

Evaluation of Study Area Specifications: Survey instruments

2001



Queensland
Board of Senior Secondary School Studies

Phase 1 instruments



Queensland
Board of Senior Secondary School Studies

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
 - PO Box 307
Spring Hill QLD 4004
Fax (07) 2331 2553
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:

- | | | |
|--|--|--|
| <input type="radio"/> Recreation Practices | <input type="radio"/> Childcare Practices | <input type="radio"/> Social & Community Studies |
| <input type="radio"/> Recreation Studies | <input type="radio"/> Foundations in Childcare | |
| <input type="radio"/> Recreation Pursuits | <input type="radio"/> Early Childhood 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

Phase 2 instruments



Queensland

Board of Senior Secondary School Studies

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	<input type="radio"/>	<input type="radio"/>	_____
non-SAS (i.e. old-style) Board-registered subjects	<input type="radio"/>	<input type="radio"/>	_____
other SAS Board-registered subjects	<input type="radio"/>	<input type="radio"/>	_____

Did you teach an old-style Board-registered subject that this SAS replaces? No Yes _____

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?

2

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)

CLARITY OF THE SAS

3

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?

INTERNAL CONSISTENCY OF THE SAS

4

Is the content of this SAS subject more relevant or less relevant than the subject it replaces?

CONTENT OF THE SAS

5

What areas of content would you like to see included in this SAS subject and what could be omitted?

CONTENT OF THE SAS

Areas of content to include (tell us why)

Areas of content to omit (tell us why)

6

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

CONTENT OF THE SAS

7

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)

CONTENT OF THE SAS

8

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?

THE STUDY PLAN

9

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?

THE STUDY PLAN

10

Do the learning outcomes in the vocational education modules provide a good basis for developing worthwhile learning experiences?

LEARNING EXPERIENCES

11

How do timetabling, availability of resources and class size influence the learning experiences you can develop for this SAS subject?

LEARNING EXPERIENCES

12

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

LEARNING EXPERIENCES

13

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)?

ASSESSMENT

14

Are the assessment criteria sheets and marking schemes easy to develop from the SAS document and how clear are the definitions of competence?

ASSESSMENT

15

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

ASSESSMENT

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?

ASSESSMENT



Board of Senior Secondary School Studies

Teacher survey, Term 1, 2001

YOUR RESPONSES AND YOUR PERSONAL DETAILS WILL BE TREATED CONFIDENTIALLY.

Please tick only *one* circle for each response.

For about how many of your students are the following statements true?

	Very few or none	About ¼	About ½	About ¾	All or almost all
1. Students are interested and motivated by this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students choose this subject mainly because they hope to be employed in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students choose this subject mainly on the advice of school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students in this subject consider tertiary education as an option.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Students who work in this subject can experience at least some success in demonstrating vocational education competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students in this subject find the work too difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students in this subject find the work too easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students gain mostly positive learning experiences from this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students in this subject have done well in a similar subject in Junior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students are likely to be competent in enough modules from this subject to be awarded a vocational education certificate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students feel the content is relevant to their needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students develop useful practical knowledge and skills in this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students find this subject helps them develop theoretical knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students seem happy with the balance of theory and practical content in this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your level of agreement with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
15. The learning outcomes are clearly stated in the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The information about assessment for this SAS is clear and concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The resources (human and physical) for implementing this SAS are clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The core for this subject provides a useful basis from which an effective sequence of elective work can be developed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The learning outcomes of the vocational modules fit well with the more general learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The content and learning outcomes fulfil the aims and objectives of the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. There is a good balance of general and vocational content in this SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. There is about the right amount of 'theory' in this SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The content of this subject covers all areas I think it should.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The content of this subject seems more relevant to students than the content of the Board-registered subject it replaced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(continue overleaf)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure	
CONTENT	25. The SAS provides enough flexibility to select content that meets my students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26. The content of this subject is valuable for students seeking employment at the end of Year 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	27. The content of this subject is valuable for students wishing to complete further studies at TAFE at the end of Year 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STUDY PLAN	28. The content of the SAS is easy to organise into lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	29. It was easy to write my study plan for the subject from the information provided in the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30. The Board provided useful feedback and support during the development and approval of my study plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	31. The study plan at my school is a useful teaching basis for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	32. The time taken in class to complete modules in the subject is consistent with the estimated times in the study plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEARNING EXPERIENCES	33. This SAS really helps students with special needs acquire meaningful knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	34. Learning outcomes in the vocational education modules provide a good basis for developing worthwhile learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	35. My students can gain meaningful learning experiences from industry placement/work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	36. Industry placement/work experience specific to this subject can easily be organised in our local community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	37. I can develop a variety of sound assessment instruments from this SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	38. I am satisfied with how I have been able to integrate competency-based assessment with criteria-based assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASSESSMENT	39. Criteria sheets for assessment tasks are easy to develop from the SAS document.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	40. The SAS gives enough help in developing student profiles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	41. The SAS gives enough help in deciding exit levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	42. An efficient and effective method for recording students' achievements can be developed from this SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	43. The SAS is clear about what I should do to give students repeated attempts to demonstrate competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	44. The definition of competence is clear in the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	45. I find it manageable to give students repeated attempts to demonstrate competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	46. I consider that all the human resource requirements identified in the SAS are necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RESOURCES	47. This SAS requires no more of my time than most other subjects I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	48. Resources identified in the SAS are helpful when developing worthwhile learning experiences and assessment items for this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	49. I find that there are enough resources in the school for me to effectively teach this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	50. School administrative arrangements (like timetabling and class sizes) are working well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	51. At my school, significant numbers of students should be, but are not, participating in this SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	52. At my school, subject selection processes encourage OP-eligible students to take this SAS subject if it would benefit them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

This cover sheet can be removed and kept for future reference.



