



HSIE
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-27991

D2017/38639

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1 Background information

The NSW Education Standards Authority (NESA) has reviewed all Stage 6 Board Developed Course school-based assessment 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 Technology.

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 *School-based Assessment Requirements Stage 6 HSIE Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. It details data and findings gathered from 319 responses to an online survey and 1 written submission.

There was strong support for the review of school-based assessment, including the components and weightings presented for consultation. There was broad support from respondents for the inclusion of analysis and evaluation as a component of assessment in Legal Studies.

Some respondents provided a wide range of suggestions for adjustment to weightings, such as the amendment to the Senior Geography Project in Year 11. Similarly, a range of mandated school-based assessment tasks were suggested, such as a business report or business plan for Business Studies, and a PIP-style task for Year 11 Society and Culture.

Several respondents questioned requirements relating to the *Stronger HSC Standards* reforms, such as the number of formal assessment tasks and the requirements relating to formal written examinations.

3 Key matters

3.1 Aboriginal Studies

Key matters	Actions
The communication of information, ideas and issues in appropriate forms component in the Year 12 course should carry a higher weighting.	The current components and weightings were widely supported at consultation and have been retained.
Reducing the Major Project weighting from 40% may be more appropriate.	The 40% weighting for the Major Project reflects the effort required to complete the task. No amendment has been made.

3.2 Business Studies

No key matters were raised.

3.3 Economics

No key matters were raised.

3.4 Geography

Key matters	Actions
A weighting of 30% or higher would be more appropriate for the Senior Geography Project, in place of the 20–30% range.	The weighting of the Senior Geography Project has been amended to a range of 30–40%. This reflects the scope of work required to complete the task.

3.5 Legal Studies

No key matters were raised.

3.6 Society and Culture

Key matters	Actions
Clarification is needed in relation to the place of the PIP within school-based assessment.	<p>There is scope for schools to incorporate the 'process' component of the PIP in their assessment schedule, as indicated in the <i>Assessment and Reporting in Society and Culture Stage 6</i> document.</p> <p>Sample assessment schedules illustrate this and other approaches to assessment.</p>

3.7 Studies of Religion I

Key matters	Actions
Additional information should be provided to assist understanding of the source-based skills component.	Further advice regarding the source-based skills component will be considered when a review of the current syllabus and support materials is undertaken.
The number of assessment tasks for Year 11 and Year 12 should be reduced in recognition of Studies of Religion I as a 1 unit course.	The school-based assessment for Studies of Religion I has been amended to three assessment tasks for Year 12.

3.8 Studies of Religion II

Key matters	Actions
Additional information should be provided to assist understanding of the source-based skills component.	Further advice regarding the source-based skills component will be considered when a review of the current syllabus and support materials is undertaken.

4 Analysis

4.1 Aboriginal Studies

4.1.1 Components and weightings

Summary

There was strong support for the components and weightings for the school-based assessment for Aboriginal Studies.

A range of suggestions were provided by some respondents for amendment of the components and weightings, including an increase in the weighting of the knowledge and understanding of course content component in Year 11, and an increase in the weighting of the communication of information, ideas and issues in appropriate forms component in Year 12.

Feedback affirming the components and weightings – Aboriginal Studies

Feedback	Sources
The components and weightings for Aboriginal Studies in Year 11 are appropriate.	Survey (x96)
The components and weightings for Aboriginal Studies in Year 12 are appropriate.	Survey (x86)

Key matters and actions Year 11 – Aboriginal Studies

No key matters were raised.

Key matters and actions Year 12 – Aboriginal Studies

Key matters	Sources	Actions
The communication of information, ideas and issues in appropriate forms component in the Year 12 course should carry a higher weighting.	Survey (x9)	The current components and weightings were widely supported at consultation and have been retained.

4.1.2 School-based assessment requirements

Summary

The majority of respondents agreed that the proposed weighting of 40% for the Major Project – inclusive of the allocation of 15% for the student log book – in the Aboriginal Studies Year 12 course is appropriate.

