



**Mathematics, Mathematics Extension 1 and
Mathematics Extension 2
Stage 6**

Draft Writing Brief

**Consultation Report
February 2016**

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Published by
Board of Studies, Teaching and Educational Standards NSW
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Sydney NSW 2001
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www.bostes.nsw.edu.au

DSSP-27001
D2016/3472

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1. Background information

The preparation of the *Mathematics, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 Draft Writing Brief* took into account the broad directions for the learning area, which were developed following public consultation and endorsed by BOSTES in December 2014.

BOSTES conducted consultation in Term 4, 2015 to engage stakeholders in the syllabus development process and to seek their feedback on options and proposals in the draft writing brief.

The consultation program included:

- a meeting of the Years 11–12 Board Curriculum Committee for Mathematics on 10 November 2015
- afternoon consultation meetings at:
 - Lismore on 27 October 2015
 - Croydon Park on 28 October 2015
 - Goulburn on 29 October 2015
 - Cronulla on 2 November 2015
 - Maitland on 5 November 2015
 - Penrith on 9 November 2015
 - Sydney CBD on 30 November 2015
- an online survey on the BOSTES website from 19 October to 29 November 2015
- written submissions from:
 - NSW Department of Education
 - Catholic Education Office Sydney
 - Community of Catholic Schools Office Broken Bay
 - Association of Independent Schools of NSW
 - Association of Heads of Independent Schools of Australia Academic Committee
 - Mathematical Association of NSW (MANSW)
 - NSW Teachers Federation
 - North Sydney Girls High School
 - Catholic Education Office Sydney (Inner West and Southern) Mathematics Coordinators
 - Students of the University of Sydney Master of Teaching
 - 3 individuals.

Professional associations and schooling sectors conducted a range of activities during the consultation period to inform feedback to BOSTES.

Feedback from consultation was analysed and informed revisions to the draft writing brief. The final writing brief will be used to develop the draft syllabus.

2. Executive summary

The *Mathematics, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 Draft Writing Brief Consultation Report* (Consultation Report) provides a description of the consultation process and a summary and analysis of feedback received. The Consultation Report includes key matters and proposed actions for syllabus development.

The Consultation Report presents data and findings gathered through 145 survey responses, 13 written submissions, a Board Curriculum Committee meeting and 7 teacher meetings.

The majority of respondents indicated their preference for the proposals for the calculus-based Mathematics courses within Option 2 of the Draft Writing Brief. These proposals comprised major revision of the courses, including revision of content to provide closer links between concept formation, practice and application/modelling; and significant overlap between the Mathematics course and the Mathematics General 2 course to assist student movement and to obtain appropriate course relativity in Australian Tertiary Admission Rank (ATAR) scaling via a number of common questions in the respective HSC examinations.

Respondents also offered a range of comments and suggestions. These comments and suggestions were made in relation to various syllabus elements including rationale, aim, objectives, outcomes, and content, as well as about course structure, the diversity of learners, the role and use of technology, assessment and reporting, HSC examination specifications, and the ATAR contributions from results in different Stage 6 Mathematics courses. Often there was a similar number of respondents opposing a particular idea when compared to the number of respondents suggesting it.

Key matters

The key matters to emerge from the consultation included:

- the proposed significant overlap in the content of the Mathematics and Mathematics General 2 courses, and consequently in the respective HSC examinations, is well supported
- the need for the determination of appropriate course relativity in ATAR scaling for Mathematics and Mathematics General 2
- the Mathematics course content needs to be reduced to have a similar workload to that required for other 2-unit courses
- the development of a strategy to retain students capable of studying a calculus-based course in the Mathematics course and review the current common HSC examination for Mathematics and Mathematics Extension 1
- the inclusion of statistics in the Mathematics course is well supported, but to a lesser extent for the Mathematics Extension courses
- the proposal that candidates sit one HSC examination only for each course, all at the same time on the same day, with each examination containing questions in common with the HSC examination for the next level.

