



Creative Arts
Stage 6
Draft School-based Assessment Requirements

Consultation Report
July 2017

© 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

The NESA website holds the ONLY official and up-to-date versions of these documents available on the internet. ANY other copies of these documents, or parts of these documents, that may be found elsewhere on the internet might not be current and are NOT authorised. You CANNOT rely on copies from any other source.

The documents on this website contain material prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of NESA, except as permitted by the Copyright Act 1968.

When you access the material you agree:

- to use the material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire material without the prior permission of NESA
- to acknowledge that the material is provided by NESA
- to include this copyright notice in any copy made
- not to modify the material or any part of the material without the express prior written permission of NESA.

The material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

NESA has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: copyright@nesa.nsw.edu.au

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

www.educationstandards.nsw.edu.au

DSSP-27993

D2016/38403

Contents

1	Background information	4
2	Executive summary	5
3	Key matters	6
4	Analysis	8
4.1	Dance	8
4.2	Drama.....	10
4.3	Music 1	12
4.4	Music 2	15
4.5	Music Extension	18
4.6	Visual Arts	20
4.7	Other comments.....	22
5	Quantitative analysis of survey responses.....	24
5.1	Dance	24
5.2	Drama.....	25
5.3	Music 1	26
5.4	Music 2	27
5.5	Music Extension	28
5.6	Visual Arts	29
6	Respondents.....	30
6.1	Online survey respondents.....	30
6.2	Written submissions	32

1 Background information

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 English, Mathematics Standard, Science and History Stage 6 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, Mathematics Standard, 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 final school-based assessment components and weightings are available in the assessment and reporting materials on the NESA website.

2 Executive summary

The *Creative Arts 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 650 responses to an online survey and 1 written response.

Consultation on School-based Assessment Requirements for Creative Arts Stage 6 has generally confirmed the proposed components and weightings and proposed mandatory tasks for all Creative Arts Stage 6 courses.

Respondents expressed a strong preference for the aural component of the Music 1 and Music 2 Year 11 course to be explicitly represented in the proposed components and weightings. Respondents also expressed a strong preference for the Electives component of the Music 1 and Music 2 Year 12 course to be explicitly represented in the components and weightings.

The majority of respondents either strongly agreed or agreed that the components and weightings were appropriate for all Creative Arts Stage 6 courses.

There was broad support for the review of school-based assessment. In particular, the reduction in the complexity of internal assessment was widely supported.

Some respondents noted that the reduction in the number of school-based tasks would require all tasks to carry a higher weighting that may lead to increased stress for students.

3 Key matters

3.1 Dance

Key matters	Actions
The performance component should carry higher weighting to support the development of performance skills in Year 11.	Proposal 1 was supported by the majority of respondents for the Dance Year 11 course. Proposal 1 which retains a higher weighting for performance at 40% will be adopted.

3.2 Drama

Key matters	Actions
The performing component should carry a higher weighting than the making component in the Year 11 and Year 12 courses.	Proposal 2 was supported by the majority of respondents for the Drama Year 11 course, reflecting the existing components and weightings for Drama Year 11. The majority of respondents supported the components and weightings proposed for the Drama Year 12 course, reflecting the existing components and weightings. Drama Year 12 students undertake a mandatory group performance and may also choose to undertake an individual performance as part of the Individual Project requirements.

3.3 Music 1

Key matters	Actions
The aural component is essential learning in the Year 11 course and should be represented in the components and weightings.	The components and weightings have been reviewed and amended to reflect the inclusion of a weighted aural component.
Elective study in Years 11 and 12 supports students to specialise in their area of strength.	There have been no changes to the Music 1 syllabus requirements. The components and weightings have been reviewed and amended to reflect the inclusion of a weighted Electives component of 40% in the Year 12 course.

