



**Mathematics General 2 and  
Mathematics General 1  
Stage 6**

**Draft Writing Brief**

**Consultation Report  
February 2016**

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## 1. Background information

The preparation of the *Mathematics General 2 and Mathematics General 1 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 – Diocese of Broken Bay
  - Association of Independent Schools of NSW
  - Association of Heads of Independent Schools of Australia Academic Committee
  - Catholic Education Office Sydney (Inner West and Southern) Mathematics Coordinators
  - Mathematical Association of NSW
  - NSW Teachers Federation
  - Students from the University of Sydney Master of Teaching
  - 1 individual.

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 General 2 and Mathematics General 1 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 108 survey responses, 10 written submissions, a Board Curriculum Committee meeting and 7 teacher meetings.

The majority of respondents indicated their preference for the proposals for the Mathematics General courses within Option 2 of the draft writing brief. These proposals comprised: separate Year 11 courses for each of the Year 12 Mathematics General courses to replace the current common Year 11 Mathematics General course; a new Year 11 Mathematics General 1 course that will build on student knowledge and skills from Stage 5.1; a change in status for the Year 12 Mathematics General 1 course from Content Endorsed to Board Developed, with an associated optional Higher School Certificate examination; 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 (rationale, aim, objectives, outcomes, 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:

- most students are choosing to study the Mathematics General 2 course rather than the Mathematics General 1 course in order to obtain an ATAR or to qualify for the award of an HSC
- many students discontinue their study of Mathematics at the end of Year 10 due to the Year 11 Mathematics General course being perceived as too difficult for some students
- there is an imbalance between the contribution to the ATAR calculation of the Mathematics General 2 course compared to the Mathematics course
- the Mathematics General 1 course needs to link more strongly to vocational post-school pathways.

## **Actions in response to key matters**

- The Year 11 and Year 12 Mathematics General 2 courses will be revised as necessary to achieve significant overlap with the Year 11 and Year 12 Mathematics courses.
- The Year 11 course will be revised to build on student knowledge from Mathematics Stage 5.1.
- The Mathematics General 2 HSC examination will contain a number of common questions (approximately 30 marks) with the HSC Mathematics examination.
- The Mathematics General 1 course will have Board Developed status and greater links to vocational post-school pathways.

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

##### 108 online survey responses

<b>Respondent:</b>					
Academic	4	Parent	1	Pre-service teacher	1
Principal	2	School executive	13	School faculty	17
Student	9	Teacher	60	Other	1
<b>I am:</b>					
An Aboriginal person	3	A Torres Strait Islander person	0		
An Aboriginal and Torres Strait Islander person	1	Not an Aboriginal and/or Torres Strait Islander person	104		
<b>Sector:</b>					
Government	52	Catholic	23		
Independent	27	Non-school based	6		
<b>Area of NSW:</b>					
Metropolitan	64	Regional	44		
<b>Number of people contributing to this survey:</b>					
1	87	2–5	10	6 or more	11

## 4. Key matters

Key matters	Actions
<p>Most students are choosing to study the Mathematics General 2 course rather than the Mathematics General 1 course in order to obtain an ATAR or to qualify for the award of an HSC.</p> <p>Many students discontinue their study of Mathematics at the end of Year 10 due to the Year 11 Mathematics General course being perceived as too difficult for some students.</p> <p>There is an imbalance between the contribution to the ATAR calculation of the Mathematics General 2 course compared to the Mathematics course.</p> <p>The Mathematics General 1 course needs to link more strongly to vocational post-school pathways.</p>	<p>The Year 11 and Year 12 Mathematics General 2 courses will be revised as necessary to achieve significant overlap with the Year 11 and Year 12 Mathematics courses.</p> <p>The Year 11 course will be revised to build on student knowledge from Mathematics Stage 5.1.</p> <p>The Mathematics General 2 HSC examination will contain a number of common questions (approximately 30 marks) with the HSC Mathematics examination.</p> <p>The Mathematics General 1 course will have Board Developed status and greater links to vocational post-school pathways.</p>



## 5. Analysis

### 5.1 Rationale

#### Summary

The majority of survey respondents strongly agreed or agreed that the rationale described the nature of the courses in broad terms and explained its purpose in the curriculum. The majority of respondents also strongly agreed or agreed that the rationale reflected a contemporary view of the courses. These respondents chose not to provide further comment on the rationale.

