Australian Students' Knowledge and Understanding of Asia

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1. Executive summary

The Assessment Research Centre at the University of Melbourne was commissioned to conduct a survey of Australian students' knowledge and understanding of Asia. Specifically, the aims of this project were:

- to collect and analyse national data on Australian primary and secondary students' knowledge about Asia and their attitudes to learning about Asia;
- to provide the means for the Commonwealth, states and territories, National Asian Language and Studies in Australian Schools (NALSAS) and the Asia Education Foundation (AEF) to extend beyond this project by identifying patterns of educational context that influence students' knowledge and attitudes;
- to provide state and territory schools with calibrated attitudinal and achievement tests of Australian students' knowledge, attitudes and understanding of Asia;
- to assess the effectiveness of the Access Asia schools program by comparing the knowledge and attitudes of students attending schools participating in the program with those of non-participating schools.

A sample of more than 7000 students was drawn from all Australian states and territories, and stratified to take into account state and program representation. Data were collected from students, teachers and principals (the latter in all states except New South Wales). Scales were developed and analysed to identify levels of knowledge, understanding and attitude. These levels were then analysed according to data from student background, program involvement, teaching practices and school policy. Results revealed variations in student learning that were systematically linked to school and teacher commitment to studies of Asia as well as to curriculum and resource use.

The Asia Education Foundation provides a broad framework for the Access Asia program, but its interpretation and implementation has been the responsibility of state/territory education systems and school principals. Given the lack of systematic and uniform implementation at a national level, it was not surprising that there were no systematic national level differences between Access and non Access Asia schools. The real differences were at state and year level within state, but these analyses are beyond the ambit of responsibility of this report.

Analysis of national data on Australian primary and secondary students' knowledge of Asia and attitudes to learning about Asia

Knowledge outcomes

Primary and secondary students' knowledge and understanding was described in a profile that consisted of seven levels. At the highest level, students displayed a knowledge of historical, cultural and contemporary issues in Asia. At the next level they showed an understanding of the impact of Asian historical figures on traditional and contemporary practices, and a knowledge of Asian text styles, theatre, art and narratives. At the two lowest levels, they were able to simply recognise ideas in symbols, food, customs, costumes, popular cultural artefacts and people. This understanding was not dependent on an ability to connect the information with Asia, or to link common icons or commonly known characteristics of language and customs with Asia. For these students there was a need to contextualise their knowledge and understanding to its Asian origins. The range of scores showed that it was possible for schools to deliver high quality education about Asia and its importance to Australia. Many achieved this despite both the lack of a central place for studies of Asia in the curriculum, and variations in resource use and training for teachers.

In reporting outcomes, test scores were transformed to scales with a national mean of 500 and a standard deviation of 100 for both knowledge (K500) and attitudes (A500). The levels of knowledge and understanding are described in Table 1.1.

Table 1.1: Description of levels of knowledge and understanding

Level	Description of the skill level
7	Highly developed knowledge base focusing on specialised understanding of local

	historical, cultural and contemporary issues.
6	Understands the impact of Asian historical figures on traditional and contemporary practices; Well developed knowledge of text styles, theatre, art and narratives associated with Asia.
5	Historical and contemporary events and their influence on Asia and Australia are understood, as are national and regional significance of festivals, celebrations and traditions in art, text language and theatre.
4	Specific knowledge of language, art, scripts, lifestyles, influential persons and stereotypes are contextualised within regional or national boundaries.
3	Links Asian icons to localised stereotypes in culture, people and religion Recognises diversity of Asia in terms of national industries and practices. Specific knowledge of food, land use, weather and regional industries emerges.
2	Recognises common icons associated with Asia and well known characteristics of language and customs
1	Recognises introductory ideas in symbols, food, customs, costumes and popular cultural artefacts and people independent of Asian cultures

In general, scores were distributed over the seven knowledge levels, although more secondary than primary students were grouped at higher levels. The overall mean knowledge (K500) scores were 525 for Year 8 and 471 for Year 5, indicating substantially higher achievement for secondary students. The difference of approximately 50 points over three years was consistent with, but not as high as, international studies of achievement, which indicate a gain of about 20 to 25 points is expected each year on such a scale. The distributions of achievement for students in Years 5 and 8 are shown in Figure 1.1. Test questions that yielded these interpretations are given in Appendix F.

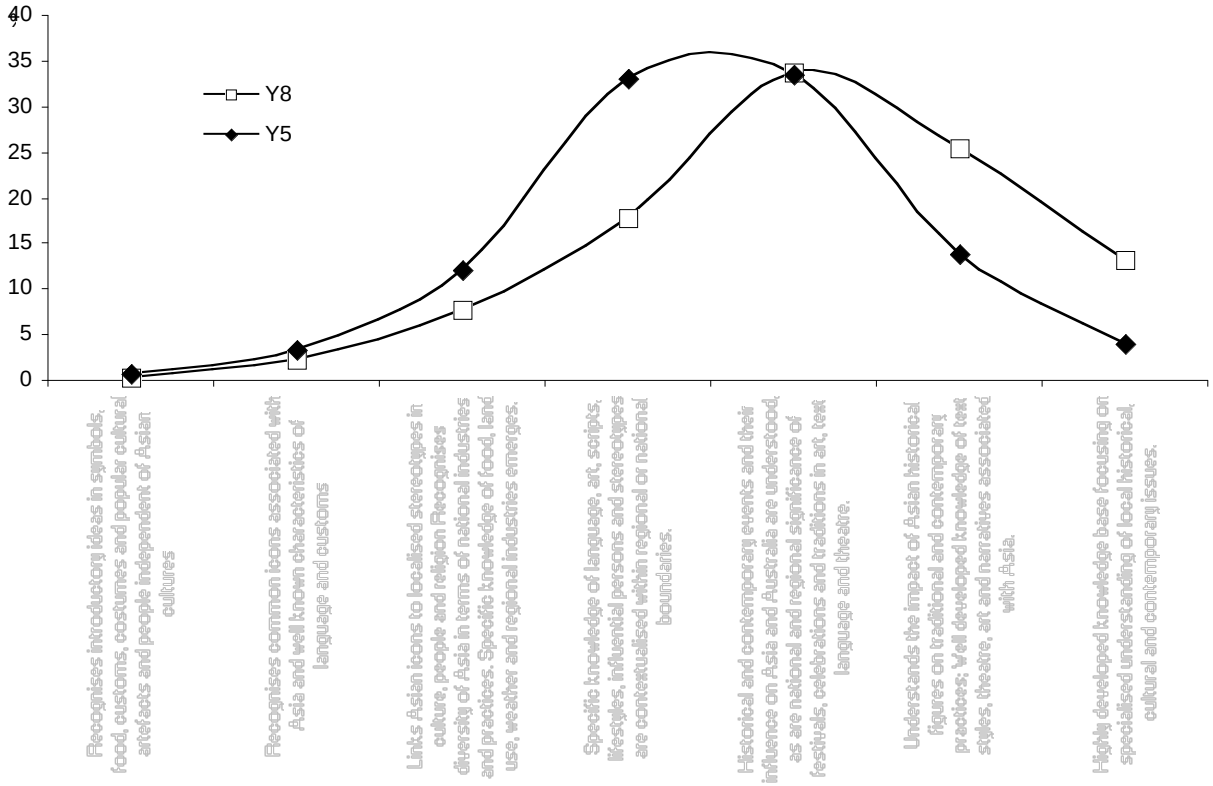


Figure 1.1: Distributions of Year 5 and 8 students' levels of knowledge about Asia.

The context in which students learnt about Asia played a role in their knowledge outcomes. In general, students who made use of multiple forms of learning, and especially those who were able to draw upon formal and structured classroom lessons, showed higher levels of knowledge. In addition, mean knowledge scores were higher for both primary and secondary students who were born in Asia, or who had at least one parent born in Asia, who spoke an Asian language at home, had visited an Asian country, or had ever lived in Asia. Students' gender and English speaking background did not strongly differentiate between those with higher and lower knowledge levels.

1. Recommendation: The importance of formal, structured classroom teaching in studies of Asia needs to be emphasised. Informal activities such as excursions and festivals may enhance student interest, but they are not sufficient in themselves to improve accuracy or depth of understanding.

Attitude outcomes

The attitudes of both primary and secondary students towards learning about Asia were described in profiles that contained five levels (see Figure 1.2). At the highest level, there was a keen interest in learning about Asia; students showed personal involvement and commitment to increasing their knowledge, and were likely to agree with statements such as 'Countries of Asia are my favourite' and 'I would like to live in a country in Asia'. Those at the least positive attitude level displayed a negative reaction to learning about Asia. Distribution was negatively skewed, with more students located at the higher levels. The mean attitude scores were 516 for Year 5 students and 489 for Year 8. This distribution of attitudes is very different from that of knowledge and understanding, which tends to suggest that growth and development in attitudes is not occurring through exposure to an Asia-related curriculum or to learning, as might be the case with knowledge and understanding.

Table 1.2: Description of attitude levels

Level	Description of the attitude level
5	Keen to learn about Asia and develop relationships, personal involvement and commitment to learn
4	Can see benefits; has a positive approach to learning about Asia, personal involvement and caring approach emerging
3	Recognises possible benefits linked to learning about Asia; and importance of Asia as well as the possible differences related to a lack of involvement
2	Personal response to Asia as an entity, willingness to receive information and to participate in basic activities related to Asia
1	Negative reaction and avoidance of Asian culture and people

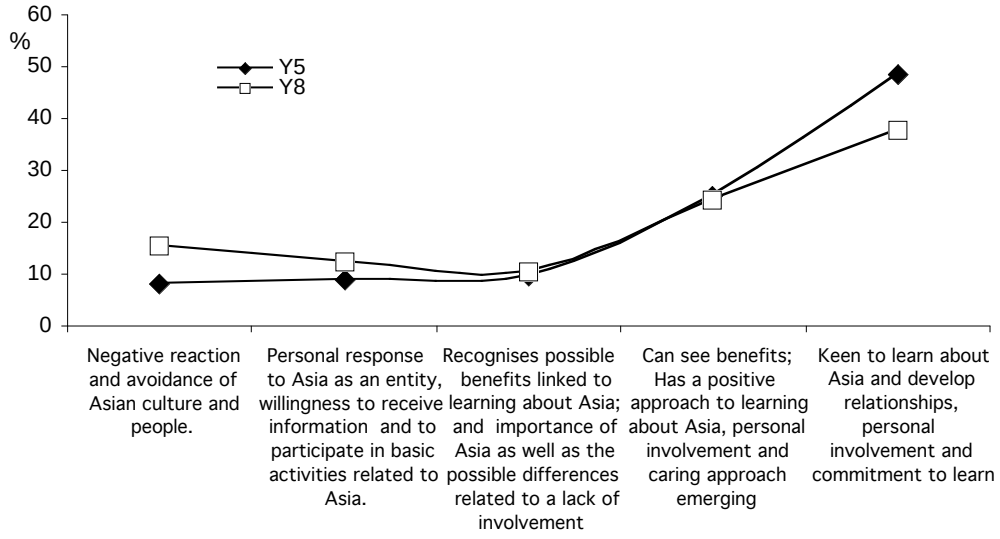


Figure 1.2: Distributions of Year 5 and 8 students' levels of attitude towards learning about Asia

At primary and secondary levels, girls tended to have more positive attitudes than boys. Higher attitude scores were also recorded for students born in Asia or with at least one parent born there, who spoke an Asian language at home, or who had visited an Asian country. The distributions for Years 5 and 8 are shown in Figure 1.2, which also presents the interpretation of attitude levels. It is noticeable that differences in the year levels are most evident at the extremes. Year 8 had fewer students with highly positive attitudes, and more with negative attitudes. The reasons for this were unclear, and given the lack of a longitudinal study it was not possible to ascertain whether differences represented a shift in attitude over time or an artefact of sampling these two formative year levels. There are no comparative data on which to base an interpretation or conjecture.

2. Recommendation: A longitudinal study of change in Australian students' attitude, knowledge and understanding should be undertaken. This could use the current study cohort and instruments.

Patterns of educational context at school and teacher level that influence students' knowledge and attitudes in Access Asia and non Access Asia schools

Schools were differentiated on the basis of commitment made to studies of Asia, the differences in commitment being related to students' knowledge and attitude scores. Some were making a whole school commitment, involving specific policy and management decisions and the cooperation of the school community. Others relied on the efforts and interest of individual teachers or groups of teachers. Some schools showed a relatively low commitment to studies of Asia.

Differences in students' knowledge and attitudes on the basis of school commitment were most clearly marked for Year 5 students, and the relationship between commitment and student knowledge was stronger in schools participating in the Access Asia program. For those not part of the program the relationship was more heterogeneous, reflecting the idiosyncratic manner in which those schools were implementing their school community's interest in promoting awareness of, and interest in, studies of Asia.

3. Recommendation: Schools should be encouraged to make a whole school level of commitment to teaching studies of Asia. This would involve the development and implementation of specific policy on studies of Asia, high quality resources (for example, class sets of teaching materials, library resources), and systematic support for teachers' professional development and library acquisitions through a clearly articulated and coordinated program.

Students' knowledge and attitude outcomes could also be related to differences in teachers' use of resources and the importance placed on a range of curriculum emphases; in this respect, teachers could be identified as belonging to one of three groups. Those who indicated they made frequent use of a wide range of Access Asia teaching materials, professional development, excursions, and advice from consultants were associated with higher achievement levels. A second group relied mainly on school-based resources and on teaching materials they had produced themselves, while a third group made relatively infrequent use of resources related to studies of Asia. In general, teachers who used more structured resources were associated with higher levels of achievement.

4. Recommendation: Teachers need a wide range of teaching materials and professional development opportunities relevant to studies of Asia. They should be encouraged to draw upon Access Asia materials, together with audiovisual, multimedia and Internet resources, and advice from consultants. In particular, the fact that students with higher knowledge and attitude outcomes had teachers who scheduled specific topics or units on studies of Asia into their classroom practice reinforces earlier observations of the importance of formal and structured classroom teaching for improving knowledge and understanding of Asia. Opportunities to share 'best practice' are needed.

The importance of higher emphasis on curriculum content was evident, especially in primary schools. Year 5 scores increased as incorporation of studies of Asia into general school subjects increased. In Year 8, students' knowledge and attitudes were influenced by the experience and qualifications of their teachers, and by the incorporation of studies of Asia into their English and SOSE/HSIE curricula.

5. Recommendation: For primary students, studies of Asia content should be incorporated into the general school curriculum. For secondary students, it is particularly useful to include studies of Asia in the English and SOSE/HSIE curricula.

In primary schools, there was a relationship between school size and students' knowledge; students in smaller schools had higher achievement scores. However, there was no relationship between size of school and student attitudes. Students in primary schools with a lower proportion of students receiving Education Maintenance Allowance also achieved higher mean knowledge scores, but this relationship was less clear for secondary students. For Year 8 students, attendance at a single sex school was linked to higher knowledge and more positive attitude scores.

The Access Asia program

Knowledge and attitude scores in Year 5 were higher among students from Access Asia schools, but there was no corresponding relationship for Year 8. Other contextual variables, such as the schools' commitment to teaching studies of Asia content or the types of practices and resources teachers drew upon in their teaching, were more important than participation in the program.

