

Appendices

Appendix A: Survey of NCEA goals: Year 10 and Year 11 students

Your name:

Your student number (NSN) :



**Survey of NCEA Goals
Year 10 & Year 11 Students**

2008

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Section 1: Descriptive Information

1. Name of School _____
2. Your student number (NSN) _____
3. Gender (*Please tick one*) Male Female
4. Student status (*Please tick one*) Domestic NZ/permanent resident International
5. Culture/ethnicity (*Please tick one*)
- | | | | | | |
|-----------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|
| Māori | <input type="checkbox"/> | NZ European/Pākehā | <input type="checkbox"/> | NZ Asian/Asian | <input type="checkbox"/> |
| Pacific Peoples | <input type="checkbox"/> | Other European | <input type="checkbox"/> | Other | <input type="checkbox"/> |
6. Year in school (*Please tick one*)
- | | | | |
|---------|--------------------------|---------|--------------------------|
| Year 10 | <input type="checkbox"/> | Year 11 | <input type="checkbox"/> |
|---------|--------------------------|---------|--------------------------|
7. What is the highest level of NCEA you expect to complete before you leave school? (*Please tick one*)
- | | | | | | | | |
|------|--------------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|
| None | <input type="checkbox"/> | Level 1 | <input type="checkbox"/> | Level 2 | <input type="checkbox"/> | Level 3 | <input type="checkbox"/> |
|------|--------------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|
8. Activities outside school: (*Please tick the boxes below to indicate an estimate of the number of hours weekly that you participate in the following outside school*)
- | | Not at all | 5 hours or less | 6-10 hours | 11-15 hours | More than 15 hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Part-time work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Caring for younger children in my family/whānau | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other activity (eg music, scouts, volunteer work) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attending paid lessons or tutorials outside school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section 2: We are interested in how students think about their school learning

Please rate each sentence listed below using this scale, and circle the number closest to your opinion:

1 = this is not at all like me;

2 = this is sometimes like me and sometimes not like me

3 = this is mostly like me

4 = this is definitely like me

	Not me	Sometimes me	Mostly me	Definitely me
9. I expect to get Excellence or at least Merit when I do NCEA	1	2	3	4
10. I do best in classes where students can work together	1	2	3	4
11. If I get just NCEA Level 1 or possibly NCEA Level 2 before I leave school, I'll be satisfied and have no plans to finish Level 3	1	2	3	4
12. In general, I get along well with my teachers	1	2	3	4
13. I will strive for Merit or Excellence even when I don't need this to achieve my goals	1	2	3	4
14. I will work for the number of credits I need at each level, no more	1	2	3	4
15. I get involved when we do group work in class	1	2	3	4
16. I prefer credits for life skills and vocational job-related skills rather than credits related to further academic study	1	2	3	4
17. In general, my teachers are not really interested in me	1	2	3	4
18. I want to take credits that allow me to try for Merit or Excellence, rather than just Achieved	1	2	3	4

	Not me	Sometimes me	Mostly me	Definitely me
19. My learning benefits when students are encouraged to help one another in a subject	1	2	3	4
20. Once I have my 80 credits, I'll be satisfied	1	2	3	4
21. I'll learn more in a subject when the teacher cares how well I do	1	2	3	4
22. I'll do best on NCEA when I know I can count on the teacher for help when I need it	1	2	3	4
23. I aim at getting a good education, not just completing tasks to get credits in NCEA	1	2	3	4
24. In class, I would rather work by myself than work with other students	1	2	3	4
25. It matters to me that I can work for the NCEA Certificate endorsed for Merit or Excellence	1	2	3	4
26. Did you know that 2008 NCEA Certificates can be endorsed for Merit or Excellence?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

Please turn page for next section

Section 3: What has influenced how well you do in school?

Please rate each sentence listed below using this scale, and circle the number closest to your opinion:

1 = no influence; 2 = little influence; 3 = some influence; 4 = big influence

27. Think back to times when you got your best marks on assessments in any subject. Now rate the following possible influences on those marks:

	No influence	Little influence	Some influence	Big influence
My ability	1	2	3	4
My effort	1	2	3	4
The assessment was easy	1	2	3	4
Good luck	1	2	3	4
My family/whānau	1	2	3	4
The teacher	1	2	3	4
My friends	1	2	3	4

28. Now think back to times when you got your worst marks on assessments in any subject. Now rate the following possible influences on those marks:

	No influence	Little influence	Some influence	Big influence
My low ability	1	2	3	4
My lack of effort	1	2	3	4
The assessment was hard	1	2	3	4
Bad luck	1	2	3	4
My family/whānau	1	2	3	4
The teacher	1	2	3	4
My friends	1	2	3	4

