



Technologies
Stage 6
Draft School-based Assessment Requirements

Consultation Report
July 2017

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Published by
NSW Education Standards Authority
GPO Box 5300
Sydney NSW 2001
Australia

www.educationstandards.nsw.edu.au

DSSP-27994

D2017/38688

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1 Background information

The NSW Education Standards Authority (NESA) has reviewed all Stage 6 Board Developed Course school-based requirements, excluding VET, Life Skills and Content Endorsed Courses. This review has been undertaken to provide a consistent approach to school-based assessment. Changes to school-based assessment requirements reflect the NSW Government's *Stronger HSC Standards* reforms and align with the new Stage 6 English, Mathematics Standard, Science and History school-based assessment requirements.

In Term 1, 2017, NESA sought feedback on draft school-based assessment components and weightings and any mandatory task types for current Stage 6 courses in the following key learning areas: Creative Arts, Human Society and its Environment (HSIE), Languages, Personal Development, Health and Physical Education (PDHPE), and Technologies.

Consultation from 13 March 2017 to 9 April 2017 included:

- an online survey on the NESA website
- written submissions.

Feedback from consultation was analysed and informed revisions to the school-based assessment components and weightings. The finalised school-based assessment components and weightings are available in the assessment and reporting materials on the NESA website.

2 Executive summary

The *Technologies Stage 6 School-based Assessment Requirements Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. It details data and findings gathered from 445 responses to an online survey and 1 written submission.

There was broad support for the review of school-based assessment across all Technology areas. A majority of respondents agreed that the components and weightings were appropriate for school-based assessment.

It was widely noted that the reduction in the number of school-based tasks would require all tasks to carry a larger weighting that may lead to increased stress for students.

Numerous respondents from across the Technology areas questioned the ability to appropriately assess students in mandated course modules and topics with only three assessments in Year 11 and four assessments in Year 12.

Respondents commented that the limit of one examination task in the school-based assessments would restrict the ability of teachers to develop students' examination skills and readiness for the final HSC examination.

Several respondents suggested that the components and weightings in Textiles and Design should be the same as in Design and Technology, and Industrial Technology.

3 Key matters

3.1 Agriculture

No key matters were raised.

3.2 Design and Technology

Key matters	Actions
The components should be clarified to provide more guidance to teachers.	The components have been amended to include 'managing' and 'evaluating' of design projects.

3.3 Engineering Studies

No key matters were raised.

3.4 Food Technology

No key matters were raised.

3.5 Industrial Technology

No key matters were raised.

3.6 Information Processes and Technology

Key matters	Actions
The proposed component 'skills in design and development of information systems' should be amended.	The component will be amended to 'knowledge and skills in design and development of information systems'.

3.7 Software Design and Technology

No key matters were raised.

3.8 Textiles and Design

Key matters	Actions
The weightings of each component should change to 40% for 'knowledge and understanding of course content' and 60% for 'skills and knowledge in the design, manufacture and management of a Major Textiles Project'.	No amendment was made to the components and weightings. The majority of respondents supported the proposed model.

4 Analysis

4.1 Agriculture

4.1.1 Components and weightings

Summary

The majority of respondents agreed that the new assessment components and weightings are appropriate for school-based assessment.

A few respondents indicated that the assessment components and weightings did not clearly address the practical nature of the course.

Feedback affirming the components and weightings – Agriculture

Feedback	Sources
The changes to the components and weightings are supported.	SCS Survey (x164)

Key matters and actions Year 11 – Agriculture

No key matters were raised.

Key matters and actions Year 12 – Agriculture

No key matters were raised.

4.1.2 School-based assessment requirements

Summary

The majority of respondents agreed that the new school-based assessment requirements were appropriate.

Feedback affirming the school-based assessment requirements – Agriculture

Feedback	Sources
The school-based assessment requirements are appropriate.	SCS Survey (x157)

Key matters and actions Year 11 – Agriculture

Key matters	Sources	Actions
Proposed assessment components and weightings do not clearly address the practical nature of the course.	Survey (x5)	No amendment was made to the components and weightings. The proposed model provides opportunities to assess practical activities.