However, there was considerable variation at school, teacher and student level in terms of what it meant to be part of the Access Asia program. There were wide differences between states in implementation of the program, and between schools. While teachers from Access Asia schools were more likely to make frequent use of resources this was not exclusively so. Some teachers from the Access Asia program, and particularly from secondary schools, made infrequent use of resources. On the other hand, some teachers who were making frequent use of resources were from non-participating schools, although participating schools were more likely to be making a whole school commitment to studies of Asia. A high proportion of non Access Asia schools indicated that individual teachers or groups of teachers were strongly influencing the implementation of studies of Asia in their curriculum.

6. Recommendation: The reason for differential use of Access Asia resources needs to be examined so that all students in participating schools can take advantage of the benefits of the program.

The lack of differences in outcomes between Access Asia schools and non Access Asia schools was to some extent surprising, but on analysis of the program it became apparent that those belonging to Access Asia did not share a common curriculum. State differences in program interpretation and differences in state curricula at primary and secondary levels were major contributing factors to differences in achievement. The between state differences were not systematic and often worked in opposite directions, cancelling out any national effect. Consequently, given the project requirement that state comparisons not be made, this report is limited in the type of advice that can be given. Opposing effects of state differences confound attempts at systematic, national examinations of effects of Access Asia programs, although there are indications of what constitutes a successful school in terms of student attitude, knowledge and understanding. These relate to a systematic whole school approach, use of regular and broad ranging resources, the importance of professional development, leadership at school level, and commitment of staff.

7. Recommendation: Cross-state comparisons are essential for understanding the way in which involvement in the Access Asia program affects students. A clear understanding is needed of the way in which state policy is implemented and how differences in policy and curriculum translate into different outcomes. It is recommended that these analyses be undertaken in the interests of a better understanding of students' attitudes to Asia, and their knowledge and understanding.

The approach to implementation can also be assisted by better understanding of the process of institutionalisation of programs in schools. Miles and Huberman (1984) showed that implementation needs a commitment from teachers, a well-defined area of responsibility for which a specific person is nominated as the leader, and an external constituency of support through a professional association or community group.

8. Recommendation: The Commonwealth should pursue factors that aid implementation, after defining the enhancing and detracting effects of curriculum and policy at state levels. An investigation of the effects of variations in policy and curriculum and the reasons for the differential use of resources among Access Asia secondary teachers is needed.

2. Background

Schools in each state and territory have been implementing studies of Asia programs since 1993. By 2001, the Asia Education Foundation (AEF) had established over 1800 Access Asia schools throughout Australia. This project was initiated in 1999 by the AEF to identify the knowledge, understanding and attitudes of Australian school children in the area of studies of Asia. The then Federal Minister for Education asked for a study to establish a database to allow the Commonwealth and states to ascertain the level of knowledge and understanding of Australian students in this area. The study was initially intended to focus on schools that had joined, or intended to join, the Access Asia program; it sought to identify strengths in knowledge and understanding within this population and to establish a database that would help inform the measurement of improvement over time. The study was adopted by the National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce. It was also broadened to include schools not involved in the Access Asia program in order to examine the effectiveness of the program. A series of tests, attitude and questionnaire scales were developed to assess proficiency as designated by NALSAS. Questionnaires were administered to students, teachers and school principals to identify appropriate issues related to outcomes in terms of classroom, curriculum, and teaching and learning practices.

The project provided a range of benefits to schools and school systems. It provided the opportunity to assist education systems in monitoring student outcomes in areas related specifically to studies of Asia (Studies of Society (SOSE/HSIE), English, and the Arts). The standardised instruments developed as a result of the project could help to improve quality of assessment in these learning areas. Other instruments could assist in the planning and resourcing of programs. In particular, the data were expected to help establish indicators for state and territory systems, as well as for the AEF.

Objectives

The main goal was to measure the cognitive and affective proficiency of Australian students in studies of Asia at two formative stages of development: Year 5 and Year 8. This aspect of the project involved development of tests and attitude scales consistent with a generic content of studies of Asia and of attitudes relevant to these studies. In addition, the project sought to identify factors related to this development; these included the context in which students developed their knowledge and attitudes, encompassing the classroom, the home and the general educational milieu in which learning and development took place. Since this was a cross-sectional study, no conclusions can be drawn about change over time. There are no data about the knowledge and attitudes of the Year 8 students when they were in Year 5. Consequently, interpretations of a longitudinal character have not been offered.

Specifically the aims of the project were to:

- collect and analyse national data on Australian primary and secondary students' knowledge about Asia and their attitudes to learning about Asia;
- provide the means for states/territories, the Commonwealth, NALSAS and the AEF to extend beyond this project by identifying patterns of educational context that influence students' knowledge and attitudes;
- assess the effectiveness of the Access Asia schools program by comparing the knowledge and attitudes of students attending schools participating in the Access Asia program with those of students attending schools not participating in the Access Asia program;
- provide states and territory schools with calibrated attitudinal and achievement tests of Australian students' knowledge, attitudes and understandings of Asia.

National Asian Languages and Studies in Australian Schools (NALSAS)

The National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, a cooperative initiative of the Commonwealth, state and territory governments, assists schools to improve participation and proficiency in four targeted Asian languages: Japanese, Modern

Standard Chinese, Indonesian and Korean. It also supports studies of Asia across the curriculum. The Strategy encourages expanded Asian languages and studies of Asia provision through all school systems in order to improve Australia's capacity and preparedness to interact internationally, in particular with key Asian countries.

The NALSAS Strategy commenced in schools in 1996. Initially, funds were applied to activities such as the development and production of curriculum and teaching materials, resources, teacher training and professional development in Asian languages and studies of Asia.

The resources committed to the NALSAS Strategy by the Commonwealth, and by state and territory authorities, have been substantial. From inception to the end of 2002, the Commonwealth provided over $208 million to support the Strategy. Commonwealth funding is paid to government education authorities, Catholic Education Commissions/Offices and Associations of Independent Schools on a per capita basis of school enrolments.

The four agreed focus areas of the NALSAS Strategy are curriculum delivery, teacher quality and supply, strategic alliances, and outcomes and accountability. The terms of reference for the 1999-2002 Strategic Plan are as follows:

- an agreed framework for reporting on outcomes of the NALSAS Strategy to incorporate the requirements of the States Grants (Primary and Secondary Education Assistance) Act;
- in the context of the Review of National Goals and Targets, an examination of approaches for measuring the levels of improvement of students' and teachers' skills and understanding in the NALSAS languages;
- a common and agreed system of collecting data on NALSAS languages and studies of Asia;
- encouraging school education authorities to adopt products developed by the Taskforce as a matter of priority, within the resources available.

Access Asia schools

The Access Asia school program began with a total of 80 schools in 1993. In some states the program was initially restricted to a specific region; for example, in New South Wales the program began in the western suburbs. Today the program has grown to approximately 1800 schools in urban, regional and rural communities; this growth has been supported by an injection of NALSAS funds from both national and state/territory levels.

The AEF's total budget for 2001 was around $1.2 million. It is estimated that the state and territory NALSAS funds contributed a further $3.5 million to studies of Asia programs. However, the level of resources provided to Access Asia schools is not uniform across states and territories owing to the availability of funding to support program development and implementation, and to local decisions on how best to serve the schools.

Thus, there is no one Access Asia program. From the perspective of schools, involvement in the program can vary from receipt of small grants to wide-scale commitment and activity with curriculum change. There is also very large variation between states and other jurisdictions regarding the meaning of involvement in the program. Therefore, attempts to identify the effect of school involvement in the program at a national level may well encounter confounding influences.

The major differences in implementation are already identified as state-based, in that each system of education interprets its involvement differently from that of other systems; for example, schools in Victoria can apply for grants of up to $4000 from the Department of Education and Training to support teacher relief, attendance at professional development programs and resource purchase. These schools can also gain access to other incentives, such as additional professional development and places on study tours. Another example is South Australia, where there are focus schools that receive a grant of $3000 each, commencement schools that receive $200 - $300 for Asia in Schools Week celebrations, and seven networks of 12 schools that receive $7000 to support professional development. In other states, such as Tasmania, the program offers access to professional development programs and incentives only. The AEF provides a proportional grant to each state and territory to support the program. These funds are, at a minimum, matched at a state and territory level either in cash or in kind. The grant for a small state is $43,750, for a medium state $45,484, and for a larger state $49,966.

An AEF advisor has been appointed in each state and territory. Here, too, there are local variations; for example, the advisor in the ACT is also responsible for Asian LOTE programs. In South Australia there are two staff, with one seconded to Flinders University to conduct all accredited professional development. In New South Wales, one officer is appointed by the government sector, and one by the Catholic Education Office.

Access Asia schools are encouraged to:

- identify a contact person/coordinator in the school;
- put together a team to develop a plan;
- develop a plan that could relate to the whole school, according to the level of commitment (this could include professional development, policy development and priority setting);
- identify action to be undertaken, and review progress;
- report to the AEF advisor regarding progress.

The AEF, through *Studies of Asia: A statement for Australian schools*, encourages whole school planning, although this is not always possible given resourcing issues and the level of commitment by individual schools. The AEF's evaluators have found that the longer a school participates in the Access Asia program, the more likely it is to meet expectations regarding whole school change. However, expectations of school commitment to the program have not been documented, nor has there been any previous attempt to identify the student level outcomes associated with program membership and its various interpretations at state level. This is the first such attempt, and it is restricted to a national level examination of outcomes and related predictors.

It should be noted, therefore, that variation in the interpretation of the Access Asia program at state level was not investigated in this study. Data collected at each state level have been prepared and appropriately weighted to take into account the relative contribution of states to national norms, but the project team was instructed not to make any comparisons between states. Thus, a major potential determinant of differences in program outcomes has not been subject to analysis.

3. The approach

Instrumentation

The project involved the identification of levels of proficiency based on direct interpretation of the cognitive and affective skills and characteristics underpinning responses to test and questionnaire items. The skills identified were converted into descriptors and used to identify distributions for national norms and results. Measurement of proficiency was guided by a curriculum framework supplied in support documents, produced by the AEF, that include pointers, examples of curriculum sequences, and student work samples in Studies of Society and Environment (SOSE/HSIE), English and the Arts. These were matched to the curriculum frameworks and outcome statements provided by the state and territory education systems.

Data on related context issues were collected using principal, teacher and student questionnaires. The content of these questionnaires was determined through consultation with representatives of the AEF, the Commonwealth, and state and territory education systems. A survey of representatives was conducted to identify policy-related questions and to finalise the format and content of each questionnaire. In addition, a major source of issues for questionnaire items was the Baumgart and Halse (1999) report.

Consultation, consent and confidentiality

Any study of proficiency or outcomes and outcome-related issues must involve the states and territories. As such, the approval, cooperation and preference for involvement of the states were essential. Each state was consulted regarding issues to be addressed, and in a final analysis the New South Wales system declined to participate in the principal survey, which sought information about school policy associated with studies of Asia. State-level analyses were not commissioned, although data for each state were supplied to each jurisdiction.

The purpose of using two separate year levels (5 and 8) was to highlight emerging and consolidating attitudes; this provided information about development at critical stages in primary and secondary education. Year 8 was surveyed in order to include a secondary school sample and to accommodate the participation of Western Australia and Queensland.

The project raised some interesting and challenging notions about Australian students' attitudes to Asian culture, groups and stereotypes. In view of this, care was taken to minimise the potential for negative reactions to the process of data collection and reporting. All states, territories and systems agreed to participate in the program, and formal ethics clearance from all selected systems and education departments was obtained prior to approaching any school. A description of the project was given to each school principal; when the principal's approval was obtained, the teachers were approached. Once the teachers had agreed to participate, they were asked to distribute letters and consent forms to students; the students, in turn, took consent forms home to be signed by a parent or guardian. Every student (or the parent or legal guardian) was provided with a description of the project, and written informed consent was obtained prior to participation. There were, in all, a series of five gatekeepers leading to data collection: the system, the principal, the teacher, the parent and the student. All five had to consent to the project before any data could be collected.

Given this five level consent framework, the attrition rate for the sample was severe. Sampling procedures produced two lists of schools. The initial sample, described in following sections, was a list of the original set approached after the permission of the system was obtained; the second was a list of replacements for schools that declined to participate.

Teachers and principals were requested to supervise the collection - and hence assure the quality - of the data. Confidentiality of data collected from individuals was ensured; no individual, school,

system or state can be identified in the data file or in any published reports. Student results have been provided to schools if they were requested, but teachers, schools and students are identified using a coding scheme that had been retained by the school during the data collection. The project team identified students only by an identity number. Only the teachers were able to match data back to individual students, and this was only done if both students and teachers agreed that it should occur. An example of the reports provided to schools is included in Appendix C.

Project establishment

A Project Steering Committee representing Commonwealth, state and territory education systems was established at the beginning of the project, and the infrastructure for the project was established during this stage. The three key learning areas (KLAs) to be assessed were identified, and approval was obtained from participating systems. The specifications of instruments were set and agreed upon. Key issues and procedures that could affect the proficiency of students in studies of Asia were also agreed upon in order to assist in developing the questionnaires that would accompany the student tests.

An analysis of the curriculum materials in the national profiles, state curriculum guidelines and syllabus statements and the NALSAS and AEF curriculum materials guided the areas to be included in the tests. These investigations then guided the development of the specifications and the selection of learning outcomes for assessment. The mapping exercise identified elements of studies of Asia curriculum outcomes that were considered nationally important; these helped to form the blueprints for the test design, and determined the selection of curriculum and prompt materials. The task design specifications are presented in Table 3.1.

Table 3.1: Task design specifications

Goal	SSE	English	Arts	Items
Developing concepts	4	3	4	11
Challenging stereotypes	5	4	3	12
Contemporary Issues	5	4	3	12
Contributions by Asia	5	3	4	12
Links with Asia	5	4	4	13
Total	24	18	18	60

A reference group of specialists for studies of Asia in each state and territory was established. Workshops were conducted to ensure a sample of items was developed that matched local state and territory curricula. Specific subject specialists, drawn from teachers and consultants in each state and territory, were engaged to write test items**.** A list of the workshop participants is included in Appendix D**.**

It was agreed the test should have about 60 questions; the choice of this number was a function of the amount of time that could be made available for testing in the schools. The items were written in terms of the skills required and the knowledge and understanding of Asia that could be expected of students in Years 5 and 8. About three times more items were written than were required for the final test.

A specific decision was taken to use multiple choice items in the investigation of knowledge, although such items had not been used widely in studies of Asia. Various reasons for this decision included observations that multiple choice format allowed more items to be included in the tests, it allowed objectivity of marking, and it had been used with success in other state assessments. Most items had four response options, consisting of one right and three wrong answers. The disadvantage of this format was that a student who did not know the answer still had a 25 percent chance of guessing correctly. The advantage, however, was that only three good wrong answers need be created. This was an instruction to item writers. All wrong answers needed to provide information to curriculum developers.

A set of 15 items was specified as an overlap between the Year 5 and Year 8 tests, to enable the tests to be linked. The test and the associated questionnaire were designed to be administered in one session, using the 40-minute session (5 minute set-up, 30 minute test and 5 minute collection). The test was relatively short, but it was expected to provide sufficient information about levels of achievement.

