

CS The new HSC web site

<http://www.newhsc.edu.au>

Using the web site

Check out the **CALENDAR** of events

Register for **DISCUSSION**

Visit the **NEWS** room

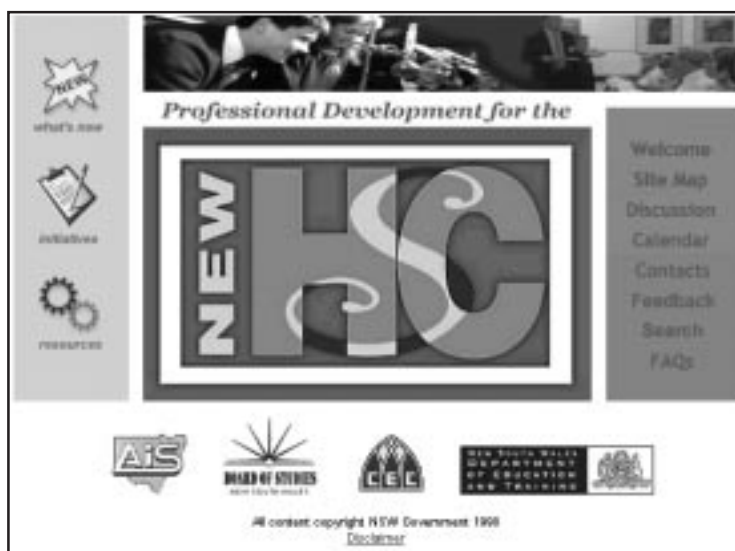
Access **HOT LINKS** to other sites

Find out about **RESOURCES**

Participate in Professional Development **INITIATIVES**

Read frequently asked questions (**FAQs**)

Provide your **FEEDBACK**



CS HSC support strategy: Overview

The Department has planned a multifaceted approach to support teachers as they implement the new HSC. Support is planned for the following areas.

Local interest group events

Local interest group event 1: School structures and organisation

Local interest group event 2: Syllabus implementation (English, mathematics and sciences)

Local interest group event 3: Assessment

Contact officer: Frances Plummer
Telephone: (02) 9886 7189

Curriculum support

Curriculum support is provided through the new HSC professional development web site, as well as through newsletters, workshops in a range of subjects and

district meetings. **CURRICULUM SUPPORT** will include an HSC supplement offering advice on programming, teaching and assessing.

Contact officer:
Janet Davy
Telephone: (02) 9561 8312

Assessment and reporting

Assessment and reporting issues for the new HSC will be the focus of a series of bulletins.

Contact officer:
Peter Lorking
Telephone: (02) 9886 7683

Vocational education

Vocational education conferences for teachers of curriculum industry frameworks will be held in each of the 34 districts with a VET-In-Schools Committee. District-based events for industry-specific teachers are also planned.

Contact officer:
Cathy Gerloff
Telephone: (02) 9607 1326



CS

Draft syllabuses

Ancient History

The draft proposed the following changes:

- Content areas have been adjusted to ensure greater common experience and comparability between options in both the course and the examination paper, therefore making both syllabus and examination fairer.
- The outcomes have been streamlined in line with the rationale and content of the courses and are aligned with course content.
- The content of the Preliminary course has been reorganised into depth studies which are appropriately different from the content of the HSC course.
- The options in the content of the HSC course are more equal in scope and depth.
- The examination paper will continue to allow for student interest and choice, but it will include some compulsory questions and generic structured questions that will ensure that students can demonstrate what they know and can do on common material and across options.

The Department commented on:

- the parity of internal options according to the availability of resources
- the excessive number of options
- the ability of a common template to achieve parity between options
- the need for a common question in at least one section of the paper
- the inadequate descriptions of what students know and can do in the band descriptors.

The consultation period ended on 19 March 1999.

The Board of Studies plans to have the new syllabus in schools by July.

Schools will receive a syllabus package, in addition to a general HSC information package, which will include:

- the syllabus
- sample paper and examination specifications
- draft performance scale.