Key matters and actions Year 12 – Agriculture

No key matters were raised.

4.2 Design and Technology

4.2.1 Components and weightings

Summary

The majority of respondents agreed that the proposed components and weightings are appropriate for the school-based assessment of Design and Technology.

Respondents noted that the proposed components and weightings for the Year 11 course will meet the current syllabus requirement of two design projects. A number of respondents suggested different assessment weightings.

Some respondents suggested that there was a need for more prescriptive descriptions of the 'knowledge and skills of producing design projects' component.

Feedback affirming the components and weightings – Design and Technology

Feedback	Sources
The proposed components and weightings are appropriate.	SCS Survey (x192)

Key matters and actions Year 11 – Design and Technology

Key matters	Sources	Actions
The components should be clarified to provide more guidance to teachers.	Survey (x6)	The components have been amended to include 'managing' and 'evaluating' of design projects.
The weightings of each component should change to 30% for 'knowledge and understanding of course content' and 70% for 'knowledge and skills in producing design projects'.	Survey (x6)	No amendment was made to the components and weightings. The majority of respondents supported the proposed model.

Key matters and actions Year 12 – Design and Technology

Key matters	Sources	Actions
The components and weightings should be reviewed.	Survey (x8)	No amendment was made to the components and weightings. The majority of respondents supported the proposed model.

4.2.2 School-based assessment requirements

Summary

The majority of respondents agreed that the proposed school-based assessment requirements were appropriate. The suggested Case Study weighting of 20% was supported.

A few respondents indicated a Year 11 Case Study should be included in the components and weightings.

A few respondents identified that clarification was needed regarding how the externally marked Major Design Project could be included in school-based assessment.

Feedback affirming the school-based assessment requirements – Design and Technology

Feedback	Sources
The proposed school-based assessment requirements are appropriate for Year 11.	SCS Survey (x192)
The proposed school-based assessment requirements are appropriate for Year 12.	SCS Survey (x186)
The allocation of 20% of the assessment weighting to the Case Study is appropriate.	Survey (x203)

Key matters and actions Year 11 – Design and Technology

No key matters were raised.

Key matters and actions Year 12 – Design and Technology

Key matters	Sources	Actions
The Case Study task should carry a lower weighting.	Survey (x7)	No amendment was made to the Case Study. The majority of respondents supported the proposed weighting.

4.3 Engineering Studies

4.3.1 Components and weightings

Summary

The majority of respondents agreed that the proposed components and weightings are appropriate for the school-based assessment of Engineering Studies.

A number of respondents suggested the assessment weightings should be evenly distributed between 'knowledge and understanding of course content' and 'knowledge in skills in research, problem-solving and communication related to engineering practice'.

A few respondents suggested that the reduction in tasks for Year 11 and the requirement for one of those tasks to be an engineering report would impact on what the third task would assess.

Feedback affirming the components and weightings – Engineering Studies

Feedback	Sources
The proposed components and weightings are appropriate for the school-based assessment of Year 11.	SCS Survey (x125)
The proposed components and weightings are appropriate for the school-based assessment of Year 12.	SCS Survey (x123)

Key matters and actions Year 11 and Year 12 – Engineering Studies

Key matters	Sources	Actions
The two assessment components should be weighted evenly.	Survey (x4)	No amendment was made to the components and weightings. The majority of respondents supported the proposed model.

4.3.2 School-based assessment requirements

Summary

The majority of respondents agreed that the school-based assessment requirements are appropriate. The inclusion of an engineering report as part of the assessment requirements for both Year 11 and Year 12 was considered appropriate.

A number of respondents suggested the need for support materials that clearly outline the composition of an engineering report and include sample reports to ensure that students and teachers know what is expected to ensure consistent assessment of these tasks.

Some respondents suggested that there needed to be the addition of a practical component to the assessment components and weightings and that the current format would limit the ability for teachers to provide practical experiences within the course.

