



## CS Ancient and modern history

### Programming

The new syllabuses are strongly committed to an outcomes approach in teaching. Programs should reflect this and outcomes become a central point of learning for the *learn about* and *learn to* statements.

Strategies should be developed to fit the outcomes. A strategy unrelated to the *learn to* statements will only confuse the student and break the “outcomes chain” which should end with an outcomes-focused assessment task.

Using the example of the Core Preliminary Study for modern history, “The world at the beginning of the twentieth century”, a suitable strategy should be found by examining the outcomes to be taught.

The continual squabbling of the nations, border disputes, nationalism and economic/military rivalry are areas to be emphasised through the outcomes P1.2 and P2.1.

These would be taught in relation to the students’ *learn about* statements:

1. Attempts of industrialised nations to bring all areas of the world under their political, economic, social, cultural and religious influence and the colonial and economic rivalries that resulted from this.
2. Nationalist demands and increased awareness of cultural identity.

The strategies are most closely linked to the *learn to* statements, which are the skills which the students should gain from the task given. In this example, the following skills are emphasised:

\*Gather, select and organise information from a range of primary and secondary sources in response to specific historical questions about the world at the beginning of the twentieth century.

\*Describe major events, individuals and groups, in context; political, social, economic and technological change and important ideas, ideologies and forces in relation to the world at the beginning of the twentieth century.

\*Make deductions and draw conclusions about the forces of change and continuity in the world at the beginning of the twentieth century.

It is outcome P6.2 that is emphasised: *Negotiates in groups to allocate tasks, establish roles, procedures and evaluation strategies to achieve appropriate goals within set deadlines in order to develop and complete historical investigations.*

It is important to note that not all skills need be taught in one unit of work.

The teaching strategies should reflect variety and resources. They should be entertaining, while educationally sound. One strategy selected on this occasion is in two phases. Firstly, group work is emphasised. The students may select one European country, from a list provided, and are then asked to research it in detail relating to the pre-WW1 period. The library would assume prime importance, as texts, videos, old newspapers and the Internet could be used to find the evidence required. Students should be encouraged to make notes and to openly discuss the varied viewpoints of each country, realising the major differences and the need for agreement.

At this point, phase two of the strategy could be brought in: the establishment of a “Mock Peace Council” where the students now change their role from researcher to advocate, addressing a major issue of the period. The “Balkan Crisis” would be an excellent choice, and the students would be required, while representing their countries, to lobby behind the scenes, openly argue a point of view and get together and act as a jury, trying to find a solution on this matter. Finally, the assessment task should coincide with the strategy, and perhaps an oral task could be given, based on the information gathered.

For ancient history the same principles apply. If teaching Pompeii and Herculaneum as a site study, an important *learn to* statement would be: *Gather, select and organise information in relation to the geographical context, social relationships, gender, economy, religion, death and burial, cultural life, people’s lives and archaeological and historiographical issues of the ancient society.*

In conjunction with the art department, students could try to construct a Roman mosaic. Each part of the mosaic may reflect a different sector of Roman lifestyle and illustrate the students’ understanding of Roman culture. The mosaic as a backdrop for your room would be a colourful addition, enhancing the image of your subject within the school. Later, an oral assessment may be undertaken, the students individually explaining their information as symbolised in their mosaic.



Overall, it should be seen that if the strategies are connected to the outcomes, they would provide relevant learning activities for the student and the class as a whole. Once teachers are familiar with the outcomes approach they should feel relaxed enough to encourage creative and enjoyable activities.

## CS Society and culture

### Sub-culture, culture and country: Options in society and culture

From an initial glance at the new Stage 6 syllabus it seems that the availability of options and choice for teachers has been reduced. This is noticeable with the decrease of the number of HSC depth studies from *five to four*, and with the transfer of *Intercultural Communication* to the Preliminary course. On closer inspection we find that there still exists a myriad of options for teachers of society and culture. This broad range of options is facilitated through the choice of country, culture, sub-culture and cross-cultural comparisons. This is an important part of the new syllabus, and while the *directions in the syllabus must be maintained*, there is an enormous degree of choice and flexibility.