Actions in response to key matters

- The content of the Mathematics and Mathematics General 2 courses will incorporate significant overlap which will provide for the inclusion of common questions in the respective HSC examinations.
- The inclusion of common questions, on the common content in the Mathematics and Mathematics General 2 courses, will mean that data can be provided to the Universities Admissions Centre (UAC) for obtaining appropriate course relativity in ATAR scaling.
- The content prescribed for each of the revised courses will be carefully monitored in terms of the indicative time available. For each of the courses, there will be a net reduction in content when compared to the current course.
- Examination and assessment requirements will be considered during syllabus development.
- Statistics will be incorporated in the Mathematics course and will be considered for inclusion in the Mathematics Extension courses.
- The proposal of one HSC examination will be considered during syllabus development.

A summary of key matters and related actions is contained in Section 4 of this report.

3. Summary of respondents

Consultation stakeholder and teacher meetings

1 Board Curriculum Committee (BCC), 7 teacher meetings

BCC members	9	Government sector	77	Catholic sector	47
Independent sector	59	Other	16		

Online survey respondents

145 online survey responses

Respondent:					
Academic	9	Parent	1	Pre-service teacher	1
Principal	1	School executive	18	School faculty	12
Student	19	Teacher	78	Other	6
I am:					
An Aboriginal person	1	A Torres Strait Islander person	0		
An Aboriginal and Torres Strait Islander person	0	Not an Aboriginal and/or Torres Strait Islander person	144		
Sector:					
Government	63	Catholic	25		
Independent	42	Non-school based	15		
Area of NSW:					
Metropolitan	84	Regional	61		
Number of people contributing to this survey:					
1	128	2-5	9	6 or more	8

4. Key matters

Key matters	Actions
<p>The proposed significant overlap in the content of the Mathematics and Mathematics General 2 courses, and consequently in the respective HSC examinations, is well supported.</p>	<p>The content of the Mathematics and Mathematics General 2 courses will incorporate significant overlap which will provide for the inclusion of common questions in the respective HSC examinations.</p>
<p>The need for the determination of appropriate course relativity in ATAR scaling for Mathematics and Mathematics General 2.</p>	<p>The inclusion of common questions, on the common content in the Mathematics and Mathematics General 2 courses, will mean that data can be provided to the Universities Admissions Centre (UAC) for obtaining appropriate course relativity in ATAR scaling.</p>
<p>The Mathematics course content needs to be reduced to have a similar workload to that required for other 2-unit courses.</p>	<p>The content prescribed for each of the revised courses will be carefully monitored in terms of the indicative time available. For each of the courses, there will be a net reduction in content when compared to the current course.</p>
<p>The development of a strategy to retain students capable of studying a calculus-based course in the Mathematics course and review the current common HSC examination for Mathematics and Mathematics Extension 1.</p>	<p>Examination and assessment requirements will be considered during syllabus development.</p>
<p>The inclusion of statistics in the Mathematics course is well supported, but to a lesser extent for the Mathematics Extension courses.</p>	<p>Statistics will be incorporated in the Mathematics course and will be considered for inclusion in the Mathematics Extension courses.</p>
<p>The proposal that candidates sit one HSC examination only for each course, all at the same time on the same day, with each examination containing questions in common with the HSC examination for the next level.</p>	<p>The proposal of one HSC examination will be considered during syllabus development.</p>

5. Analysis

5.1 Rationale

Summary

The majority of survey respondents strongly agreed or agreed that the rationale describes the nature of the courses in broad terms and explains their purpose in the curriculum. The majority of survey respondents also strongly agreed or agreed that the rationale reflects a contemporary view of the courses. This was exemplified by the many references to STEM in the responses.

Some respondents commented that the rationale and proposed content did not always align. There were a number of respondents who provided feedback that students who had completed Stage 5.2 in Years 9 and 10 were not adequately prepared to study the Mathematics course. It was suggested that the study of Mathematics to Stage 5.3 level, or at least to Stage 5.2 level, together with the additional suggested topics from Stage 5.3, should be a requirement. Suggestions for minor amendments to the rationale were provided by some respondents.