Key matters	Actions
The performance component should carry a higher weighting in both the Year 11 and Year 12 courses.	The components and weightings have been reviewed and amended to include a weighted Electives component of 40% in the Year 12 course. Music 1 Year 12 students undertake a mandatory core performance and in addition may also choose to undertake performance for each of the three Elective options.
The proposed components and weightings for Year 11 should reflect the Year 12 course.	The components and weightings are consistent with syllabus outcomes. The Music 1 Year 11 course does not provide for the Electives study component.

3.4 Music 2

Key matters	Actions
The aural component is fundamental learning in the Year 11 course and should be represented.	The components and weightings have been reviewed and amended to include a weighted aural component.
The inclusion of an Elective study component supports students to specialise in one area and targets students' strengths.	There have been no changes to the Music 2 syllabus requirements. The components and weightings have been reviewed and amended to include a weighted Elective component in the Year 12 course.

3.5 Music Extension

Key matters	Actions
A formal written assessment task is not necessary as the subject is practical.	The new school-based assessment requirements for Music Extension will include three tasks, each weighted between 20% and 40%. Schools will determine the types of assessment tasks for the Music Extension course.

3.6 Visual Arts

Key matters	Actions
Artmaking should carry a higher weighting in both the Year 11 and Year 12 courses.	The current components and weightings were widely supported at consultation and will be retained.

4 Analysis

4.1 Dance

4.1.1 Components and weightings

Summary

The majority of respondents supported Proposal 1 for Dance Year 11 school-based assessment components and weightings. There was strong support for the performance component to have a higher weighting in Proposal 1. However, several respondents commented that Proposal 2 would provide students with equal balance in developing performance and composition skills.

The majority of respondents strongly agreed or agreed that the components and weightings for Dance Year 12 school-based assessment are appropriate.

Feedback affirming the components and weightings – Dance

Feedback	Sources
A higher weighting on the performance component supports students to develop performance skills during the Year 11 course in preparation for the Year 12 course.	Survey (x12)
Year 12 components and weightings appropriately prepare students for external assessment which is equally weighted.	Survey (x3)

Key matters and actions Year 11 – Dance

Key matters	Sources	Actions
The performance component should carry a higher weighting to support the development of performance skills in Year 11.	Survey (x12)	There was strong support for Proposal 1 which retains a higher weighting for performance at 40%. Proposal 1 will be adopted.
Proposal 2 provides a more equal weighting of the components which would support students with a range of skills and abilities.	SCS Survey (x7)	Proposal 1 has been supported by a clear majority of survey respondents and will be adopted.

Key matters and actions Year 12 – Dance

Key matters	Sources	Actions
Reducing the Major Study weighting may place more focus on the core components in the Year 12 course.	Survey (x4)	The Dance Year 12 course components and weightings presented for consultation have not reduced the Major Study component weighting which remains at 40%.

4.1.2 School-based assessment requirements

Summary

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

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 – Dance

No specific feedback was provided.

Key matters and actions Year 11 – Dance

No key matters were raised.

Key matters and actions Year 12 – Dance

No key matters were raised.

4.2 Drama

4.2.1 Components and weightings

Summary

The majority of respondents supported Proposal 2 for Drama Year 11 school-based assessment components and weightings.

The majority of respondents strongly agreed or agreed that the components and weightings for Drama Year 12 school-based assessment are appropriate.

Several respondents requested an increased weighting for the performing component in both the Year 11 and Year 12 courses.

Feedback affirming the components and weightings – Drama

Feedback	Sources
Proposal 2 allows for a greater weighting and focus on performance in Year 11 than Proposal 1.	SCS Survey (x21)

Key matters and actions Year 11 – Drama

Key matters	Sources	Actions
The performing component should have a higher weighting in the Year 11 course to prepare students for the Year 12 course.	Survey (x19)	The majority of respondents supported Proposal 2. Proposal 2 reflects the existing components and weightings for the Drama Year 11 course and will be adopted.
Proposal 1 favours students who are stronger in making.	Survey (x4)	

Key matters and actions Year 12 – Drama

Key matters	Sources	Actions
The performing component should have a higher weighting.	Survey (x6)	The majority of respondents supported the existing components and weightings for the Drama Year 12 course. Drama Year 12 students undertake a mandatory group performance and may also choose to undertake an individual performance as part of the Individual Project requirements.
The making and performing components should be weighted equally.	Survey (x4)	

Key matters	Sources	Actions
Scope for students to major in one discipline/component should be considered.	Survey (x4)	The focus of consultation is Stage 6 school-based assessment requirements. The matters raised would be considered as part of a review of the syllabus.

