

Submission for the National Curriculum in the Senior Secondary Years Position Paper

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Apparently, you are not proposing that 4 unit maths be taught Australia-wide. Some have said before that unless you provide a curriculum that is better than the one we already have, they will not accept your curriculum. Studies have also shown that 4 unit maths is the best high school maths course in Australia. Therefore it is recommended that you propose that we have a course “e” equivalent to or better than 4 unit maths as well as your “a”, “b”, “c” and “d” courses you have already proposed in point **24** on page 8. If you fail to do this, you will fail to *meet the learning needs* of the cohorts who currently do 4 unit maths in NSW, as you have said you will focus on in point **23** on page 8.

It has been said that NSW could continue to provide 4 unit maths, and other states not, as is currently the case. However this effectively says you don't believe students in other states are capable of doing 4 unit maths. This needs to be challenged. No evidence has been provided to support this view. Given that over the years several students from other states have participated in and done well in the International Mathematical Olympiad and other such competitions, it would be pertinent to at least provide them with a school course comparable to or better than 4 unit maths.

There are enough documents already online such as at fourunitmaths.com to indicate that the national curriculum will fail the best students if they do not provide enough challenging material for the best students. Of course because of the nature of the internet, students across Australia can access documents online for 4 unit maths whether it is part of the national curriculum or not. They can see what is done in NSW and more importantly what is not done in their state. It becomes starkly obvious that they are missing out. This is reinforced when they come to NSW to do a university maths course when many of their fellow students who have done 4 unit have a clear advantage over them. The national curriculum was supposed to alleviate this problem, but the way it is heading at the moment, it will not achieve this goal.

It has also been said that your curriculum documents will not provide the detail NSW teachers expect from a syllabus. We don't need a vacuum full of empty platitudes. Teachers will take one look at them and throw them in the bin. They will never look at them again. If teachers don't take curriculum documents seriously, what hope does a student have? Curriculum documents must provide sufficient detail for them to be useful to teachers. Otherwise such documents will be ignored.