Some respondents noted that the 40% weighting for the Major Project in Year 12 should be reviewed.

Feedback affirming the school-based assessment requirements – Aboriginal Studies

Feedback	Sources
The school-based assessment requirements for Aboriginal Studies in Year 11 are appropriate.	Survey (x91)
The mandatory Major Project, with a weighting of 40%, is appropriate.	Survey (x84)
The school-based assessment requirements for Aboriginal Studies in Year 12 are appropriate.	Survey (x86)

Key matters and actions Year 11 – Aboriginal Studies

No key matters were raised.

Key matters and actions Year 12 – Aboriginal Studies

Key matters	Sources	Actions
Reducing the weighting of the Major Project may be more appropriate.	Survey (x7)	The 40% weighting for the Major Project reflects the effort required to complete the task. No amendment has been made.

4.2 Business Studies

4.2.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings were appropriate for the school-based assessment for Business Studies.

A range of suggestions were provided by a few respondents for amendment of the components and weightings for the Year 11 and Year 12 courses, including an increase in weighting for communication of business information, ideas and issues in appropriate forms, and the inclusion of communication and application of business ideas as a component.

Feedback affirming the components and weightings – Business Studies

Feedback	Sources
The components and weightings for Business Studies in Year 11 are appropriate.	Survey (x114)
The components and weightings for Business Studies in Year 12 are appropriate.	Survey (x108)

Key matters and actions Year 11 – Business Studies

No key matters were raised.

Key matters and actions Year 12 – Business Studies

No key matters were raised.

4.2.2 School-based assessment requirements

Summary

The school-based assessment requirements for Business Studies were supported by the majority of respondents.

Respondents noted the value of formal written examinations in Year 11 and Year 12, as preparation for the Higher School Certificate examination.

Some respondents suggested the inclusion of a mandatory business report or small business plan in both the Year 11 and Year 12 course.

Feedback affirming the school-based assessment requirements – Business Studies

Feedback	Sources
The school-based assessment requirements for Business Studies in Year 11 are appropriate.	Survey (x90)
The school-based assessment requirements for Business Studies in Year 12 are appropriate.	Survey (x77)

Key matters and actions Year 11 – Business Studies

No key matters were raised.

Key matters and actions Year 12 – Business Studies

No key matters were raised.

4.3 Economics

4.3.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings for Economics were appropriate.

There was a range of feedback from a few respondents for amendment of the components and weightings for the Year 11 and Year 12 courses, including an increase in weighting for inquiry and research and a decrease in weighting for knowledge and understanding of course content.

Feedback affirming the components and weightings – Economics

Feedback	Sources
The components and weightings for Economics in Year 11 are appropriate.	Survey (x90)
The components and weightings for Economics in Year 12 are appropriate.	Survey (x89)

Key matters and actions Year 11 – Economics

No key matters were raised.

Key matters and actions Year 12 – Economics

No key matters were raised.

4.3.2 School-based assessment requirements

Summary

There was strong support for the school-based assessment requirements for Economics.

There were some general queries relating to the formal examination and how teachers may best prepare students for the external examination with a reduction in the number of formal assessment tasks.

Feedback affirming the school-based assessment requirements – Economics

Feedback	Sources
The school-based assessment requirements for Economics in Year 11 are appropriate.	Survey (x71)
The school-based assessment requirements for Economics in Year 12 are appropriate.	Survey (x62)

Key matters and actions Year 11 – Economics

No key matters were raised.

Key matters and actions Year 12 – Economics

No key matters were raised.

4.4 Geography

4.4.1 Components and weightings

Summary

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

Some respondents noted that the components and weightings in the Year 11 course should be reviewed due to the mandating of the Senior Geography Project. The suggestion was made that the component of Geographical inquiry and research including fieldwork may be weighted more appropriately at 30% in the Year 11 course. This was not further supported in consultation.

Feedback affirming the components and weightings – Geography

Feedback	Sources
The components and weightings for Geography in Year 11 are appropriate.	Survey (x95)
The components and weightings for Geography in Year 12 are appropriate.	Survey (x97)

Key matters and actions Year 11 – Geography

No key matters were raised.