The syllabus model allows teachers to program their individual choices as well as providing for a degree of specialisation, e.g. the same *country* could be studied for *Intercultural communication* and *Social and cultural continuity and change*. Teacher choice is limited only by the need to fulfil the requirements of the syllabus (see table below).

### Learn to statements and the integration of social and cultural research methodologies

One or more *learn to* statements can be connected to specific contexts within the *learn about* statements to devise particular teaching and learning activities. It is important to note that both the *learn to* and the *learn about* sections are course content and therefore examinable.

Research methodologies have been clarified in the syllabus with the addition of Section 8.2, *Social and cultural research methodologies* (Syllabus, pages 17 & 18). Furthermore, many of the *learn to* statements in the syllabus ask students to investigate and apply research methods and they require students to be exposed to a wide variety of research methodologies.

The integration of social and cultural research methodologies through the *learn to* statements continues throughout the HSC course. These statements endeavour to provide students with the necessary skills in social and cultural research methodologies that they require to meet the aim, objectives and outcomes of the course.

### The Personal Interest Project

The PIP remains an integral part of the HSC core, with some minor modifications:

- Introduction, Log and Conclusion: 500 words.
- The central material: 2500 to 5000 words.
- Word counts are based on all words written, as shown by a computer word count or manual word count of every word.

Preliminary topic	Area of study	HSC topic	Area of study
The social and cultural world	A cross-cultural study that <b>compares Australia with an overseas culture.</b>	Social and cultural continuity and change	Through the <b>selection of a country</b> for a detailed study
Personal and social identity	<b>Comparing the student's own</b> cultural group <b>with a distinctly different</b> cultural group within Australia	Popular culture	<b>A focus study</b> e.g. a music genre, animation*
Intercultural communication	<b>Australia and another selected country</b>	Personal Interest Project	A topic of students' choice that is <b>related</b> to the <b>course</b> and includes a <b>cross-cultural</b> perspective

\* See relevant syllabus pages for more examples



- Students must report their progress at three points during the process as well as in the final certification.
- The course outcomes will be used to assess the PIP.
- URLs or web sites used must be included in the resource list with the access date and a short annotation cited.

### The Personal Interest Project and assessment

- Since the PIP will be assessed externally, **no part of the product is to be assessed as part of the school assessment program** (Syllabus note, page 56). The Personal Interest Project **process, however, may be assessed**. Students may report in written or oral form on the progress they are making.
- The syllabus suggests that students keep a Personal Interest Project diary, which would form the basis for their log. This diary will not be submitted with the final project, but may be submitted as a part of the school-based assessment program.
- Alternatively students may report on their PIP process in oral form. They can report and be assessed on such areas as:
  - selection of their topic and its relationship to the Society and Culture Syllabus
  - selection, application and evaluation of their methodologies
  - the process of, and problems with, writing the PIP
  - what the student learned from the experience of researching and writing a PIP
  - selection of information used for the oral presentation
  - how it helped achieve the syllabus aim of social and cultural literacy
  - communication skills.

Completing this assessment task would meet the requirements of an oral assessment component and form part of the mandatory 40% weighting for the HSC core. This task would also cover a variety of the HSC Personal Interest Project outcomes.

### Outcomes: language and terminology

If students are to be assessed against outcomes it is necessary for the student to be aware of what the course outcomes are, as well as the outcomes targeted for each depth study in the course. This can be achieved by giving the students access to the relevant pages of the syllabus.

Syllabus outcomes, objectives, performance bands and examination questions all have key words that state what students are expected to be able to do. As a result, a glossary of key words has been developed to provide a common language and consistent meaning. This glossary can be found in *The New Higher School Certificate: Assessment Support Document* that has been distributed to all schools by the Board of Studies. Therefore we can find that to *analyse*, students must be able to “identify components and the relationship between them; draw out and relate implications”.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

CS

## Geography

### Using newspapers as a resource

As we move towards 2000 and the implementation of the new Stage 6 syllabus in geography, the attention of geography teachers in NSW is being turned towards the issue of resources for teaching the new syllabus. The nature of the syllabus enables changes in the real world to be part of the geography teaching and learning activities. Indeed, all of the skills outcomes, H8-H13, indicate that for students to be able to develop skills to communicate and investigate geographically, a link between up-to-date text and skills is necessary. The most current texts available on a daily basis are the newspapers and other forms of media.