The construct

Table 3.2 shows the proposed progression of the three key learning areas (KLA) presented to the participants at each of the workshops as the item writing exercises were undertaken. It represented a guide to the kind of progression that might be used for developing test items. Participants were encouraged to link their curriculum outcomes to the progression to show how understanding progresses, based on the content provided in official state level curriculum documents. The construct framework shows four broad levels of development, labelled from A to D. In each level within the KLA, the content of the materials focused on Asian customs, culture and context.

Table 3.2: The proposed construct and framework for item development

	English	Arts	SOSE
D	Complex documents and advertisements: audience identification, purpose and persuasion of writer. Detailed exposition: conjecture and prediction based on extension beyond the data in the text. Extended and complex text: inference of writer's purpose, values and bias, comparisons of text and authors within an Asian context.	Links between music, art and culture. Reasons for presentation of art and change of art. Influences of external pressures on Asian art forms.	Able to deal with and identify different cultural elements in complex settings and to show the effects of cultural shifts,
C	Intersecting texts: locate cross reference, inference, previous knowledge, interpretation, compare, locate multiple ideas and data, link ideas. Descriptive texts: locate, translate and/or interpret information directly from the text. Story level texts: inferring from the text and predicting reasons and story endings.	Understands the influence of religion and politics on the presentation of art and how individual people respond to art forms.	Links the culture of the country to different patterns of behaviour, religions and customs.
B	Related lists: locate single idea information in the text using specific prompts. Single sentence prompt: locate information directly from the text, based on previous knowledge and inference. Short text: locate specific words, phrases, sentences and discrete information in text.	Classifies artistic representations by region and county. Can recognise ways that common articles and people are represented through common art forms	Understands effect of weather, national dress and some common customs in selected countries.
A	Simple lists: locate single item information, single sentence format; identify information in word arrangements, and use of simple lists. Sentence level cues; applying cueing systems; word knowledge.	Recognition of simple art forms, using simple lists and commonly known examples	Names locations and countries, places on maps, general simple knowledge

The project was restricted to one year of data collection. The technology of test construction, however, enabled the project to use a process called common item anchoring to map all students and all items onto a single underpinning scale for each of the cognitive and affective measures. Moreover, a consultation with each state and territory identified a sub-set of items from each test that was most related to that state or territory's curriculum. These were described as the state essential items. As a result of this identification, students were only assessed using the sub-set of items identified as essential to their state or territory; that is, all students took the same tests but each one's performance was determined only with a sub-set of items identified as relevant by each state's or territory's curriculum specialists.

Background questionnaires supplied the data to link curriculum, resources, policy and process variables to differences between student and school level outcome measures. It was also possible to illustrate differences between Year 5 and Year 8 students in overall terms, but not at school level. Links to background variables also helped identify those factors that explained differences between schools and between students.

Sampling

The target population was initially all students in Access Asia schools in Years 5 and 8. Year 8 was necessary to incorporate Western Australia and Queensland systems. However, once the NALSAS Taskforce adopted the project, it was expected to examine the effects of the Access Asia program, to compare Access Asia and non Access Asia programs, and to provide national norms for students' knowledge and attitudes to learning about Asia. The two-stage stratified cluster sample was then defined, as in Table 3.3.

The target population was defined as consisting of all schools in all states and territories. A four-stage cluster sample was randomly selected (program within state, school within program (within year level) and class within school) with schools selected using probability proportional to size (PPS). Dr Ken Ross of UNESCO provided advice on sampling and on weighting the eventual data file. Dr Ross is well versed in the Australian school system and, as the world's leading sampling specialist, his advice and visits to the ARC to assist with finalising survey design helped to ensure that the statistics achieved were as accurate as possible under the constraints operating on the project. A second sample of schools (PPS) was needed for replacing those schools declining to participate.

Thus, in the first stage of sampling schools were selected within state and within level (primary or secondary) using a selection rule that reflected probability proportional to size. In the second stage, classes were selected using simple random sampling within school and year level, selecting one class per year level per school. A class size of 25 was assumed for sampling purposes and for calculating sampling errors. The number of schools selected for the Access Asia program was 140, regardless of state for each year level. The sample was proportionate to the sample stratum (state and level) according to the numbers of Access Asia schools in each stratum. Extrapolating the 1997 figures supplied by Baumgart and Halse provided the estimates of the numbers of Access Asia schools in each state. The sample was based on 1999 figures because this was the year that the project was initiated. A similar sampling procedure was adopted for the non Access Asia schools. A comparison of the targeted and achieved samples is shown in Tables 3.3 and 3.4.

The number of schools sampled was governed by calculations of sampling error and the confidence that is required in the final data. In most studies a 5 percent sampling error is regarded as minimal acceptable accuracy and an effective simple random sample size equivalent to 400 students is needed so that errors of estimates can be limited to an error margin of 5 percent for generalising to national levels and benchmarks.

To achieve this, an intraclass correlation coefficient (rho) needed to be estimated. This is a statistic that allows us to estimate how alike students are in groups within a school compared with groups in different schools. It provides a way of compensating for differences from a simple random

sample, because sampling classes is not the same as sampling individual students. Some adjustment for sample size, therefore, needs to be done to allow for this difference in sampling procedure, because statistical analyses all assume that the sampling is based on selecting individual students. In studies of achievement in areas of literacy (Ross, 1976) the rho was found to be of the order of 0.25. In studies of Asia proficiency this was expected to be higher, and a level of 0.35 was adopted for this project. Given this assumption, it was necessary to select 140 schools nationally, assuming an average class size of 25. The target sample for the Access Asia program was calculated on this basis, yielding a national student sample for each program of approximately 4500 or a total of 9000 students. This target sample was equivalent to a simple random sample of 400 students within each of the Access Asia and non Access Asia groups.

Sample size is independent of population size. Adjustments were made to the target sample in proportion to the participating state's contribution to the final total sampling frame. Owing to rounding errors, the total designed sample size in Table 3.3 was just over 200 for each program. Because of a need to make comparisons, over-sampling was used especially in the Access Asia program. However, this made it possible to attain the appropriate sample size for national norms. After sampling, a weighting procedure was used to ensure that the relative contribution to national estimates was in proportion to the relative numbers of students within each program within each state. Over-sampling ensured that a contribution could be made, but weighting then corrected for the sampling differentials.

Table 3.3: The target sample

	Primary				Secondary				Total	
	Access Asia		Non Access Asia		Access Asia		Non Access Asia			
	School	Student	School	Student	School	Student	School	Student	School	Student
NSW	25	625	33	825	20	500	33	825	111	2775
VIC	30	750	25	625	20	500	30	750	105	2625
QLD	5	125	21	525	1	25	22	550	49	1225
SA	5	125	9	225	20	500	4	100	38	950
WA	15	375	10	250	20	500	10	250	55	1375
TAS	10	250	1	25	10	250	4	100	25	625
ACT	5	125	1	25	1	25	1	25	8	200
NT	5	125	3	75	10	250	0	0	18	450
Total	100	2500	103	2575	102	2550	104	2600	409	10225

Table 3.4: The achieved sample

	Primary				Secondary				Total	
	Access Asia		non Access Asia		Access Asia		non Access Asia			
	School	Student	School	Student	School	Student	School	Student	School	Student
NSW	13	306	14	384	13	323	17	429	57	1442
VIC	20	441	17	385	21	477	29	708	87	2011
QLD	4	101	12	277	1	29	19	464	36	871
SA	8	248	11	282	11	274	3	38	33	842
WA	15	375	7	196	18	425	10	345	50	1341
TAS	7	189	0	0	5	111	2	25	14	325
ACT	5	131	0	0	1	16	1	63	7	210
NT	3	65	3	86	7	146	0	0	13	297
Total	75	1856	64	1610	77	1801	81	2072	297	7339

Instrument development

A group of teachers and studies of Asia specialists in each state and territory developed the items. Items to be used in the final version of the test were then selected from the national item pool to reflect the distribution of countries emphasised in the *Studies of Asia Curriculum Support Document* (NALSAS, 1999), and efforts were made to ensure items were also appropriately distributed across learning areas. Attitude items additional to those developed in the teacher workshops were drawn from literature on relevant topics, but all items were subjected to system review and approval.

Item development and editing workshops were conducted with teachers and consultants throughout the development process. Workshops were held in Adelaide, Melbourne, Perth, Brisbane and Sydney, and between 10 and 15 teachers or consultants participated in each one. Teachers represented year levels, sectors and key learning areas. Table 3.5 shows that there was spread across all three of these. This ensured not only face validity, but also that a condition of participation set by all states and territories was met: that tests must measure areas taught in their schools. The results were to be based on topics taught in each state and not contaminated by items not addressing materials covered within a state curriculum.

Table 3.5: Representation at teacher item development workshops

	SOES/HSIE		English		Art	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Government	7	12	3	5	4	5
Catholic	2	4	2	3	1	3
Independent		4			2	

Panelling

All test and questionnaire items were circulated to each participating jurisdiction and to the steering committee. Tests were reviewed for spelling, formatting, sensitivity, layout, topics, language, instructions, and incorrect as well as correct answers. Meetings were held with curriculum specialists to ensure that items were distributed across difficulty levels and key learning areas. Items were designated by state and territory representative panels in terms of their relevance to state curriculum. Policy questions were also rated according to relevance and potential inclusion in the study. The New South Wales representative group, for example, ruled all policy questions prepared for the principal questionnaire to be outside the scope of the study, given that all schools in New South Wales were expected to implement curriculum according to syllabus, and variation of implementation was not anticipated. Hence, as previously noted, principals in New South Wales did not complete the principal survey.

Piloting

Four schools assisted in piloting the items. Students worked through all context, attitudinal and achievement items. Students and teachers were also interviewed to identify potential problems with spelling, formatting, sensitivity, layout, topics, language, semantics, instructions, response alternatives, and the possible reactions of students to the tests and questionnaires.

Trials

Trials of the tests were conducted to select the better performing items and establish the properties of underpinning scales in the data. Two secondary and three primary schools in Victoria and two primary and two secondary schools in New South Wales assisted in the trials. A total of 125 achievement items were linked across Years 5 and 8 trial test forms. A series of overlapping test forms were used in trials, and students were administered 45 attitude items each. Subject area and education system specialists reviewed the items. The pilot, trial and review results yielded test forms of 60 test questions for primary and secondary schools, a set of 23 attitude items and a series of context questions that addressed issues such as:

- what are the resources and teaching methods used in the schools?
- how are the levels of students' knowledge and attitudes related to classroom resources and practices?
- what aspects of school-level policy issues and use of resources differentiate between the schools?
- what access did students have to resources related to studies of Asia?
- how are students' knowledge and attitudes related to school resources?

An administration manual provided guidelines to schools and teachers regarding the administration, delivery and return of the tests, and the establishment of common testing conditions for students.

Essential items

Each state and territory representative reviewed the total pool of items. Some were regarded as inadequate and were rejected. The remaining items were accepted as suitable for consideration for inclusion in the project. After trials, a set of 60 items were selected for each test taking into account curriculum emphasis, suitability for Year 5 and Year 8 students, and relative difficulty of the items. A final set of 105 items was then circulated to all states and territories and each item was reviewed for its relevance to the local curriculum. Of the 105 items, only those identified by representatives were used for determining student performance within the relevant state or territory. Selection of essential items is shown in Table 3.6.

Table 3.6: Item selection across Years and states

item	VIC	NSW	ACT	QLD	TAS	SA	WA	NT	y5	y8	State	Test	link
1		1	1	1	1	1	1	1	1	0	7	1	
2		1	1	1	1	1		1	1	0	6	1	
3	1	1	1	1	1	1	1	1	1	0	8	1	
4			1	1				1	1	0	3	1	
5	1	1	1	1	1	1	1	1	1	1	8	2	1
6	1	1	1	1	1	1	1	1	1	1	8	2	2
7	1	1	1		1	1	1	1	1	1	7	2	11
8		1	1	1		1		1	1	0	5	1	
9	1	1	1	1	1	1	1	1	1	0	8	1	
10	1	1	1	1	1	1		1	1	0	7	1	
11		1	1	1	1	1	1	1	1	0	7	1	
12	1	1	1	1	1	1	1	1	1	0	8	1	
13	1		1	1	1	1		1	1	0	6	1	
14	1	1	1	1	1	1		1	1	0	7	1	
15	1	1	1	1		1	1	1	1	0	7	1	
16	1	1	1	1	1	1		1	1	0	7	1	
17	1	1	1	1	1	1	1	1	1	0	8	1	
18	1	1	1	1	1	1	1	1	1	0	8	1	
19			1	1		1		1	1	0	4	1	
20	1	1	1	1	1	1		1	1	1	7	2	6
21		1	1		1	1	1	1	1	0	6	1	
22	1	1	1	1	1	1	1	1	1	1	8	2	33
23		1	1	1		1	1	1	1	1	6	2	4
24			1					1	1	1	2	2	5
25	1	1	1	1		1	1	1	1	0	7	1	
26			1			1		1	1	0	3	1	
27	1	1	1	1	1	1		1	1	1	7	2	3
28	1	1	1	1	1	1		1	1	0	7	1	
29		1				1	1	1	1	0	4	1	
30		1	1	1		1		1	1	0	5	1	
31	1			1		1		1	1	0	4	1	
32			1	1	1	1		1	1	0	5	1	
33	1	1	1	1	1	1		1	1	0	7	1	
34	1	1	1		1	1	1	1	1	0	7	1	
35	1	1	1		1	1	1	1	1	0	7	1	
36	1	1	1		1	1	1	1	1	1	7	2	20
37	1	1	1	1		1	1	1	1	0	7	1	
38	1	1	1		1	1		1	1	0	6	1	
39	1	1	1			1		1	1	1	5	2	15
40	1		1	1	1	1	1	1	1	0	7	1	
41	1		1	1		1		1	1	0	5	1	
42	1		1	1		1		1	1	0	5	1	
43	1			1			1	1	1	0	4	1	
44		1	1			1		1	1	0	4	1	
45		1	1	1	1	1	1	1	1	1	7	2	42
46	1	1	1	1	1	1	1	1	1	1	8	2	25
47	1	1	1	1	1	1	1	1	1	1	8	2	26
48	1	1	1	1	1	1	1	1	1	0	8	1	
49	1	1	1	1	1	1	1	1	1	1	8	2	28
50	1	1	1		1	1	1	1	1	0	7	1	
54	1	1	1	1	1	1	1	1	1	0	8	1	
52		1	1	1	1	1	1	1	1	0	7	1	
53		1	1	1	1	1			1	0	5	1	
54		1	1			1		1	1	0	4	1	
55	1		1	1	1	1	1	1	1	0	7	1	