Some respondents were of the view that the rationale did not support a contemporary view of the courses, or properly outline the relevance of the courses to our changing society and employment pathways. It was also commented that completing Stage 5.1, together with some aspects of Stage 5.2, was not sufficient preparation for students to achieve success in the Mathematics General 2 course.

#### 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 NSWTF Submissions 1, 2 Survey (x68)
The rationale reflects a contemporary view of the courses.	AIS NSWTF Submissions 1, 2 Survey (x64)

#### Key matters and actions

Key matters	Sources	Actions
<p>There needs to be a revision of the representation of the pathways leading from Stage 5 to Stage 6, for example Stage 5.1 may align better with Mathematics General 1, and Stage 5.2 with Mathematics General 2.</p> <p>The study of Mathematics to Stage 5.1 level only in Years 9 and 10 does not adequately prepare students for successful study of the current Year 11 Mathematics General course.</p>	<p>CCSOBB MANSW Survey (x1)</p>	<p>The pathways leading from Stage 5 to Stage 6 will be reviewed during syllabus development and Year 11 will be reviewed to ensure it builds on student knowledge for Mathematics 5.1 and 5.2.</p>

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
The proposed content does not align with statements in the rationale.	DoE Survey (x2)	The proposed content will be reviewed during development of the non-calculus-based courses. The rationale will be reviewed and amended as appropriate.

## 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 an appropriate statement of the overall purpose of the courses.	AIS DoE Submissions 1, 2 Survey (x65)

### Key matters and actions

Key matters	Sources	Actions
Mathematics General 1 and Mathematics General 2 are separate courses and should have separate aims.	DoE	The provision of separate aims for the courses will be considered during syllabus development.
The aim seems to indicate that students who study the Mathematics General courses could move into a STEM degree, which is unrealistic. The Mathematics General courses are designed for students on a workplace, trade or non-STEM degree pathway.	MANSW NSWTF Survey (x1)	The aim will be reviewed with a view to clarifying pathway opportunities for students studying the Mathematics General courses.

### 5.3 Objectives

#### Summary

The majority of survey respondents strongly agreed or agreed that the objectives define in broad terms the knowledge, skills, understanding, values and attitudes to be developed through study of the courses.

#### 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 MANSW NSWTF Submission 1 Survey (x59)

#### Key matters and actions

No key matters were raised about the objectives.

## 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 outcomes for the Mathematics General 2 course would need to undergo significant change if a proportion of the Mathematics General 2 course content were to overlap with the content of the Mathematics course.

### Feedback affirming the outcomes

Feedback	Sources
The outcomes in the sample outcomes are appropriate.	DoE NSWTF Submission 1 Survey (x51)

### Key matters and actions

Key matters	Sources	Actions
No sample outcomes were included for consideration in the draft writing brief.	AIS DoE MANSW Submission 1 Survey (x2)	It is not envisaged that the Mathematics General courses will be significantly different from the current Mathematics General courses. As such, it is not envisaged that current course outcomes will change significantly.

## 5.5 Diversity of learners

### Summary

Respondents mainly concentrated their comments on the proposal for a separate Year 11 Mathematics General 1 course and optional examination. The high level of language/literacy demands of the current Mathematics General courses was noted, as was the need for the Mathematics General 1 course to align more closely to the skills needed for further study in vocational education and trade work.

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

No feedback was provided affirming the information about diversity of learners and Life Skills outcomes and content.