Newspapers often include the original research of journalists, and can consequently be a primary source of information. They usually report the findings of inquiries. Newspapers include the articles that are relevant to a range of issues and can form the basis of case studies in the Stage 6 geography syllabus.

The advantages of using newspapers for our students include:

- the development of skills to relate happenings in the global environment today with geography. Geography is a relevant subject and the use of newspapers would certainly reinforce this.
- Students, by using newspapers, take a greater interest in news and current events, and learn to be active citizens of society.



- Students develop the foresight to take a critical view of events and the way these events are portrayed in the press.
- A number of outcomes can be achieved, particularly:
  - H8 *plans geographical inquiries to analyse and synthesise information from a variety of sources*
  - H9 *evaluates geographical information and sources for usefulness, validity and reliability*
  - H12 *explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples.*

The daily newspaper can be used in a number of ways.

- Feature articles often appear and are an excellent supplement for a textbook. For example, a case study investigating one issue from one of the biophysical components from the Preliminary course, or a case study of an ecosystem at risk, from the HSC course, could be developed using daily newspapers.
- Alternatively a geographical issues noticeboard could be developed and issues displayed throughout the year to demonstrate aspects of the “learn about” statements.

There are, however, a number of concerns with the use of newspapers that teachers and students should be aware of.

- News in the papers is often what the journalist or editor decides is news. Other events or issues are happening that are important and topical, but are not termed sensational, and therefore not regularly reported on. For example: soil erosion is not very dramatic, rarely controversial, no-one dies (not directly anyway), but as a disaster it would be one of the most significant.
- News might be sensationalised, and the result can be inaccurate reporting. Similarly, journalists and editors often have preconceptions about the people and places they are writing about or reporting on, and hence their accuracy and objectivity are questionable.
- Newspaper articles may be difficult for some of our students to understand and obtain benefit from, especially in terms of language for NESB students. Related activities, including tasks in interpretation and vocabulary exercises, are in these cases very valuable.

Nevertheless, newspapers provide excellent opportunities to “study the spatial and ecological dimensions of biophysical and human phenomena in a changing world”, which is the aim of the course.

## Literacy strategies

With the changes to the HSC external examination specifications, particularly in Section III, which has three extended responses, it may be helpful for our students to develop the following strategies to assist them in writing extended responses that are especially succinct.

### Strategy 1: Structured overview

Structured overviews are visual representations of how concepts within a focus area are related. Key words are identified and grouped in clusters. Lines or arrows show the relationship of these clusters to one another. Structured overviews allow students to see the overall picture and begin to make connections with existing knowledge by linking together ideas and seeing relationships. Structured overviews can be developed by the teacher or student or by working collaboratively.

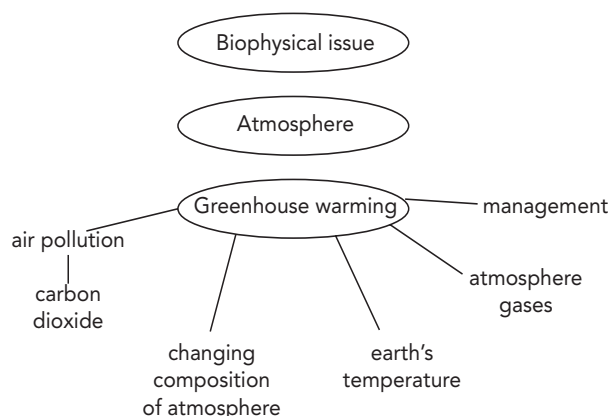
In planning units of work, structured overviews can be useful in identifying:

- central concepts, vocabulary, language skills and the manner in which these are related
- subsidiary and additional information or concepts and their relationship to the above
- links with previous focus areas/future focus areas, for example: the Biophysical Environment (Preliminary course) and Ecosystems at Risk (HSC course)
- concepts, vocabulary and skills which need to be learned or taught
- an overall, logical and cohesive approach to a focus area.