56	1	1			1	1		1	1	0	5	1
57	1	1	1	1	1		1	1	1	0	7	1
58	1	1	1	1	1	1	1	1	1	0	8	1
59	1	1	1	1		1		1	1	0	6	1
60	1	1	1	1	1	1	1	1	1	0	8	1
61	1		1					1	0	1	3	1
62	1		1	1		1	1	1	0	1	6	1
63	1	1	1			1	1	1	0	1	6	1
64			1	1		1			0	1	3	1
65	1	1	1	1	1	1	1	1	0	1	8	1
66	1	1	1	1	1	1	1	1	0	1	8	1
67		1	1	1			1	1	0	1	5	1
68			1	1		1		1	0	1	4	1
69	1	1	1		1	1	1	1	0	1	7	1
70	1	1	1			1	1	1	0	1	6	1
71	1		1	1	1	1	1	1	0	1	7	1
72	1		1			1	1	1	0	1	5	1
73	1	1	1	1	1	1	1	1	0	1	8	1
74	1	1	1	1	1	1	1	1	0	1	8	1
75	1	1	1	1	1	1	1	1	0	1	8	1
76	1	1	1	1	1	1	1	1	0	1	8	1
77	1	1	1	1	1	1	1	1	0	1	8	1
78	1	1	1	1	1	1	1	1	0	1	8	1
79		1	1	1	1	1	1	1	0	1	7	1
80		1	1	1		1	1	1	0	1	6	1
81			1			1	1	1	0	1	4	1
82			1			1	1	1	0	1	4	1
83		1	1			1	1	1	0	1	5	1
84		1	1		1	1	1	1	0	1	6	1
85		1	1	1		1		1	0	1	5	1
86	1	1	1	1	1	1	1	1	0	1	8	1
87	1		1	1		1	1	1	0	1	6	1
88	1	1	1		1	1	1	1	0	1	7	1
89	1	1	1	1	1	1	1	1	0	1	8	1
90	1	1	1	1	1	1		1	0	1	7	1
91	1	1	1	1	1	1	1	1	0	1	8	1
92	1	1	1			1	1	1	0	1	6	1
93	1		1		1	1	1	1	0	1	6	1
94		1	1	1	1	1		1	0	1	6	1
95	1	1	1	1		1		1	0	1	6	1
96	1	1	1	1	1	1	1	1	0	1	8	1
97	1	1	1		1	1	1	1	0	1	7	1
98	1		1	1		1	1		0	1	5	1
99	1		1	1			1	1	0	1	5	1
100						1		1	0	1	2	1
101	1		1			1	1	1	0	1	5	1
102		1	1	1			1	1	0	1	5	1
103		1	1	1		1	1	1	0	1	6	1
104		1	1	1	1	1	1	1	0	1	7	1
105	1		1	1		1	1	1	0	1	6	1
P	42	48	56	46	41	56	34	59				
S	45	44	59	44	36	56	52	58				
tot	73	78	101	76	63	98	72	103	60	60	27	14
Link	11	13	14	10	11	13	10	14				

Table 3.6 shows the total number of items selected as essential for each state, the number of items used at primary and secondary levels, and the number of items selected by all eight jurisdictions (27). Victoria, for instance, selected 73 items, New South Wales 78, the ACT 101. Tasmania selected the least, 63, and the Northern Territory selected the largest number, 103. The links between primary and secondary tests varied across states as well. The largest link set of items was found in the ACT and the Northern Territory, and the shortest link emerged in Queensland and Western Australia, with 10 items. All links are adequate for monitoring differences between students in Years 5 and 8. The test items were calibrated using all student responses and then scored using only the essential items. An explanation of this procedure is provided in Appendix B.

Table 3.7 shows how the item sets were linked across states. The diagonal presents the numbers of items chosen by each state. Off-diagonal numbers indicate the number of items shared in common.

The lowest number of common item across states is the 50 items shared by Queensland and Tasmania; the largest is the 94 items shared by South Australia and the Northern Territory. The number of linked items is a pseudo measure of similarity of the curricula emphasis on Asia in each of the states. The final column in the table represents the average number of items each state or territory shared with other states. The lower the number of items in common, the less the curriculum in that system shared emphasis on Asia with other states; the higher the number of items shared, the more the system had in common with others. ACT had the most compatible curriculum and West Australia the lowest. However, all states had a strong overlap and this was taken as evidence of a common national curriculum emphasis on Asia in Australian schools.

Table 3.7: Shared items across education systems

	VIC	NSW	ACT	QLD	TAS	SA	WA	NT	AV
VIC	**72**	55	69	54	51	68	54	71	60
NSW		**78**	76	58	57	75	57	77	68
ACT			**100**	74	62	93	69	97	82
QLD				**76**	50	62	66	70	65
TAS					**63**	62	66	70	60
SA						**97**	66	94	64
WA							**71**	70	57
NT								**102**	70

Background issues and questions

Students are influenced by the contexts in which they learn. Gathering information on these contexts is important for substantive and statistical purposes; accordingly, context instruments are used to link student outcomes with research questions. However, while certain research questions may be linked with discrete context items, more abstract variables may require a series of items that contribute to the formation of a composite indicator. Additionally, student learning contexts can be interpreted in a hierarchical structure, where students were considered to be clustered within classes, which were in turn clustered within schools. For example, a student's knowledge of Asia might have been influenced as much by school policies and teachers' practices as by the student's own background. Questionnaires were thus designed to obtain background information from principals, teachers and students.

The student questionnaire

Demographic and experiential information obtained from students could be combined with data from principals and teachers to help describe differences in student performance and to suggest interventions. Student demographic information also played an important role in establishing the representativeness of the sample, yet it was necessary for administrative purposes to limit the quantity of information sought from students. It was important, however, to reinforce the point that students were the unit of analysis in this study and that while a minimal amount of information was gathered from them, data from principals and teachers were disaggregated across student data for analysis.

The teacher questionnaire

Variation between teachers in professional background, personal experience of Asia, and the resources drawn upon in the classroom could be expected to contribute to differences in students' knowledge and attitudes. Gathering information on these variables provided a means of analysing the effect of teacher characteristics on student outcomes, and identifying those interventions that would improve student performance.

Accordingly, teachers were asked about the effectiveness of training and professional development courses undertaken by them in relation to studies of Asia, about their use of specific resources and practices, and about the importance they attached to emphasising various aspects of studies of

Asia in teaching. They were also asked for selected demographic information, such as whether or not they had ever learnt an Asian language, or had travelled or lived in Asia, and the length of time they had been teaching studies of Asia content.

The principal questionnaire

Principals may have been less closely involved than teachers in the delivery of studies of Asia. The information they supplied, however, helped establish the administrative environment within which learning occurred. Emphasis was thus placed upon organisational variables. The questions were designed to examine whether certain organisational and school leadership patterns were related to differences in student outcomes. The majority of questions targeted information specifically related to schools' commitment to teaching studies of Asia, with some focusing upon the demographic characteristics of schools. This questionnaire was administered in all states except New South Wales.

Item development and review

Context item generation was guided by policy and research considerations. Initially, key policy documents were consulted. These included:

- *Studies of Asia: A Statement for Australian Schools* (AEF, 2000);
- *Asia Education Foundation: National Evaluation of the Second Triennium* (Baumgart & Halse, 1999);
- NALSAS Strategic Plan/Partnerships document.

Representatives of a range of project stakeholders and audiences also contributed to the development of the context items. The Project Steering Committee, which included representation of state and federal education systems, played a key role in the choice of policy questions and panelling of context items. Teachers and system representatives involved in item development workshops also contributed to the production and refinement of context items.

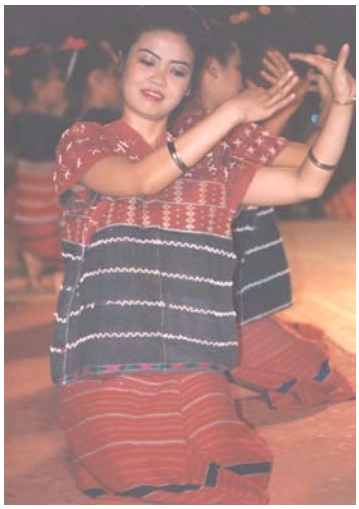
Level of analysis

Data in this report are presented using the student as the level of analysis; that is, the findings refer to students, even though some variables refer to teachers or to schools. Where a mean score refers to a student characteristic, this indicates that it is the mean knowledge or attitude score of students having this characteristic. If a mean score refers to a teacher or school characteristic, this refers to the mean score of students taught by teachers having the characteristic. Mean scores associated with schools relate to the scores of students attending schools with a particular characteristic.

4. Achievement measures

Four measures were used in describing student performance on the knowledge and attitude assessment instruments. The first two were based on the essential item sub-set, as identified above. Using item response modelling, these items were all simultaneously mapped onto the same underlying scale. The mean and standard deviation of this scale were then identified, and the scores of all students in the sample were converted to a single scale with a mean of 500 and a standard deviation of 100. This is reported as the K500 score, which stands for the knowledge score standardised to a mean of 500. A similar strategy was adopted with the attitude score, in which case the score is reported as the A500 score (refer to Appendix B). The measures used a skills audit of the items to identify the unfolding skills development as students' knowledge and attitude scores increased. Some items are shown below to illustrate the skills audit process. The first example, which follows, was used in both primary (Question 20) and secondary (Question 6) tests of students' knowledge.





Question 20

When would these Japanese, Indian and Thai women wear these clothes?

A. Every day
B. Formal business meetings
C. Travelling overseas
D. Traditional celebrations.

This item required students to have some knowledge of national costumes and their general purpose, without necessarily knowing the details for any specific country. This was considered a quite basic level of knowledge. The distractors (incorrect answers) were also very straightforward, so that even if students did not know a great deal about Asia and the traditions of its people, they should reasonably be able to answer the question on the basis of common knowledge about the purposes of traditional dress.

The next examples, Questions 42 and 44, are more challenging items from the test of primary students' knowledge.

Question 42

What are the national flowers of Singapore and Japan?

A. cherry blossom and daisy
B. rose and jasmine
C. orchid and cherry blossom
D. hydrangea and orchid

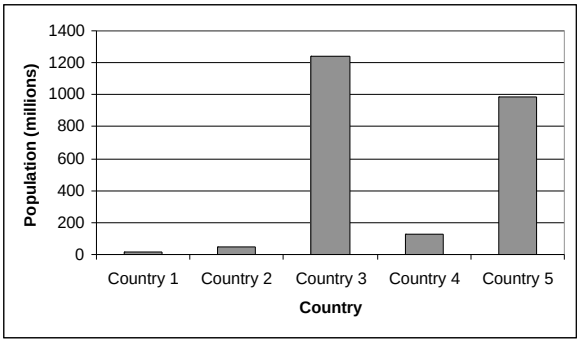
Question 44

Which of the following is true about Indonesia?

A. It has one of the world's largest populations.
B. It has only one language.
C. It has 20 separate islands.
D. It has a King as its leader.

These items were more difficult, and challenged even the more knowledgeable primary students. They required a detailed knowledge of Asian countries, their symbols and geography and students were further expected to be able to identify detailed information in the presence of distracting and relevant information.

Similar distinctions could be made in the item set used in the test for secondary students. Examples are provided in Questions 21, 45 and 40. Question 21 represents an item of average difficulty. It required a good knowledge about countries of Asia, and the ability to make comparisons.



Question 21

The chart shows the population of various countries in 1993. Which of the lists below names in order of the countries in the chart?

A. Australia, South Korea, China, Japan, India
B. Japan, India, Australia, Singapore, Bangladesh
C. China, Australia, Japan, South Korea, United States
D. Australia, China, Indonesia, Philippines, Pakistan

Question 45

Which religion in Indonesia has the most followers?

A. Buddhism
B. Catholicism
C. Islam
D. Judaism

Question 40

The Ramayana is an epic poem. In which country was it originally composed?

A. India
B. Indonesia
C. Japan
D. Philippines

Question 45 proved to be difficult for students. It demanded detailed knowledge and an understanding of comparative numbers in several religions in Indonesia. Similarly, Question 40 asked that students apply specific knowledge about Asian cultural traditions, and the distractors (incorrect answers) were equally plausible for those who did not know the correct answer. In other words, it was difficult for students to 'guess' correctly through eliminating potential answers that were clearly incorrect.

Knowledge level clusters

All items in the achievement tests were mapped onto a common scale and then ordered according to difficulty. Figure 4.1 below shows that seven clusters of items could be identified; it presents the items in order of increasing difficulty. Not all items are labelled in the chart. Those that are indicate which test and which item within the test is represented. For instance s13 represents Question 13 on the secondary test, and s42p45 indicates an item that appeared on both tests, as Question 42 on the secondary test and Question 45 on the primary test. Cut scores were established by examining the chart for natural breaks or increases in difficulty.

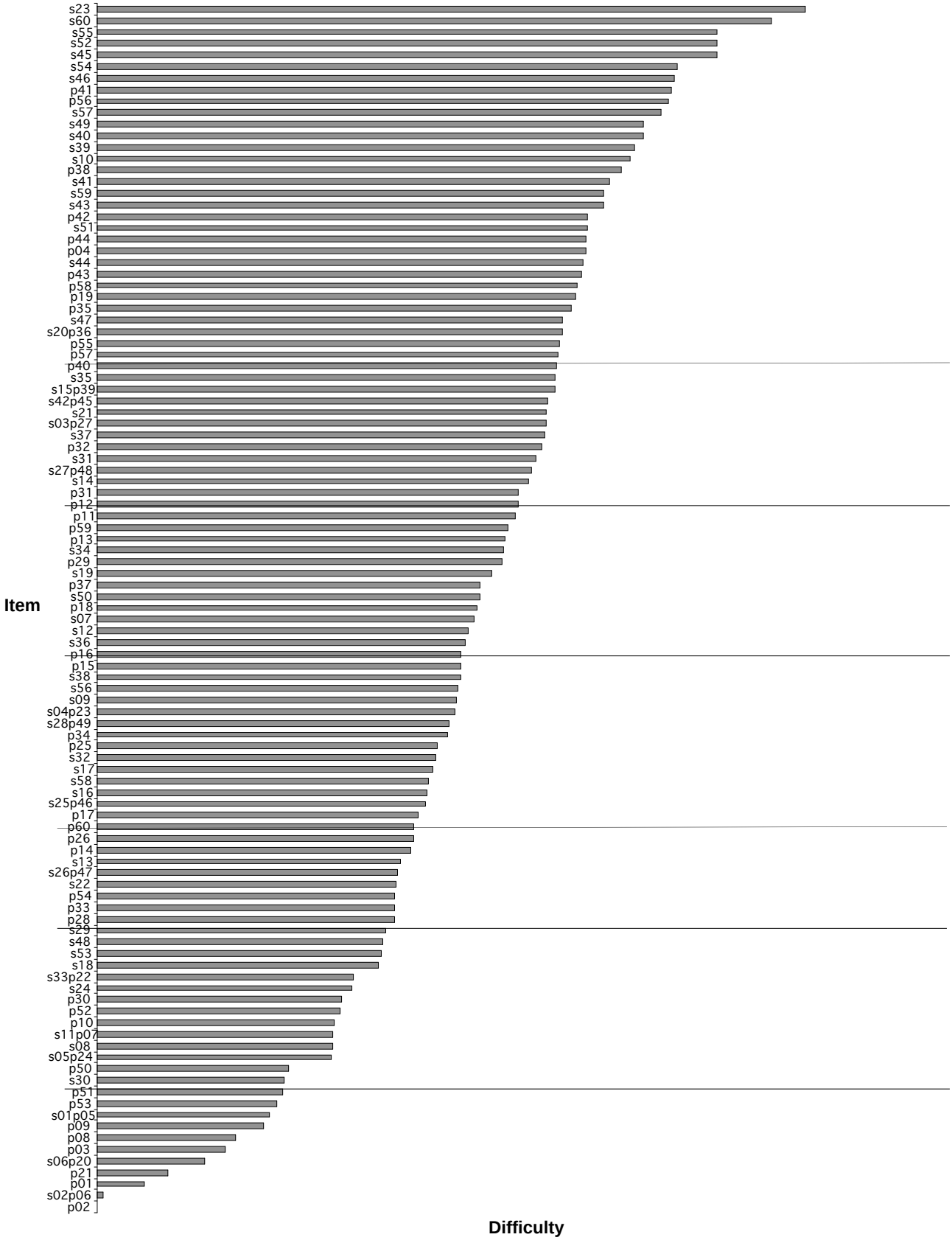


Figure 4.1: Knowledge test item order and level cut scores

(Horizontal lines indicate cluster cut points)

The seven clusters or knowledge levels were interpreted using the item skills audit. Interpretation of the levels then identified the unfolding nature of the students' increasing knowledge and understanding. Two criteria were used to identify and describe clusters. First, there had to be identifiable sets of items, and these sets needed to have a common substantive (conceptual) interpretation of the underpinning skill. Grouping items on the variable map was a first step, but it was imprecise because of the constraints of printers and line feeds, as some items placed on the same line had slightly different difficulties. Figure 4.1 illustrates where the difficulty of items changed. The question then arose that if the difficulty increased for sets of items, did the nature of the underpinning skill also alter? The two sets of information were explored together. Natural breaks in difficulty were identified, and the items and cognitive descriptions were examined to determine whether a set with a common substantive interpretation could be found. A panel of specialists joined the project team for this exercise. Together they identified the breaks in the variable and then offered the substantive interpretation of the levels of competence.