Feedback affirming the school-based assessment requirements – Engineering Studies

Feedback	Sources
The school-based assessment requirements are appropriate for Year 11.	SCS Survey (x101)
The school-based assessment requirements are appropriate for Year 12.	SCS Survey (x99)

Key matters and actions Year 11 – Engineering Studies

Key matters	Sources	Actions
Practical activities should be included in the assessment components and weightings.	Survey (x5)	No amendment was made to the components and weightings. The proposed model provides opportunities to assess practical activities.

Key matters and actions Year 12 – Engineering Studies

No key matters were raised.

4.4 Food Technology

4.4.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings are appropriate for the school-based assessment of Food Technology.

Feedback affirming the components and weightings – Food Technology

Feedback	Sources
The components and weightings are appropriate for the school-based assessment for Year 11.	SCS Survey (x113)
The components and weightings are appropriate for the school-based assessment for Year 12.	SCS Survey (x111)

Key matters and actions Year 11 and Year 12 – Food Technology

No key matters were raised.

4.4.2 School-based assessment requirements

Summary

The majority of respondents agreed that the school-based assessment requirements are appropriate.

A number of respondents suggested that the components and weightings of the assessment tasks change the focus of the course away from practical experiences and that a practical aspect would be appropriate to add to the assessment components.

Feedback affirming the school-based assessment requirements – Food Technology

Feedback	Sources
The school-based assessment requirements are appropriate for Year 11.	SCS Survey (x93)
The school-based assessment requirements are appropriate for Year 12.	SCS Survey (x95)

Key matters and actions Year 11 – Food Technology

Key matters	Sources	Actions
A practical assessment task should be mandated.	Survey (x4)	The majority of respondents agreed that the proposal, without a mandatory practical task, was appropriate. The components and weightings will remain as presented in the proposal, without a mandatory practical task.

Key matters and actions Year 12 – Food Technology

No key matters were raised.

4.5 Industrial Technology

4.5.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings are appropriate for the school-based assessment of Industrial Technology.

A number of respondents suggested that, due to the practical nature of the course, the proportions of the weightings should be reviewed.

Respondents questioned the term 'Major Project' being included in the Year 12 school-based components and weightings.

Feedback affirming the components and weightings – Industrial Technology

Feedback	Sources
The components and weightings are appropriate for the school-based assessment for Year 11.	SCS Survey (x146)
The components and weightings are appropriate for the school-based assessment for Year 12.	SCS Survey (x145)

Key matters and actions Year 11 – Industrial Technology

Key matters	Sources	Actions
The weightings of each component should change to 30% for 'knowledge and understanding of course content' and 70% for 'knowledge and skills in management, communication and production of projects'.	Survey (x4)	No amendment was made to the components and weightings. The majority of respondents supported the proposed model.

Key matters and actions Year 12 – Industrial Technology

Key matters	Sources	Actions
The weightings of each component should change to 30% for 'knowledge and understanding of course content' and 70% for 'knowledge and skills in management, communication and production of a Major Project'.	Survey (x5)	No amendment was made to the components and weightings. The majority of respondents supported the proposed model.

4.5.2 School-based assessment requirements

Summary

The majority of respondents agreed that the school-based assessment requirements were appropriate for Industrial Technology.

Respondents had different views on the relationship between the Major Project and school-based assessment. Some respondents questioned the use of the Major Project as school-based assessment and then an externally marked component of the HSC. Other respondents suggested it was a tool to promote project management and motivate students.

Feedback affirming the school-based assessment requirements – Industrial Technology

Feedback	Sources
The majority of respondents agreed that the school-based assessment requirements were appropriate for Year 11.	SCS Survey (x121)
The majority of respondents agreed that the school-based assessment requirements were appropriate for Year 12.	SCS Survey (x118)

Key matters and actions Year 11 – Industrial Technology

Key matters	Sources	Actions
More information is needed on the expectations and assessment of the industry study component of the course.	Survey (x5)	The industry study is not a mandated component in the current syllabus.