When used to introduce a new focus area in Stage 6 geography, structured overviews may indicate to the teacher students’ existing knowledge and understanding of issues and concepts central to the focus area and provide a framework for ensuing learning/teaching activities. Similarly, structured overviews can be used as a method of summarising, revising or charting progress through a focus area or at the conclusion of the topic.



### Example of a structured overview



### Strategy 2: Mind maps

Mind maps can be similar to structured overviews. A mind map is a creative pattern of connected ideas. Students may use a mind map as the basis of an extended response, constructing paragraphs based on the information summarised on each branch of the mind map. Students work out several sentences of information from their picture or word summary.

Mind maps enable students to practise verbally or pictorially before beginning to write their extended response. They allow students to approach an extended response in “bite-sized chunks”, which is less daunting. They provide a useful study tool and improve the skill of recall.

## CS Legal studies

### Themes

The new Stage 6 syllabus for legal studies has met with a general acceptance from teachers across the State. Some concern was initially expressed about the teaching of Part 2, “The Individual and the State”, in Year 11. This section of the course is not meant to be taught in isolation. It is envisaged that it will be covered in conjunction with Parts 1 and 3.

The inclusion once again of “Themes” in the syllabus has also met with teacher approval. These themes are a constant reminder to teachers that they are teaching an issues-based course, not a “black letter” law course. The Board of Studies syllabus in legal studies is designed to develop in students an understanding of

the role of law and legal institutions in society, on both a domestic and international level. The course aims to have its students investigate the legal system and critically examine its effectiveness in promoting justice and fairness for all citizens. The themes allow for such an investigation.

The six themes of the legal studies syllabus are:

1. Justice, law and society
2. Culture, values and ethics
3. Conflict and cooperation
4. Continuity and change
5. Legal processes and institutions
6. Effectiveness of the legal system.

Teachers should note that number 6 is a new theme to the course. It has always been present in the teaching of the course and is now acknowledged as a theme.

These themes are the focus for the structure of the course. Page 9 of the syllabus has the themes printed at the top of the course structure outline. This is done to remind teachers that they must be integrated across all components of the course.

Teachers are again reminded of the importance of the themes on pages 14, 21 and 26 of the Preliminary course, where Parts one, two and three of the course are outlined in conjunction with the themes. This is carried over into the HSC course on pages 40, 44 and 48, where again the course outline is linked to the themes. The themes are also reflected in the headings used in the *learn about* statements of the optional focus groups.

To further emphasise the importance and role of the course themes, they are reflected in the course objectives and outcomes. This is explained below.

The first objective of the course is that a student develops knowledge and understanding about *the general nature, processes and institutions of domestic and international law functions, systems*.

This objective is then expressed in the course outcomes for students.

- P1.1 *identifies legal concepts and terminology and applies them to appropriate legal contexts*
- P1.2 *describes how the legal system operates in Australia*



# HSIE

P1.3 *describes the major international processes and institutions*

H1.1 *applies domestic and international legal vocabulary in appropriate contexts*

H1.2 *assesses the role of the Australian and major international legal institutions.*

The themes of *Legal processes and institutions* and, to a lesser extent, *Justice, law and society* are encapsulated in these outcomes.

The second objective, *the operation and dimensions of the Australian and international legal systems and the importance of the rule of law*, reflects the themes of *Justice, law and society* and *Effectiveness of the legal system*.

The themes *Culture, values and ethics* and *Continuity and change* are embodied in the third objective: *How changes in societies influence change and reform in the law*.

The fourth objective, *access to and participation in the legal system and methods of dispute resolution*, is a clear reflection of the themes of *Conflict and cooperation* and *Effectiveness of the legal system*.

Note the skills objective and outcomes are a reflection of the key competencies found on page 13 of the syllabus.