Table 4.1 shows the knowledge (K500) scores that are linked to each knowledge level for Year 5 and Year 8 students. The overall mean knowledge score for Year 5 students was 471, and 525 for Year 8 students. This means that the average Year 5 students' knowledge could be located at Level 4, and the average for Year 8 students was approximately Level 5.

Table 4.1: Levels of primary and secondary students' knowledge and understanding about Asia

Level	1		2		3		4		5		6		7	
GRADE	5	8	5	8	5	8	5	8	5	8	5	8	5	8
Mean	181	182	283	288	363	357	438	439	516	522	597	598	683	694
Std. Deviation	32	46	22	21	22	20	22	24	25	25	20	21	39	48

In addition, Figure 4.2 below shows the proportion of Year 5 and Year 8 students at each knowledge level.

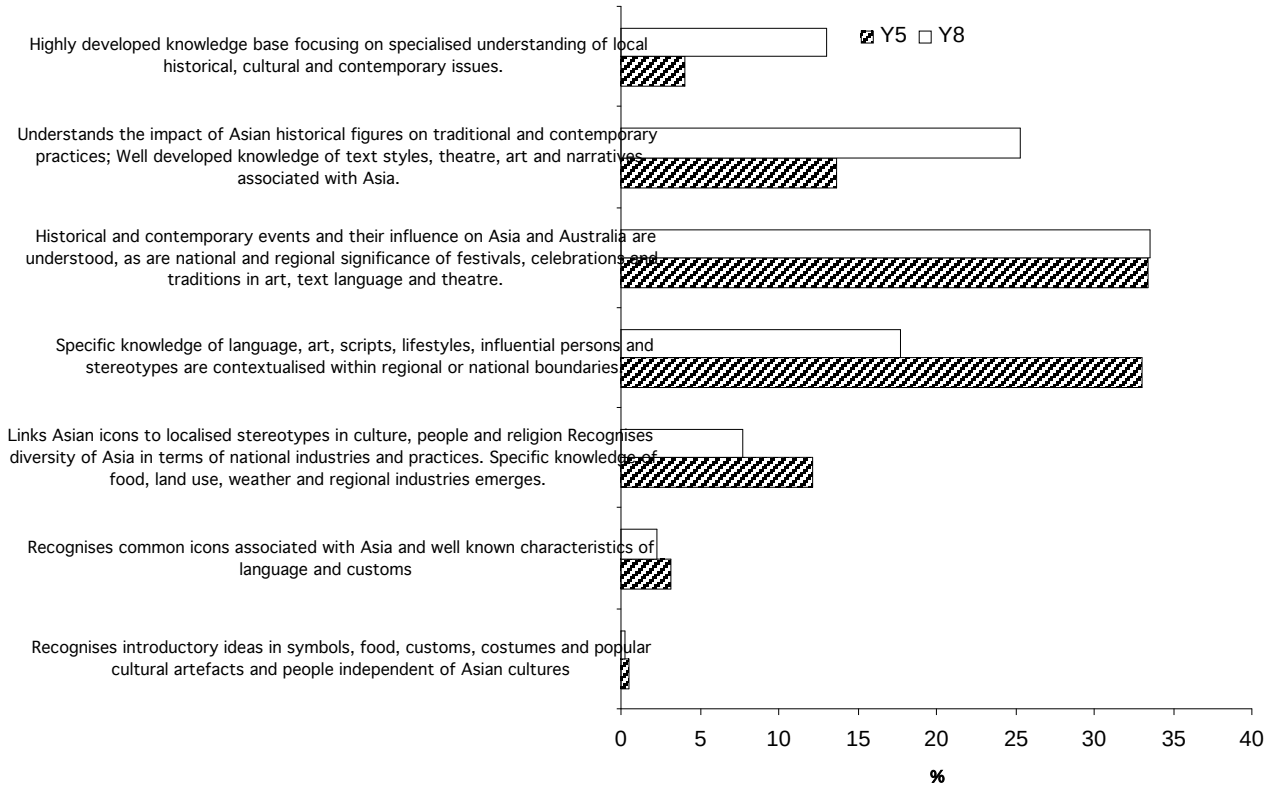


Figure 4.2: Comparison of knowledge levels for Year 5 and Year 8 students

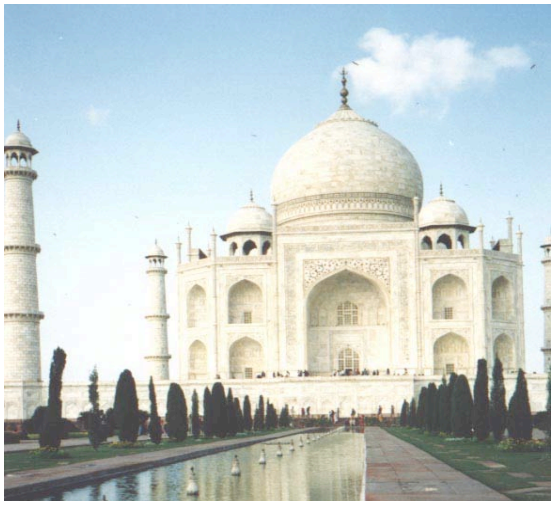
To further illustrate students' levels of knowledge, one or two representative items have been selected to indicate the type that most students at each level could answer correctly. It is

important, however, to note that the level cannot be fully interpreted from the example items: each one contributes some interpretation and measures other things as well. In fact, interpreting each single item individually would quickly reduce the kinds of knowledge and skills to a trivia list. It is in the cohesion of sets of items at broad levels of difficulty that the greatest insights are obtained into student knowledge and understanding. That is, when the cluster of items as shown in Figure 4.1 is interpreted as a set, a broader, non-trivial, overall level of interpretation is obtained.

Levels are hierarchically organised. This means, for example, that students at Level 7 were more likely than other students to correctly answer questions at this and all preceding levels. By contrast, students at Level 1 were less likely than others to correctly answer questions at higher levels. A full list of questions, with the relevant knowledge levels and percentage of students from both years who correctly answered each question, is given in Appendix F.

Level 7

At this level, students were showing an ability to demonstrate quite specific knowledge about Asian artefacts and customs. Their highly developed knowledge base enabled them to show a specialised understanding of historical, cultural and contemporary issues and to relate events and customs to overall generalised reports on Asia.



Question 23 (secondary)

For which purpose was this building constructed?

A. royal tomb
B. church
C. tourist attraction
D. palace

Level 6

At this level, students were able to show that they understood the impact of Asian historical figures on traditional and contemporary practices. They had a well-developed knowledge of text styles, theatre, art and narratives associated with Asia.

Question 41 (primary)

Which of the following products is Taiwan best known for?

A. computers
B. cars
C. rice
D. books

Question 39 (secondary)

The Koran is the text of which religion?

A. Buddhism
B. Christianity
C. Hinduism
D. Islam

Level 5

Students were able to answer questions about historical and contemporary events and their influence on Asia and Australia. They were also able to respond correctly to items that demanded knowledge and understanding of the national and regional significance of festivals, celebrations and traditions in art, text, language and theatre.

Question 37 (secondary)

What is the present relationship between Hong Kong and China?

A. Hong Kong is a British colony.
B. Hong Kong is part of China.
C. Hong Kong is an independent country.
D. China is in Asia but Hong Kong is not.

Question 13 (primary)

From which country did immigrants come to Australia in large numbers in the 1850s gold rush?

A. China
B. India
C. Pakistan
D. Vietnam

Level 4

These students demonstrated an ability to answer questions about specific knowledge of aspects of Asian languages, art, scripts, lifestyles, influential persons and stereotypes if the questions were regionally or nationally contextualised.

Question 13 (secondary)

For which accomplishment is Mahatma Gandhi most famous?

A. making his country communist
B. gaining independence for his country
C. helping people start violent wars
D. developing the computer industry

Question 60 (primary)

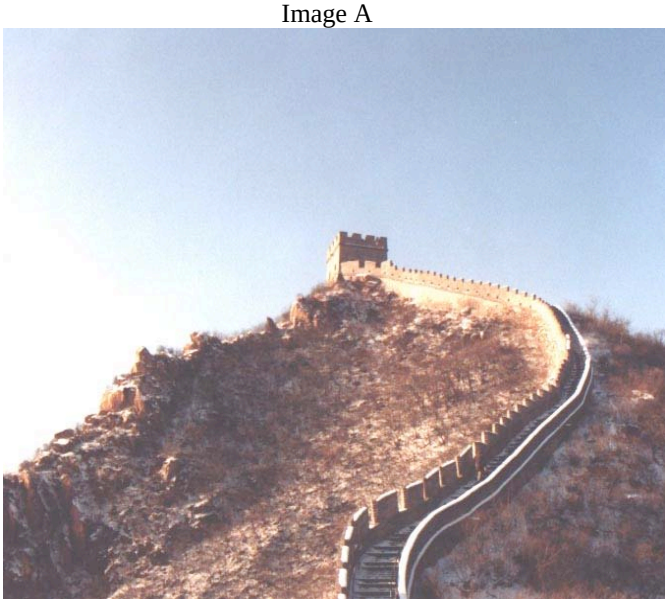
Which crop is commonly grown in South East Asia?

A. maize
B. rice
C. barley
D. wheat

Level 3

Students at this level were able to link Asian icons to localised stereotypes in culture, people and religion. In addition, they were able to recognise the diversity of Asia in terms of national industries and practices, and had an emerging knowledge about food, land use, weather and regional industries.

Image A



Question 51 (primary)

When and why was the structure in Image A built?

A. A very long time ago for defence.
B. At the start of last century for farming.
C. Very recently for tourists.
D. Thirty years ago for a railway.

Question 7 (primary)

Which of the following is a true statement about Buddhism and Christianity?

A. They are different names for the same religion.
B. Both came from Europe.
C. They are different religions with different traditions
D. Both involve celebration of Easter

Level 2

These students showed a limited knowledge and understanding of Asia. They were able to answer questions that demanded an ability to recognise common icons associated with Asia and well-known characteristics of language and customs.

Question 3 (primary)
How do Japanese people commonly greet each other?

A. kissing both cheeks
B. shaking hands
C. bowing
D. hugging

Question 8 (primary)
Where did martial arts originate?

A. Africa
B. Asia
C. Australia
D. North America

Level 1

These students had only basic knowledge. They were able to recognise ideas that were connected to common symbols, food, customs, costumes and popular cultural artefacts and people independent of Asian cultures. That is, they recognised most of the Asian artefacts and symbols that had been incorporated into Australian culture and everyday life without necessarily realising that these were connected to Asia.

Question 6 (primary)
What does this symbol mean in many countries of Asia?

A. It is used by people who don't eat meat.
B. It shows where you can get take away food.
C. It is a sign for a doctor's surgery.
D. It is a sign for harmony and peace.

Question 1 (primary)
What would you use to make sushi?
A. liver and onions
B. fruit and vegetables
C. yoghurt, fruit and rice
D. rice, fish and seaweed

Question 2 (primary)
Which implements are more commonly used in traditional Chinese cooking?
A. toaster, spoon, eggflip
B. cleaver, chopsticks, wok
C. barbecue, saucepan, waffle iron
D. griddle, tongs, fork

Primary knowledge test

The primary test had an alpha reliability of 0.91, a Rasch item separation reliability of 0.99, and a Rasch student separation reliability of 0.70, indicating the test has high internal consistency and presents evidence of criterion and construct validity. The item statistics are shown in Table 4.2.