Key matters and actions Year 12 – Industrial Technology

Key matters	Sources	Actions
More information is needed on the expectations and assessment of the industry study component of the course.	Survey (x5)	The industry study is not a mandated component in the current syllabus.

4.6 Information Processes and Technology

4.6.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings are appropriate for the school-based assessment for Information Processes and Technology.

Some respondents suggested different proportions in the assessment weightings of the course.

Some respondents suggested that the component ‘skills in the design and development of information systems’ required the term ‘knowledge’ at the beginning of the descriptor.

Feedback affirming the components and weightings – Information Processes and Technology

Feedback	Sources
The majority of respondents agreed that the school-based assessment requirements are appropriate for Year 11.	SCS Survey (x92)
The majority of respondents agreed that the school-based assessment requirements are appropriate for Year 12.	SCS Survey (x91)

Key matters and actions Year 11 – Information Processes and Technology

Key matters	Sources	Actions
The proposed component ‘skills in design and development of information systems’ should be amended to include ‘knowledge’.	Survey (x2)	The component will be amended to ‘knowledge and skills in design and development of information systems’.

4.6.2 School-based assessment requirements

Summary

The majority of respondents agreed that the school-based assessment requirements are appropriate for Information Processes and Technology.

Some respondents suggested that practical project tasks should be mandated as part of the school-based assessment requirements. It was suggested that these tasks should include both individual and group projects.

Feedback affirming the school-based assessment requirements – Information Processes and Technology

Feedback	Sources
The majority of respondents agreed that the school-based assessment requirements are appropriate for Year 11.	SCS Survey (x98)
The majority of respondents agreed that the school-based assessment requirements are appropriate for Year 12.	SCS Survey (x100)

Key matters and actions Year 11 – Information Processes and Technology

Key matters	Sources	Actions
A practical assessment task should be mandated.	Survey (x4)	No practical assessment task has been mandated. The proposed model provides opportunities to assess practical activities.

Key matters and actions Year 12 – Information Processes and Technology

No key matters were raised.

4.7 Software Design and Development

4.7.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings are appropriate for the school-based assessment for Software Design and Development.

Feedback affirming the components and weightings – Software Design and Development

Feedback	Sources
The components and weightings are appropriate for the school-based assessment for Year 11.	SCS Survey (x78)
The components and weightings are appropriate for the school-based assessment for Year 12.	SCS Survey (x79)

Key matters and actions Year 11 and Year 12 – Software Design and Development

No key matters were raised.

4.7.2 School-based assessment requirements

Summary

The majority of respondents agreed that the school-based assessment requirements are appropriate for Software Design and Development.

Some respondents suggested that a practical task be mandated in the school-based assessment.

Feedback affirming the school-based assessment requirements – Software Design and Development

Feedback	Sources
The majority of respondents agreed that the school-based assessment requirements are appropriate for Year 11.	SCS Survey (x74)
The majority of respondents agreed that the school-based assessment requirements are appropriate for Year 12.	SCS Survey (x75)

Key matters and actions Year 11 – Software Design and Development

No key matters were raised.

Key matters and actions Year 12 – Software Design and Development

No key matters were raised.

4.8 Textiles and Design

4.8.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings are appropriate for the school-based assessment for Textiles and Design.

A number of respondents suggested changing the weightings of the components to 40% for 'knowledge and understanding of course content' and 60% for 'skills and knowledge in the design, manufacture and management of textiles projects'.