Key matters and actions Year 12 – Geography

No key matters were raised.

4.4.2 School-based assessment requirements

Summary

The mandating of the Senior Geography Project as a school-based assessment task in Year 11 was supported. Some respondents suggested that the Senior Geography Project should be allocated a weighting of 30% or an increased weighting. Respondents noted that fieldwork and skills are essential components of Geographical inquiry.

Some respondents suggested a mandatory fieldwork task for Year 12 Geography.

Some respondents, in support of the proposed requirements, noted the need to limit formal examinations and vary school-based assessment to provide opportunities for students to demonstrate what they know and can do.

Feedback affirming the school-based assessment requirements – Geography

Feedback	Sources
The school-based assessment requirements for Geography in Year 11 are appropriate.	Survey (x78)
The inclusion of the Senior Geography Project, as a mandated task in Year 11.	Survey (x93)
The school-based assessment requirements for Geography in Year 12 are appropriate.	Survey (x65)

Key matters and actions Year 11 – Geography

Key matters	Sources	Actions
A weighting of 30% or higher would be more appropriate for the Senior Geography Project, in place of the 20–30% range.	Survey (x10)	The weighting of the Senior Geography Project has been amended to a range of 30–40%. This reflects the scope of work required to complete the task.

Key matters and actions Year 12 – Geography

No key matters were raised.

4.5 Legal Studies

4.5.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings were appropriate for the school-based assessment for Legal Studies.

The inclusion of the analysis and evaluation component with a weighting of 20% for both Year 11 and Year 12 courses was supported by the majority of respondents. A few respondents suggested an increase in the weighting of this component.

Feedback affirming the components and weightings – Legal Studies

Feedback	Sources
The components and weightings for Legal Studies in Year 11 are appropriate.	Survey (x80)
The inclusion of the Analysis and evaluation component, which is integral to the study of the course is supported.	Survey (x16)
The components and weightings for Legal Studies in Year 12 are appropriate.	Survey (x80)

Key matters and actions Year 11 – Legal Studies

No key matters were raised.

Key matters and actions Year 12 – Legal Studies

No key matters were raised.

4.5.2 School-based assessment requirements

Summary

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

There were some general queries relating to the formal examination and how teachers may best prepare students for the external examination with a reduction in the number of formal assessment tasks.

Feedback affirming the school-based assessment requirements – Legal Studies

Feedback	Sources
The school-based assessment requirements for Legal Studies in Year 11 are appropriate.	Survey (x68)
The school-based assessment requirements for Legal Studies in Year 12 are appropriate.	Survey (x60)

Key matters and actions Year 11 – Legal Studies

No key matters were raised.

Key matters and actions Year 12 – Legal Studies

No key matters were raised.

4.6 Society and Culture

4.6.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings for Society and Culture were appropriate.

A range of suggestions were provided by some respondents for amendment of the components and weightings for Year 11 and Year 12 courses, including an increase in weighting for application and evaluation of social and cultural research methods, and communication of information, ideas and issues in appropriate forms.

Feedback affirming the components and weightings – Society and Culture

Feedback	Sources
The components and weightings for Society and Culture in Year 11 are appropriate.	Survey (x70)
The components and weightings for Society and Culture in Year 12 are appropriate.	Survey (x69)

Key matters and actions Year 11 – Society and Culture

No key matters were raised.

Key matters and actions Year 12 – Society and Culture

No key matters were raised.

4.6.2 School-based assessment requirements

Summary

There was strong support for the school-based assessment requirements for Society and Culture.

A few respondents suggested the inclusion of a mandatory assessment in Year 11 which prepares students for their Personal Interest Project (PIP).

Additional information was requested by some respondents about the place of the PIP in school-based assessment for the Year 12 course, for example progress checks and research methodologies.

Feedback affirming the school-based assessment requirements – Society and Culture

Feedback	Sources
The school-based assessment requirements for Society and Culture in Year 11 are appropriate.	Survey (x66)
The school-based assessment requirements for Society and Culture in Year 12 are appropriate.	Survey (x59)

Key matters and actions Year 11 – Society and Culture

No key matters were raised.

Key matters and actions Year 12 – Society and Culture

Key matters	Sources	Actions
Clarification is needed in relation to the place of the PIP within school-based assessment.	Survey (x9)	<p>There is scope for schools to incorporate the 'process' component of the PIP in their assessment schedule, as indicated in the <i>Assessment and Reporting in Society and Culture Stage 6</i> document.</p> <p>Sample assessment schedules illustrate this and other approaches to assessment.</p>

4.7 Studies of Religion I

4.7.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings were appropriate for the school-based assessment of Studies of Religion I.

A range of suggestions were provided by some respondents for amendment of the components and weightings for Year 11 and Year 12 courses, including an increase in weighting for knowledge and understanding of course content, and a decrease for source-based skills.

Some respondents questioned the appropriateness of the source-based skills component for the Year 11 and Year 12 courses.

Feedback affirming the components and weightings – Studies of Religion I

Feedback	Sources
The components and weightings for Studies of Religion I in Year 11 are appropriate.	Survey (x81)
The components and weightings for Studies of Religion I in Year 12 are appropriate.	Survey (x79)

Key matters and actions Year 11 and Year 12 – Studies of Religion I

Key matters	Sources	Actions
Additional information should be provided to assist understanding of the source-based skills component.	Survey (x9)	Further advice regarding the source-based skills component will be considered when a review of the current syllabus and support materials is undertaken.

4.7.2 School-based assessment requirements

Summary

There was strong support for the school-based assessment requirements for Studies of Religion I.

Some respondents questioned the requirement of three assessment tasks in Year 11, and a maximum of four in Year 12, for a 1 unit course.

Feedback affirming the school-based assessment requirements – Studies of Religion I

Feedback	Sources
The school-based assessment requirements for Studies of Religion I in Year 11 are appropriate.	Survey (x68)
The school-based assessment requirements for Studies of Religion I in Year 12 are appropriate.	Survey (x60)

Key matters and actions Year 11 and Year 12 – Studies of Religion I

Key matters	Sources	Actions
The number of assessment tasks for Year 11 and Year 12 should be reduced in recognition of Studies of Religion I as a 1 unit course.	Survey (x4)	The school-based assessment for Studies of Religion I has been amended to three assessment tasks for Year 12.

4.8 Studies of Religion II

4.8.1 Components and weightings

Summary

The majority of respondents agreed that the components and weightings were appropriate for the school-based assessment for Studies of Religion II.

A range of suggestions were provided by some respondents for amendment of the components and weightings for the Year 11 and Year 12 courses, including an increase in weighting for investigation and research, and a decrease for source-based skills.

Feedback affirming the components and weightings – Studies of Religion II

Feedback	Sources
The components and weightings for Studies of Religion II in Year 11 are appropriate.	Survey (x74)
The components and weightings for Studies of Religion II in Year 12 are appropriate.	Survey (x71)

Key matters and actions Year 11 and Year 12 – Studies of Religion II

Key matters	Sources	Actions
Additional information should be provided to assist understanding of the source-based skills component.	Survey (x4)	Further advice regarding the source-based skills component will be considered when a review of the current syllabus and support materials is undertaken.

4.8.2 School-based assessment requirements

Summary

There was strong support for the school-based assessment requirements for Studies of Religion II.

One respondent suggested that a higher minimum task weighting than 10% for the Year 12 course may encourage students to make a greater effort when attempting assessment tasks.

Feedback affirming the school-based assessment requirements – Studies of Religion II

Feedback	Sources
The school-based assessment requirements for Studies of Religion II in Year 11 are appropriate.	Survey (x59)
The school-based assessment requirements for Studies of Religion II in Year 12 are appropriate.	Survey (x56)

Key matters and actions Year 11 – Studies of Religion II

No key matters were raised.

Key matters and actions Year 12 – Studies of Religion II

No key matters were raised.

4.9 Other comments

Summary

Overall, respondents found the components and weightings to be relevant and well developed, providing opportunities for engaging school-based assessment programs.

There was strong support for implementation of the new school-based assessment requirements, with some suggestions for the amendment of weightings.

Some respondents commented that the reduction in the number of school-based assessment tasks in both Year 11 and Year 12 may require tasks to carry a higher weighting that may lead to increased stress for students.

There were several requests for the provision of a range of support materials to assist schools and teachers in implementing the proposed assessment requirements.

Feedback affirming school-based assessment

Feedback	Sources
The components and weightings will make assessment more manageable for students and teachers.	SCS Survey (x4)

Key matters and actions

Key matters	Sources	Actions
The number of formal written examinations should be increased.	Survey (x184)	The <i>Stronger HSC Standards</i> reforms include 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.
The number of formal assessment tasks specified for Year 11 and Year 12 should be increased.	Survey (x41)	
School-based assessment, including the number of tasks, should be at the discretion of schools and teachers.	Survey (x34)	
A clear definition of formal written examinations needs to be provided.	Survey (x23)	

Key matters	Sources	Actions
<p>Research-based tasks and tasks with a higher weighting may increase the risk of plagiarism.</p>	<p>Survey (x13)</p>	<p>Students will continue to be required to undertake the <i>All My Own Work</i> program. Guidelines regarding issues of plagiarism and cheating and advice on monitoring authorship of student work will be reviewed as part of the current review of Stage 6 assessment.</p>
<p>Guidance and support is required to ensure the proposed approaches to assessment will be effective.</p>	<p>SCS Survey (x8)</p>	<p>Advice about Stage 6 school-based assessment practices has been reviewed to clarify assessment requirements. Sample assessment schedules illustrate a range of assessment approaches.</p>

5 Quantitative analysis of survey responses

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

5.1 Aboriginal 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.	115	16%	68%	12%	4%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	112	13%	64%	17%	6%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	108					16%	84%
4. The weighting of the Major Project is appropriate.	105	16%	64%	13%	7%		
5. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	97					11%	89%

5.2 Business 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.	123	28%	65%	7%	1%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	122	25%	63%	11%	1%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	116					22%	78%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	115					33%	67%

5.3 Economics

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.	98	21%	70%	7%	1%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	97	20%	72%	7%	1%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	90					21%	79%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	90					31%	69%

5.4 Geography

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.	106	23%	67%	8%	3%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	106	24%	68%	7%	2%		
School-based assessment requirements							
3. The weighting of the Senior Geography Project is appropriate.	102	28%	63%	7%	2%		
4. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	97					20%	80%
5. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	101					36%	64%

5.5 Legal 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.	93	22%	65%	12%	2%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	93	19%	67%	11%	3%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	86					21%	79%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	89					33%	67%

5.6 Society and Culture

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.	79	27%	62%	9%	3%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	80	24%	63%	11%	3%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	77					14%	86%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	78					24%	76%

5.7 Studies of Religion I

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.	91	24%	65%	10%	1%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	90	23%	64%	11%	1%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	88					23%	77%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	87					31%	69%

5.8 Studies of Religion II

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.	83	23%	66%	10%	1%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	83	19%	66%	13%	1%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	78					24%	76%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	81					31%	69%

6 Respondents

6.1 Online survey respondents

319 responses

Respondent	Number of respondents
Teacher	251
School executive	62
Principal	3
School faculty/department	11
Pre-service teacher	0
Academic	2
Student	0
Parent	1
Other	11

Respondents identified as	Number of respondents
An Aboriginal person	6
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	1
Not an Aboriginal and/or Torres Strait Islander person	312

Sector	Number of respondents
Government	108
Catholic	108
Independent	101
Non-school based	2

Area of NSW	Number of respondents
Metropolitan	241
Regional	78

Number of people contributing to the survey	Number of respondents
1	289
2–5	16
6 or more	14

Type of school	Number of respondents
K–6 school	0
K–12 school	70
7–10 school	0
7–12 school	222
11–12 school	16
Special school	0
Other	11

6.2 Written submissions

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