Table 4.2: Primary item statistics

Item name	KLA	Item x Test	Total Respondents	Student Response (%) Correct alternative in **Bold**				Logit	Infit Mean Square
				A	B	C	D		
P1	S	1	2610	2.30	2.90	5.10	**89.30**	-2.49	1.04
P2	S	1	2039	1.80	**92.00**	2.60	3.20	-3.14	1.19
P3	S	1	3414	6.90	6.00	**83.00**	3.60	-1.88	0.99
P4	E	1	2124	22.80	22.50	20.30	**33.00**	0.82	1.11
P5S1	S	2	7287	8.60	4.30	**81.50**	5.00	-1.53	1.04
P6S2	S	2	7287	1.80	2.90	1.90	**92.80**	-3.14	1.15
P7S11	S	2	6416	9.40	5.70	**74.50**	9.60	-1.10	0.94
P8	S	1	1850	7.00	**82.10**	4.60	5.80	-1.75	0.95
P9	S	1	3414	**79.10**	14.00	2.80	3.60	-1.60	0.95
P10	S	1	2843	19.90	**70.70**	5.30	3.70	-1.06	1.03
P11	S	1	2610	11.60	**43.40**	24.50	19.70	0.28	0.98
P12	S	1	3414	**43.00**	7.80	6.40	42.20	0.32	0.97
P13	S	1	2843	**45.00**	13.20	17.90	23.00	-0.04	0.99
P14	S	1	2843	13.20	**59.80**	14.70	10.90	-0.49	0.97
P15	E	1	3225	**51.80**	18.60	13.10	15.90	-0.09	0.96
P16	S	1	2843	16.40	21.80	**52.00**	9.40	-0.13	0.97
P17	S	1	3414	18.20	**58.60**	14.50	8.30	-0.43	0.99
P18	S	1	3414	**49.40**	10.60	18.00	21.50	0.01	0.97
P19	E	1	1850	7.90	**34.50**	10.80	46.10	0.50	1.02
P20S6	A	2	5946	9.40	1.80	1.40	**86.90**	-2.01	0.98
P21	E	1	2232	3.50	**87.70**	2.70	5.60	-2.33	1.01
P22S33	S	2	7287	8.90	9.00	9.00	**72.10**	-0.86	0.91
P23S4	S	2	4973	9.70	17.30	**58.20**	14.10	-0.08	1.09
P24S5	S	2	1919	13.90	3.70	**75.00**	6.70	-0.92	1.03
P25	A	1	3225	**55.80**	14.50	14.50	14.40	-0.27	1.11
P26	S	1	1472	4.00	4.20	31.70	**59.40**	-0.44	1.05
P27S3	A	2	5946	**44.20**	32.40	8.60	13.50	0.50	1.13
P28	S	1	2843	10.30	**62.20**	17.90	8.90	-0.75	1.02
P29	S	1	1912	**45.60**	17.90	21.80	14.10	0.12	0.99
P30	E	1	1850	6.50	16.20	**69.80**	7.10	-1.06	0.92
P31	S	1	1863	22.20	18.80	15.30	**43.10**	0.30	1.07
P32	S	1	2039	17.30	28.80	13.00	**39.60**	0.47	1.02
P33	S	1	2843	**62.20**	18.60	10.20	8.10	-0.56	0.96
P34	S	1	3036	16.40	**54.20**	18.20	10.20	-0.23	0.95
P35	E	1	3036	21.70	**35.10**	24.90	16.90	0.73	0.98
P36S20	E	2	6416	11.80	7.90	**41.70**	37.70	0.62	1.01
P37	S	1	3225	20.10	16.50	**49.10**	13.30	0.03	0.98
P38	S	1	2465	20.90	42.60	**28.30**	7.50	1.00	1.04
P39S15	S	2	4750	**42.60**	18.10	13.30	24.60	0.59	1.01
P40	S	1	2754	23.10	**37.20**	19.90	18.50	0.57	1.13
P41	E	1	1994	**22.20**	22.70	42.80	11.40	1.44	1.06
P42	S	1	1994	20.40	16.90	**32.80**	28.50	0.76	1.05
P43	E	1	2564	**33.70**	21.90	26.10	16.70	0.74	1.02
P44	E	1	1472	**33.00**	18.80	35.90	10.80	0.95	1.17
P45S42	E	2	5298	25.40	**43.80**	16.00	12.90	0.51	1.07
P46S25	S	2	7287	**62.40**	9.30	4.90	22.40	-0.29	0.93

P47S26	S	2	7287	10.00	**66.40**	12.70	9.50	-0.55	0.96
P48S27	S	2	7287	**46.30**	12.20	23.20	16.50	0.41	1.00
P49S28	S	2	7287	10.50	11.30	17.80	**58.90**	-0.17	1.07
P50	S	1	3036	8.40	**76.50**	7.90	5.50	-1.36	0.94
P51	S	1	3414	**77.20**	6.80	7.90	6.70	-1.41	0.92
P52	A	1	2610	8.70	**69.90**	7.40	12.10	-0.94	1.01
P53	E	1	1888	3.00	11.80	5.50	**77.80**	-1.46	0.92
P54	E	1	1472	10.90	6.90	**62.20**	17.50	-0.62	0.92
P55	E	1	3414	**36.80**	18.00	26.40	15.80	0.56	1.00
P56	S	1	2334	20.50	**22.50**	20.10	34.20	1.38	1.15
P57	S	1	2224	16.80	13.80	**37.00**	29.70	0.58	1.03
P58	E	1	2754	19.00	**34.30**	31.30	12.70	0.79	1.11
P59	E	1	2654	11.10	**44.60**	9.30	32.60	0.17	1.00
P60	S	1	3414	6.00	**59.50**	14.90	17.50	-0.43	1.01

Each item had four alternative responses, A, B, C or D. Item 1 (P-01) of the primary test, for instance, was of lower than average difficulty; the correct response to this item was D, and 89.3 percent of students answered this item correctly. Item 4 (P-04), by contrast, was quite difficult, with only 33 percent of Year 5 students providing the correct answer, D. The difficulty estimate has a metric of logits, which represents the relative difficulty across all students when the Year 5 and Year 8 student samples were combined. The average item difficulty is set at zero, so items easier than the average have a negative value (that is, the more difficult an item, the higher the difficulty estimate). Appendix B contains details concerning item difficulty estimation.

Analysis of student knowledge levels combined with item characteristics indicates that the average Year 5 student showed some knowledge about Asian languages, art and lifestyles and could contextualise this knowledge within regional or national boundaries, but there was a good deal of variation between students in level of achievement. As an example most Year 5 students, even those at the lowest levels of achievement, could successfully answer items related to Asian food and martial arts. However, students found questions related to geographic location, such as recognising countries of Asia on a map, rather more difficult, although a majority (around 60 percent) answered this type of question correctly. Similarly, approximately 60 percent could correctly identify important characteristics of monsoons, and 62 percent knew that Indonesia was a near neighbour of Australia although only 46 percent could identify Indonesia on a map. Many in Year 5 had difficulty answering questions about East Timor and Indonesia; in addition, slightly less than half answered the following questions correctly:

- Samurai is a traditional warrior in which country?
- What is the name of the country where Buddhism began?
- In which country is Tet the name of the New Year celebration?
- What is the English name for the building in which Muslim people worship?
- In which country were fireworks, paper and gunpowder invented?

Items that most Year 5 students found difficult include the following:

- For which products is Taiwan best known?
- Which country has a 'caste system'?
- What are Japanese comic books called?
- Which Asian country is often associated with hunting for whales?
- Gamelan and kecak are types of performance from which Asian country?

Secondary knowledge test

The secondary test had an alpha reliability of 0.93, a Rasch item separation reliability of 0.99 and a student separation reliability 0.72. These are high reliability estimates, suggesting items are well dispersed, giving maximum opportunity to identify the underpinning latent variable and at the same time to differentiate between students. Table 4.3 below shows the secondary test item

statistics; this table has the same structure as the primary item statistics described previously in Table 4.2.

Table 4.3: Secondary item statistics

Item Name	KLA	Item x Test	Total Respondents	Student Response (%) Correct alternative in **Bold**				Logit	Infit Mean Square
				A	B	C	D		
S1P5	S		7287	8.60	4.30	**81.50**	5.00	-1.53	1.00
S2P6	S	2	7287	1.80	2.90	1.90	**92.80**	-3.14	1.17
S3P27	A	2	5946	**44.20**	32.40	8.60	13.50	0.50	1.12
S4P23	S	2	4973	9.70	17.30	**58.20**	14.10	-0.08	1.08
S5P24	S	2	1919	13.90	3.70	**75.00**	6.70	-0.92	1.01
S6P20	A	2	5946	9.40	1.80	1.40	**86.90**	-2.01	1.00
S7	S	1	2162	9.20	**60.00**	16.80	13.20	0.05	1.10
S8	A	1	2985	13.80	5.50	**78.20**	1.80	-1.06	1.03
S9	E	1	3244	9.70	10.30	**62.70**	16.10	-0.02	1.05
S10	E	1	1636	**36.60**	24.20	12.30	25.50	1.27	1.18
S11P7	S	2	6416	9.40	5.70	**74.50**	9.60	-1.10	0.95
S12	S	1	3873	12.70	**60.80**	7.80	17.20	0.00	0.97
S13	S	1	3873	15.90	**70.30**	8.00	4.10	-0.56	0.97
S14	E	1	2240	15.80	16.10	**52.00**	14.50	0.49	1.08
S15P39	S	2	4750	**42.60**	18.10	13.30	24.60	0.59	1.00
S16	E	1	1782	7.70	**66.80**	16.10	8.50	-0.30	0.98
S17	S	1	3380	5.90	14.20	13.20	**66.00**	-0.29	0.95
S18	S	1	2492	5.20	**72.90**	7.30	13.70	-0.75	1.01
S19	S	1	3873	6.50	25.00	9.60	**57.50**	0.14	1.05
S20P36	E	2	6416	11.80	7.90	**41.70**	37.70	0.62	1.00
S21	E	1	3244	**49.10**	17.40	24.10	7.80	0.58	0.99
S22	S	1	3873	5.40	7.30	**70.80**	15.60	-0.58	0.91
S23	S	1	2688	**15.90**	10.90	6.80	65.20	2.49	1.09
S24	S	1	3873	3.90	5.80	**76.10**	13.30	-0.78	0.91
S25P46	S	2	7287	**62.40**	9.30	4.90	22.40	-0.29	0.93
S26P47	S	2	7287	10.00	**66.40**	12.70	9.50	-0.55	0.96
S27P48	S	2	7287	**46.30**	12.20	23.20	16.50	0.41	1.00
S28P49	S	2	7287	10.50	11.30	17.80	**58.90**	-0.17	1.05
S29	A	1	3873	9.20	**72.10**	6.10	11.70	-0.69	0.96
S30	A	1	3873	3.10	**83.00**	6.00	7.00	-1.41	0.93
S31	A	1	2688	12.20	10.80	25.40	**50.80**	0.56	1.00
S32	A	1	2552	3.80	**65.50**	24.90	4.70	-0.19	0.99
S33P22	S	2	7287	8.90	9.00	9.00	**72.10**	-0.86	0.91
S34	E	1	1307	18.50	16.90	**55.80**	7.30	0.20	0.96
S35	E	1	1307	8.30	29.60	**47.80**	12.80	0.63	1.08
S36	E	1	2059	**61.20**	12.60	16.00	8.30	-0.09	0.86
S37	S	1	2195	7.50	**49.60**	32.80	8.10	0.66	1.13
S38	E	1	1782	5.90	**62.20**	15.90	14.10	0.03	0.99
S39	S	1	3873	22.90	9.50	30.00	**35.80**	1.21	1.05
S40	E	1	3737	**34.70**	27.10	15.70	20.10	1.29	1.06
S41	S	1	3380	**39.60**	29.80	19.60	8.70	1.00	1.01
S42P45	E	2	5298	25.40	**43.80**	16.00	12.90	0.51	1.04
S43	S	1	3873	26.90	14.00	**40.50**	15.70	1.02	1.05
S44	E	1	3103	10.30	24.20	19.50	**43.70**	0.84	0.93
S45	S	1	3873	46.10	12.80	**25.30**	13.50	1.86	1.15

S46	A	1	3244	26.60	15.00	25.70	**30.30**	1.50	1.13
S47	E	1	3380	21.60	16.20	12.90	**46.70**	0.66	0.91
S48	A	1	3103	7.70	9.70	**72.50**	7.20	-0.56	0.87
S49	A	1	2967	**34.60**	11.10	12.20	38.90	1.32	1.07
S50	S	1	3873	13.30	15.70	8.40	**59.20**	0.02	0.94
S51	S	1	3380	23.70	**43.00**	18.40	11.10	0.94	1.06
S52	A	1	2839	35.70	20.40	14.60	**25.10**	1.62	1.03
S53	A	1	2673	9.00	**72.60**	7.50	7.10	-0.63	0.95
S54	S	1	458	19.60	**30.00**	18.80	27.10	2.13	1.33
S55	S	1	2492	18.70	18.40	**25.10**	33.50	1.84	1.17
S56	E	1	2240	**62.60**	11.40	12.70	8.80	-0.23	0.90
S57	E	1	2552	23.70	32.70	**32.40**	6.50	1.45	1.02
S58	E	1	2688	**66.60**	10.60	9.70	8.50	-0.43	0.85
S59	E	1	3737	23.00	**40.40**	11.00	21.50	1.04	1.09
S60	A	1	2492	46.90	**19.20**	14.30	15.30	2.20	1.06

In Year 8, the average level of achievement indicated that students had an understanding of historic and contemporary events and their influence on Asia and Australia. The average student also showed an understanding of the national and regional significance of festivals, celebrations and traditions in art, text, language and theatre. However, there was a good deal of variation in knowledge level.

Students at the lowest levels of achievement could recognise the meaning of the Yin Yang symbol, and could successfully answer questions about the significance of traditional dress. Examples of other items that approximately 70–80 percent of students could answer correctly include the following:

- India has over three million Gods and Goddesses. Ganesh has the head of which animal?
- Why was it difficult for Asian people to come and live in Australia between 1950 and 1970?
- For what accomplishment is Mahatma Gandhi most famous?

As with the Year 5 students, many in Year 8 had difficulty correctly identifying Asian countries on a map. Indeed, less than half could recognise Indonesia, although approximately 60 percent were able to correctly name China and Thailand. In addition, slightly less than half could answer questions such as these:

- What do Ho Chi Minh and Mao Zedong have in common?
- Which country governed Hong Kong until 1997?
- What is the English name for the building in which Muslim people worship?
- Why would you be more likely to see terraced farmland in Thailand than Australia?

Relatively few (16 percent) knew the purpose for which the Taj Mahal was constructed. Other questions that 25 percent or less answered correctly include:

- Why did Australians once commonly refer to Asia as the 'far east'?
- Which of the following countries (Indonesia, Australia, India, South Korea) has the largest film industry?
- Which religion in Indonesia has the most followers?

5. Attitude measures

Levels of attitude were defined using the same process adopted to describe levels of knowledge and understanding. Items were ordered according to the stringency of belief or attitude they demanded, and an audit of the items was undertaken to identify the underpinning intention or meaning of clusters of items that were located at similar points along the continuum. All students responded to the same attitude items. The students responded as either 'agree' or 'disagree' to each statement. A number of items were reverse coded during analysis to increase interpretability of the scale.

Rasch analysis was used to calibrate the scale and produce student scores. As with knowledge test data, results are reported using standardised scores with a mean of 500 and standard deviation of 100, with the national average of 500 across the two year levels. All students' data were pooled for the analysis and the two year levels can be directly compared. The attitude scale had an alpha reliability of 0.88, a Rasch case reliability of 0.84 and a Rasch item reliability of 0.99, indicating that it provides a valid and reliable estimate of students' attitudes towards learning about Asia. As with the knowledge scale, the attitude scale was examined for clusters based on sharp differences in stringency associated with an item. The chart of items and their associated stringency is presented below, illustrating that five levels are recognisable.