The syllabus expects teachers to follow through with these themes in their teaching of the content of the course. The themes are further emphasised in the focus groups in the Preliminary part of the course. In the *learn about* statements the content is linked to the themes under three headings:

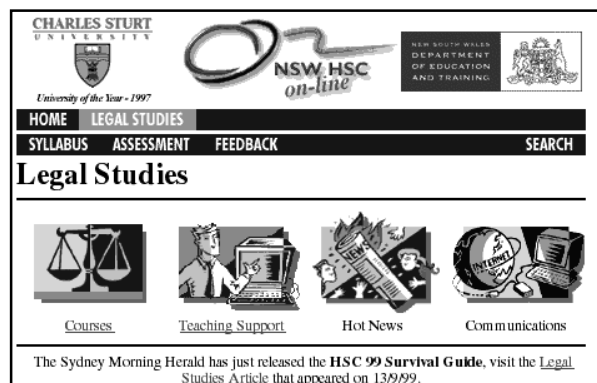
1. *Status under the law*: emphasising *Culture, values and ethics* and *Continuity and change*
2. *Mechanism for achieving justice*: emphasising *Legal processes and institutions* and *Conflict and cooperation*.
3. *Responsiveness of the legal system*: emphasising *Effectiveness of the legal system* and *Justice, law and society*.

When the *learn about* statements in the topic areas are examined and subsequently taught, the material presented and class discussion will need to reflect the themes. Teachers and students cannot escape the themes. They are crucial to the course. They are what tie the course together and cannot be over-emphasised. From an examination of the syllabus it is clear that

this is not a course about legislation: it is a course that aims to

develop students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level.

## HSC On-Line for legal studies



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

Legal studies has been the last node in the HSIE area to go live, but it has finally happened. At present the material is published mainly under:

- Consumers and the Law, and
- Family and the Law.

There are general items as well as a comprehensive glossary for legal studies and examination skills.

A new team has formed to start work on new material to be added to the node next term. So check regularly to see what is "new".

CS

## Business studies

### Using annual reports

A great source of information for both teaching and learning activities as well as assessment tasks in business studies is the published annual reports of companies. These can be obtained from a wide range of businesses, in both print and on-line versions. The on-line availability allows access to the current annual report, in addition to easy storage of aspects of previous reports, to build up a long-term profile of the company.



A practical exercise in many classrooms would be to initiate groups early in the Preliminary course to use each company's annual reports. These groups would continue to use the same company through the two years of the course. This approach provides a range of examples, whilst allowing for the occasional report which does not include information required for a specific class task. For each activity the group either answer questions based on their company's report and make a short presentation to the class, or develop a worksheet for other groups to complete, using the web site or documents directly.

Through the course these groups would become increasingly familiar with the scope and nature of information provided by "their" company in its annual report. This develops a valuable case study for the group. The class would also build up an understanding of a range of case studies from exposure to the companies during the course.

One of the skills of the business studies course in Stage 6 is that "the student selects, organises and evaluates information and sources for usefulness and reliability" (Outcome P5.1, H5.1). This outcome will be assisted significantly through the use of annual reports, as students should recognise some bias in the presentation of facts to the intended audience of shareholders. Annual reports will also encourage students to communicate business information and ideas using business terminology, as they are reading within the context of the subject.

A key outcome of the syllabus is the skill of "working independently and in groups to achieve appropriate goals in set timeframes" (Outcome P5.5). The group basis of annual report tasks is ideal in the achievement of this outcome. Groups can be formed and can work through a range of tasks during the course. This allows group members to work in differing roles and to accept responsibility for the group, its workload and its performance.

In the first topic of the Preliminary course, background information on the companies would be presented. Most annual reports would include information to allow students to cover the *learn to* statements including: "identify a range of internal and external stakeholders, determine the value and benefit added, identify types of business entities, identify position in the business life cycle, identify the main elements of the business environment of a business and analyse the ethical and social responsibility of a specific business". Annual reports would also assist students in aspects of the *learn about*

statements, particularly the competitive situation faced by the business and its perception of its ethical and social responsibilities. Groups could each make a three- to five-minute presentation to the class, highlighting their company.

Posters could be made to summarise the information and provide an on-going reminder of the essential features of the company. These posters would be added to or amended during the course, keeping the case study both relevant and up-to-date.