### Key matters and actions

Key matters	Sources	Actions
Life Skills outcomes and content should be structured using a similar approach to that taken in the Years 7–10 section of the current Mathematics K–10 syllabus, and align with the Mathematics General 1 course.	DoE Survey (x2)	Life Skills outcomes and content will follow a similar structure to the Mathematics K–10 syllabus and will be developed during syllabus development.
The language/literacy demands of the current Mathematics General 2 course and HSC examination are too high.	AIS CEOSYD DoE Submission 2 Survey (x4)	The level of the language/literacy demands of the course and HSC examination will be carefully considered during syllabus development, while recognising that the demands are related to the level of contextualisation/practical nature of the course content.
The Mathematics General 1 course needs to focus on numeracy and mathematical skills related to vocational education and trades. Students who study this course need time to consolidate skills developed in Stage 5.	BCC Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Survey (x12)	It is intended that the new Mathematics General 1 course build on student knowledge and skills from Stage 5.1. Accordingly, the course will incorporate an appropriate focus on numeracy and mathematical skills related to vocational education and trades.
The Stage 6 courses could be structured using a Stage 5.1, 5.2, 5.3 approach in order to meet the diverse needs of students.	MANSW Survey (x1)	Structures within and across the Stage 6 Mathematics courses will be considered during syllabus development.

## 5.6 Course structure and options

### Summary

The majority of respondents indicated their preference for Option 2. The Mathematics General 2 course having significant overlap with the Mathematics course was seen as desirable, as was the development of a separate Year 11 Mathematics General 1 course. A significant number of respondents commented that a substantial amount of common content already exists between the Mathematics General 2 course and the Mathematics course.

A change in status of the Mathematics General 1 course from a Content Endorsed Course (CEC) to a Board Developed Course (BDC) was strongly supported, as was the inclusion of an optional HSC examination for Mathematics General 1 students. These measures were identified as appropriate for catering for the range of students who may choose to study the course, as well as providing a suitable opportunity for students who currently would not choose to study any Mathematics in Stage 6. It was noted that teachers have only recently become familiar with and implemented the current Mathematics General courses.

### Feedback affirming the course structure and options

Feedback	Sources
<p><b>Content and examination structural options</b> Option 2 is the preferred option.</p>	<p>AIS BCC CCSOBB CEOSYD Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) MANSW NSWTF Penrith (CM) Submissions 1, 2 Survey (x26) Sydney (CM)</p>
<p>If changes to the Mathematics course are required to achieve significant overlap with the Mathematics General 2 course, a greater level of revision of the Mathematics General 2 course to align with the changes is appropriate.</p>	<p>AIS BCC CCSOBB Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submissions 1, 2 Survey (x38) Sydney (CM)</p>

<b>Feedback</b>	<b>Sources</b>
<p>A significant revision of the Mathematics General 2 course and appropriate consequent overlap with the Mathematics course must occur in order for students studying the Mathematics course to obtain a more equitable ATAR contribution.</p>	<p>BCC CCSOBB Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Survey (x5)</p>
<p>Statistics should be the topic area used to provide the common content between the Mathematics General 2 and Mathematics courses.</p>	<p>Cronulla (CM) Croydon Park (CM) Lismore (CM) Maitland (CM) Penrith (CM)</p>
<p><b>Status and structure of Mathematics General 1</b> A change in status of the Year 12 Mathematics General 1 Content Endorsed Course (CEC) to a Board Developed Course (BDC), with an optional HSC examination, is appropriate.</p>	<p>AIS BCC CCSOBB CEOSYD Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) MANSW NSWTF Penrith (CM) Submissions 1, 2 Survey (x45) Sydney (CM)</p>
<p>A Board Developed Mathematics General 1 course will enable all students to remain eligible for an ATAR and will reduce the number of students inappropriately or unnecessarily choosing Mathematics General 2 to access an ATAR.</p>	<p>BCC Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) NSWTF Penrith (CM) Survey (x11)</p>



