirm marking guidelines.

At the marking centre the Examination Committee Chair will have a larger role this year in briefing the senior markers about the guidelines.

The Examination Committee Chair (or nominee) will also be involved in the pilot marking and the development of marking schemes and benchmarks.

Senior markers will test the marking guidelines and select appropriate benchmarks.

Any adjustments to the marking guidelines identified during pilot marking will now be made at the marking centre by the Examination Committee Chair and the Supervisor of Marking in consultation with senior markers.

Additional briefing information will be provided for markers with a more detailed explanation of the basis for selection of benchmark examples.

Extra coordination and monitoring will occur between marking centres responsible for marking different sections of the same examination. For English marking this year the new position of coordinating supervisor has been created to ensure that consistent approaches are maintained across the marking centres.

Established marking procedures

Once marking guidelines are finalised the marking process commences.

The Board has many established quality assurance procedures in place to ensure that every HSC student is awarded a mark that is consistent with his or her examination performance.

Multiple marking

Different markers mark each section or question in an examination and develop particular expertise in their part of the exam. Ten or more markers may be involved in marking parts of each student's exam paper.

Check marking

Throughout marking, an experienced senior marker examines a significant proportion of marked answers and checks the marks awarded by each marker.

Double marking

All answers that involve a lengthy written extended response are marked twice. Each marker is unaware of the other mark given. The two marks are averaged to give the final mark.

If marks differ significantly a third independent marking is undertaken and the appropriate mark is awarded.

Control scripts

At regular intervals each marker in the marking team marks the same student response for a question. These markings are compared and any difference is explored. This process maintains consistency throughout the marking operation.

Marker reliability

The marks awarded by each marker are graphed every day and compared to marks awarded by other markers of the same question. If one graph varies from the others, the reasons are investigated.

HSC results

Students will receive their results through:

- the Internet and an automated telephone service from 6 am on Thursday 19 December 2002
- an HSC Student Results Summary by post on Monday 23 December 2002
- the HSC award documents by post in January 2003.

HSC documentation

HSC Student Results Summary (received 23 December 2002)

The Higher School Certificate Student Results Summary will list, for each HSC course completed in 2002, the:

- examination mark
- assessment mark
- HSC mark (average of the examination mark and assessment mark)
- performance band and the description associated with that band.

With the HSC Student Results Summary, the student will receive an application form for a clerical processing recheck for externally examined courses. There is no provision for re-marking of papers, but a clerical recheck ensures that all answers have been marked, and that marks have been correctly allocated and computed.

11 Reporting student achievement

Reporting results in Board Developed Courses

Students' results in the various Board Developed Courses are reported by an examination mark, a moderated school assessment mark, an HSC mark and a performance band that shows each student's achievement in that course.

Students who are absent from an examination for which they are entered, and who do not have an Illness/Misadventure appeal upheld, will receive neither an examination mark nor a moderated assessment mark for the paper concerned.

Determination of marks for Board Developed Courses

The procedure used to align new HSC marks to established standards is based on the professional judgement of subject experts, informed by statistical data and student responses. It is a multi-staged procedure that enables the subject experts to review and adjust their earlier decisions.

In the past, HSC examination marks in all courses were scaled. From 1996 to 2000, HSC marks were reported against a predetermined pattern. For example, for 2 unit courses with large candidatures the examination marks were scaled so that any given mark would be at approximately the same percentile rank regardless of the course:

- 1–2% of students received a mark of 90 or more
- 25% of students received a mark of 70 or more
- 50% of students received a mark of 60 or more
- 75% of students received a mark of 50 or more
- 95% of students received a mark greater than 30.

This is no longer the case.

The standards-setting procedure for the HSC

For each course in the HSC, a team of experienced markers (judges) is trained. The team members are provided with:

- a copy of the HSC standards package (CD-ROM)
- a copy of the examination paper and marking guidelines
- recording sheets.