Feedback affirming the rationale

Feedback	Sources
The rationale describes the nature of the courses in broad terms and explains their purpose in the curriculum.	AIS Submission 2 Survey (x98)
The rationale reflects a contemporary view of the courses.	AIS Submission 2 Survey (x93)

Key matters and actions

Key matters	Sources	Actions
The lists of proposed content and the use of technology in teaching and learning do not align with statements in the rationale.	AHISA DoE Submissions 1, 3	The rationale will be amended where necessary to ensure appropriate alignment with all other syllabus elements.
The rationale refers to the study of geometry but this topic area has not been included in the proposed content for the Mathematics course.	DoE Submission 6	The rationale includes references to geometrical representations of a number of important functions and concepts that build on knowledge, skills and understanding developed earlier in algebra, geometry and trigonometry. The study of circle geometry is also included in the list of proposed content for the new Mathematics Extension 1 course.

5.2 Aim

Summary

The majority of survey respondents strongly agreed or agreed that the aim provides a statement of the overall purpose of the courses.

Feedback affirming the aim

Feedback	Sources
The aim provides a statement of the overall purpose of the courses.	AIS DoE Submissions 1, 2 Survey (x93)

Key matters and actions

Key matters	Sources	Actions
The aim states that students will develop deductive and inductive reasoning skills, yet geometry has been removed from the Mathematics course.	CEOSYD MANSW Submission 2 Survey (x1)	The aim refers to the three calculus-based courses and the study of circle geometry is included in the list of proposed content for the new Mathematics Extension 1 course.

5.3 Objectives

Summary

The objectives define in broad terms the knowledge, skills, understanding, values and attitudes to be developed through study in the courses. Minor amendments to the proposed objectives were suggested by some respondents.

Feedback affirming the objectives

Feedback	Sources
The objectives define in broad terms the knowledge, skills, understanding, values and attitudes to be developed through study of the courses.	AIS CEOSYD DoE Submissions 1, 2 Survey (x90)

Key matters and actions

Key matters	Sources	Actions
The objectives should be revised to include that students 'propose models, draw conclusions, and use technology when appropriate'.	Submission 3	The objectives will be reviewed during syllabus development.

5.4 Outcomes

Summary

The majority of survey respondents strongly agreed or agreed that the outcomes in the sample of outcomes are appropriate.

Some respondents commented that the sample outcomes were more specific than those written for the current courses and expressed the view that the outcomes should not cover too broad a range of course content.

Feedback affirming the outcomes

Feedback	Sources
The proposed sample outcomes are appropriate.	AIS DoE Submissions 1, 2, 3 Survey (x81)

Key matters and actions

Key matters	Sources	Actions
The range of outcomes in the samples presented covers many topic areas, while some of the outcomes cover only one topic area. As a general approach, the outcomes for the courses need to be more specific.	DoE Submissions 2, 3 Survey (x30)	The outcomes presented in the draft writing brief represented a sample of outcomes only. The outcomes will be reviewed in the development of the new courses, including for the level and consistency of specificity.
The course outcomes should be generic, rather than link to particular topic areas.	AHISA CEOSYD	The level of specificity of outcomes will be considered during syllabus development.

5.5 Diversity of learners

Summary

While a number of respondents commented that the current structure and number of courses meets the needs of the range of students wishing to study Mathematics in Stage 6, many respondents were of the view that students are not currently being appropriately rewarded for studying one or more of the calculus-based courses.

A significant number of respondents expressed the view that the proposed different versions of the Mathematics 2 Unit examination would cater well for the wide range of ability in candidates currently undertaking the examination.

Feedback about the diversity of learners and Life Skills outcomes and content

Feedback	Sources
The current structure and number of courses meets the needs of the range of learners.	Survey (x14)

Key matters and actions

Key matters	Sources	Actions
Students need to be appropriately rewarded for studying the more rigorous courses, which form the basis for further study in Mathematics and related STEM fields.	BCC CCSOBB Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submissions 1, 3 Survey (x1)	The Mathematics syllabuses will be reviewed during syllabus development and amended as necessary to meet the diverse needs of students.
In order to reach the diversity of learners, practical, real-world applications need to be used.	Survey (x3)	
The calculus-based courses, and in particular the Extension courses, need to be developed with a view to how they can be taught equitably in schools that do not have stand-alone Mathematics Extension 1 classes.	Cronulla (CM) Croydon Park (CM) Survey (x2)	

