**Mathematics survey statements**
Teachers and interested members of the public are invited to complete the Board of Studies, Teaching and Educational Standards NSW (BOSTES) online survey about the draft syllabuses for Stage 6 English, Mathematics, Science and History. It is available until 31 August 2016.

The purpose of this survey is to obtain feedback about the draft syllabuses. Feedback received from consultations will be used to guide the development of the final syllabus documents.

Please complete this survey online.

**Aim and rationale**
1. The rationale describes the nature and purpose of the course in the curriculum.
2. The aim provides a succinct statement of the overall purpose of the course.

**Objectives**
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.

**Outcomes**
4. The outcomes and content describe what students are expected to achieve in relation to what they know, understand and can do from studying the course.
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.
6. The overlap between the Mathematics General 2 and the Mathematics course is appropriate.

**Course Structure**
7. The course structure and requirements are clear, manageable and appropriate.
8. The course structure will promote study the course most appropriate for students’ abilities and aspirations.

**School-based assessment**
9. The school-based assessment requirements are manageable.
10. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.
11. The inclusion of Exploratory opportunities (E) as types of school-based assessment is appropriate.
12. The recommended weighting of the non-examination school-based assessment task is appropriate.
13. The recommended weighting of a formal written examination in Year 12 as part of a school-based assessment program is appropriate.
HSC assessment
14. Please comment on the HSC examination specifications.

Content
15. The content describes the scope and depth of learning.
16. Opportunities for a greater depth of study have been achieved through the reduction of content.

Learning across the curriculum
17. The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.

Strands
18. The inclusion of Modelling opportunities (M) is appropriate.
19. The inclusion of Matrices into the Mathematics course provides an additional real world relevant application of mathematics and is appropriate.
20. The integration of all calculus into one strand provides opportunities for students to make deeper connections and develop stronger problem-solving skills.
21. The inclusion of Working Mathematically and the associated skill set for the Mathematics course is appropriate.

Diversity of learners
22. The syllabus meets the needs of the diversity of learners.

Glossary and additional terms
23. Provide comments about the glossary and additional terms for consideration.

Proposed name changes for Mathematics courses
It is proposed that the Mathematics Stage 6 curriculum be presented in three syllabuses.

Mathematics Standard
This syllabus will include two courses:
- Mathematics Standard 1 – currently Mathematics General 1
- Mathematics Standard 2 – currently Mathematics General 2

Mathematics Advanced
This syllabus will include one course:
- Mathematics Advanced – currently the Mathematics course

Mathematics Extension
This syllabus will include two courses. The names are unchanged:
- Mathematics Extension 1
- Mathematics Extension 2
24. Please comment on the proposed name changes for Mathematics courses.

Additional comments
25. Please provide any additional comments on the Mathematics course.