

Extract of submission to Board of Studies on 7-10 draft syllabus version 2 - by Derek Buchanan, April 29, 2012

You need to be more specific about things like "*with and without the use of digital technologies*". WHAT digital technologies? Will the rich schools do it with it and the poorer schools do it without? Who's going to pay for these technologies? Will teachers be trained to use it? Statements like this in the syllabus will be ignored unless these issues are addressed. I would suggest that if you don't want to address these issues, you should leave such platitudes out of the syllabus.

William Jones was the first person to use the pi symbol for the ratio of the circumference to diameter of a circle, not Euler.

On page 407 "*Choosing assessment strategies*", we are told that the range of assessment strategies should gather information about the depth of students' understanding, the development of skills as well as the extent of content knowledge. In the 2011 MANSW conference we were told that the NAPLAN exams had no educational basis whatsoever and were purely driven by political interests often supported by newspaper editors. The implication therefore is that teachers would NOT choose the NAPLAN exams as a valid and reliable assessment strategy.

It is good that you have allowed matrices as an optional extra, but since matrices are looming rather large in the proposed senior national curriculum I would have hoped that this took a more prominent position in your draft syllabus. If matrices are going to take such an important role in the new senior courses, then it should be a compulsory topic in Stage 5 as well.

It is good that your syllabus encourages students to read Euclid. It's available online, so you may wish to include this link in the syllabus:

<http://aleph0.clarku.edu/~djoyce/java/elements/elements.html>