Modern History

The draft proposed the following changes:

- Changes to the structure have been designed to ensure that the pattern of study for all students includes a balance between global and national studies, allows students to relate history to the contemporary world and provides a less Eurocentric focus in the content.
- The outcomes for the course have been reduced in number, developed to cater for the full range of students and linked more explicitly to the content of the syllabus.
- The content of the course has been organised to ensure that there is a common and coherent framework that establishes links between the HSC and Preliminary courses and between the different components within each course.
- The content has been organised to ensure that there is comparability of difficulty between options and that there are elements from the three existing courses.

The Department commented on:

- a fixation on the war process in the HSC course
- problems with dates in National Studies
- the emphasis on war and conflict in Modern World Studies
- the heavy workload for People in Context
- the inadequate descriptions of what students know and can do in the band descriptors.

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Aboriginal Studies

The draft proposed the following changes:

- The revised course structure has been simplified by integrating “context” and “synthesis” into the content area as prescribed core content.
- The assessment weighting for the internally marked research project has been increased from 25% to 40%.
- The layering within the course structure and the content has been reduced (especially in the comparative studies).
- There is a more obvious progression between the Preliminary and HSC courses, reducing the potential for overlap.
- The concept of fieldwork has been mandated.
- Protocols for community consultation and ethical research skills have been included.

The Department commented on:

- the need for clearer instructions as to what is expected in each course
- the issues of equity and options in the HSC course
- the lack of an identifiable core for the HSC
- the heavy workload in the HSC for the topic “Social Justice and Human Rights Issues”
- the inadequate descriptions of what students know and can do in the band descriptors.

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Legal Studies

The draft proposed the following changes:

- There has been minimal change to content but the order has changed.
- The common international law component is now in the Preliminary course as a way of introducing all Legal Studies students to international law. The material in the HSC course is complementary.
- In the HSC course core area, each of the four 3 Unit modules now appear among the range of choices as focus studies.

The Department commented on:

- the need to analyse content in each optional study to ensure that each optional study is of equal rigour
- the possibility that small numbers of candidates in one or more of the options could affect the development of the achievement scale and students’ performance against it
- the need to include explicit instructions to ensure that teachers focus on the achievement of syllabus outcomes as well as course content
- the inadequate descriptions of what students know and can do in the band descriptors.

The consultation period ended on 5 March 1999.

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Society and Culture

The draft proposed the following changes:

- The creation of the core study, Social and Cultural Continuity and Change, has eliminated overlap.
- Power and Authority has been integrated across the course to bring civics and citizenship skills to the course.
- Intercultural Communication has been made a compulsory study in the Preliminary Course.

The Department commented on:

- the need for the syllabus to clearly enunciate the strong link between outcomes and content
- the need to review the depth studies for parity of rigour
- the assessment of the project (PIP) as a school-based assessment task
- the inadequate descriptions of what students know and can do in the band descriptors.

The consultation period ended on 26 March 1999.

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Studies of Religion

The draft proposed the following changes:

- The course is presented in a different format, with disparities in areas of study being removed and overlap reduced.
- The outcomes in each study area have been reduced.
- There is a more varied HSC examination, and school assessments are clearer.

The Department commented on:

- the difficulty of applying a single set of outcomes to courses of 120 hours and 240 hours
- the difficulty of using a single performance scale for two courses.
- the inadequate descriptions of what students know and can do in the band descriptors.

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Geography

The draft proposed the following changes:

- The themes of spatial and ecological dimensions have been maintained from Stages 4 and 5 Geography.
- Geographic tools and skills outcomes are clearly set out and build on the work of Stages 4 and 5 Geography.
- The content of the topic, Large Cities, has been redesigned to meet the needs of country students. The emphasis has now been clearly placed on the study of urban processes and their application to urban centres on a variety of scales.
- The topic, Human Geography, in the Preliminary course has been restructured to include themes about political geography and development geography as a foundation study for HSC topics.
- The number and type of studies in each topic are now clearly stated.
- The amount of time required for fieldwork has been specified at 10% for both courses.
- Specific learning about the project (SGP) has been incorporated into the course content.



The Department commented on:

- the overlap with the draft syllabus “Earth and Environmental Science” in the Science KLA
- the insistence on maintaining the project in the Preliminary course, where students’ efforts are not directly credited towards their HSC
- the overload of content and underemphasis on skills
- the lack of Aboriginal perspectives or an Asian focus
- the difficulties in doing fieldwork on Globalisation in the Preliminary course and the desirability of placing this topic in the HSC course
- the inadequate descriptions of what students know and can do in the band descriptors.

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Business Studies

The draft proposed the following changes:

- Small business management has been integrated across the Preliminary course.
- The Business Assignment has been maintained and the research is carried out throughout the Preliminary course.
- In the HSC course, Employment Relations has incorporated aspects of both Industrial Relations and Human Resource Management.
- Global Business incorporates the content of the 3 Unit topic, International Business.

The Department commented on:

- the need for more explicit mention of small business, business law and the impact of technology
- the need to provide clearer assessment components and a range of strategies
- the inadequate descriptions of what students know and can do in the band descriptors.

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Economics

The draft proposed the following changes:

- The volume of content has been reduced.
- There is a greater emphasis on the global economy.
- The subject matter and methodologies have been updated.
- There is a greater emphasis on the development of skills to analyse the effects of a policy change.
- Hypothetical situations are used to encourage the investigation of a wider range of problems and issues.

The Department commented on:

- the marginalisation of the subject to a select (elite) group of students
- the strong correlation between the course outcomes and subject matter and Year 1 university courses
- the failure of the draft to address the Department’s comments on the writing brief
- the inadequate descriptions of what students know and can do in the band descriptors.

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Professional associations

Geography Teachers' Association

Geography in Stage 6: A new syllabus
Friday 13 August: 9am - 4.30pm at the Scout Centre,
Pomona Street, Pennant Hills

A one-day teachers' conference on planning for the implementation of the new Stage 6 syllabus. Lectures and workshop sessions on programming, the new HSC exam, ideas for teaching, displays of new textbooks and other resources.

All enquiries and applications to
GTA Office
PO Box 602
Gladesville 2111
Phone: 9817 3647

History Teachers' Association

HSC Study Days

Modern History: 17, 18 and 19 June
Ancient History: 23 and 24 July

Teaching Ancient History

14 August at Joint Council, Leichhardt

Teaching Modern History

23 October at Joint Council, Leichhardt

All enquiries and applications to
HTA Office.
Phone: (02) 9713 9376
Fax: (02) 9713 8259.

Legal Studies Association

Programming the Legal Studies Syllabus

Monday 26 July: 4.30 - 8pm

Assessment: Criteria Assessment in Legal Studies

Monday 30 August: 4.30 - 8pm

Both meetings are being held at St Patrick's Marist College, 151 Kirby St Dundas. Light supper and drinks will be provided. Members \$10, non-members \$15.

All enquiries and applications to

Vicki Andrews
Mitchell High School
Keyworth Drive
Blacktown
Phone: (02) 9622 9944
Fax: (02) 9831 2805.

Society and Culture Association

HSC Student Day

4 June: 9am - 3pm at the Wesley Centre

The New Syllabus

Professional Development for Teachers
7 August at Joint Council, Leichhardt

All enquiries and applications to

Nola Galagher
Corrimal High School
Phone: (02) 4285 0342
Fax: (02) 4285 1199

Economics and Business Educators NSW

HSC Student Conferences

Legal Studies: 14-15 May at Masonic Centre,
Goulburn St, Sydney.

Economics: 28 May (2 unit) at Masonic Centre,
Goulburn St, Sydney (\$30).

Economics: 29 May (3 unit) at St Andrews
Cathedral School, Sydney (\$15).

Business Studies: 17-18 June at Wesley Centre, Pitt St,
Sydney.

All enquiries and applications to

Maree Seage
EBE NSW Office
PO Box 67
Leichhardt 2040
Phone: (02) 9564 5007
Fax: (02) 9564 5309