4.2.2 School-based assessment requirements

Summary

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

Several respondents requested more information and guidance be made available on how to design assessment tasks in Drama.

There were some general queries relating to the formal written examination task and how teachers can best prepare students for the external examination.

Feedback affirming the school-based assessment requirements – Drama

No specific feedback was provided.

Key matters and actions Year 11 – Drama

Key matters	Sources	Actions
More information is needed on how to design Drama assessment tasks and assess all three course components.	Survey (x7)	Sample assessment schedules will be released by NESA during 2017 to support new school-based assessment requirements.

Key matters and actions Year 12 – Drama

Key matters	Sources	Actions
More information is needed on how to design Drama assessment tasks and assess all three course components.	Survey (x15)	Sample assessment schedules will be released by NESA during 2017 to support new school-based assessment requirements.

4.3 Music 1

4.3.1 Components and weightings

Summary

The majority of respondents supported Proposal 2 for Music 1 Year 11 school-based assessment components and weightings. Many respondents expressed a strong preference for the aural component to be explicitly represented and given weighting under this proposal.

The majority of respondents strongly agreed or agreed that the components and weightings for Year 11 and Year 12 Music 1 school-based assessment are appropriate.

Many respondents indicated that the Electives were critical to the structure of the Music 1 course, providing students with the opportunity to specialise and build on strengths across the Year 11 and Year 12 courses.

Respondents also raised the lack of specific reference to the Electives in the proposed school-based assessment components and weightings. Respondents sought further clarification on the Electives component, commenting that any removal of the Electives would discourage students from selecting the Music 1 course.

There were also requests for the performance component to carry a higher weighting in both the Year 11 and Year 12 courses.

Feedback affirming the components and weightings – Music 1

Feedback	Sources
Proposal 2 for Year 11 includes an aural component which is necessary for this course.	Survey (x62)
A higher weighting for the aural and musicology components supports students who are stronger in these areas.	Survey (x19)
The proposed components and weightings should reflect the Year 12 course core component weightings.	Survey (x7)

Key matters and actions Year 11 – Music 1

Key matters	Sources	Actions
The aural component is fundamental learning in the Year 11 course and must be represented.	Survey (x59)	The components and weightings have been reviewed and amended to reflect the inclusion of an aural component.
Musicology and aural should be weighted and represented equally.	Survey (x12)	The components and weightings have been reviewed and amended to reflect equal weighting across all course components.
Performance, composition, musicology and aural components should be equally weighted.	Survey (x11)	
The proposed components and weightings should reflect the Year 12 course.	Survey (x22)	Components and weightings are consistent with syllabus outcomes. The Music 1 Year 11 course does not provide for an Elective Study component.
Performance needs a higher weighting in this course.	SCS Survey (x18)	The scope of these comments is beyond the scope of the school-based assessment work and would form part of a review of the syllabus.

Key matters and actions Year 12 – Music 1

Key matters	Sources	Actions
The Music 1 course should retain the Elective study component to allow students to specialise and build on strengths.	SCS Survey (x72)	The components and weightings have been reviewed and amended to reflect the inclusion of a weighted Electives component of 40%. Students will continue to be able to specialise through the Elective study component. There have been no changes to the Music 1 syllabus requirements.
Performance should carry a higher weighting.	SCS Survey (x15)	The components and weightings have been reviewed and amended to include a weighted Electives component of 40%. Music 1 students undertake a mandatory core performance and in addition may also choose to undertake performance for each of the three Elective options.