Thank you for completing this survey

Appendix B: General Procedures for the Focus Groups—Students and Parents

All Focus Group interviews will be one-hour in duration, with no more than six primary questions/topics to be covered in the interview. Six-ten participants will be included in each group interviewed, and at least two of the research team will be present with one person serving as Facilitator and the second as Notetaker for the Focus Group; anyone who has not previously served as Notetaker will observe at least one Focus Group session with an experienced Notetaker before serving in this role. The Focus Groups will proceed as follows:

1. Welcome participants, give each person a copy of the information sheet and separate consent form for signature, and provide a brief, five-minute initial period for participants to have a snack, etc.
2. Once everyone is present, the Facilitator will introduce the team and ask participants to introduce themselves. The Facilitator will give a brief verbal summary of our project as an investigation of the impact of NCEA on student motivation and study; she/he will thank the group for willingness to be part of the research, and ask for signatures on the consent forms distributed on arrival. The Facilitator will note that the VUW Human Ethics Committee has reviewed and approved the research and will emphasise that anyone can withdraw at this time from participation if he/she wishes.
3. The Facilitator will then describe the process for the Focus Group, including reading out the list of four questions. Guidelines for the group will be for participants to brainstorm in contributing their ideas and reactions, rather than engaging in a group discussion for evaluating other's contributions. Indicate that we'll take one question at a time, and the Notetaker will read out the total list of ideas and reactions to enable members of the group to indicate any needed changes, corrections or additions before moving on to the next question.
4. Proceed to the first question, to be read out again by the Facilitator. Participant contributions will be recorded as close to verbatim as possible by the Notetaker (no audiotaping will occur). After 10 minutes or at which time it appears that the group is "recycling" similar comments, the Notetaker intervenes and reads out the list of comments, providing opportunity for corrections or additions to the list. The same process is repeated for each question until all four questions have been addressed and summarised.
5. Once all questions are completed and no later than one hour after the start of the Focus Group meeting, the Facilitator thanks the group and asks if there are any final issues we missed. The Facilitator reaffirms the importance of this input into the research and indicates that an executive summary of the study findings will be available to participants at the conclusion of the research through their school or directly from the project. Our email addresses and phone contact number/s will be provided to participants should they have questions later.
6. As the participants have had opportunity to hear all recorded comments and to correct that information etc. there is no further need to check with participants later as to accuracy. The notes from the Focus Group will be recorded verbatim into a Word file, which can then be analysed using QSR N6 utilised by the project for qualitative analyses.

Initial Year 10 Students Focus Group Questions

1. What do you know about the recent changes to NCEA? Who told you or how did you learn about these changes? What do you think about endorsement for Merit and Excellence?
2. If there is one more thing you could change about the NCEA, what is it?
3. If there is one thing you think should stay the same about the NCEA, what is it?
4. What do you think about having both Unit Standards and Achievement Standards on the NCEA? Why?
5. Tell us about how your schoolwork is affected by your friends or classmates? Your teachers? Your whānau/parents?
6. Are there any other factors that affect your schoolwork? If so, what are they and how do they affect your work?

Later Year 10 Student Focus Group Questions

1. What do you know about NCEA? What have you heard from school?
2. What do your parents think about the NCEA? What do your friends think? How about your brothers/sisters?
3. What do you know about new changes to the NCEA? Did you know you can get the NCEA certificates with Merit and Excellence? Are there any other factors that affect your schoolwork? If so, what are they and how do they affect your work? Who told you? What do you think about that?
4. Are there any other changes you think would be a good idea? What
5. What do you like about NCEA that you've hear about?
6. How is your school work influenced by your friends? Teachers? Parents and family?

For Senior Students (Year 12-13)

1. Now that you can get NCEA with Merit and Excellence, has this changed what you do? What your friends do? How?
2. If there is one thing you could change about the NCEA, what is it?
3. If there is one thing you think should stay the same about the NCEA, what is it?
4. What do you think about having both Unit Standards and Achievement Standards on the NCEA? Why?
5. Tell us about how your schoolwork is affected by your friends and classmates? Your teachers? Your whānau/parents?
6. Are there any other factors that affect your schoolwork? If so, what are they and how do they affect your work?

Whānau/Parents

1. How well do you think the NCEA is working for your child? What makes you think this?
2. Do you know about the new endorsements for Merit and Excellence? What do you think about this? What do your children think?
3. How do you try to influence your child to do his/her best rather than doing just enough to get by? Do you buy anything special or give him/her rewards based on passing or certain grades? Anything else? What seems to matter to him/her? How do you know this?
4. Tell us about how your child's performance on the NCEA is influenced by his/her friends/classmates? By his/her teachers?
5. If there is one thing you could change about the NCEA, what is it?
6. If there is one thing you think should stay the same about the NCEA, what is it?