

Changes to Stage 6 Mathematics HSC assessment requirements and exam specifications - online survey

Introduction

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Revised HSC assessment and examination requirements for the four current Stage 6 mathematics courses have now been developed for web-based consultation from **9 August to 10 September 2010**.

The proposed changes are consistent with the Board's principles for developing assessment requirements and examination specifications, and also with the Board decisions of December 2008 regarding revised HSC assessment requirements and examination specifications.

These decisions included that:

- the duration of each examination be retained at its current length
- the introduction of objective items, or the increase in the number of objective items currently used in a particular examination, proposed for each course be accepted
- the components used as part of the assessment requirements will be based on a manageable set of objectives or groupings of outcomes.

The benefits of revising the HSC assessment and examination requirements for the Stage 6 mathematics courses also include:

- addressing the broad direction of the Stage 6 Review and Development project (2006–2008): 'That the appropriateness of the current processes for the examination of Stage 6 Mathematics courses be reviewed, with particular emphasis on the examination of Mathematics ("2 Unit")-only candidates'. In particular, perceptions about the level of difficulty and the 'speed test' nature of the calculus-based course examinations are addressed in the proposed changes
- implementing revised HSC assessment and examination requirements for the Stage 6 mathematics courses at this stage, with a view to using these models in NSW with the Australian Curriculum senior mathematics courses, will allow the implementation of the Australian Curriculum courses to focus primarily on the curriculum changes
- weighting the two key components of internal assessment of HSC mathematics courses equally. The suggested weightings for the 'Concepts, skills and techniques', and 'Reasoning and communication' components are each 50%. These weightings reflect the equal importance of these aspects of mathematics learning and will provide teachers with a natural framework and increased flexibility in the construction of assessment tasks
- emphasising the central place of reasoning and communication in all HSC mathematics courses. The revised weightings reflect the student learning benefits associated with a focus on reasoning and communication at a level appropriate to the objectives, outcomes and syllabus content of each of the four mathematics courses.

It is proposed that the assessment requirements and examination specifications for General Mathematics, Mathematics, Mathematics Extension 1 and Mathematics Extension 2 be revised as proposed in the new Stage 6 mathematics syllabuses endorsed by the Board in March 2009, with the exception of the Mathematics examination specifications. It is proposed that, within the Mathematics examination specifications, the number of objective-response questions be reduced from the 20 originally proposed for consultation in 2008, to 10.

The examination requirements for the two new General courses (Mathematics General 1 and Mathematics General 2) were well received in the consultation on the draft syllabuses. While there was some concern about the original proposal to include 20 marks of objective-response questions in the Mathematics Advanced HSC examination, 10 marks of objective-response questions were generally viewed as acceptable in consultation on the new Mathematics Extension 1 and Mathematics Extension 2 courses, while indications were that, following resolution of differing opinions for the Mathematics Advanced course, at least 10 marks of objective-response questions would have been viewed as acceptable.

(For a **full explanation of the changes** see the '[Background paper](#): background to changes to the Stage 6 mathematics HSC assessment requirements and examination specifications'.)

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Section A: Respondent information

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Please choose the most appropriate response.

Name of school (optional):

System:

*** Position:**

Name (optional):

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Please choose the most appropriate response and provide comments.

General Mathematics

1. General Mathematics HSC course internal assessment components and weightings

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50%
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to use and interpret mathematical models	50%

*** a. The proposed assessment components of *Concepts, skills and techniques* and *Reasoning and communication* are appropriate for the internal assessment of the General Mathematics course.**

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

*** b. The equal weighting of the proposed assessment components of *Concepts, skills and techniques* (50%) and *Reasoning and communication* (50%) is appropriate for the internal assessment of the General Mathematics course.**

- Strongly disagree
- Disagree
- Neutral
- Agree

Strongly agree

Comment:

2. General Mathematics HSC external examination specifications

Section I (25 marks)

- There will be objective-response questions to the value of 25 marks.