Key matters	Sources	Actions
The proposal does not reflect the structure of the HSC examination.	Survey (x14)	The components and weightings have been reviewed and amended to include a weighted Electives component of 40%.
Proposed weightings do not align with course outcomes.	Survey (x6)	The assessment components and weightings provide opportunities for the syllabus outcomes to be assessed through a range of formal assessment tasks.

4.3.2 School-based assessment requirements

Summary

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

Many respondents requested more information and guidance on how to design assessment tasks.

Many respondents queried the cap of one formal written examination task and how teachers could best prepare students for the external HSC examination.

Feedback affirming the school-based assessment requirements – Music 1

No specific feedback was provided.

Key matters and actions – Music 1 Year 11

No key matters were raised.

Key matters and actions – Music 1 Year 12

Key matters	Sources	Actions
More information is needed on how to design assessment tasks and assess students across the four components.	Survey (x7)	Sample assessment schedules will be released by NESA during 2017 to support new school-based assessment requirements.
Music 1 should retain the flexibility and choice of the Elective structure.	SCS Survey (x8)	The Elective structure in the Music 1 syllabus has not changed. The components and weightings have been reviewed and amended to include an Electives component of 40%.

4.4 Music 2

4.4.1 Components and weightings

Summary

The majority of respondents supported Proposal 2 for Music 2 Year 11 school-based assessment components and weightings. Many respondents expressed a strong preference for the aural component to be explicitly represented and given weighting under this proposal.

Many respondents suggested that the four components (performance, composition, musicology and aural) be weighted equally.

The majority of respondents strongly agreed or agreed that the components and weightings for Music 2 Year 11 and Year 12 school-based assessment are appropriate.

There were a significant number of requests for students to have the option to specialise in one area by including an Elective component in both the Year 11 and Year 12 courses. Many respondents questioned whether Electives are still included in school-based assessment requirements for Music 2 and sought further clarification.

Feedback affirming the components and weightings – Music 2

Feedback	Sources
Proposal 2 for Year 11 includes an aural component which is necessary for this course.	Survey (x38)

Key matters and actions – Music 2 Year 11

Key matters	Sources	Actions
The aural component is fundamental learning in the Year 11 course and must be represented.	Survey (x38)	The components and weightings have been reviewed and amended to include a weighted aural component.
Performance, composition, musicology and aural components should be equally weighted.	Survey (x8)	The components and weightings have been reviewed and amended to ensure equal weighting across all course components.

Key matters	Sources	Actions
Aural and musicology components should be separated in the components and weightings.	Survey (x8)	The components and weightings have been reviewed and amended to ensure each course component is represented and has equal weighting.
Performance and composition should be equally weighted.	Survey (x6)	The components and weightings have been reviewed and amended to ensure equal weighting across all course components.
The Music 2 course should retain the Elective study component to specialise and target students' strengths.	Survey (x5) SCS	The Elective study requirement in the Music 2 course has not changed.

Key matters and actions – Music 2 Year 12

Key matters	Sources	Actions
The Music 2 course should retain the Elective study component enabling students to specialise and target students' strengths.	Survey (x39) SCS	The components and weightings have been reviewed and amended to include a weighted Elective component. There have been no changes to the Music 2 syllabus requirements.
Performance, composition, musicology and aural components should be equally weighted.	Survey (x4)	The components and weightings have been reviewed and amended to ensure equal weighting across all core components.

4.4.2 School-based assessment requirements

Summary

The majority of respondents agreed that the school-based assessment requirements are appropriate for Music 2.

Feedback affirming the school-based assessment requirements – Music 2

No specific feedback was provided.

Key matters and actions – Music 2 Year 11

No key matters were raised.

Key matters and actions – Music 2 Year 12

Key matters	Sources	Actions
The proposal does not reflect the structure of the HSC examination.	Survey (x4)	Consultation involved proposed amendments to school-based assessment only and did not involve any changes to syllabus requirements or examination specifications. The structure of the HSC examination has not changed.

4.5 Music Extension

4.5.1 Components and weightings

Summary

The majority of respondents strongly agreed or agreed that the components and weightings for Music Extension Year 12 school-based assessment are appropriate.

Feedback affirming the components and weightings – Music Extension

Feedback	Sources
The components and weightings are appropriate to allow students to specialise in Performance, Composition or Musicology.	Survey (x3)

Key matters and actions – Music Extension Year 12

No key matters were raised.

4.5.2 School-based assessment requirements

Summary

The majority of respondents strongly agreed or agreed that the components and weightings for school-based assessment in Music Extension Year 12 are appropriate.

Some respondents commented that a change from two to three tasks is unnecessary for the Music Extension course.

Feedback affirming the school-based assessment requirements – Music Extension

Feedback	Sources
A maximum of three assessment tasks is appropriate.	Survey (x4)

Key matters and actions – Music Extension Year 12

Key matters	Sources	Actions
A formal written assessment task is not necessary as the subject is practical.	Survey (x4)	The new school-based assessment requirements for Music Extension will include three tasks, each weighted between 20% and 40%. Schools will determine the types of assessment tasks for the Music Extension course.
A change from two to three tasks is unnecessary for the Music Extension course, considering that it is a 1 unit course.	Survey (x3)	Three tasks will be undertaken in HSC Extension courses to meet the requirements for minimum and maximum task weightings for school-based assessment.

4.6 Visual Arts

4.6.1 Components and weightings

Summary

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

Respondents commented that a balance between Artmaking and Art Criticism and Art History increased academic rigour in the Year 11 and Year 12 courses.

Some respondents suggested that Artmaking carry a higher weighting and greater emphasis in both courses.

Feedback affirming the components and weightings – Visual Arts

Feedback	Sources
The proposed components and weightings represent an equal balance and add academic rigour to this course.	Survey (x8)

Key matters and actions – Visual Arts Year 11 and Year 12

Key matters	Sources	Actions
Artmaking should carry a higher weighting in both the Year 11 and Year 12 courses.	Survey (x13)	The purpose of consultation was to determine the components and weightings to align with new school-based assessment requirements in Stage 6. The weightings and emphasis of course components in the syllabus would be considered when a review of the syllabus is undertaken.

4.6.2 School-based assessment requirements

Summary

The majority of respondents strongly agreed or agreed that the school-based assessment requirements are appropriate for Visual Arts Year 11 and Year 12.

Some respondents commented that the Year 12 Body of Work should be assessed progressively and that the capping of the number of tasks may not support this process.

Feedback affirming the school-based assessment requirements – Visual Arts

No specific feedback was provided.

Key matters and actions – Visual Arts Year 11

No key matters were raised.

Key matters and actions – Visual Arts Year 12

Key matters	Sources	Actions
The Body of Work should be assessed progressively and the capping of the number of tasks may not support this process.	Survey (x4)	The capping of the number of tasks aligns with the <i>Stronger HSC Standards</i> reforms and requirements for all Stage 6 courses.

4.7 Other comments

Summary

Overall, respondents found the draft components and weightings for all Creative Arts subjects to be relevant and well developed, providing opportunities for the development of engaging school-based assessment programs.

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

Respondents commented that the reduction in the number of school-based assessment tasks in Year 11 would require all 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 assessment requirements.

Feedback affirming school-based assessment

Feedback	Sources
The components and weightings for school-based assessment are appropriate.	Survey (x513)

Key matters and actions

Key matters	Sources	Actions
A reduction in the number of assessment tasks in the Creative Arts courses may increase individual task weightings and contribute to increased student stress.	Survey (x195) <i>Dance</i> (x24) <i>Drama</i> (x41) <i>Music 1</i> (x56) <i>Music 2</i> (x17) <i>Visual Arts</i> (x57)	A range of Year 11 and Year 12 sample assessment schedules have been developed to assist schools with the implementation of new assessment requirements and ensure there are appropriate opportunities for students to demonstrate their knowledge, understanding and skills.
A reduction in the number of assessment tasks in the Creative Arts courses may make assessing all components of the course more complex.	Survey (x52) <i>Dance</i> (x5) <i>Drama</i> (x14) <i>Music 1</i> (x18) <i>Music 2</i> (x5) <i>Visual Arts</i> (x10)	

Key matters	Sources	Actions
Limiting school-based assessment to one formal written examination task may restrict student experience of formal examinations and preparation for the HSC examination.	Survey (x36) <i>Dance</i> (x3) <i>Drama</i> (x7) <i>Music 1</i> (x7) <i>Music 2</i> (x7) <i>Visual Arts</i> (x12)	Schools will continue to be able to schedule more than one written examination to provide opportunities for students to experience examination conditions. Only one 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 for formal assessment in Stage 6. These tasks would not be considered as formal written examinations.
More information is needed for teachers to fully understand what is being proposed.	Survey (x22) <i>Drama</i> (x2) <i>Music 1</i> (x12) <i>Music 2</i> (x5) <i>Music Ext</i> (x2) <i>Visual Arts</i> (x1)	

5 Quantitative analysis of survey responses

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

5.1 Dance

Survey item	Number of responses	Proposal 1	Proposal 2
Components and weightings 1. Preferred proposal for the components and weightings table for Year 11 school-based assessment.	214	70%	30%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings 2. The components and weightings are appropriate for Year 12 school-based assessment.	201	33%	55%	9%	2%		
School-based assessment requirements 3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	185					17%	83%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	180					18%	82%

5.2 Drama

Survey item	Number of responses	Proposal 1	Proposal 2
Components and weightings 1. Preferred proposal for the components and weightings table for Year 11 school-based assessment.	235	12%	88%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings 2. The components and weightings are appropriate for Year 12 school-based assessment.	229	35%	53%	9%	3%		
School-based assessment requirements 3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	217					21%	79%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	217					29%	71%

5.3 Music 1

Survey item	Number of responses	Proposal 1	Proposal 2
Components and weightings 1. Preferred proposal for the components and weightings table for Year 11 school-based assessment.	255	13%	87%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings 2. The components and weightings are appropriate for Year 12 school-based assessment.	268	22%	33%	20%	25%		
School-based assessment requirements 3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	242					41%	60%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	234					40%	60%

5.4 Music 2

Survey item	Number of responses	Proposal 1	Proposal 2
Components and weightings 1. Preferred proposal for the components and weightings table for Year 11 school-based assessment.	199	32%	68%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Components and weightings 2. The components and weightings are appropriate for Year 12 school-based assessment.	205	27%	38%	21%	14%		
School-based assessment requirements 3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	183					28%	72%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	187					32%	68%

5.5 Music Extension

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 12 school-based assessment.	196	49%	44%	4%	3%		
School-based assessment requirements 2. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	92					24%	76%

5.6 Visual Arts

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.	209	53%	35%	9%	4%		
2. The components and weightings are appropriate for Year 12 school-based assessment.	209	54%	35%	8%	3%		
School-based assessment requirements							
3. Are there any additional requirements to be considered for inclusion in the Year 11 school-based assessment program?	194					28%	72%
4. Are there any additional requirements to be considered for inclusion in the Year 12 school-based assessment program?	195					22%	78%

6 Respondents

6.1 Online survey respondents

650 responses

Respondent	Number of respondents
Teacher	562
School executive	72
Principal	0
School faculty/department	26
Pre-service teacher	0
Academic	18
Student	0
Parent	7
Other	20

Respondents identified as	Number of respondents
An Aboriginal person	9
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	1

Sector	Number of respondents
Government	278
Catholic	164
Independent	192
Non-school based	16

Area of NSW	Number of respondents
Metropolitan	413
Regional	237

Number of people contributing to the survey	Number of respondents
1	594
2–6	14
6 or more	641

Type of school	Number of respondents
K–6 school	0
K–12 school	149
7–10 school	0
7–12 school	442
11–12 school	22
Special school	0
Other	28

6.2 Written submissions

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