Key matters	Sources	Actions
<p>The proposed different versions of the Mathematics examination would cater well for the wide range of ability in candidates currently undertaking the examination.</p>	<p>BCC Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Survey (x1)</p>	<p>The Mathematics syllabuses will be reviewed during syllabus development and amended as necessary to meet the diverse needs of students.</p>
<p>The Stage 6 Mathematics courses could follow a similar approach to the structured approach used in Stage 5.1, 5.2, 5.3 in order to meet the diverse needs of students.</p>	<p>MANSW Survey (x1)</p>	

5.6 Course structure and options

Summary

The majority of respondents indicated their preference for Option 2, though there was significant reservation among respondents about the last two questions, worth approximately 30 marks, on the Mathematics paper being different for candidates depending on whether they are also studying the Mathematics Extension 1 course or studying the Mathematics course only.

A significant number of respondents commented that a substantial amount of common content already exists between the Mathematics course and the Mathematics General 2 course. It was also commented that the Mathematics course must not be made too easy, while the most able students need enough time to grasp the more difficult concepts.

The majority of respondents were in favour of inclusion of the study of statistics, though some felt its inclusion in the Mathematics Extension courses was not appropriate.

Feedback affirming the course structure and options

Feedback	Sources
<p>Content and examination structural options Option 2 is the preferred option.</p>	<p>AIS BCC CCSOBB CEOSYD DoE Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submission 2 Survey (x31) Sydney (CM)</p>
<p>The provision of an appropriate proportion of common content in the Mathematics course and Mathematics General 2 course is a good approach to enabling fairer comparison of the courses in ATAR calculations.</p>	<p>AHISA BCC CCSOBB Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submission 2 Sydney (CM)</p>

Feedback	Sources
Common content in the Mathematics course and Mathematics General 2 course will assist student movement between the courses and will cater for the full range of students.	AIS BCC CCSOBB CEOSYD Cronulla (CM) Croydon Park (CM) Lismore (CM) Penrith (CM)
The removal of the Harder applications of 2 Unit and Harder applications of Mathematics Extension 1 aspects of the syllabuses is well supported.	DoE MANSW Survey (x4)
Mathematics examination structure The proposed approach to examining the Mathematics course is supported as a means of encouraging students to study the course most appropriate for their abilities and aspirations.	AHISA BCC CEOSYD Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submissions 1, 2 Survey (x44)
The proposed change to the Mathematics course examination structure will assist students to select the most appropriate course for post-school pathways.	AHISA BCC CCSOBB Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submissions 3, 5 Sydney (CM)
The proposed approach to structuring significant overlap with Mathematics General 2 and examining the Mathematics course are both necessary as a means of encouraging students to study the course most appropriate for their abilities and aspirations.	AIS BCC CCSOBB Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) MANSW Penrith (CM) Submissions 2, 3, 5 Survey (x37) Sydney (CM)

Feedback	Sources
<p>Inclusion of statistics The inclusion of the study of statistics in the Mathematics, Mathematics Extension 1 and/or Mathematics Extension 2 courses is appropriate.</p>	<p>AHISA AIS BCC CCSOBB CEOSYD Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) MANSW Penrith (CM) Submissions 1, 2, 3 Survey (x48) Sydney (CM)</p>
<p>The inclusion of statistics is excellent preparation for university and post-school life in general and also brings NSW into alignment with other states.</p>	<p>CCSOBB CEOSYD Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submissions 4, 5 Sydney (CM)</p>