Feedback	Sources
<p>The development of a new Year 11 Mathematics General 1 course designed to strengthen students' numeracy skills by consolidating and building on student knowledge and skills from Stage 5.1 is appropriate.</p>	<p>AIS BCC CCSOBB CEOSYD Cronulla (CM) Croydon Park (CM) DoE Goulburn (CM) Lismore (CM) Maitland (CM) MANSW NSWTF Penrith (CM) Submissions 1, 2 Survey (x44) Sydney (CM)</p>
<p>The proposed changes to Mathematics General 1 mean that there will be an appropriate course of study for students who might otherwise not choose to study Mathematics in Stage 6, and that there is appropriate opportunity to raise the confidence level of weaker students.</p>	<p>BCC CCSOBB CEOSYD Cronulla (CM) Croydon Park (CM) Goulburn (CM) Lismore (CM) Maitland (CM) Penrith (CM) Submission 1 Survey (x10)</p>

### Key matters and actions

Key matters	Sources	Actions
<p><b>Content and examination structural options</b> Most of the common content between the Mathematics General 2 course and the Mathematics course should be built into the respective Year 11 courses.</p>	<p>AHISA DoE MANSW Submissions 1, 2 Survey (x1) Sydney (CM)</p>	<p>The placement of common content in Mathematics courses will be reviewed during syllabus development.</p>
<p>Staffing separate Year 11 and Year 12 Mathematics General 1 and Mathematics General 2 courses may prove difficult. Some Mathematics classes will include students from more than one Mathematics course.</p>	<p>Croydon Park (CM) DoE Maitland (CM) NSWTF Penrith (CM) Submission 3 Survey (x4)</p>	<p>As currently, there will be a single Year 11 Mathematics General course in order to avoid potential timetabling and staffing issues associated with the addition of a further Mathematics course in Year 11.</p>

Key matters	Sources	Actions
Consideration should be given to the amount of common content across Mathematics courses to reduce the likelihood of students electing to study a lower-level course.	Croydon Park(CM) Maitland (CM) Penrith (CM) Survey (x3) Sydney (CM)	The amount of common content between the respective courses will be considered further during syllabus development.
There should be a Fundamentals of English-style course in Mathematics for English as an Additional Language or Dialect (EAL/D) learners.	DoE Lismore (CM)	There are no current plans to develop further Mathematics courses in the Stage 6.
The Mathematics General courses should contain modules or options of equal difficulty.	Croydon Park (CM) DoE	It is not proposed to include modules or options of equal difficulty in the Mathematics General courses.
More direction needs to be provided for the Focus Studies, with some reduction in content and removal of some less relevant topic areas, for example, <i>Mobile phone plans</i> and <i>Digital download and file storage</i> .	DoE MANSW NSWTF Penrith (CM) Survey (x1)	Topics for the Mathematics General courses will be detailed in the final writing brief and further clarification for the Focus Studies will be provided in the draft syllabus.
The Mathematics General courses should have a similar nested structure to that of the calculus-based courses.	DoE Lismore (CM) MANSW NSWTF Penrith (CM) Submission 1 Sydney (CM)	Having the Mathematics General 1 course as a subset of the Mathematics General 2 course will be considered during syllabus development.
<p><b>Status and structure of Mathematics General 1</b></p> <p>The common Year 11 Mathematics General course should be retained. It is too early at the end of Year 10 for students to decide which Mathematics General course they should study.</p>	Cronulla (CM) DoE Survey (x5) Sydney (CM)	A single Year 11 Mathematics General course will be retained. This approach is being taken in order to avoid in schools potential timetabling and staffing issues associated with the addition of a further Mathematics course in Year 11.

## 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 to 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
School-based assessment remains valued. The current assessment component weightings are appropriate.	Croydon Park (CM) Lismore (CM) Survey (x10) Sydney (CM)
The current length of the HSC examination for Mathematics General 2 is appropriate.	Cronulla (CM) Lismore (CM) Maitland (CM)