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 Recreation Studies Recreation Pursuits

Early Childhood Practices:

Childcare Practices Foundations in Childcare Early Childhood Studies

Social & Community Studies

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.

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Other

27. Do you have any other advice for the subject advisory committee or the Board about the revision of the SAS?

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PART 2: Quantitative research instrument

What is your level of agreement with the following statements?

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
Effectiveness for teachers					
1. The SAS document provides a sound basis for teaching the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The SAS document is easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The SAS document adequately defines the kinds of learning experiences I should offer students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The SAS is easy to teach, compared with other subjects I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The human resource requirements are appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitability of content					
6. The content of the subject meets the stated aims of the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The content of the subject meets the stated objectives of the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The content of the subject is equally suitable for male and female students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 & Community Studies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study plan					
10. My study plan has been a useful basis for teaching the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The information in the SAS about the development and accreditation of a study plan is clear and simple.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. There is enough information in the SAS about the development and accreditation of a study plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Board workshops dealt adequately with the development of study plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I had enough face-to-face contact with officers from the Board in the development of my study plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I attended enough workshops in the development of my study plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The Board provides adequate support for the development and accreditation of the study plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment					
17. The descriptions of assessment techniques in the SAS are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. There is sufficient variety in the assessment techniques suggested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 & Community Studies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 & Community Studies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The exit criteria allow me to make sound assessment decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The SAS gives clear advice about how to arrive at exit levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources					
23. The SAS provides enough specific advice about useful resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. There are enough material resources of the right kind in my school to deliver the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Timetabling arrangements for this subject in my school are satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Class sizes for this subject in my school are workable for effective teaching of the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Effectiveness for students

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
27. The perceived status of the SAS in my school affects whether students select it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Parent perceptions of subjects determine whether students choose the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The subject develops the personal interests of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Most of my students have undertaken relevant industry placement/work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. There are sufficient opportunities for relevant industry placement/work experience in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. This SAS is too hard for a substantial proportion of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. This SAS is too easy for a substantial proportion of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. This SAS has too much theory for some of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. The balance of practical "hands-on" work and theory is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Most of my students are making good progress in the SAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Most of my students will be satisfied with what they gain from this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

38. The SAS is progressing well in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I am optimistic that students in my school will want to do this SAS in future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I am optimistic that my school will be keen to offer this SAS in future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. The opportunities to participate in professional development for this SAS have been appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	No help	Some help	A lot of help	I am not sure
42. Preparation for further study at TAFE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Preparation for employment in the specific industry area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Preparation for employment generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Development of responsible attitudes to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Development of self-knowledge and self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Development of useful generic knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Development of interpersonal communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Collecting, analysing and organising information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Communicating ideas and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Planning and organising activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Working with others and in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Using mathematical ideas and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 <input type="radio"/> | Childcare Practices <input type="radio"/> | Social & Community Studies <input type="radio"/> |
| Recreation Studies <input type="radio"/> | Foundations in Childcare <input type="radio"/> | |
| Recreation Pursuits <input type="radio"/> | Early Childcare Studies <input type="radio"/> | |

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

- | | | |
|---|-----------------------|-----------------------|
| | Yes | No |
| 3. Are you studying at least one Board subject? (Ask your teacher if you are not sure.) | <input type="radio"/> | <input type="radio"/> |
| 4. Are you studying more than one SAS subject? (Ask your teacher if you are not sure.) | <input type="radio"/> | <input type="radio"/> |

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.

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

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.

	Disagree	Not sure	Agree
I enjoy this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am bored by this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to drop this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This subject is more interesting than most of my other subjects. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning useful knowledge and skills in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning lots of new things in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to use the skills I am learning in this subject when I leave school. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The subject is helping me feel good about myself. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The subject is helping me to get along with people. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to collect, analyse and organise information in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to communicate ideas and information in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to plan and organise activities in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to work with others and in teams in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to use mathematical ideas in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to solve problems in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to use technology in this subject. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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.

	Disagree	Not sure	Agree
Assessment is done in a variety of ways. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much assessment. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment is too hard. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment is too easy. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what I need to do in order to do well in the assessment tasks. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment tasks help me to learn. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Disagree	Not sure	Agree
I mainly did routine things, not new things. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned things that I wanted to learn. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned things that will be useful to me. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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