Key matters and actions

Key matters	Sources	Actions
<p>Content and examination structural options</p> <p>Most of the common content between Mathematics courses should be built into the respective Year 11 courses.</p>	<p>AHISA DoE</p>	<p>The placement of common content in Mathematics courses will be reviewed during syllabus development.</p>
<p>The Mathematics course must be of a similar level of difficulty to other 2-unit courses in other learning areas with appropriate opportunity for good students to be successful in the course without an inordinate amount of work.</p>	<p>Cronulla (CM) Croydon Park (CM) Maitland (CM) Penrith (CM) Submission 2 Sydney (CM)</p>	<p>The content prescribed for each of the revised courses will be carefully monitored in terms of the indicative time available. For each of the courses, there will be a net reduction in content when compared to the current course.</p>
<p>A reduction in the amount of content in the Mathematics course does not seem to have occurred.</p>	<p>AHISA CEOSYD DoE</p>	<p>The content listed in the draft writing brief represents content for consideration in the further development of the non-calculus-based courses. The content prescribed for each of the revised courses will be monitored in terms of the indicative time available. For each of the courses, there will be a net reduction in content when compared to the current course.</p>
<p>Mathematics examination structure</p> <p>If the proposal is taken up that the last two questions on the Mathematics HSC examination paper be chosen according to whether a student is a Mathematics or Mathematics Extension 1 candidate, it will discourage students from studying Mathematics Extension 1.</p>	<p>BCC Croydon Park (CM) Maitland (CM) Penrith (CM) Submissions 2, 3</p>	<p>HSC examination structures and requirements for Mathematics courses will be subject to further consultation during draft syllabus development.</p>

Key matters	Sources	Actions
<p>Inclusion of statistics Statistics should be included at a basic or introductory level only. The universities need to be consulted in the determination of the appropriate level.</p>	<p>BCC CCSOBB Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submission 1 Sydney (CM)</p>	<p>Further consultation with universities will determine the appropriate level of and placement of the study of statistics in Mathematics courses.</p>
<p>Statistics should be included in the Mathematics course only.</p>	<p>Cronulla (CM) Croydon Park (CM) Goulburn (CM) Penrith (CM) Sydney (CM)</p>	
<p>Statistics should be included in the Mathematics and Mathematics Extension 1 courses only.</p>	<p>Cronulla (CM) Croydon Park (CM) DoE Lismore (CM) Penrith (CM)</p>	

5.7 Assessment and reporting

Summary

There were a variety of comments from respondents. Often there was a similar number of respondents opposing a particular idea as there was the number of respondents suggesting it. Examination specifications and assessment requirements will be reviewed during draft syllabus development.

Feedback affirming the information on assessment and reporting

Feedback	Sources
Mathematics Extension 1 students should continue to undertake the common Mathematics examination.	Croydon Park (CM) DoE Lismore (CM) Penrith (CM) Submission 3

Key matters and actions

Key matters	Sources	Actions
<p>School-based assessment</p> <p>A non-test assessment component involving problem-solving, portfolio, investigation, and technology should be mandated.</p>	BCC Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM)	School-based assessment structures and requirements will be subject to further consultation during syllabus development.
There should be less school-based assessment and it should be based only on the Year 12 course.	BCC Croydon Park (CM) Maitland (CM) Penrith (CM)	
<p>HSC examinations</p> <p>There should be only one HSC examination paper for each of the Stage 6 Mathematics courses. Candidates could sit a three-hour paper at the same time as other candidates.</p>	Cronulla (CM) Croydon Park (CM) DoE Lismore (CM) MANSW Penrith (CM) Sydney (CM)	In order to resolve the opposing views received during feedback, HSC examination structures and requirements for Mathematics courses will be subject to further consultation during syllabus development.
Each of the Stage 6 Mathematics HSC examination papers should have questions in common with the paper for the next level.	Cronulla (CM) Croydon Park (CM) DoE Lismore (CM) Maitland (CM) Penrith (CM) Sydney (CM)	

Key matters	Sources	Actions
<p>The proposal that the last two questions on the Mathematics HSC examination paper will be chosen according to whether a student is a Mathematics or Mathematics Extension 1 candidate should not be taken up.</p>	<p>BCC CCSOBB Cronulla (CM) Croydon Park (CM) Maitland (CM) MANSW Penrith (CM) Submissions 3, 4, 5</p>	<p>HSC examination structures and requirements for Mathematics courses will be subject to further consultation during syllabus development.</p>
<p>Mathematics Extension 1 students should sit for one HSC examination paper only.</p>	<p>Cronulla (CM) Croydon Park (CM) Maitland (CM) Penrith (CM)</p>	

5.8 Other comments

Summary

There was no significant comment on the overall draft writing brief from respondents.