Feedback affirming the components and weightings – Textiles and Design

Feedback	Sources
The components and weightings are appropriate for the school-based assessment for Year 11.	SCS Survey (x93)
The components and weightings are appropriate for the school-based assessment for Year 12.	SCS Survey (x93)

Key matters and actions Year 11 – Textiles and Design

Key matters	Sources	Actions
The weightings of each component should change to 40% for 'knowledge and understanding of course content' and 60% for 'skills and knowledge in the design, manufacture and management of textiles projects'.	Survey (x13)	<p>No amendment was made to the components and weightings. The majority of respondents supported the proposed model.</p> <p>The components and weightings will be further considered when a review of the current syllabus is undertaken.</p>

Key matters and actions Year 12 – Textiles and Design

Key matters	Sources	Actions
<p>The weightings of each component should change to 40% for 'knowledge and understanding of course content' and 60% for 'skills and knowledge in the design, manufacture and management of a Major Textiles Project'.</p>	<p>Survey (x12)</p>	<p>No amendment was made to the components and weightings. The majority of respondents supported the proposed model.</p> <p>The components and weightings will be further considered when a review of the current syllabus is undertaken.</p> <p>The alignment and consistency between school-based assessment and external HSC examination components and weightings was considered in retaining the proposed model.</p>

4.8.2 School-based assessment requirements

Summary

The majority of respondents agreed that the school-based assessment requirements were appropriate for Textiles and Design.

Some respondents suggested that a practical project should be mandated in the Year 11 course.

Respondents requested clarification on the rules for assessing components of the Major Textiles Project as a school-based assessment in Year 12. It was suggested that the Major Textiles Project should be available to use as a school-based assessment task.

Feedback affirming the school-based assessment requirements – Textiles and Design

Feedback	Sources
The majority of respondents agreed that the school-based assessment requirements were appropriate for Year 11.	SCS Survey (x104)
The majority of respondents agreed that the school-based assessment requirements were appropriate for Year 12.	SCS Survey (x107)

Key matters and actions Year 11 – Textiles and Design

No key matters were raised.

Key matters and actions Year 12 – Textiles and Design

No key matters were raised.

4.9 Other comments

Summary

Overall, respondents found the draft components and weightings to be relevant and well developed. They provide opportunities for the development of engaging school-based assessment programs.

There was support for implementation of the new school-based assessment requirements.

It was noted that there may be a challenge for all courses in applying the new assessment requirements to existing Stage 6 syllabuses. Some respondents identified the need for support materials to assist schools and teachers.

A number of respondents suggested that the limit of three assessment tasks in Year 11 and four tasks in Year 12 was too restrictive. Many respondents suggested the need for two written examinations in both Year 11 and Year 12 to provide opportunities for students to practise in readiness for the final HSC examination.

Some respondents identified the need for clarification regarding the use of Major Projects or components of Major Projects as school-based assessment. Respondents suggested assessment of the Major Project was being used to promote project management and motivate students, while others identified that some schools were using the entire Major Project as a school-based assessment.

Feedback affirming the school-based assessment

Feedback	Sources
The weightings and components for school-based assessment are appropriate.	SCS Online survey

Key matters and actions

Key matters	Sources	Actions
A reduction in the number of assessment tasks in Technology courses may increase individual task weightings and contribute to increased student stress.	Survey (x98)	The <i>Stronger HSC Standards</i> reforms included the capping of assessment tasks. This requirement applies to all Stage 6 courses (excluding VET, Life Skills and Content Endorsed Courses). Implementation of new assessment requirements will commence with Year 11 from 2018 and with Year 12 from Term 4, 2018.
Limiting school-based assessment to one formal written examination task may restrict student experience of formal examination and preparation for the HSC examination.	Survey (x91)	Schools will continue to be able to schedule more than one written examination to provide opportunities for students to experience examination conditions. Only one formal written examination can contribute to the formal assessment program in Year 11 and Year 12. Class tests that include content from a small number of topics will continue to be relevant and appropriate methods of formal assessment in Stage 6. These types of tasks would not be considered as formal written examinations.
Materials are needed to support the proposed new school-based assessment requirements.	SCS Survey (x4)	NESA will provide sample assessment schedules and tasks and advice about Stage 6 assessment to support new school-based assessment requirements. The school sectors and professional teacher associations may provide further professional opportunities for teachers.