Students could be encouraged to follow their companies in the news media and to add information to their poster. The important element here is that the groups should not just cut out articles from the news media but rather should identify the key features and changes and identify their impact on the business.

In the second topic, "Key business functions", students could again utilise their annual report to cover both *learn to* statements. The *learn about* statements would be reinforced through use of the annual reports as a case study. Students could draw a diagram to show the organisation and coordination within their business. A report could be made on the role of a particular executive, highlighting both the chain of command and span of control. Within this topic the groups could present reports or worksheets on different aspects of the topic applied to their case study, with only one group applying operations information to their annual report while other groups consider employment relations, marketing or the role of accounting within their business.

## The selection of annual reports

The choice of which companies to use is a key element for the success of an on-going, group-based study of business annual reports. An annual report will, of course, be for a public company. Since one of the HSC topics is *Global business* there would be some advantages to selecting a business that does operate outside Australia.

A locally-based business, or one with a local division, branch, production facility or outlet, would give the possibility of developing a link with the business. Local business would also have coverage in local media. Similarly a business with which a parent or member of the school community has close ties would encourage further links and facilitate the collection of further information.



CS

## Economics

### Teaching the key issues

A key feature of the new Stage 6 economics syllabus is its “problems and issues” approach to the teaching and learning of economics. This approach will make economics more relevant to students undertaking the course. The syllabus identifies six key issues to be the focus within the study of economics in both the Preliminary and Higher School Certificate courses. The key issues on p. 13 of the syllabus are:

- economic growth and quality of life
- unemployment
- inflation
- external stability of an economy
- distribution of income
- sustainable management of the environment.

Within the Preliminary course, the focus is on practical problems and issues affecting individuals, firms and governments. The Higher School Certificate course relates its problems and issues to the national economy and the process of globalisation.

In the Preliminary course, students will not have a sophisticated understanding of the issues. They will know neither the details of how unemployment is defined nor how it is measured. However, all students completing Stage 5 would have some general understanding of unemployment as a concept. This allows teachers to include some investigation and analysis of issues around the concept of unemployment. Similarly the key issues of quality of life, distribution of income and sustainable management of the environment are all concepts familiar to students. This understanding should be developed considerably through teaching and learning activities incorporated in the course.

Issues centring on economic growth and the external stability of an economy will be further from the general knowledge of students entering economics. These concepts can be introduced in a more general way, without stressing the details of how they can be measured.

Inflation is an issue within the course with which students will have a varied understanding. The initial cohorts of students undertaking the course have basically lived in a low-inflation Australian society. They have little direct understanding of how inflation impacts upon the economy and society at large. Their parents and teachers will have a much greater understanding of inflation as a part of everyday life.

To develop a thorough understanding of the issues and to create a solid foundation for the HSC topic, *Economic issues*, teachers should investigate aspects of the key issues, wherever possible.

In the first Preliminary topic, *Introduction to economics*, the concept of opportunity cost is introduced. Teachers can use this as a means of developing understanding of some of the key issues for students. **Unemployment, quality of life and sustainable management of the environment** are all very relevant applications of opportunity cost. They all consolidate the first *learn to* statement, where “students examine economic issues and identify the opportunity costs involved in economic decisions made by individuals, businesses and governments at local, state and national levels.”

The **distribution of income** can be introduced within the context of the second *learn to* statement, where “students examine economic issues and examine the ways that the economic problem affects individuals at different income levels”.

In the last section of the *learn about* statement for the first topic, students examine the similarities and differences between Australia and at least one other economy in relation to economic growth, employment and unemployment, quality of life, environmental quality and the role of government. This provides further familiarisation with the issues in a broader context.

Through the context of the second topic, students will further develop their understanding of the key issues. Class activities can add to an understanding of **distribution of income** and its impact on both individuals and society or the economy as a whole, while contemplating the impact of **unemployment** on income. In this topic the *learn to* statements include an investigation of sources of income; this adds considerably to students’ understanding of the distribution of income. As the role of the firm is examined and the issue of investment in technological change highlighted, students would consider the impact on employment levels, adding to their understanding of **unemployment** as an issue.