Stage 1

Working independently, each judge:

- uses the materials in the HSC Standards Packages to develop an 'image' of the knowledge, understanding and skills of students whose achievement would place them on the borderline between band 5 and band 6
- records the mark for each examination question (or task) that a borderline band 5/band 6 student would receive
- sums the individual marks giving the total examination mark that the judge believes corresponds to the borderline (or cut-off mark) between band 5/band 6.

The judges follow the same procedure for the other band borderlines. The recording sheets are collected and the cut-off marks proposed by each of the judges for each question are averaged. These averages are added to produce the first estimate of the examination mark that will represent the borderline between each pair of bands.

Stage 2

The judges meet to review and discuss the decisions they arrived at individually and their 'images' of the students at the borderlines between bands. They discuss their individual decisions and consider statistical reports. Each judge has the opportunity to modify any of the decisions he or she recorded during the first stage.

The judges' recording sheets are again collected and processed as in Stage 1. This results in a new set of band cut-off marks.

Stage 3

The judges have the opportunity to further refine their band cut-off marks when reviewing a sample of work by a student whose marks are equal to each of the proposed band cut-off marks. The judges also review student works above and below the proposed cut-off marks.

The judges' recording sheets are again collected and processed as in Stage 1. This results in a new set of band cut-off marks. These are the values that the judges will recommend to the Board's HSC Consultative Committee.

Reviewing and applying the decisions

The Consultative Committee meets with the judges before giving its approval to the cut-off marks to be used for the 2002 HSC examinations.

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 adjusted in a linear manner.

School assessment marks will be moderated using a similar process to that previously in use and then adjusted using the same mapping used for the examination marks. In this way, both the examination marks and the assessment marks are aligned to the performance standards.

Reporting for Stage 6 Life Skills Courses

Students who satisfactorily complete a Stage 6 Life Skills Course will receive a Profile of Student Achievement to be issued by the school. The Profile of Student Achievement reports on student performance for each of the syllabus outcomes that the student has been working towards during Stage 6.

Reporting of results in Board Endorsed Courses

These courses are not examined by the Board, and results are reported in terms of assessment marks submitted by schools and colleges. These marks are not moderated and cannot be compared with marks awarded in similar courses at other schools or for Board Developed Courses. Board Endorsed Courses have the symbols *** in the space designated for the examination mark.

Reporting Vocational Education and Training (VET) courses

Students who successfully complete any VET course within the HSC will receive:

- recognition of the course and its unit value on their HSC Record of Achievement
- details of examination performance where the course has an optional HSC examination and the student has attempted the examination
- a VET Certificate, or Statement of Attainment within the Australian Qualifications Framework as appropriate.

In Industry Curriculum Frameworks and VET Content Endorsed Courses, students also receive an individual Student Competency Record issued by the school or course provider giving specific information on units of competency or modules successfully completed.

HSC Credentials

Testamur

Students who meet all the requirements will be awarded a Higher School Certificate. This certificate shows the student's name and school.

Record of Achievement

Students who satisfactorily complete at least one Preliminary or one HSC course will receive a Record of Achievement. For students who are accumulating or repeating courses, the Record of Achievement will list all courses satisfactorily completed and the results in those courses.

Courses that were studied but not satisfactorily completed are not reported on the Record of Achievement.

HSC Course Reports

A Course Report will be issued for each Board Developed HSC Course completed. It will show:

- school assessment mark
- examination mark
- HSC mark (the average of the assessment mark and examination mark)
- performance band with a description of what a typical student knows and can do at that level of achievement
- a graph showing where the mark lies in relation to all candidates' marks for the course.

Students who have completed requirements for one or more Board Developed VET Courses will also receive an AQF Certificate or Statement of Attainment listing units of competency that have been satisfactorily completed.

Students who have completed requirements for one or more Board Developed Life Skills Courses will also receive a Profile of Student Achievement from their school.

The Universities Admissions Centre will send students separate advice of their Universities Admission Index (UAI) at the same time as the Board sends out students' HSC results. The UAI is confidential and will be known only by the student, UAC and the universities to which the student has applied.

Student's Result Notice

Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by the Board. Such students cannot receive either a Record of Achievement or a Higher School Certificate testamur. The Result Notice is a cumulative record, which will list the courses satisfactorily completed and the results achieved.

The Universities Admission Index (UAI)

What is the UAI?

The Universities Admission Index (UAI) is a rank which reports a student's achievement in relation to that of other students. The Universities' Technical Committee on Scaling calculates the UAI for use as one of several measures to select school leavers for university study. The Universities Admissions Centre (UAC) releases the UAI.

Who calculates the UAI and how is it calculated?

The universities determine the requirements for the UAI. It is calculated by the Universities' Technical Committee on Scaling. The UAI is released by the Universities Admissions Centre (UAC).

To be eligible for a UAI students must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed Courses for which there are formal examinations conducted by the Board of Studies.

Board Developed Courses must include at least three courses of two units or greater and at least four subjects.

The UAI will be based on an aggregate of scaled marks in 10 units of Board Developed Courses comprising the best two units of English and the best eight units from the remaining units. No more than two units of Category B courses will be included.

The UAI may include units accumulated by a candidate over a period of up to five years. If a course is repeated, only the last satisfactory attempt is used in the calculation of the UAI.

The scaling process used to calculate the UAI enables marks obtained in different courses to be added together for tertiary entrance purposes. The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using as a criterion the overall demonstrated academic attainment of the course candidature. It is not valid to add the marks from the Board's Record of Achievement in an attempt to approximate a UAI, as doing so takes no account of the comparative difference between candidates in different courses.

In the new 'standards-based' HSC the Board of Studies will report student achievement in terms of standards achieved in a particular course. The Board will also provide HSC marks for individual students to the Chair of the Technical Committee on Scaling, for the purpose of calculating students' Universities Admission Index (UAI).

The UAIs are confidential and released by the committee to UAC, which then provides them to:

- students who have requested a UAI
- universities to which the students have applied.

Under the agreement with the Board, UAIs are not provided to either the Board or individual schools.

12 Websites

The Board of Studies website

www.boardofstudies.nsw.edu.au

Since the Board of Studies launched its website on the World Wide Web in September 1995, hundreds of thousands of teachers, students and parents have accessed the Board's website for information about the School Certificate, the Higher School Certificate (including past examination papers and reports) and other Board publications. Many regard the website as their 'filing cabinet online', as it contains many important documents to which they refer frequently.

- An average of 70 000 pages a day are viewed throughout the year. It is the 7th most popular Government website of all sites accessed by Australians (see hitwise.com.au).
- The average volume of files downloaded each day is 2 gigabytes, rising to nearly 6 gigabytes a day in the lead-up to the HSC. Throughout the year, about 70 people are using the website every hour.
- Students doing the HSC can access a calendar of important dates leading up to the examinations, as well as the HSC examination timetable. They can also download or view copies of syllabuses, support materials, past HSC examination papers and HSC examiners' reports on the past HSC papers.
- Students and teachers can view Board of Studies publications such as *Board Bulletin*, which offers important news and updates about Board activities and decisions.
- About 70 emails a day are received on the Board's website with orders for Board products, inquiries about the availability of particular documents and requests for general information. These are directed to the appropriate Board officer for attention.
- The Board of Studies updates its site daily. The process for the web publication of documents has been refined so that now the document may appear on the website within an hour of the final version being authorised for publication.
- A list of links to school websites throughout Australia is maintained, now numbering several thousand. School websites and email contacts are listed at their request only.
- Many access the website through links with the Department of Education and Training and Charles Sturt University *HSC On-line* website (<http://hsc.csu.edu.au>) and other link pages where the Board site is listed, such as the Macquarie University Library link pages.

HSC On-line

<http://hsc.csu.edu.au>

The HSC On-line website gives students sitting for the HSC access to a wealth of HSC resources and support, no matter where they live.

HSC On-line's materials have been developed by highly experienced HSC teachers and examiners. Each subject site has sections for tutorials, exams and resources, and provides detailed information on core and elective topics. The HSC On-line site also includes study and exam techniques, information for teachers on on-line teaching techniques and research, links to schools, and a

segment called 'Broadening Horizons', where students can find information on post-HSC options and careers. Last year, the website was completely redesigned to support the HSC. In response to requests by teachers and students, a section has been added to support the parents of HSC students.

It makes help available to students in most major HSC subjects, including Aboriginal Studies, Agriculture, Ancient History, Biology, Business Studies, Chemistry, Cosmology, Dance, Design and Technology, Drama, Economics, English (all courses), Food Technology, French, Geography, German, Indonesian, Japanese, Legal Studies, Mathematics (all courses), Modern History, Music, PDHPE, Physics, Society and Culture, Studies of Religion, and Visual Arts. The site is constantly being updated and expanded.

The HSC On-line project is a joint venture between the Department of Education and Training and Charles Sturt University. It is supported by the Board of Studies NSW and the Professional Teachers' Council.

13 Showcase of outstanding HSC performances and works

The HSC students of 2002 will participate in a range of exhibitions and performances of outstanding works.

ARTEXPRESS

ARTEXPRESS is an exhibition of outstanding ‘bodies of work’ produced by students for the 2002 HSC examination in Visual Arts. The exhibition is shown in city, metropolitan and regional centres. The bodies of work will be in a range of media including photography, video, digital media, painting, drawing, sculpture, textiles and fibre, ceramics, collection of works, design, graphics, digital animation, and documented forms.

The full program is as follows:

Sydney

David Jones City store	20 January – 2 February 2003
Art Gallery of New South Wales	8 February – 6 April 2003
State Library of New South Wales	8 February – 6 April 2003
National Art School	26 February – 21 March 2003
College of Fine Arts	17 February – 28 March 2003

Regional

Newcastle Regional Art Gallery	15 March – 4 May 2003
Dubbo Regional Gallery	10 May – 22 June 2003
Goulburn Regional Art Gallery	4 July – 15 August 2003
Wagga Wagga Regional Art Gallery	22 August – 12 October 2003
Moree Plains Gallery	24 October – 29 November 2003
Port Macquarie-Hamilton Regional Gallery	7 December 2003 – 31 January 2004

For further information, please contact the Exhibitions Officer/ARTEXPRESS, NSW Department of Education and Training Performing Arts Unit on (02) 9318 0517 or 0408 967 712.

ENCORE

ENCORE is an annual concert of outstanding music performances and compositions from HSC Music students. The concert was first held in 1989, and since 1993 ENCORE has been presented in the Concert Hall of the Sydney Opera House. ENCORE 2002 will take place on 10 February 2003 and will this year feature both a matinee and evening concert due to the huge demand for tickets.

In ENCORE 2002, students will present original compositions and performances in a range of styles and genres that include vocal/choral music, chamber music, orchestral music, art music, jazz, popular music and music for theatre. These represent exemplars of students' study of the HSC Music courses in Music 1, Music 2 and Music Extension. The concept will include solo, small and large ensemble pieces.

DesignTECH

DesignTECH 2002 is an exhibition of outstanding major design projects by HSC Design and Technology students. *DesignTECH* 2002 offers an insight into how major design projects are designed and produced.

Projects are selected for *DesignTECH* on the basis of their demonstrated creativity and innovation, quality production techniques and technological application.

DesignTECH 2002 will be exhibited in Sydney at the Powerhouse Museum from 5 December 2002 – 16 March 2003.

The exhibition will tour as follows:

Orange	25 March– 31 March 2003
Albury	1 April – 7 April 2003
Wollongong	8 April – 14 April 2003
Newcastle	15 April – 6 May 2003
Armidale	7 May – 14 May 2003
Ballina	15 May – 22 May 2003

OnSTAGE

Exemplary Drama students from the 2002 HSC will have an opportunity to present individual and/or group performances at OnSTAGE 2002. Scripts, video dramas and design projects are also exhibited along with applied research projects.

OnSTAGE comprises two different performance programs as well as an exhibition of individual projects.

Writers OnSTAGE is a two-show rehearsed reading of exemplary scripts from the script-writing individual project. Student drama video projects will also be shown during Writers OnSTAGE.

The OnSTAGE season will be from 3 February to 8 February 2003 at the York Theatre, Seymour Theatre Centre, Chippendale NSW. Writers OnSTAGE will take place on 6 and 7 February 2003 in the Everest Theatre, Seymour Theatre Centre.

For further information on DesignTECH, ENCORE and OnSTAGE, please contact the Exhibitions Coordinator, Office of the Board of Studies on (02) 9367 8309.

14 2002 School Certificate

Key reforms to the School Certificate

The new School Certificate, introduced in 1998, has added greater meaning and purpose to Year 10 study, promoting continuity between Years 10 and 11, ensuring that students are completing meaningful work until the end of the year and raising standards and student expectations.

A total of 82 682 students will sit the statewide School Certificate Tests this year. This figure includes 100 students sitting the tests overseas.

In order to receive a School Certificate in 2002, students must sit for the tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship.

The Statewide tests in English-literacy and Science will be held on Monday, 11 November 2002, and in Mathematics and Australian History, Geography, Civics and Citizenship on Tuesday, 12 November 2002.

The School Certificate documents use descriptive reporting and provide students with school-based grades and their own marks in statewide tests. The reports give students, parents and employers more information on what students know and can do.

Eligibility for the School Certificate

To be eligible for the School Certificate in 2002 students must:

- attend a government school or accredited non-government school in NSW, or a school outside NSW recognised by the Board of Studies
- have satisfactorily completed a Board-approved program of study
- have undertaken the School Certificate Tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship
- have completed Year 10.

Key Learning Areas

To receive the School Certificate, students must study the following five key learning areas (KLAs) each year in Years 7–10:

English

Mathematics

Science

Human Society and Its Environment

Personal Development, Health and Physical Education.

During Years 7–10, students are also required to study courses in the key learning areas of Technological and Applied Studies, Creative Arts and Languages.

Students may also be credentialled for the satisfactory completion of additional (or elective) Board Developed Courses undertaken during Years 9 and 10.

2002 School Certificate statistics

Geographical Location²

<i>Location</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percentage</i>
Metropolitan				
Metropolitan East	5 083	5 182	10 265	12.42%
Metropolitan North	3 566	3 575	7 141	8.64%
Metropolitan South West	6 004	6 323	12 327	14.91%
Metropolitan North West	6 708	6 916	13 624	16.48%
Total	21 361	21 996	43 357	52.44%
Country				
Hunter	5 128	5 387	10 515	12.72%
North Coast	3 607	3 802	7 409	8.96%
North West	1 617	1 641	3 258	3.94%
Riverina	2 245	2 398	4 643	5.62%
South Coast	4 282	4 491	8 773	10.61%
Western	2 300	2 396	4 696	5.68%
Total	19 179	20 115	39 294	47.52%
Other	20	11	31	0.04%
Total of all areas	40 560	42 122	82 682	100.00%

Reporting of results

Students will receive a School Certificate folio of results comprising:

- School Certificate testamur
- Record of Achievement Part A
- Record of Achievement Part B
- a Test Report for each of the tests in English-literacy, Mathematics, Science, Australian History, and Australian Geography.

Testamur

Students will receive a School Certificate testamur that states that the student has met all Board requirements.

² Location according to Board of Studies Liaison Officer (BOSLO) regions. Maps of BOSLO regions are located at the end of Part B.

Record of Achievement Part A

This is a cumulative record of all courses completed in Years 9 and 10 along with grades awarded by the school and the hours of study. Students also receive a statement on this Record of Achievement regarding the satisfactory completion of the mandatory requirements.

Schools will award grades (A–E) to their students in all courses, using course performance descriptors developed by the Board of Studies. These descriptors are descriptions of typical student achievement. The descriptors are grouped into five different levels, ranging from ‘excellent’ to ‘elementary’.

Grade A	Excellent achievement. Extensive knowledge and understanding of the course content and high level of competence.
Grade B	High level of achievement. Thorough knowledge, understanding and competence.
Grade C	Substantial achievement. Sound knowledge and competence.
Grade D	Satisfactory achievement. Acceptable knowledge and understanding and basic level of competence in the processes and skills of the course.
Grade E	Elementary achievement. Elementary knowledge and understanding and limited competence in the processes and skills of the course.

In each course, schools will match each student to the course performance descriptor that best fits the student’s overall achievement in the course. The grade that corresponds with that descriptor is then awarded to the student. The use of these descriptors in assigning grades to students is designed to ensure comparability in the grades awarded by different schools.

Record of Achievement Part B

This shows the results achieved by the student in the School Certificate Tests in English-literacy, Mathematics and Science. For each test, it shows:

- the mark awarded (out of a possible 100)
- the band achieved (from 1 to 6). Band 1 is the lowest band and band 6 the highest.

Test Reports

In addition, students receive a report for each test that provides more detail of their performance. A vertical scale from 0 to 100 is divided into the six bands, where:

- Band 1 corresponds to the marks from 0 to 49
- Band 2 corresponds to the marks from 50 to 59
- Band 3 corresponds to the marks from 60 to 69
- Band 4 corresponds to the marks from 70 to 79
- Band 5 corresponds to the marks from 80 to 89
- Band 6 corresponds to the marks from 90 to 100.

For bands 2 to 6, there is a paragraph that describes the knowledge and skills *typically* demonstrated by a student whose results fall within that band.

The student’s test mark is represented on this vertical scale. A graph drawn along the scale shows the distribution of marks awarded to all the students who have sat the test. This indicates the position of the student within the total candidature of the test.

Students who satisfactorily complete a Stage 5 Life Skills course in a key learning area will receive a Student Profile, which reports on student performance for each of the learning outcomes in that key learning area.

School attendance

In 2002 the tests in English-literacy and Science will be held on Monday 11 November. The tests in Mathematics, Australian History, Geography, Civics and Citizenship will be held on Tuesday 12 November.

The Board of Studies requires that Year 10 students attend school until the tests have been completed. Schools and systems may have further attendance requirements.

School Certificate award documents will arrive on Thursday 12 December 2002.

15 The Board of Studies NSW

The Board of Studies NSW, established by the *Education Act 1990*(NSW), is responsible for the conduct of the Higher School Certificate and the School Certificate, curriculum development, and registration and accreditation of non-government schools.

The membership of the Board includes a full-time President and three ex-officio members, with the remaining 19 members being appointed by the Minister for Education and Training as nominees of particular organisations or persons with identified knowledge or expertise.

Board Members

President of the Board

Professor Gordon Stanley

Ex-officio Members

Nominees of the Director-General, Department of Education and Training, and the Managing Director, TAFE NSW.

Mr Wootten

Dr Gary Willmott

Dr Michelle Bruniges

Appointed Members

Nominee of the New South Wales Vice-Chancellors' Committee:

Professor Kevin McConkey

Nominees of the Council of the Federation of Parents & Citizens Associations of New South Wales:

Mr Ian Morris (representing parents of primary school children)

Ms Dianne Butland (representing parents of secondary school children)

Nominee of the Catholic Education Commission of New South Wales:

Dr Brian Croke

Nominee of the Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls Schools:

Mr Phillip Heath

Non-government school teacher being a nominee of the NSW Independent Education Union:

Mr Timothy Horstead

Parent of a child attending a non-government school, being a nominee of the Council of Catholic School Parents and the New South Wales Parents Council:

Ms Caroline Benedet

Principals of government schools, one being a nominee of the New South Wales Council of Primary School Principals and the other being a nominee of the New South Wales Council of Secondary School Principals:

Ms Janet Chan (representing primary schools)

Ms Judith King (representing secondary schools)

Nominees of the New South Wales Teachers Federation, one being a government primary school teacher (other than a principal) and the other being a government secondary school teacher (other than a principal):

Ms Theresia Zadkovich (primary school teacher)

Dr Mary Fogarty (secondary school teacher)

Person with knowledge and expertise in early childhood education:

Associate Professor Sue Dockett

Aboriginal person with knowledge and expertise in the education of Aboriginal people:

Mr Charles Davison

Six other persons having, in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in New South Wales:

Professor Anthony Blake

Br Kelvin Canavan

Mr Stepan Kerkyasharian AM

Ms Susan Gazis

Dr Meredith Martin

(one position vacant)

In relation to the Higher School Certificate, the Board is responsible for:

- developing and endorsing courses of study
- regulating the conduct of examinations and assessments, and the recording of students' achievements in them
- granting the Higher School Certificate
- providing the Preliminary and HSC Records of Achievement and/or Result Notices
- providing advice and assistance to students, employers and the public regarding the nature and content of secondary courses, assessment and examination procedures, and the reporting of students' achievements in them.

The Board has a number of standing committees that make recommendations to the Board concerning syllabus and examination requirements.

Staff of the Office of the Board of Studies

The staff of the Office of the Board of Studies involved with the Higher School Certificate provide administrative, technical and professional support in the following areas:

- designing Higher School Certificate courses
- preparing Higher School Certificate examination papers
- planning, conducting, marking and processing Higher School Certificate examinations
- processing student assessments
- issuing the certificate, Records of Achievement and/or Result Notices and course reports
- conducting statistical analyses
- facilitating and coordinating the HSC Advice Line
- planning and conduct of the Higher School Certificate Examination Inquiry Centre
- advising schools of Board policy and procedures directly and through Board Liaison Officers
- communicating information about the Higher School Certificate to school students, parents and the community
- developing high-profile exhibitions to demonstrate students' achievements and excellence at HSC level.

The staff of the Office of the Board of Studies also provides similar support to the committees of the Board that deal with the School Certificate.

Board of Studies Liaison Officers

The Board of Studies has ten Board Liaison Officers (BOSLOs) located across the State.

A Board of Studies Liaison Officer is:

- the Board's representative who works closely with government and non-government schools
- the immediate contact person within a region for any inquiries from interested parties on Board-related matters
- a communications link between the Board and schools
- available to assist schools in design, implementation and evaluation of their assessment programs
- the coordinator of Board Endorsed Courses and TAFE programs within the region
- a member of the Higher School Certificate Illness/Misadventure Appeals Review Panel
- involved in the Higher School Certificate Examination Inquiry Centre to assist students with interpretation of their Higher School Certificate results.

The Board of Studies Liaison Officer may assist with:

- statistics on course entries for the region
- factual information concerning the Higher School Certificate such as the Higher School Certificate examination timetables, HSC eligibility and course requirements
- school liaison (in consultation with government and non-government school systems).

The Board of Studies Liaison Officers are:

Metropolitan North

Mr Chris Bounds
9367 8356

Metropolitan East

Ms Fran Trefry
9314 7987

Metropolitan South West

Ms Jenny Bryant
9806 1547

Metropolitan North West

Mr Paul Carnemolla
9806 1549

Hunter

Ms Jan Nelson
4924 9976

North Coast

Ms Edwina McCoy
6659 3274

North West

Mr Wilfried Keller
6755 5043

Western

Ms Kathie Prudence
6334 8048

Riverina

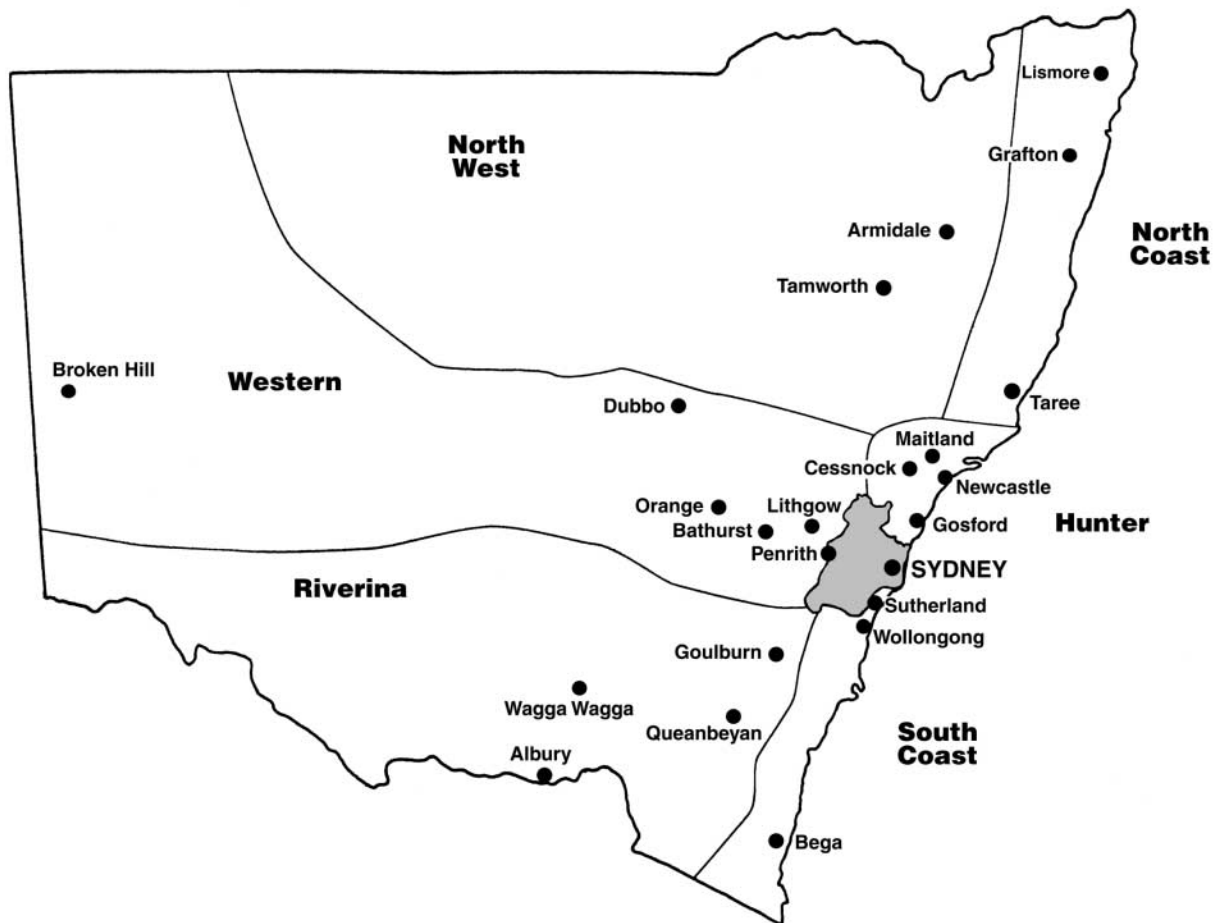
Mr David Lisle
6937 3889

South Coast

Ms Diane Trist
4224 9940

16 Board of Studies Liaison Officer (BOSLO) area maps

New South Wales



Area Maps — Sydney Metropolitan



Notes