Feedback affirming the draft writing brief

Feedback	Sources
The general directions outlined in the draft writing brief are supported.	AIS Survey (x1)
The provision of a glossary with the new syllabuses is supported.	MANSW

Key matters and actions

Key matters	Sources	Actions
The draft writing brief does not contain enough options and detail in relation to the content to be included in the courses.	Submission 2 Survey (x6)	The final writing brief will contain an appropriate level of detail to inform the directions for syllabus development.
Teachers will need significant professional development for the teaching of statistics, as well as for differential and difference equations.	CEOSYD MANSW	Materials will be developed by BOSTES, the schooling sectors and professional associations to support initial implementation of new syllabuses.

6. Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey Item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Rationale							
1. The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	105	16%	77%	6%	1%		
2. The proposed rationale reflects a contemporary view of the course.	105	14%	74%	11%	0%		
Aim							
3. The proposed aim provides a statement of the overall purpose of the syllabus.	100	14%	79%	7%	0%		
Objectives							
4. The proposed objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study in this course.	101	15%	74%	10%	1%		
Outcomes							
5. The sample of outcomes is appropriate.	95	12%	74%	13%	2%		
Course structure and options							
6. Option 1 is preferred.	20					39%	
7. Option 2 is preferred.	31					61%	
8. The proposed approach to examining the Mathematics ('2 Unit') course is appropriate as a means of encouraging students to study the course most appropriate for their abilities and aspirations.	64	22%	47%	19%	13%		
9. The proposed approach to examining the '2 Unit' course is sufficient as a means of encouraging students to study the course most appropriate for their abilities and aspirations.	63	13%	43%	29%	14%		
10. The proposed approach to structuring ('significant overlap' with Mathematics General 2) and examining the '2 Unit' course are both necessary as a means of encouraging students to study the course most appropriate for their abilities and aspirations.	63	30%	29%	22%	19%		

Survey Item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
11. The inclusion of the study of statistics in the '2 Unit', Mathematics Extension 1 and/or Mathematics Extension 2 courses is appropriate.	64	42%	33%	13%	13%		
12. BOSTES should consider another course structure or modification.	31					45%	55%
General							
13. The draft writing brief provides a sound basis for developing the final writing brief, which is the blueprint for the development of the draft syllabus.	60	10%	60%	25%	5%		

7. Respondents

7.1 Consultation meetings

Afternoon consultation meetings (code: CM)

Location	Date (2015)	Total
Lismore	27 October	12
Croydon Park	28 October	46
Goulburn	29 October	8
Cronulla	2 November	34
Maitland	5 November	23
Penrith	9 November	57
Sydney CBD	30 November	18

Board Curriculum Committee consultation meeting at the BOSTES on 10 November 2015 (code: BCC)

Name	Organisation
Associate Professor Judy Anderson (Acting BCC Chair)	NSW/Territories Committee of Chairs of Academic Boards/Senates
Mr Noel Blomeley	NSW Aboriginal Education Consultative Group Inc
Mr Alan Gardiner	Federation of Parents and Citizens' Associations NSW
Ms Denny Greenburg	Association of Independent Schools of NSW
Mr Neil McCain	Catholic Education Commission NSW
Mr Terrence Moriarty	NSW Teachers Federation
Ms Lynne Openshaw	Professional Teachers' Council NSW
Mr John Raftery	NSW/ACT Independent Education Union
Ms Cathie Renfrew	Council of Catholic School Parents NSW

7.2 Written submissions

Organisations, groups and individuals	Code
Association of Heads of Independent Schools of Australia Academic Committee	AHISA
Association of Independent Schools of NSW	AIS
Catholic Education Office Sydney	CEOSYD
Community of Catholic Schools Office Broken Bay	CCSOBB
Mathematical Association of NSW	MANSW
NSW Department of Education	DoE
NSW Teachers Federation	NSWTF
Catholic Education Office Sydney (Inner West and Southern) Mathematics Coordinators	Submission 1
North Sydney Girls High School	Submission 2
Students of University of Sydney Master of Teaching	Submission 3
Individual Respondent	Submission 4
Individual Respondent	Submission 5
Individual Respondent	Submission 6