If teachers maintain the focus on issues, wherever possible, students will develop a more detailed understanding of the whole issue and wider knowledge about the issue. This will provide a valuable background for the *Economic issues* topic of the HSC course.



## CS Stage 6 Special Program of Study

### For students with special education needs

From 2001, HSC students with special education needs following a Special Program of Study (SPS) will be eligible for the award of the Higher School Certificate.

#### Special Program of Study courses

Students who meet the SPS eligibility requirements will be able to undertake Board-developed Life Skills courses, regular Board-developed courses and/or Board-endorsed courses.

**Board-developed Life Skills** will be 2 unit, 240-hour courses. The following courses have been endorsed and are currently being developed:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Workplace and Community-based Learning Life Skills.

#### Industry Curriculum Framework courses include

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

Students entered for an SPS may undertake the Industry Curriculum Framework courses either:

- under regular course arrangements, or
- by units of competency selected through the individual transition planning process from a 240-hour course (for example, 7 units of competency rather than 12 units over 240 hours, including 70 hours of work placement).

#### Eligibility requirements

Students who meet the SPS eligibility requirements are students with disabilities in special schools, support classes or regular classes.

The eligibility requirements for the SPS are that:

- students generally will have completed at least 4 Life Skills courses for the School Certificate
- students' planning must be undertaken through an individual transition planning process
- under special circumstances students will be allowed access to Stage 6 Special Program of Study courses, e.g. if the student has:
  - a deteriorating condition;
  - undertaken regular syllabuses in Stage 6 but has experienced **significant** difficulty.

*Decisions about whether to enrol students in Special Program of Study courses for Stage 6 will be made by the school. The principal will be required to certify on the Preliminary and HSC entry forms that individual transition planning for each student entering for Life Skills courses in Stage 6 has occurred.*

**Note:** The majority of eligible students will have an intellectual disability.

#### Pattern of study

Students undertaking an SPS follow the same pattern of study requirements for the HSC as other students. These are a minimum of:

- at least 6 units of Board-developed courses
- at least 2 units of Board-developed English
- at least 3 courses of 2 unit value
- at least 4 subjects.

Please refer to the HSC Calendar of Events for the Special Program of Study Events in November and December. (<http://www.newhsc.schools.nsw.edu.au>)

### Curriculum Support in 2000

## Subscriptions

**CURRICULUM SUPPORT** is available free of charge to teachers in NSW government schools.

It is available on subscription to teachers in non-government schools, to libraries and to others.

See your principal for a copy of the flier with details of how to subscribe, subscription rates and an application form.

As subscriptions determine the number of copies printed, we would be grateful to receive your order and cheque no later than Friday 25 February, 2000.

# Evaluation fax sheet

Fax back to: 9886 7571

## Your views on this year's CURRICULUM SUPPORT (HSIE)

We would appreciate your views on this year's four editions of **CURRICULUM SUPPORT** and, in particular, the HSC supplement.

Please take some time to complete this page and fax it back to us so we can plan for next year's **CURRICULUM SUPPORT**.

LOOKING BACK OVER 1999	Strongly agree	Agree	Disagree	Strongly disagree
<b>CURRICULUM SUPPORT</b> keeps me well informed about current developments in my area of teaching.				
<b>CURRICULUM SUPPORT</b> provides me with many useful and practical ideas for teaching in my area.				
The HSC supplement has been a useful source of information on resources and ideas to assist me to plan for new HSC courses next year.				
It is important that all teachers have a personal copy of <b>CURRICULUM SUPPORT</b> for their area of teaching.				

LOOKING FORWARD TO 2000	Strongly agree	Agree	Disagree	Strongly disagree
I would like to see <b>CURRICULUM SUPPORT</b> changed in terms of				
• layout				
• size				
• design				
• content				

I would like next year's **CURRICULUM SUPPORT** to address the following issues in my KLA/area of teaching (please specify):

I would like next year's HSC supplement to provide me with information and ideas on the following areas (please specify):

Other comments or suggestions: