Evaluation of Study Area
Specifications: Survey instruments

2001

Queensland
Board of Senior Secondary School Studies
Phase 1 instruments
2000–01 Evaluations
of the trial
Study Area Specifications (SASS)

Collection of information about issues for teachers implementing a new trial SAS
Term 1 2000

- The purpose of this preliminary contact is to collect broad information about teachers’ experiences of implementing the new study area specifications (SASs) in schools. There will, of course, be other opportunities for teachers to have input into the evaluations over 2000–2001.

- Teachers of SAS Board-registered subjects are being asked to record on this form their initial experiences of providing the SAS.

- Teachers’ personal details and comments about the SAS will be treated with confidentiality.

- A team has been formed to conduct the evaluations.

- The evaluation team is:
  Erica Bell (Manager) (07) 3864 0267
  Boyd Paties (07) 3864 0367
  Jude Williams (07) 3864 0310
  and Shani Doig (until 7 April) (07) 3864 0424.

- The team can be contacted at the Board of Senior Secondary School Studies
  QBSSSS
  Level 7
  295 Ann Street
  Brisbane
  Fax (07) 3864 0299
  e-mail office@qbssss.edu.au

For your convenience this cover sheet can be removed and kept for future reference.
Thank you for providing the evaluation team with advice about this SAS.
Your contribution will help us provide better syllabus documents for you to use.
Please complete this form individually.
Write freely about your experiences of implementing the SAS. You may wish to respond to some or all topics suggested below. You may wish to add topics. Your personal details and comments will be treated confidentially.

Personal Details

Name: ________________________________

School: ______________________________

SAS subject you are teaching:

- Recreation Practices
- Recreation Studies
- Recreation Pursuits
- Childcare Practices
- Foundations in Childcare
- Early Childhood Studies
- Social & Community Studies

Topic 1 Clarity of the SAS: What is clear/not clear in the SAS
**Topic 2**  
*Internal consistency of the SAS subject:* How well the parts of the subject fit together, including the core (if your subject has a core)

**Topic 3**  
*The content of the SAS:* How well the content presented in the SAS meets the needs of your students

**Topic 4**  
*The Study Plan:* Your experiences of using the SAS curriculum document to produce a study plan
Topic 5 Learning experiences: The strengths and weaknesses of the SAS as a basis for developing worthwhile learning experiences for students

Topic 6 Assessment: How useful the SAS is as a basis for sound assessment decisions

Topic 7 Resources: Resource issues for you teaching this SAS subject in your school
Other topics relevant to the implementation of the SAS in your school that you wish to raise

Other comments you wish to make

Your time and comments are highly valued by the evaluation team.
Phase 2 instruments
Evaluations of study area specifications (SASs) — Term 1 2001

Collection of data from teachers of

Physical Recreation,
Early Childhood Practices, and
Social & Community Studies

- In this phase of the SAS evaluations the evaluation team will obtain detailed information from teachers of Physical Recreation, Early Childhood Practices, and Social & Community Studies.
- Details collected during this phase will build on information provided by teachers earlier in the evaluation.

To give or get more information, please contact the

SAS evaluation team, c/- Policy & Evaluation Section

mail: Board of Senior Secondary School Studies, PO Box 307, Spring Hill QLD 4004

e-mail: office@qbssss.edu.au

fax: (07) 3221 2553

phone: Erica Bell (manager) (07) 3864 0267
or David Kelly (research officer) (07) 3864 0261

This cover sheet can be removed and kept for future reference.
Thank you for providing the evaluation team with advice about this SAS.
Your contribution will help us provide better SASs.
Details

Name: ________________________________

School: ________________________________ Your class size: __________

Subject you teach:  ○ Recreation Practices  ○ Recreation Studies  ○ Recreation Pursuits
      ○ Childcare Practices  ○ Foundations in Childcare  ○ Early Childhood Studies
      ○ Social & Community Studies

How many of your students in the SAS subject you teach are: How many?

students with learning difficulties

students from non-English-speaking backgrounds

students who are Aboriginal

students who are Torres Strait Islanders

students who have a physical impairment

students with special literacy/numeracy learning needs

Tick which of the following kinds of subjects you have taught and for how long.
I have taught: No Yes For how many years?

Board subjects

non-SAS (i.e. old-style) Board-registered subjects

other SAS Board-registered subjects

Did you teach an old-style Board-registered subject that this SAS replaces?  ○  ○

Please provide details about your views and experiences.
Where possible refer both to specific pages or sections of the SAS and to examples of experiences in your school. The more specific your comments, the more helpful they will be.

Other statements and comments on aspects of the SAS are welcomed.
YOUR RESPONSES AND YOUR PERSONAL DETAILS WILL BE TREATED CONFIDENTIALLY.

1. What do you think influences students' choices to study or not study this subject at your school?
Are you satisfied with how clearly the SAS communicates learning outcomes, content, assessment, and resources? What, if anything, is unclear in the SAS document? (please be specific)

How well do the core and elective vocational modules provide a basis for developing a logical sequence of learning outcomes? How well do the vocational and general learning outcomes fit together?

Is the content of this SAS subject more relevant or less relevant than the subject it replaces?
What areas of content would you like to see included in this SAS subject and what could be omitted?

Areas of content to include (tell us why)  Areas of content to omit (tell us why)

Does the SAS allow you to select content flexibly enough and at an appropriate level of difficulty for your students?

Is there a balance suitable for your students between the general and vocational components in the SAS? (Is there too much practical work? Is there too much theoretical work? please give specific examples)
Was your study plan for this SAS subject easy to produce? Did you receive helpful feedback and support from the Board during its development and approval?

How useful is your study plan as a basis for teaching this SAS subject? How well does the time it takes to complete work compare with the time you estimated for that work when you wrote your study plan?

Do the learning outcomes in the vocational education modules provide a good basis for developing worthwhile learning experiences?
How do timetabling, availability of resources and class size influence the learning experiences you can develop for this SAS subject?

Are industry placements/work experience opportunities easy to organise? How worthwhile are they for the students who study this SAS?

Can a variety of sound assessment instruments be developed from the SAS document? How happy are you with how you've integrated criteria-based and competency-based assessment (e.g. are you happy with your record keeping)?
14 Are the assessment criteria sheets and marking schemes easy to develop from the SAS document and how clear are the definitions of competence?

15 How clear is the SAS about giving students repeated attempts to demonstrate competence? What is the practice in your school?

16 Does the SAS give you enough information when you are developing student profiles and deciding exit levels of achievement? Are you satisfied that you can decide a level of achievement in the SAS?
How well do the resources identified in the SAS help you develop worthwhile learning experiences and assessment items for this subject? (Describe any resource issues for you as a teacher of this SAS; e.g. are the resources identified in the SAS useful? Do you have enough resources to deliver the SAS? Are you satisfied that the human and physical resource requirements are necessary?)

Please make any other comments about the implementation of the SAS in your school.
For about how many of your students are the following statements true?

1. Students are interested and motivated by this subject.  
   Very few or none  About ½  About ¾  All or almost all
2. Students choose this subject mainly because they hope to be employed in this area.  
   Very few or none  About ½  About ¾  All or almost all
3. Students choose this subject mainly on the advice of school staff.  
   Very few or none  About ½  About ¾  All or almost all
4. Students in this subject consider tertiary education as an option.  
   Very few or none  About ½  About ¾  All or almost all
5. Students who work in this subject can experience at least some success in demonstrating vocational education competencies.  
   Very few or none  About ½  About ¾  All or almost all
6. Students in this subject find the work too difficult.  
   Very few or none  About ½  About ¾  All or almost all
7. Students in this subject find the work too easy.  
   Very few or none  About ½  About ¾  All or almost all
8. Students gain mostly positive learning experiences from this subject.  
   Very few or none  About ½  About ¾  All or almost all
9. Students in this subject have done well in a similar subject in Junior.  
   Very few or none  About ½  About ¾  All or almost all
10. Students are likely to be competent in enough modules from this subject to be awarded a vocational education certificate.  
    Very few or none  About ½  About ¾  All or almost all
11. Students feel the content is relevant to their needs.  
    Very few or none  About ½  About ¾  All or almost all
12. Students develop useful practical knowledge and skills in this subject.  
    Very few or none  About ½  About ¾  All or almost all
13. Students find this subject helps them develop theoretical knowledge and skills.  
    Very few or none  About ½  About ¾  All or almost all
14. Students seem happy with the balance of theory and practical content in this subject.  
    Very few or none  About ½  About ¾  All or almost all

What is your level of agreement with the following statements?

15. The learning outcomes are clearly stated in the SAS.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
16. The information about assessment for this SAS is clear and concise.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
17. The resources (human and physical) for implementing this SAS are clearly explained.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
18. The core for this subject provides a useful basis from which an effective sequence of elective work can be developed.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
19. The learning outcomes of the vocational modules fit well with the more general learning outcomes.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
20. The content and learning outcomes fulfil the aims and objectives of the SAS.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
21. There is a good balance of general and vocational content in this SAS.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
22. There is about the right amount of 'theory' in this SAS.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
23. The content of this subject covers all areas I think it should.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
24. The content of this subject seems more relevant to students than the content of the Board-registered subject it replaced.  
    Strongly Disagree  Disagree  Agree  Strongly Agree  Unsure
25. The SAS provides enough flexibility to select content that meets my students' needs.  
26. The content of this subject is valuable for students seeking employment at the end of Year 12.  
27. The content of this subject is valuable for students wishing to complete further studies at TAFE at the end of Year 12.  
28. The content of the SAS is easy to organise into lessons.  
29. It was easy to write my study plan for the subject from the information provided in the SAS.  
30. The Board provided useful feedback and support during the development and approval of my study plan.  
31. The study plan at my school is a useful teaching basis for me.  
32. The time taken in class to complete modules in the subject is consistent with the estimated times in the study plan.  
33. This SAS really helps students with special needs acquire meaningful knowledge and skills.  
34. Learning outcomes in the vocational education modules provide a good basis for developing worthwhile learning experiences.  
35. My students can gain meaningful learning experiences from industry placement/work experience.  
36. Industry placement/work experience specific to this subject can easily be organised in our local community.  
37. I can develop a variety of sound assessment instruments from this SAS.  
38. I am satisfied with how I have been able to integrate competency-based assessment with criteria-based assessment.  
39. Criteria sheets for assessment tasks are easy to develop from the SAS document.  
40. The SAS gives enough help in developing student profiles.  
41. The SAS gives enough help in deciding exit levels of achievement.  
42. An efficient and effective method for recording students' achievements can be developed from this SAS.  
43. The SAS is clear about what I should do to give students repeated attempts to demonstrate competence.  
44. The definition of competence is clear in the SAS.  
45. I find it manageable to give students repeated attempts to demonstrate competence.  
46. I consider that all the human resource requirements identified in the SAS are necessary.  
47. This SAS requires no more of my time than most other subjects I teach.  
48. Resources identified in the SAS are helpful when developing worthwhile learning experiences and assessment items for this subject.  
49. I find that there are enough resources in the school for me to effectively teach this subject.  
50. School administrative arrangements (like timetabling and class sizes) are working well.  
51. At my school, significant numbers of students should be, but are not, participating in this SAS.  
52. At my school, subject selection processes encourage OP-eligible students to take this SAS subject if it would benefit them.
Phase 3 instruments
Evaluations of Study Area Specifications (SASs)

Term 3, 2001

Collection of data from teachers of:

Physical Recreation
Early Childhood Practices
Social & Community Studies

In this phase of the SAS evaluations, the evaluation team will obtain information from teachers of Physical Recreation, Early Childhood Practices, and Social & Community Studies, about key issues identified in earlier phases of the evaluation.

Details collected during this phase will build on the information provided by teachers earlier in the evaluation and will be used to assist in revising the SASs.

To give or get more information, please contact the SAS Evaluation Team, Policy and Evaluation Section:

by mail: Queensland Board of Senior Secondary School Studies
        PO Box 307
        SPRING HILL QLD 4004

by email: office@qbssss.edu.au

by fax: 3221 2553

by phone: Pam Brennan (Senior Research Officer) 3864 0367
          Erica Bell (Manager) 3864 0267

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Queensland Board of Senior Secondary School Studies

Evaluation of study area specifications 2001

Phase 3: teacher survey form

We wish to collect information about the implementation of the SAS that you are teaching, as part of the final phase of the evaluation. Please provide details of your views and experiences. The more specific your comments are, the more helpful they will be.

Your responses and your personal details will be treated confidentially.

Your name: ........................................................................................................................................

Your school: ......................................................................................................................................

SAS and strand(s) you are teaching:

Physical Recreation:
  Recreation Practices O  Recreation Studies O  Recreation Pursuits O

Early Childhood Practices:
  Childcare Practices O  Foundations in Childcare O  Early Childhood Studies O

Social & Community Studies O

Class size (for each of the SAS classes you are teaching):

Year 11 ..............................................................

Year 12 ..............................................................
PART 1: Written comments

Effectiveness of the SAS for teachers

1. What has gone well in your program of study this year?

2. What has not gone so well in your program of study this year?

3. Are there any sections of the SAS that do not effectively do what they were designed to do, in your view? Include any comments about how they could be improved.

Suitability of content

4. Are there any aims or objectives in the SAS that are not reflected in the content?
5. Are there any additional areas of content that you would like to see included? Please give your reasons.

6. Are there any current areas of content that should be omitted? Please give your reasons.

7. Are there any changes to the content of the SAS that might make it more attractive to students currently not participating in it (e.g. boys, girls, students with special needs)?

8. What parts of the content of the SAS do students generally seem most interested in? What parts do they generally seem least interested in?
9. Do the VET components of the SAS provide your students with the outcomes they need? Please give your reasons. (This question is not applicable to teachers of Social & Community Studies.)

10. Do your students find some areas of the SAS too difficult? Please give details.

11. Do your students find some areas of the SAS too easy? Please give details.

Study plan

12. Is there any additional advice that the SAS should include to give further support in the development and accreditation of the study plan?
13. What further support, if any, might the Board provide in the development and accreditation of the study plan?

Assessment

14. What difficulties, if any, have you experienced in assessing student achievement in this subject?

15. Do you feel there is too much assessment in this SAS? Please explain your answer.

16. Do the exit criteria relate to the most important aspects of the subject? Please explain your answer.

17. Are the exit standards set at the right level of difficulty?
18. Should there be any changes to the exit criteria, the exit standards, or the advice in the SAS about how to award exit levels of achievement?

19. Should there be any changes to advice in the SAS about integrating general and vocational assessment? (This question is not applicable to teachers of Social & Community Studies.)

20. What changes, if any, do you think should be made to other advice in the SAS about assessment?

Resources

21. Which resources listed in the SAS have been most useful for implementing this SAS?
22. What resources have you used, not listed in the SAS, that you would highly recommend to others? (Where possible, please include the title, the author’s name, publisher, and the type of media. Also please comment on the area of use for each resource.)

Effectiveness of the SAS for students

23. If students have dropped or joined the subject during this year, please comment on why you think they have done this.

24. How do your students react to this subject? Please comment on what you see as the reasons for their reactions.

25. Do you have knowledge of the post-school destinations of your students? If so, do you think this subject will be of direct use to them?
26. List the key knowledge and skills that your students are learning from this subject.

Other

27. Do you have any other advice for the subject advisory committee or the Board about the revision of the SAS?
PART 2: Quantitative research instrument

What is your level of agreement with the following statements?

<table>
<thead>
<tr>
<th>Effectiveness for teachers</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The SAS document provides a sound basis for teaching the subject.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. The SAS document is easy to use.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. The SAS document adequately defines the kinds of learning experiences I should offer students.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. The SAS is easy to teach, compared with other subjects I teach.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. The human resource requirements are appropriate.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suitability of content</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The content of the subject meets the stated aims of the SAS.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. The content of the subject meets the stated objectives of the SAS.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. The content of the subject is equally suitable for male and female students.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. The VET components of the SAS are a valuable part of the content of the SAS. (This question does not apply to teachers of Social &amp; Community Studies.)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study plan</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. My study plan has been a useful basis for teaching the subject.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. The information in the SAS about the development and accreditation of a study plan is clear and simple.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>12. There is enough information in the SAS about the development and accreditation of a study plan.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>13. Board workshops dealt adequately with the development of study plans.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>14. I had enough face-to-face contact with officers from the Board in the development of my study plan.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>15. I attended enough workshops in the development of my study plan.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>16. The Board provides adequate support for the development and accreditation of the study plan.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. The descriptions of assessment techniques in the SAS are helpful.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>18. There is sufficient variety in the assessment techniques suggested.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>19. I have been able to design assessment instruments that integrate vocational components of the subject. (This question does not apply to teachers of Social &amp; Community Studies.)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>20. The SAS provides adequate advice about the integration of competency-based and criteria-based assessment. (This question does not apply to teachers of Social &amp; Community Studies.)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>21. The exit criteria allow me to make sound assessment decisions.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>22. The SAS gives clear advice about how to arrive at exit levels of achievement.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. The SAS provides enough specific advice about useful resources.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>24. There are enough material resources of the right kind in my school to deliver the SAS.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>25. Timetabling arrangements for this subject in my school are satisfactory.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>26. Class sizes for this subject in my school are workable for effective teaching of the SAS.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Effectiveness for students

27. The perceived status of the SAS in my school affects whether students select it.

28. Parent perceptions of subjects determine whether students choose the SAS.

29. The subject develops the personal interests of students.

30. Most of my students have undertaken relevant industry placement/work experience.

31. There are sufficient opportunities for relevant industry placement/work experience in my community.

32. This SAS is too hard for a substantial proportion of my students.

33. This SAS is too easy for a substantial proportion of my students.

34. This SAS has too much theory for some of my students.

35. The balance of practical "hands-on" work and theory is appropriate.

36. Most of my students are making good progress in the SAS.

37. Most of my students will be satisfied with what they gain from this subject.

38. The SAS is progressing well in my school.

39. I am optimistic that students in my school will want to do this SAS in future.

40. I am optimistic that my school will be keen to offer this SAS in future.

41. The opportunities to participate in professional development for this SAS have been appropriate.

Generally speaking, how much has the subject helped your students develop knowledge and skills in the following areas?

42. Preparation for further study at TAFE

43. Preparation for employment in the specific industry area

44. Preparation for employment generally

45. Development of responsible attitudes to work

46. Development of self-knowledge and self-esteem

47. Development of useful generic knowledge and skills

48. Development of interpersonal communication skills

49. Collecting, analysing and organising information

50. Communicating ideas and information

51. Planning and organising activities

52. Working with others and in teams

53. Using mathematical ideas and techniques

54. Solving problems

55. Using technology
Queensland Board of Senior Secondary School Studies

Evaluation of study area specifications 2001 — Year 12 student survey form

PART 1

1. Fill in the circle next to the subject you are studying.
   - Recreation Practices
   - Childcare Practices
   - Social & Community Studies
   - Recreation Studies
   - Foundations in Childcare
   - Early Childcare Studies
   - Recreation Pursuits
   - Early Childcare Studies

2. Fill in the circle indicating your sex.
   - Female
   - Male

3. Are you studying at least one Board subject? (Ask your teacher if you are not sure.)
   - Yes
   - No

4. Are you studying more than one SAS subject? (Ask your teacher if you are not sure.)
   - Yes
   - No

5. The following statements are some possible reasons why you may have chosen to do this SAS subject. Fill in the circle that best describes your feelings about each of these statements.

<table>
<thead>
<tr>
<th>I chose this subject because:</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thought I would enjoy it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wanted to learn practical skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I thought this subject would help me get the work I want to do after Year 12.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I thought this subject would help me go to TAFE after Year 12.</td>
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</tr>
<tr>
<td>My family thought I should study this subject.</td>
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</tr>
<tr>
<td>There was nothing else on the line that I wanted to study.</td>
<td></td>
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</tr>
<tr>
<td>A friend was going to study this subject.</td>
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<tr>
<td>I thought this subject would fit in well with other subjects I was going to study.</td>
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<tr>
<td>I liked the teacher who teaches this subject.</td>
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<tr>
<td>I thought this subject would be useful and relevant.</td>
<td></td>
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<tr>
<td>The guidance officer thought I should take this subject.</td>
<td></td>
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</tr>
<tr>
<td>I didn't really want to be at school and I didn't have much choice of subjects.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I wanted to get a useful qualification by doing this subject.</td>
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</tr>
</tbody>
</table>

6. The following statements are some possible opinions you might have about this subject. Fill in the circle that best describes your feelings about each of these statements.

<table>
<thead>
<tr>
<th>I enjoy this subject.</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am bored by this subject.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to drop this subject.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This subject is more interesting than most of my other subjects.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I am learning useful knowledge and skills in this subject.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am learning lots of new things in this subject.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I will be able to use the skills I am learning in this subject when I leave school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The subject is helping me feel good about myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The subject is helping me to get along with people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am learning to collect, analyse and organise information in this subject.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I am learning to communicate ideas and information in this subject.</td>
<td></td>
<td></td>
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<tr>
<td>I am learning to plan and organise activities in this subject.</td>
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<tr>
<td>I am learning to work with others and in teams in this subject.</td>
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<td></td>
<td></td>
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<tr>
<td>I am learning to use mathematical ideas in this subject.</td>
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<td></td>
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<tr>
<td>I am learning to solve problems in this subject.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I am learning to use technology in this subject.</td>
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<td></td>
</tr>
</tbody>
</table>
7. Fill in the circle that best describes the amount of class time you spend on practical activities in this subject.

Hardly any time ○ Some time ○ Half the time ○ Most of the time ○ All of the time ○

8. Fill in the circle that best describes how you prefer to learn.

Listening to the teacher and taking notes ○
Taking part in group work ○
Taking part in class discussions ○
Doing practical activities ○

9. Fill in the circle that best describes how you like to be assessed.

Tests where you have to write long answers ○
Multiple-choice tests ○
Essays, reports and assignments ○
The teacher watching you do practical activities ○
The teacher asking you questions and you saying the answer ○

10. Fill in the circle that best describes the main activity you do in class.

Working on your own, using booklets or other materials ○
Listening to the teacher and taking notes ○
Taking part in group discussions ○
Participating in practical activities ○

11. The following statements are some possible opinions you might have about how you are assessed in this subject. Fill in the circle that best describes your feelings about each of these statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is done in a variety of ways.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is too much assessment.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The assessment is too hard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment is too easy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand what I need to do in order to do well in the assessment tasks.</td>
<td></td>
<td></td>
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<tr>
<td>The assessment tasks help me to learn.</td>
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</tbody>
</table>

12. (a) Have you done work experience in this subject?  Yes ○ No ○

(b) If "yes", fill in the circle that best describes what you did during your work experience.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I mainly did routine things, not new things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned things that I wanted to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned things that will be useful to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. If you were offered a job or an apprenticeship now, would you leave school to take it?  Yes ○ No ○
Evaluation of study area specifications 2001 — student survey form

PART 2
Please answer the following questions in writing.

1. What do you want to do after Year 12?

2. Will this subject help you achieve this? Please explain your answer.

3. Will this subject be useful to you in some other way when you leave school? Please explain your answer.

4. What do you enjoy about this subject?

5. What don’t you enjoy about this subject?

6. What useful knowledge and skills are you learning in this subject?

7. What extra knowledge and skills would you like to be learning in this subject?

8. Would you advise any other students to choose this subject? If so, what students?

THANK YOU FOR YOUR HELP