

# Appendix C – Self-report Survey for Phase 1

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## SURVEY # 1

**In answering the questions in this survey, you are asked to answer to the best of your knowledge. However you do not have to answer particular questions if you are not comfortable doing so. All information is confidential and your participation is voluntary and much appreciated.**

1 CODE your survey using your initials and your day and month of birth e.g. if your name is Tom Brennan and your birthday is 3 April then your code is *tb0304*. Write your personal code on the line. \_\_\_\_\_

2 Circle your gender Male/Female

3 To the best of your knowledge, what is the highest level of education attained by your father? Tick the statement that best describes your situation.

- ☐ Did not complete Year 12
- ☐ Did complete Year 12
- ☐ Has a trade qualification e.g. carpenter, plumber, mechanic, hairdresser, etc
- ☐ TAFE qualifications
- ☐ University qualifications

4 To the best of your knowledge, what is the highest level of education attained by your mother? Tick the statement that best describes your situation.

- ☐ Did not complete Year 12
- ☐ Did complete Year 12
- ☐ Has a trade qualification e.g. carpenter, plumber, mechanic, hairdresser, etc
- ☐ TAFE qualifications
- ☐ University qualifications

5 After Year 12 do you intend to: (Tick one statement that best describes your situation)

- ☐ Attend a university
- ☐ Work full time
- ☐ Undecided
- ☐ Traineeship/Apprenticeship
- ☐ Attend a TAFE college
- ☐ Other \_\_\_\_\_

6 Which occupation do you think you will pursue after year 12? If uncertain, nominate a favourite.

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7 Where did the idea for this intended occupation come from? Put a tick beside one source that best reflects your situation.

- ☐ Casual or practical experience
- ☐ School work
- ☐ Television, books, advertisements
- ☐ Careers education
- ☐ Family suggestion
- ☐ Knowledge of someone in this occupation
- ☐ Your own idea
- ☐ Others suggested it

8 Regarding your future plans after leaving school, please tick a box beside the phrase that best reflects your current situation.

My parents have discussed plans for me to:

- ☐ attend university
- ☐ attend TAFE
- ☐ acquire a traineeship/apprenticeship
- ☐ start work full time after Year 12
- ☐ My parents have not discussed any of these options

9 Various sources are available to help you decide your subjects and career path after year 12. Put a tick beside the statement that best reflects your situation. You may tick more than once.

- ☐ My parents have discussed education options after year 12 with me
- ☐ My teachers have discussed education options after year 12 with me personally
- ☐ No one has discussed education options after year 12 with me
- ☐ The Career Guidance Officer has discussed education options after year 12 with me
- ☐ The Job Guide and QTAC Handbook were useful in making my decision.
- ☐ My class has had information provided on education options after year 12

10 Put a tick beside the subjects you intend to choose in Term III for Year 11 and 12. If you are undecided, tick all the options you are considering.

Accounting	
Agricultural Science	
Ancient History	
Biological Science	
Business Operations – Wine Tourism	
Business Organisation & Management	
Chemistry	
Construction	
Drama	
Economics	
Engineering	

English	
English Communication	
English for ESL Learners	
French	
Functional Mathematics	
Geography	
Graphics	
Health Education	
Hospitality Operations	
Hospitality Studies	
Information Processing & Technology	
Information Technology Systems	
Japanese	
Legal Studies	
Marine Studies	
Mathematics A	
Mathematics B	
Mathematics C	
Modern History	
Music	
Philosophy & Reason	
Physical Education	
Physics	
Pre-Vocational Mathematics	
Recreation – Rugby Experience	
Religion & Ethics	
Rural Operations	
Study of Religion	
Technology Studies	
Visual Art	

11 Is there a subject not listed that you would like to study for Year 11 and 12? If so, please advise,

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12 What subjects are most likely to lead to a highly paid or rewarding job. Circle a number between 1 and 5 with **1 being the least likely** and **5 the most likely**.

Accounting	1	2	3	4	5
Agricultural Science	1	2	3	4	5
Ancient History	1	2	3	4	5
Biological Science	1	2	3	4	5
Business Operations – Wine Tourism	1	2	3	4	5
Business Organisation & Management	1	2	3	4	5
Chemistry	1	2	3	4	5
Construction	1	2	3	4	5
Drama	1	2	3	4	5
Economics	1	2	3	4	5
Engineering	1	2	3	4	5
English	1	2	3	4	5
English Communication	1	2	3	4	5
English for ESL Learners	1	2	3	4	5
French	1	2	3	4	5
Functional Mathematics	1	2	3	4	5
Geography	1	2	3	4	5
Graphics	1	2	3	4	5
Health Education	1	2	3	4	5
Hospitality Operations	1	2	3	4	5
Hospitality Studies	1	2	3	4	5
Information Processing & Technology	1	2	3	4	5
Information Technology Systems	1	2	3	4	5
Japanese	1	2	3	4	5
Legal Studies	1	2	3	4	5
Marine Studies	1	2	3	4	5
Mathematics A	1	2	3	4	5
Mathematics B	1	2	3	4	5
Mathematics C	1	2	3	4	5
Modern History	1	2	3	4	5
Music	1	2	3	4	5
Philosophy & Reason	1	2	3	4	5
Physical Education	1	2	3	4	5
Physics	1	2	3	4	5
Pre-Vocational Mathematics	1	2	3	4	5
Recreation – Rugby Experience	1	2	3	4	5
Religion & Ethics	1	2	3	4	5
Rural Operations	1	2	3	4	5
Study of Religion	1	2	3	4	5
Technology Studies	1	2	3	4	5
Visual Art	1	2	3	4	5

13 In your opinion, which statement best describes your results to date for the following subject areas.

SUBJECT	Well below average	Below average	About average	Above average	Well above average
English					
Mathematics					

Science					
Health & Physical Education					
Language other than English					
Studies of Society & Environment					
The Arts					
Technology					

Here are some questions about yourself as a student in class. Please circle the number that best describes what you think.

- ☐ I'm certain I can master the skills taught in class this year.
- 1                      2                      3                      4                      5
- NOT AT ALL TRUE                      SOMEWHAT TRUE                      VERY TRUE
- ☐ I'm certain I can figure out how to do the most difficult class work.
- 1                      2                      3                      4                      5
- NOT AT ALL TRUE                      SOMEWHAT TRUE                      VERY TRUE
- ☐ I can do almost all the work in class if I don't give up.
- 1                      2                      3                      4                      5
- NOT AT ALL TRUE                      SOMEWHAT TRUE                      VERY TRUE
- ☐ Even if the work is hard, I can learn it.
- 1                      2                      3                      4                      5
- NOT AT ALL TRUE                      SOMEWHAT TRUE                      VERY TRUE
- ☐ I can do even the hardest work in this class if I try.
- 1                      2                      3                      4                      5
- NOT AT ALL TRUE                      SOMEWHAT TRUE                      VERY TRUE

15      Blacken under 'L' for each activity you like (or would like) to do. Blacken under 'D' for each one you would dislike doing, or would not care about one way or the other.

Activity	L	D
Repair cars	<input type="radio"/>	<input type="radio"/>
Build things with timber	<input type="radio"/>	<input type="radio"/>
Drive a forklift, truck or tractor	<input type="radio"/>	<input type="radio"/>
Operate machines or equipment	<input type="radio"/>	<input type="radio"/>
Work on a car or motor bike	<input type="radio"/>	<input type="radio"/>
Study a trade or technical course	<input type="radio"/>	<input type="radio"/>
Study woodworking	<input type="radio"/>	<input type="radio"/>
Study motor mechanics	<input type="radio"/>	<input type="radio"/>
Work outdoors	<input type="radio"/>	<input type="radio"/>
Grow food or crops	<input type="radio"/>	<input type="radio"/>
Do gardening	<input type="radio"/>	<input type="radio"/>

Activity	L	D
Read scientific books or magazines	<input type="radio"/>	<input type="radio"/>
Work on a scientific project	<input type="radio"/>	<input type="radio"/>
Solve maths puzzles	<input type="radio"/>	<input type="radio"/>
Play chess	<input type="radio"/>	<input type="radio"/>
Play complex computer games	<input type="radio"/>	<input type="radio"/>
Study physics	<input type="radio"/>	<input type="radio"/>
Study biology	<input type="radio"/>	<input type="radio"/>
Explore displays in a science	<input type="radio"/>	<input type="radio"/>

museum		
Study chemistry	<input type="radio"/>	<input type="radio"/>
Investigate scientific problems	<input type="radio"/>	<input type="radio"/>
Study mathematics	<input type="radio"/>	<input type="radio"/>

<b>Activity</b>	<b>L</b>	<b>D</b>
Sketch, draw or paint	<input type="radio"/>	<input type="radio"/>
Perform for others (dance, sing, act, etc)	<input type="radio"/>	<input type="radio"/>
Play in a band , musical group or orchestra	<input type="radio"/>	<input type="radio"/>
Practice a musical instrument	<input type="radio"/>	<input type="radio"/>
Go to plays or concerts	<input type="radio"/>	<input type="radio"/>
Write poetry, plays or novels	<input type="radio"/>	<input type="radio"/>
Study painting, sculpture, drawing or printmaking	<input type="radio"/>	<input type="radio"/>
Design a home page on the internet	<input type="radio"/>	<input type="radio"/>
Create cartoons	<input type="radio"/>	<input type="radio"/>
Make videos or films	<input type="radio"/>	<input type="radio"/>
Design furniture, clothing or posters	<input type="radio"/>	<input type="radio"/>

<b>Activity</b>	<b>L</b>	<b>D</b>
Write letters or send e-mails to friends	<input type="radio"/>	<input type="radio"/>
Be involved in community activities	<input type="radio"/>	<input type="radio"/>
Help others with their personal problems	<input type="radio"/>	<input type="radio"/>
Take care of children	<input type="radio"/>	<input type="radio"/>
Go dancing	<input type="radio"/>	<input type="radio"/>
Teach children or adults	<input type="radio"/>	<input type="radio"/>
Work as a volunteer	<input type="radio"/>	<input type="radio"/>
Take a human relations course	<input type="radio"/>	<input type="radio"/>
Do activities for people with disabilities	<input type="radio"/>	<input type="radio"/>
Talk to all kinds of people	<input type="radio"/>	<input type="radio"/>
Work with others to improve the environment	<input type="radio"/>	<input type="radio"/>

<b>Activity</b>	<b>L</b>	<b>D</b>
Influence others	<input type="radio"/>	<input type="radio"/>
Operate my own service or business	<input type="radio"/>	<input type="radio"/>
Hold a position of responsibility in a group	<input type="radio"/>	<input type="radio"/>
Supervise the work of others	<input type="radio"/>	<input type="radio"/>
Meet important people	<input type="radio"/>	<input type="radio"/>
Lead a group in accomplishing some goal	<input type="radio"/>	<input type="radio"/>

Sell things	<input type="radio"/>	<input type="radio"/>
Learn about leadership	<input type="radio"/>	<input type="radio"/>
Learn how to run a successful business	<input type="radio"/>	<input type="radio"/>
Promote events and activities	<input type="radio"/>	<input type="radio"/>
Develop new business ideas	<input type="radio"/>	<input type="radio"/>

<b>Activity</b>	<b>L</b>	<b>D</b>
Add, subtract, multiply and divide numbers in business or accounting	<input type="radio"/>	<input type="radio"/>
Operate photocopiers, faxes and other office machines	<input type="radio"/>	<input type="radio"/>
Keep detailed records of expenses	<input type="radio"/>	<input type="radio"/>
File letters, reports, records, etc.	<input type="radio"/>	<input type="radio"/>
Maintain a computerized record keeping system	<input type="radio"/>	<input type="radio"/>
Study accounting	<input type="radio"/>	<input type="radio"/>
Use spreadsheets or databases	<input type="radio"/>	<input type="radio"/>
Use a word processor	<input type="radio"/>	<input type="radio"/>
Work in an office	<input type="radio"/>	<input type="radio"/>
Check paperwork or products for errors or flaws	<input type="radio"/>	<input type="radio"/>
Update records or files	<input type="radio"/>	<input type="radio"/>

16

Blacken under Y for 'Yes' for each activity you can do well or competently. Blacken under N for 'No' for each activity you have never done or do poorly.

<b>Competency</b>	<b>Y</b>	<b>N</b>
I can use carpentry tools such as an electric saw, lathe or sander	<input type="radio"/>	<input type="radio"/>
I can operate equipment such as a drill press or grinder or sewing machine	<input type="radio"/>	<input type="radio"/>
I can restore furniture or woodwork	<input type="radio"/>	<input type="radio"/>
I can read plans or engineering drawings	<input type="radio"/>	<input type="radio"/>
I can do simple electrical repairs	<input type="radio"/>	<input type="radio"/>
I can repair or reupholster furniture	<input type="radio"/>	<input type="radio"/>
I can change a tap washer	<input type="radio"/>	<input type="radio"/>
I can build simple articles of wood	<input type="radio"/>	<input type="radio"/>
I can grow plants	<input type="radio"/>	<input type="radio"/>
I can paint rooms of a house or other buildings	<input type="radio"/>	<input type="radio"/>
I can change a car's oil or tyre	<input type="radio"/>	<input type="radio"/>



<b>Competency</b>	Y	N
I can use a programmable or graphics calculator	<input type="radio"/>	<input type="radio"/>
I can understand the 'big bang' theory of the universe	<input type="radio"/>	<input type="radio"/>
I can describe the function of the white blood cells	<input type="radio"/>	<input type="radio"/>
I can interpret simple chemical formulae	<input type="radio"/>	<input type="radio"/>
I can perform a scientific experiment	<input type="radio"/>	<input type="radio"/>
I can write a laboratory report	<input type="radio"/>	<input type="radio"/>
I can use graphs to display mathematical information	<input type="radio"/>	<input type="radio"/>
I can use probability principles to help me make decisions	<input type="radio"/>	<input type="radio"/>
I can use the internet to obtain scientific information	<input type="radio"/>	<input type="radio"/>
I can use algebra to solve mathematical problems	<input type="radio"/>	<input type="radio"/>
I understand the role of DNA in genetics	<input type="radio"/>	<input type="radio"/>

<b>Competency</b>	Y	N
I can play a musical instrument	<input type="radio"/>	<input type="radio"/>
I can sing	<input type="radio"/>	<input type="radio"/>
I can act in a play	<input type="radio"/>	<input type="radio"/>
I can sketch people	<input type="radio"/>	<input type="radio"/>
I can do painting or sculpture	<input type="radio"/>	<input type="radio"/>
I can make pottery	<input type="radio"/>	<input type="radio"/>
I can design clothing, posters or furniture	<input type="radio"/>	<input type="radio"/>
I can arrange or compose music	<input type="radio"/>	<input type="radio"/>
I can write stories or poetry	<input type="radio"/>	<input type="radio"/>
I can dance	<input type="radio"/>	<input type="radio"/>
I can create a video or a film	<input type="radio"/>	<input type="radio"/>

<b>Competency</b>	Y	N
I can help with charity or fundraising events	<input type="radio"/>	<input type="radio"/>
I can teach children	<input type="radio"/>	<input type="radio"/>
I can plan for a party	<input type="radio"/>	<input type="radio"/>
I can help people who are upset or troubled	<input type="radio"/>	<input type="radio"/>
I am a good judge of personality	<input type="radio"/>	<input type="radio"/>
I can teach other people	<input type="radio"/>	<input type="radio"/>
I can make people feel at ease	<input type="radio"/>	<input type="radio"/>
I am tactful	<input type="radio"/>	<input type="radio"/>
I make friends easily	<input type="radio"/>	<input type="radio"/>
I can do activities for people with disabilities	<input type="radio"/>	<input type="radio"/>
I can work as a volunteer	<input type="radio"/>	<input type="radio"/>

Competency	Y	N
I have held a position of responsibility in a school or community group	<input type="radio"/>	<input type="radio"/>
I can supervise the work of others	<input type="radio"/>	<input type="radio"/>
I can get people to do things my way	<input type="radio"/>	<input type="radio"/>
I can be a leader of a group	<input type="radio"/>	<input type="radio"/>
I am a good salesperson	<input type="radio"/>	<input type="radio"/>
I can organise a club or group	<input type="radio"/>	<input type="radio"/>
I can be a successful leader	<input type="radio"/>	<input type="radio"/>
I am a good debater	<input type="radio"/>	<input type="radio"/>
I am a good public speaker	<input type="radio"/>	<input type="radio"/>
I can take risks to get what I want	<input type="radio"/>	<input type="radio"/>
I have good planning skills	<input type="radio"/>	<input type="radio"/>

Competency	Y	N
I can touch type	<input type="radio"/>	<input type="radio"/>
I can operate a photocopier or fax machine	<input type="radio"/>	<input type="radio"/>
I can file correspondence and other papers	<input type="radio"/>	<input type="radio"/>
I can do office work	<input type="radio"/>	<input type="radio"/>
I can do a lot of administration work in a short time	<input type="radio"/>	<input type="radio"/>
I can use a word processor	<input type="radio"/>	<input type="radio"/>
I can use a data processing package	<input type="radio"/>	<input type="radio"/>
I can keep records of payments or sales	<input type="radio"/>	<input type="radio"/>
I can send e-mail messages	<input type="radio"/>	<input type="radio"/>
I can organise files on a computer for easy access	<input type="radio"/>	<input type="radio"/>
I can use spreadsheets or databases	<input type="radio"/>	<input type="radio"/>

17

This is an inventory of your feelings and attitudes about many kinds of work. Write 'Y' for Yes for each occupation that interests or appeals to you. Write 'N' for No for each occupation that you dislike or find uninteresting.

Occupation	Y	N	Occupation	Y	N
Gardener			School Teacher		
Aircraft Pilot			Ambulance Officer		
Baker			Youth Worker		
Carpenter			Disabilities Services Officer		
Machinery Operator			Bar Attendant		
Zookeeper			Nurse		
Fire Fighter			Counselor		
Mechanic			Flight Attendant		
Forestry Worker			Life Guard		
Sportsperson			Child Care Worker		

Ship's Captain			Entertainment Usher		
Police Officer			Pre-Primary School (Kindergarten) Teacher		
Truck Driver			Social Worker		
<u>Security Officer</u>			<u>Receptionist</u>		
Marine Biologist			Auctioneer		
Dentist			Outdoor Adventure Leader		
Park Ranger			General Manager		
Detective			Stock Broking Dealer		
Science Technical Officer			Sales Representative		
Professional Engineer			Real Estate Agent		
Agricultural Scientist			Defence Force Officer, Commissioned		
Software Designer			Advertising Manager		
Physiotherapist			Lawyer		
Doctor			Store Manager		
Compute Systems Programmer			Parliamentarian		
Veterinarian			Insurance Agent		
Environmental Research Scientist			Sales Demonstrator		
<u>Mathematician</u>			<u>Stock And Station Agent</u>		
Actor			Data Processing Operator		
Fashion Designer			Customs Agent		
Author			Prison Officer		
Film And Video Graphics Designer			Taxation Agent		
Dancer			Architectural Draftsperson		
Photographer			Checkout Operator		
Musician			Credit And Loans Officer		
Journalist			Accountant		
Special Effects Person			Typist And Word Processing Operator		
Graphic Designer			Bank Worker		
Singer			Clerk		
Artist			Purchasing Officer		
Entertainer			Auditor		
Model			Secretary		

18 For each of the following traits rate **yourself** as you really think you are when compared with other people your own age. Give the most accurate estimate of how you see yourself. Circle the appropriate number and avoid rating yourself the same in each ability.

	Mechanical Ability	Scientific Ability	Artistic Ability	Teaching Ability	Sales Ability	Clerical Ability
High	7	7	7	7	7	7
	6	6	6	6	6	6
	5	5	5	5	5	5
Average	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
Low	1	1	1	1	1	1

	Manual Skills	Maths Ability	Musical Ability	Ability To Understand Others	Managerial Skills	Office Skills
High	7	7	7	7	7	7
	6	6	6	6	6	6
	5	5	5	5	5	5
Average	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
Low	1	1	1	1	1	1

19 Would you be agreeable to an interview to discuss your choices in Term IV this year? If so, please tick the box and print your name beside the box.

☐ \_\_\_\_\_  
(please print)

*Thank you for your time and effort in completing this survey. Your input will be kept confidential and the outcome will provide information on how students make their subject choices for Year 11 and 12*