Section II (75 marks)

- There will be FIVE questions.
- All questions will be worth 15 marks.
- Each question will consist of a number of short-answer parts.

***The revised HSC external examination specifications for General Mathematics are appropriate for the external assessment of the General Mathematics course (refer also to the General Mathematics HSC [sample questions](#) for illustration of objective-response questions for Section I).**

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Comment:

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Mathematics

1. Mathematics HSC course internal assessment components and weightings

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50%
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50%

*** a. The proposed assessment components of *Concepts, skills and techniques* and *Reasoning and communication* are appropriate for the internal assessment of the Mathematics course.**

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

*** b. The equal weighting of the proposed assessment components of *Concepts, skills and techniques* (50%) and *Reasoning and communication* (50%) is appropriate for the internal assessment of the Mathematics course.**

- Strongly disagree
- Disagree
- Neutral
- Agree

Strongly agree

Comment:

2. Mathematics HSC external examination specifications

Section I (10 marks)

- There will be objective-response questions to the value of 10 marks.

Section II (90 marks)

- There will be SIX questions.
- All questions will be worth 15 marks.
- Each question will consist of a number of short-answer parts.

*** The revised HSC external examination specifications for Mathematics are appropriate for the external assessment of the Mathematics course (refer also to the Mathematics HSC [sample questions](#) for illustration of objective-response questions for Section I).**

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Comment:

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Mathematics Extension 1

1. Mathematics Extension 1 HSC course internal assessment components and weightings

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50%
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50%

*** a. The proposed assessment components of *Concepts, skills and techniques* and *Reasoning and communication* are appropriate for the internal assessment of the Mathematics Extension 1 course.**

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

*** b. The equal weighting of the proposed assessment components of *Concepts, skills and techniques* (50%) and *Reasoning and communication* (50%) is appropriate for the internal assessment of the Mathematics Extension 1 course.**

- Strongly disagree
- Disagree
- Neutral
- Agree

Strongly agree

Comment:

2. Mathematics Extension 1 HSC external examination specifications

Section I (10 marks)

- There will be objective-response questions to the value of 10 marks.

Section II (60 marks)

- There will be FOUR questions.
- All questions will be worth 15 marks.
- Each question will consist of a number of short-answer parts.

***The revised HSC external examination specifications for Mathematics Extension 1 are appropriate for the external assessment of the Mathematics Extension 1 course (refer also to the Mathematics Extension 1 HSC [sample questions](#) for illustration of objective-response questions for Section I).**

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Comment:

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Mathematics Extension 2

1. Mathematics Extension 2 HSC course internal assessment components and weightings

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50%
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50%

*** a. The proposed assessment components of *Concepts, skills and techniques* and *Reasoning and communication* are appropriate for the internal assessment of the Mathematics Extension 2 course.**

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

*** b. The equal weighting of the proposed assessment components of *Concepts, skills and techniques* (50%) and *Reasoning and communication* (50%) is appropriate for the internal assessment of the Mathematics Extension 2 course.**

- Strongly disagree
- Disagree
- Neutral
- Agree

Strongly agree

Comment:

Just keep the old Components A and B please. We also need more of B than A.

2. Mathematics Extension 2 HSC external examination specifications

Section I (10 marks)

- There will be objective-response questions to the value of 10 marks.

Section II (90 marks)

- There will be SIX questions.
- All questions will be worth 15 marks.
- Each question will consist of a number of short-answer parts.

***The revised HSC external examination specifications for Mathematics Extension 2 are appropriate for the external assessment of the Mathematics Extension 2 course (refer also to the Mathematics Extension 2 HSC [sample questions](#) for illustration of objective-response questions for Section I).**

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Comment:

There should be no MC at this level.

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Thank you for completing our survey!

Done

Changes to Stage 6 Mathematics HSC assessment requirements and exam specifications - online survey

Thank you



Thank you for taking the time to complete this survey.

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Done

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Thank you for completing our survey!

Done



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