### Key matters and actions

Key matters	Sources	Actions
<p><b>School-based assessment</b></p> <p>A non-test, practical-type component involving inquiry learning and technology such as a portfolio, project or investigation should be mandated, particularly for the Mathematics General 1 course.</p>	<p>BCC Cronulla (CM) Croydon Park (CM) DoE Lismore (CM) Penrith (CM) Survey (x3) Sydney (CM)</p>	<p>School-based assessment requirements for Mathematics courses will be subject to further consultation during syllabus development.</p>
<p>There should be less school-based assessment, and it should only be based on the Year 12 course.</p>	<p>Croydon Park (CM) Maitland (CM) Penrith (CM)</p>	
<p><b>HSC examinations</b></p> <p>There should be one HSC examination paper only for each of the Stage 6 Mathematics courses. Each candidate could sit a three-hour paper at the same time as every other candidate.</p>	<p>Cronulla (CM) DoE Lismore (CM) Penrith (CM)</p>	<p>HSC examination structures and requirements for Mathematics courses will be subject to further consultation during syllabus development.</p>
<p>Each of the Stage 6 Mathematics HSC examination papers should have questions in common with the paper for the next level.</p>	<p>Cronulla (CM) Croydon Park (CM) DoE Lismore (CM) Maitland (CM)</p>	

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
An optional HSC examination for Mathematics General 1 should be one-and-a-half to two hours in length.	BCC Cronulla (CM) DoE Goulburn (CM) Maitland (CM) Penrith (CM)	It is not yet determined that there will be an HSC examination available for Mathematics General 1 students.
The language/literacy demands of the current Mathematics General 2 HSC examination are too high.	BCC Cronulla (CM) DoE Goulburn (CM)	The level of the language/literacy demands of the course and HSC examination will be carefully considered in syllabus development, while recognising that the demands are related to the level of contextualisation/practical nature of the course content.

## 5.8 Other comments

### Summary

Feedback provided indicated that the opportunity to participate in teacher consultation meetings to discuss the development of new Stage 6 Mathematics syllabuses with other teachers was appreciated.

### Feedback affirming the draft writing brief

Feedback	Sources
The provision of a glossary with the new syllabuses is supported.	MANSW

### Key matters and actions

Key matters	Sources	Actions
The draft writing brief required greater detail.	Survey (x4)	The final writing brief will detail directions for draft syllabus development.
Working Mathematically should have an emphasis in the new syllabuses.	MANSW	The suite of Stage 6 Mathematics syllabuses will provide opportunities for students to further develop their skills in Working Mathematically.

## 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
<b>Rationale</b>							
1. The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	73	21%	73%	5%	1%		
2. The proposed rationale reflects a contemporary view of the course.	73	21%	67%	11%	1%		
<b>Aim</b>							
3. The proposed aim provides a statement of the overall purpose of the syllabus.	69	20%	74%	4%	1%		
<b>Objectives</b>							
4. The proposed objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study in this course.	65	17%	74%	8%	2%		
<b>Outcomes</b>							
5. The sample of outcomes is appropriate.	62	15%	68%	13%	5%		
<b>Course structure and options</b>							
6. Prefer Option 1	16					38%	
7. Prefer Option 2	26					62%	
8. The revision of the status of the current HSC Mathematics General 1 CEC to make the course a Board Developed course (with an optional HSC examination) is appropriate.	50	60%	30%	4%	6%		
9. If changes to the Mathematics (2 Unit) course are required to achieve 'significant overlap' with the Mathematics General 2 course, a greater level of revision of the Mathematics General 2 course to align with the changes is appropriate.	49	33%	45%	16%	6%		

Survey Item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
10. The development of a new Preliminary Mathematics General 1 course designed to strengthen students' numeracy skills by consolidating and building on student knowledge and skills from Stage 5.1 is appropriate.	49	49%	41%	6%	4%		
11. There is another course structure or modification that BOSTES should consider.	25					43%	57%
<b>General</b> 12. 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.	45	13%	64%	18%	4%		

## 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

<b>Organisations, groups and individuals</b>	<b>Code</b>
Association of Heads of Independent Schools of Australia Academic Committee	AHISA
Association of Independent Schools of NSW	AIS
Community of Catholic Schools Office Broken Bay	CCSOBB
Catholic Education Office Sydney	CEOSYD
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
Students of the University of Sydney Master of Teaching	Submission 2
Individual Respondent	Submission 3