Key matters	Sources	Actions
<p>The rules regarding how externally marked Major Projects can be used as part of school-based assessment require clarification.</p>	<p>Survey (x12)</p>	<p>Additional clarification will be provided in the revised <i>Assessment and Reporting</i> documents for courses with externally marked projects.</p> <p><i>The Major Project Marking Guidelines (landscape version) for Design and Technology, Industrial Technology, and Textiles and Design, state 'schools are reminded that the use of these criteria to assess work at school is not appropriate. The progress of the Project should be assessed in other valid ways, such as oral presentations or reports on progress linked to other syllabus outcomes.'</i></p>
<p>Clarify the rules regarding work on Major Projects done outside of school.</p>	<p>Survey (x3)</p>	<p>The rules regarding Major Projects will be reviewed to incorporate advice on monitoring authorship of student work. Students will continue to be required to undertake the <i>All My Own Work</i> program. Guidelines regarding issues of plagiarism and cheating will be reviewed as part of current review of Stage 6 assessment.</p>

5 Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

5.1 Agriculture

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings							
1. The components and weightings are appropriate for Year 11 school-based assessment.	179	17%	74%	7%	1%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	177	15%	75%	8%	2%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	157					20%	80%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	156					22%	78%

5.2 Design and Technology

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings							
1. The components and weightings are appropriate for Year 11 school-based assessment.	210	49%	42%	6%	2%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	212	47%	44%	6%	3%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	192					24%	76%
4. The weighting of the Case Study of an innovation is appropriate.	203	30%	57%	10%	4%		
5. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	186					13%	87%

5.3 Engineering Studies

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings							
1. The components and weightings are appropriate for Year 11 school-based assessment.	125	32%	61%	6%	1%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	123	33%	60%	7%	0%		
School-based assessment requirements							
3. The inclusion of the Year 11 Engineering Report is appropriate.	126	42%	48%	7%	2%		
4. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	112					10%	90%
5. The weighting of the Year 12 Engineering Report is appropriate.	126	33%	58%	5%	5%		
6. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	117					15%	85%

5.4 Food Technology

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings							
1. The components and weightings are appropriate for Year 11 school-based assessment.	124	26%	65%	6%	3%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	121	26%	66%	5%	3%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	116					20%	80%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	116					18%	82%

5.5 Industrial Technology

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings							
1. The components and weightings are appropriate for Year 11 school-based assessment.	159	53%	39%	6%	2%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	159	48%	43%	7%	2%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	152					20%	80%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	149					21%	79%

5.6 Information Processes and Technology

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings							
1. The components and weightings are appropriate for Year 11 school-based assessment.	102	20%	71%	8%	2%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	103	22%	66%	10%	2%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	98					11%	89%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	100					17%	83%

5.7 Software Design and Development

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings							
1. The components and weightings are appropriate for Year 11 school-based assessment.	88	26%	63%	11%	0%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	87	28%	63%	9%	0%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	85					13%	87%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	87					14%	86%

5.8 Textiles and Design

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings 1. The components and weightings are appropriate for Year 11 school-based assessment.	112	38%	46%	12%	5%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	113	38%	44%	12%	5%		
School-based assessment requirements 3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	104					13%	88%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	107					17%	83%

6 Respondents

6.1 Online survey respondents

445 responses

Respondent	Number of respondents
Teacher	371
School executive	82
Principal	3
School faculty/department	17
Pre-service teacher	1
Academic	1
Student	0
Parent	4
Other	9

Respondents identified as	Number of respondents
An Aboriginal person	5
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	2
Not an Aboriginal and/or Torres Strait Islander person	438

Sector	Number of respondents
Government	245
Catholic	88
Independent	110
Non-school based	2

Area of NSW	Number of respondents
Metropolitan	265
Regional	180

Number of people contributing to the survey	Number of respondents
1	410
2–6	28
6 or more	7

Type of school	Number of respondents
K–6 school	0
K–12 school	99
7–10 school	4
7–12 school	313
11–12 school	18
Special school	0
Other	11

6.2 Written submissions

Organisations, groups and individuals	Code
Sydney Catholic Schools, Archdiocese of Sydney	(SCS)