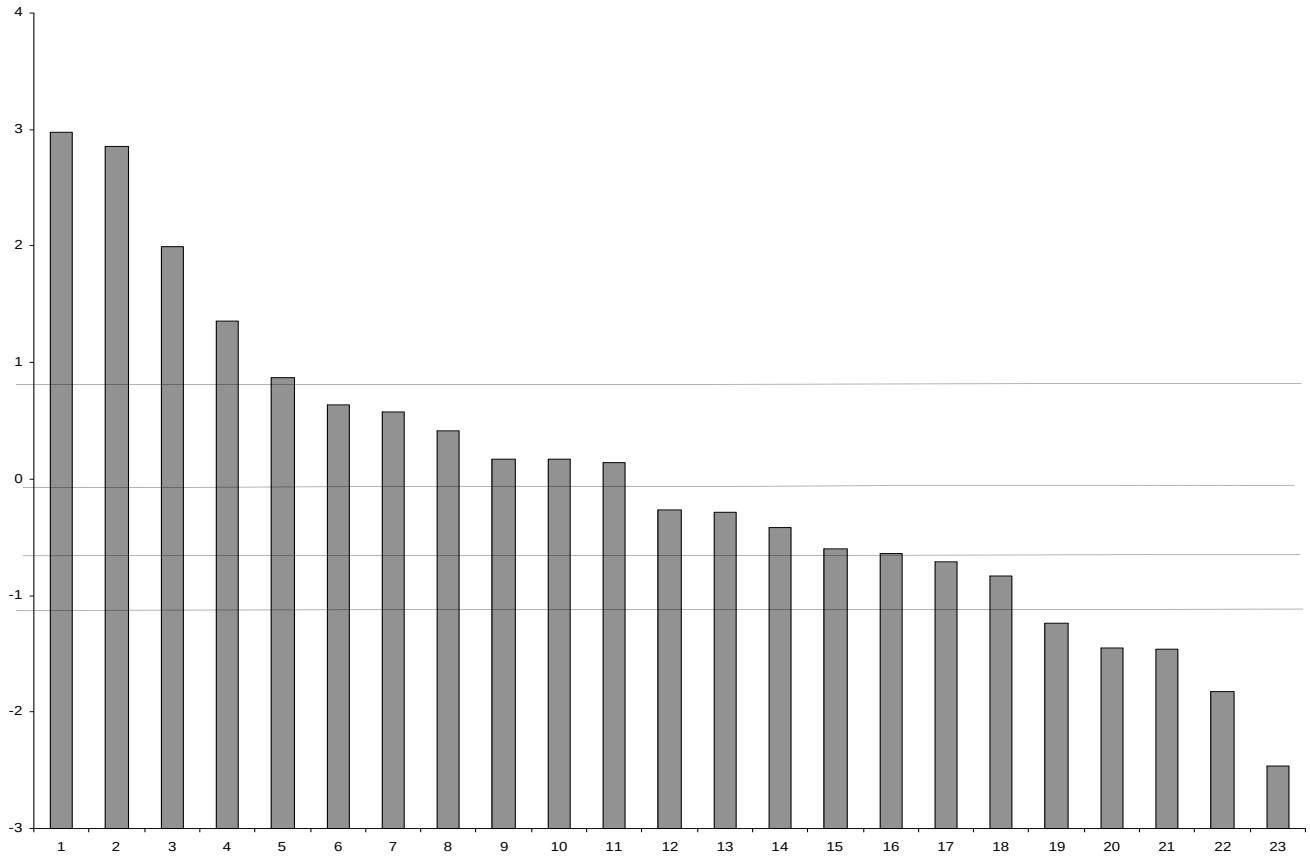


Figure 5.1: Attitude test item order and level cut scores

(Horizontal lines indicate cluster cut points)

Details of the items and their relative stringency are presented in Table 5.1. An interpretation of the clusters is also presented. It appears that the progression of attitudes aligned with the Krathwohl, Bloom and Masia (1964) affective domain progression, which lends support to the construct validity of the scale. The stringency that the item demands is represented by the term 'logits', a relative measure of the strength of attitude associated with the item.

Table 5.1: Attitude levels with associated items

Item	Logit	Items	Levels
1	5.44	Countries of Asia are my favourite	Keen to learn about Asia and develop relationships, personal involvement and commitment to learn
2	5.32	I would like to live in a country in Asia	
3	4.45	Reading books about Asia is fun	
4	3.82	I would like people from Asia to visit my home	
5	3.33	Learning about Asia is fun	
6	3.10	It would be better if Australia had closer relations with	Can see benefits; has a positive approach to learning about Asia, personal involvement and caring approach emerging.
7	3.04	It is important that Australians know lots about Asia	
8	2.87	I enjoy learning things about Asia	
9	2.63	Learning about Asia is valuable	
10	2.63	Thai people have weird religions	Recognises possible benefits linked to learning about Asia; and importance of Asia as well as the possible differences related to a lack of involvement
11	2.60	Studying things about Asia is important	
12	2.20	Asian cultures are of no interest to me	
13	2.17	Learning about Asia will help me later in life	
14	2.04	I avoid Asian festivals	
15	1.86	Learning about Asia is a good thing for me	Personal response to Asia as an entity, willingness to receive information and to participate in basic activities related to Asia.
16	1.82	I would like to visit a country in Asia	
17	1.75	I do NOT need to learn about Asia	
18	1.63	People from countries of Asia contribute little to the	
19	1.22	Asian cultures are a problem for Australia	
20	1.01	I try and avoid Asian people or customs	
21	1.00	Australian has nothing to learn from countries like	Negative reaction and avoidance of Asian culture and people
22	0.64	Australia has nothing to learn from countries like Japan	
23	0.00	I have called kids names because of their Asian background	

Table 5.2 shows the close relationship between the Krathwohl, Bloom and Masia taxonomy levels and the attitude scale. It is clear that the theoretical scale did not address the negative end of the scale (avoidance) and the survey instrument in this case did not address the upper end (characterisation). Characterisation involves a thorough change of behaviour and a tendency to steer the behaviour of others. This was not addressed in the attitude items. However, a comparison of the interpretations gives an opportunity to generalise the attitude scale beyond the items used and to see the implications of the attitude levels.

Table 5.2: Link between theoretical and observed attitude levels

Domain	Adapted Krathwohl, Bloom and Masia (1964) Levels	SOA Attitude scale
Avoidance	Reject contacts and value of Asia; denies importance and even existence, does not want to listen; avoids contact	Negative reaction and avoidance of Asian culture and people.
Receiving	Willing to listens; shows awareness of importance; some sensitivity to social issues; accepts differences of race and culture; attends to the classroom activities	Personal response to Asia as an entity; willingness to receive information and to participate in basic activities related to Asia.
Responding	Completes assigned projects; participates in group discussion about Asia; completes practical work and assignments; volunteers for some routine tasks; shows surface interest in learning.	Recognises possible benefits linked to learning about Asia; and importance of Asia as well as the possible differences related to a lack of involvement
Valuing	Demonstrates belief in learning about Asia; appreciates Asian art or music; appreciates the role of Asia in everyday life; shows concern for the welfare of Asia; demonstrates commitment to social and cultural improvement.	Can see benefits; has a positive approach to learning about Asia; personal involvement and caring approach emerging
Organization	Organises behaviour around beliefs; recognises the need for balance between freedom and responsibility; accepts responsibility for own behaviour in relation to Asian cultural awareness; understands and accepts own strengths and limitations in understanding; formulates life plan in harmony with Asian interests and beliefs.	Keen to learn about Asia and develop relationships; personal involvement and commitment to learn
Characterisation	Displays Asian awareness and consciousness; practices cooperation in group activities related to Asia and encourages others likewise; demonstrates industry, punctuality and self discipline in relation to the development of understanding of Asia and cooperation	Unable to measure at this level

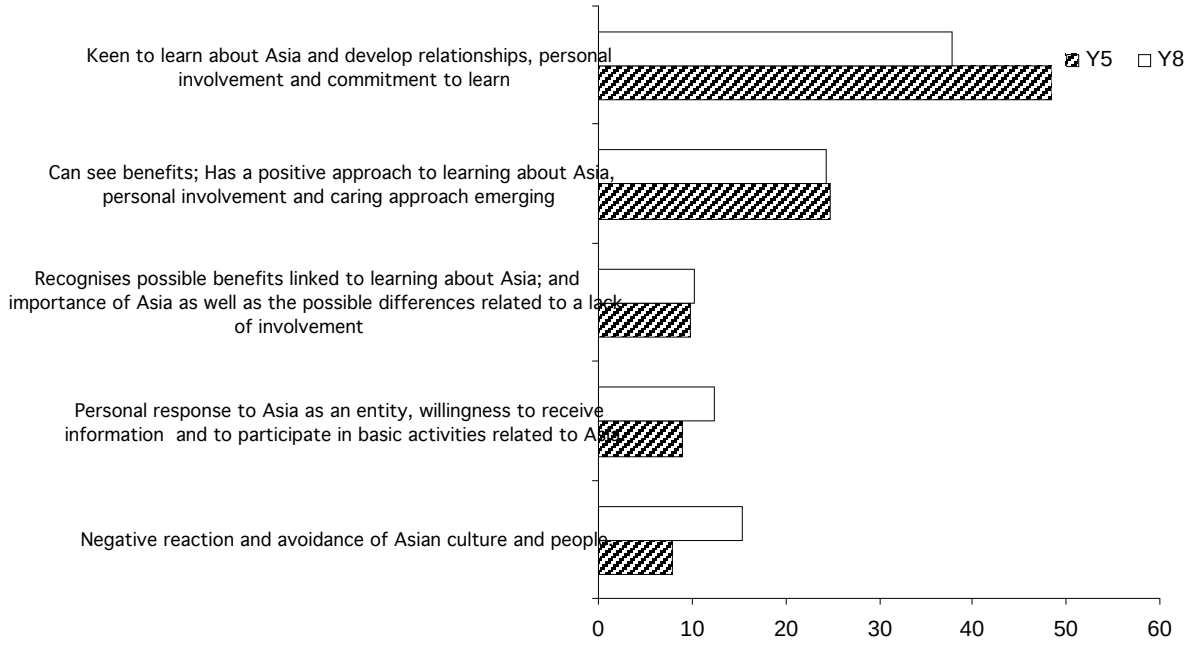


Figure 5.2: Distribution and interpretation of attitude levels for Years 5 and 8 students

Although overall data tend to suggest that attitudes are less positive at Year 8 than at Year 5, it is clear from Figure 5.2 that differences between the year levels arise only at the extremes of the measures obtained. For instance, there were approximately 10 percent more Year 5 students at the upper (more positive) end of the scale and approximately 10 percent more Year 8 students at the lower end. There were virtually no differences in the middle level attitudes.

6. Program effects

Figures 6.1 and 6.2 present the proportions of Access Asia and non Access Asia students at each level of attitude and of knowledge and understanding.

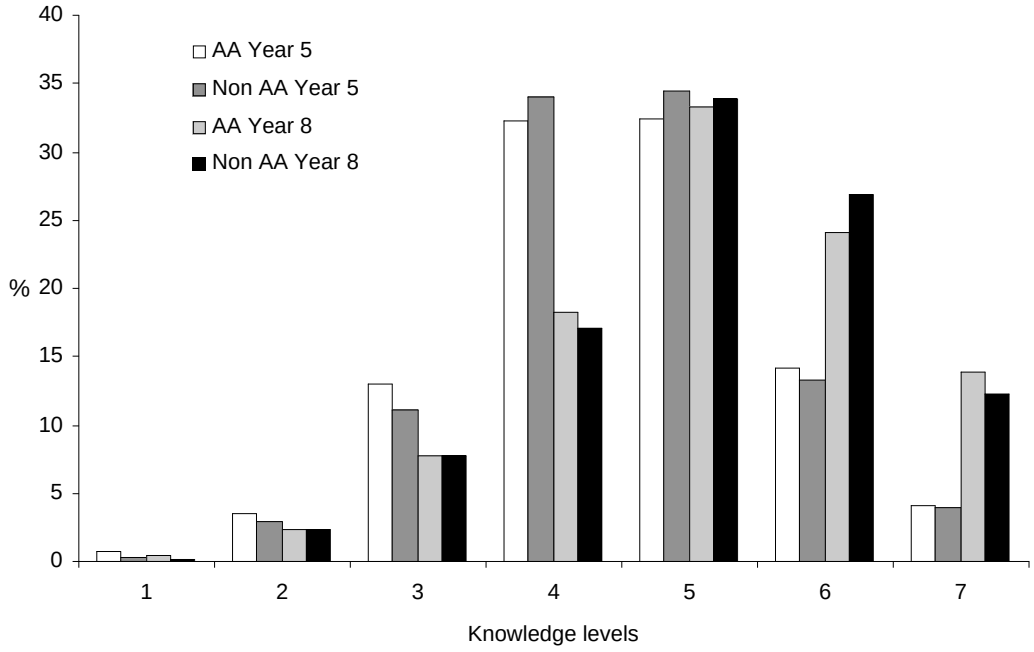


Figure 6.1: Comparison of knowledge levels in Access Asia and non Access Asia schools

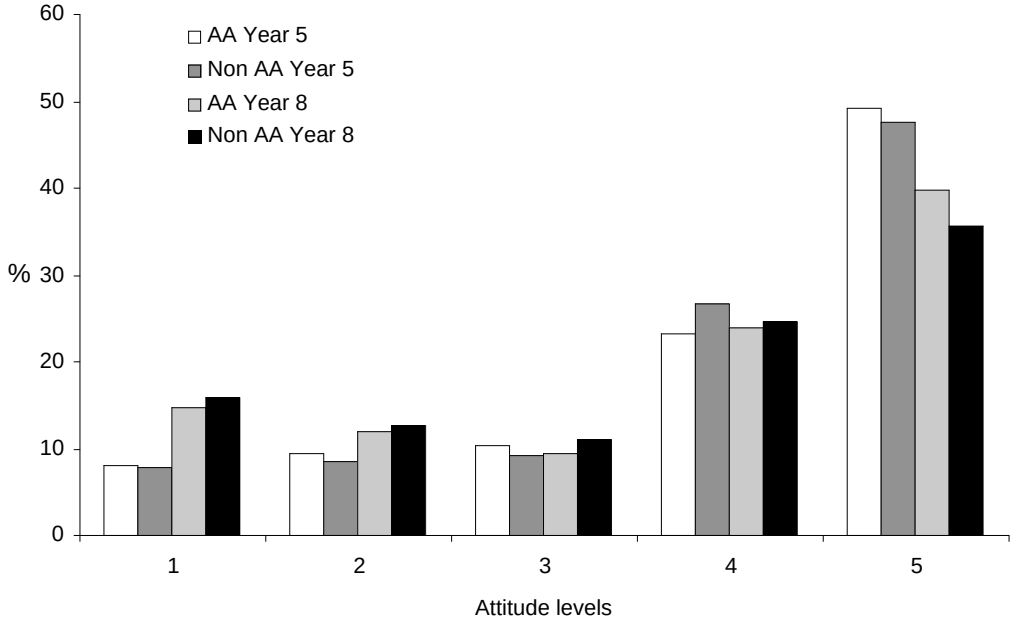


Figure 6.2: Comparison of attitude levels in Access Asia and non Access Asia schools

There is a striking similarity between the distributions of student outcomes across programs. However, while these figures appear to indicate a lack of impact of the Access Asia program, there are identifiable factors that systematically lead to increased knowledge and understanding and to more positive attitudes. These are explored in the following sections of this report.

In general, Access Asia schools are encouraged to:

- identify a contact person/coordinator in the school;
- put together a team to develop a plan;
- develop a plan that could relate to the whole school, depending on the level of commitment (this could include professional development, policy development and priority setting);
- identify action to be undertaken, and review progress;
- report to the AEF advisor regarding progress.

Despite this encouraged approach, the program is interpreted in very different ways at state and individual school levels, and at primary and secondary levels. Indeed, analysis of responses from teachers and principals indicated that there was considerable variation at school, teacher and student level as to the meaning of being part of the program. However, this variation is not surprising when the wide differences between state implementation, together with differences between schools in the length of time they have been part of Access Asia, are taken into account.

Thus, although the lack of difference in outcomes between participating and non-participating schools was to some extent surprising, on closer analysis (presented in following sections) it became apparent that some Access Asia schools shared the label but did not share a common approach to teaching studies of Asia content; they might best be described as school types, rather than as Access Asia and non Access Asia schools. State differences in interpretation, and the differences in state curricula at primary and secondary levels, were a major contributing factor to differences between school types.

In addition, the differences are not systematic; they often work in opposite directions across states, cancelling out any national effect. Consequently, given the requirement that interstate comparisons not be made, this report is limited in the type of advice that can be given. However, there are indications of what constitutes a successful school in terms of student attitude, knowledge and understanding; these relate to a systematic whole school approach, the use of regular and broad ranging resources, the importance of professional development, the leadership at school level and the commitment of staff. There were differences at primary and secondary levels in that primary schools tend to be whole school focused while the focus at secondary schools tended to be department or discipline level. However, all these tend to be masked by the effect of policy and curriculum for which 'state' is a pseudo indicator.

The approach to implementation can also be assisted by better understanding of the process of institutionalisation of programs in schools. Such factors include those identified long ago by Miles and Huberman (1984), that implementation needed a commitment from the teachers, a well defined area of responsibility for which a specific person was nominated as the leader, and an external constituency of support through a professional association or community group. These factors are only partly implemented at a national level, as recommended by the Asia Education Foundation, and are differentially present at state level with quite diverse results.

This project has left many issues unresolved. The issue of state variation in interpretation of studies of Asia and the differential effects of this interpretation at primary and secondary levels present potential for further analyses and investigation.

7. Findings by subgroups

Students

- What were the characteristics of primary and secondary students in the sample?
- What is the level of knowledge about Asia and attitude to learning about Asia among students?
- How do different sources and contexts of learning influence students' level of knowledge?

In total, 7339 students took part in the study. However, some schools chose not to participate in the collection of data on students' attitudes; this meant there were slightly different samples for the tests of knowledge and attitude although, as indicated in Table 7.1, the samples were similar on all major demographic variables. In addition, a weighting procedure was used to ensure that the relative contribution to national estimates was in proportion to the relative numbers of students within each program, within each state. The weighted data on student demographics, mean knowledge and mean attitude scores are reported in Table 7.1.

Table 7.1: Relationship between student demographic variables and mean knowledge and attitude scores

	Knowledge (N = 7339)				Attitude (N = 7130)			
	Primary		Secondary		Primary		Secondary	
	%	M	%	M	%	M	%	M
Year	47	471	53	525	47	516	53	489
Gender								
Female	55	483	55	534	55	533	55	506
Male	45	471	45	521	45	495	45	471
Speak English at home								
Never/sometimes	18	485	19	537	17	534	19	513
Usually/always (commonly)	82	476	81	526	83	512	81	484
At least one parent born in Asia								
Yes	9	532	14	570	8	579	13	560
No	91	472	86	521	92	510	87	480
Student born in Asia								
Yes	2	522	5	563	2	593	5	550
No	98	476	95	526	98	514	95	487
Speak Asian language at home								
Yes	6	531	11	569	6	591	10	566
No	94	474	89	523	94	511	90	482
Student visited Asian country								
Yes	16	520	24	566	16	556	23	533
No	84	469	76	516	84	508	77	477
Student lived in Asia								
Yes	3	535	6	559	3	583	6	545
No	97	475	94	526	97	514	94	487
Learn about Asia at school								
Nothing/Not much	70	464	78	519	70	503	78	466
Some things/Lots	30	516	22	573	30	555	22	572
Learn about Asia outside school								
Nothing/Not much	75	468	71	511	75	503	71	476
Some things/Lots	25	517	29	579	25	567	29	565

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

Context of learning

An additional scale was used to measure how much students learnt about Asia at school and how much outside school. For example, they were asked about a variety of sources, including formal school classes, family and friends, various forms of entertainment and media, and social activities. A list of these sources is included in Appendix B.

Students were provided with four possible response options comprising 'nothing', 'not much', 'some things' and 'lots'. These alternatives were used to produce a scale describing 'learning about Asia'. For calibration purposes, responses were recoded to 'learn' and 'not learn'.

The scale had an alpha reliability of 0.85, a Rasch student separation index reliability of 0.79, and an item separation reliability of 0.99. The variable map and item analysis (included in Appendix B) were used to divide students into ordinal groups, which were then used as explanatory variables for analysing differences in student responses. For example, at the lowest level were students who learnt about Asia through informal social activities, either in or outside school. At the next level were those who learnt about Asia through various forms of entertainment (films, television, computer games) as well as through social activities. A third group used both these methods, with the addition of cultural and family sources of learning about Asia. At the highest level, students drew upon formal, structured school classes in addition to other learning contexts.

As shown in Figure 7.1, students who drew upon multiple sources of learning, including formal school classes, also demonstrated higher achievement scores on the test of knowledge about Asia.

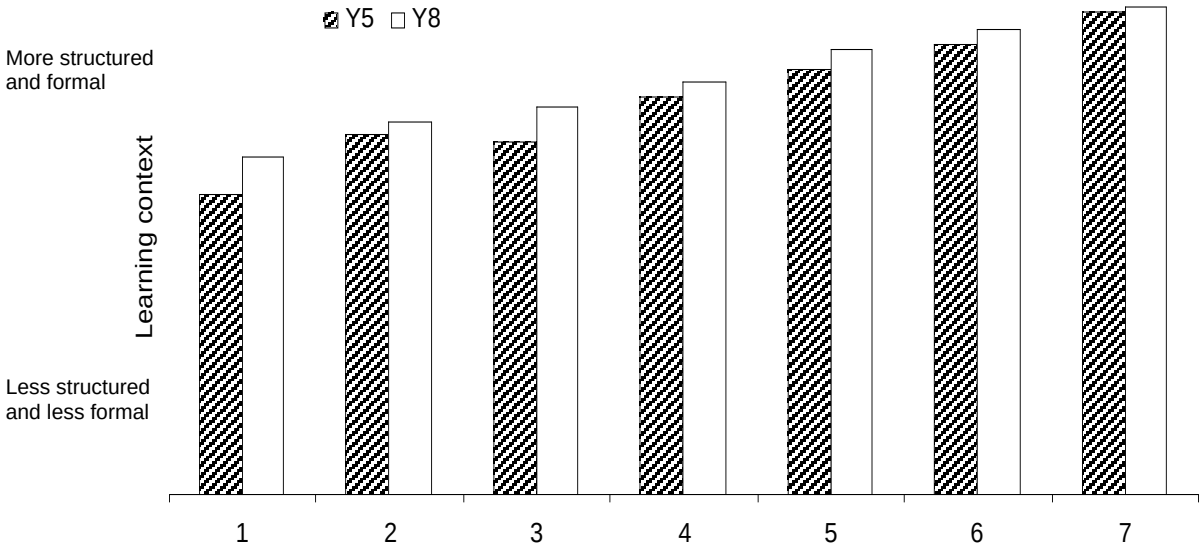


Figure 7.1: Relationship between learning context and students' level of knowledge about Asia

Teachers

- What were the resources and teaching methods used in the schools?
- How are students' knowledge and attitudes related to classroom resources and practices?
- How are the levels of students' knowledge and attitudes related to selected teacher variables?

Teachers were asked to indicate how frequently they included resources and practices related to studies of Asia in their teaching, and were provided with four response options: 'never', 'rarely', 'sometimes' and 'often'. The list of teaching resources and practices is shown in Appendix E.

Statistical clustering techniques examining patterns of similarity in ways teachers described their use of resources and practices suggested that teachers could be separated into three groups. One group indicated frequent use of both school-based resources (such as text books and audiovisual materials) and a wide range of professional development and other resources; for example, these teachers made more frequent use than others of the following resources and practices:

- Access Asia curriculum materials published by Curriculum Corporation;
- excursions related to studies of Asia;
- community groups with an interest in Asia;
- multimedia materials related to studies of Asia;
- skills gained through special studies of Asia professional networks;
- presenters or teachers with specialised knowledge about Asia;
- advice from consultants about studies of Asia.

A second group of teachers made regular use of school-based resources, but did not incorporate professional development or other resources into their teaching practices. This group made most frequent use of studies of Asia materials they had produced themselves. By contrast, a third group of teachers indicated that they never, or rarely ever, used most of the listed studies of Asia resources and practices, although they sometimes made use of students' pre-existing knowledge about Asia. The relationship between cluster membership and teachers' use of resources and practices is shown in Appendix E.

Teachers from Access Asia schools were more likely to be among those who made frequent use of school-based and external resources. The relationship between teachers' use of resources and whether or not they taught in an Access Asia school is shown for primary teachers in Figure 7.2. The same relationship is illustrated for secondary school teachers in Figure 7.3.

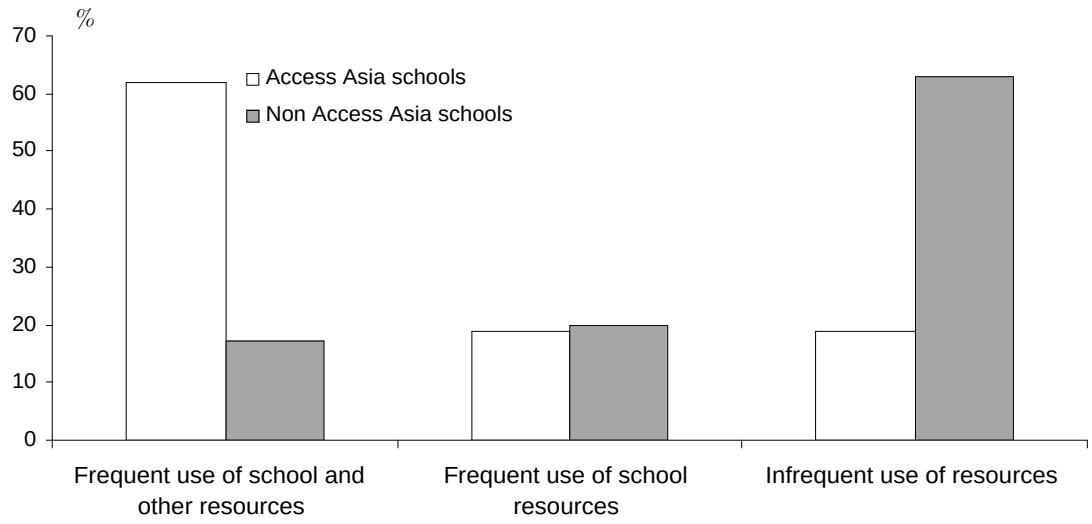


Figure 7.2: Primary school teachers' use of resources in Access Asia and non Access Asia schools

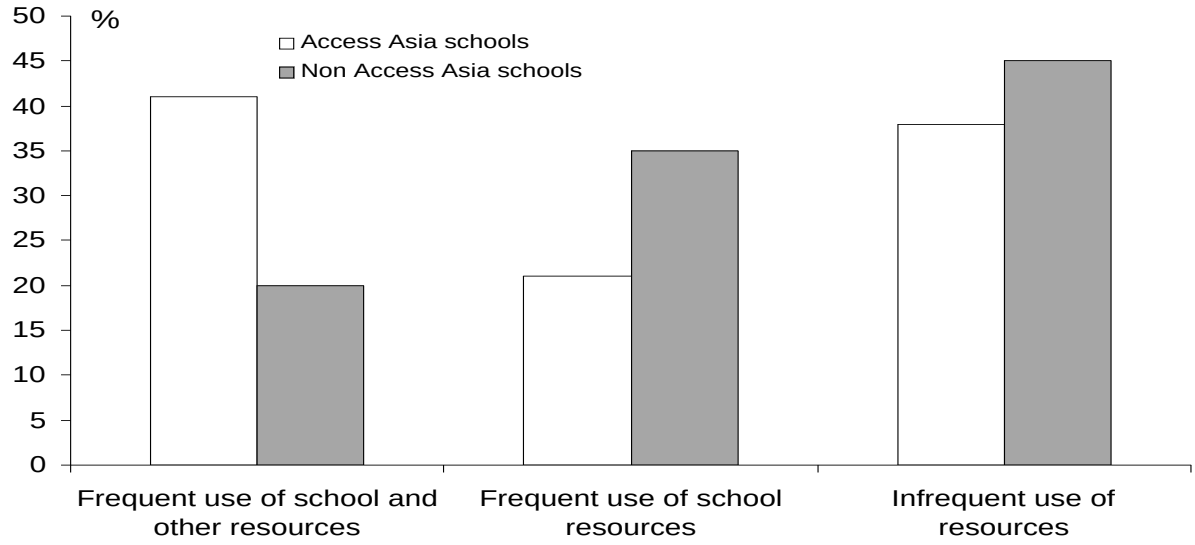


Figure 7.3: Secondary teachers' use of resources in Access Asia and non Access Asia schools

In addition, teachers making frequent use of a variety of teaching resources were more likely than other teachers to have had more than four years of experience teaching about Asia, and to have found undergraduate and postgraduate studies, professional development, conferences, and private study effective forms of training.

A weighting procedure, used to ensure that the relative contribution to national estimates was in proportion to the relative numbers of students within each program within each state, was applied to teachers' data. Weighted data on teachers' use of resources and practices, and its association with students' mean knowledge and attitude scores, are reported in Table 7.2. The percentage in each group did not vary by students' completion of knowledge or attitude measures; therefore, demographic information is shown in conjunction with mean knowledge scores only.

Table 7.2: Relationship between teachers' use of resources and practices and mean knowledge and attitude scores for students from Access Asia and non Access Asia schools

	Knowledge				Attitude	
	Primary		Secondary		Primary	Secondary
	%	M	%	M	M	M
Use of resources and practices						
Access Asia schools						
Frequent use of school and other resources	62	495	41	546	528	502
Frequent use of school resources	19	479	21	546	500	492
Infrequent use of resources	19	444	38	494	500	469
Non Access Asia schools						
Frequent use of school and other resources	17	485	20	563	532	508
Frequent use of school resources	20	501	35	531	545	498
Infrequent use of resources	63	457	45	524	496	476

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

Teachers were also asked about the importance they placed on curriculum emphases and strategies related to the studies of Asia, given their local guidelines. Items for this scale were adapted from the curriculum emphases presented in AEF (2000), and were grouped under the headings of likely implications for closer Asia-Australia relations, developing concepts of Asia, challenging stereotypes, contemporary issues, world contributions by the peoples of Asia, and including studies of Asia in the general curriculum. A four-point response scale was used with the alternatives 'not relevant', 'low importance', 'medium importance' or 'high importance'.

Statistical clustering of teachers' responses indicated that importance placed on curriculum emphases could be grouped into two patterns. A majority of respondents indicated they placed medium to high importance across all of the emphases and strategies, while a second, smaller group were placing lower importance on most curriculum emphases. These differences are illustrated in Appendix E.

Although a smaller proportion of teachers in schools that were part of the Access Asia program were among those placing low importance on curriculum emphases and strategies, this difference did not reach statistical significance for either primary or secondary teachers. Weighted data on the importance placed on curriculum emphases, and association with students' mean knowledge and attitude scores, are reported in Table 7.3.

Table 7.3: Relationship between importance placed by teachers on curriculum emphases and strategies and mean knowledge and attitude scores for students from Access Asia and non Access Asia schools

	Knowledge				Attitude	
	Primary		Secondary		Primary	Secondary
	%	M	%	M	M	M
Importance placed on curriculum emphases and strategies						
Access Asia schools						
Medium to high	78	486	87	537	525	491
Low to medium	22	478	13	477	507	473
Non Access Asia schools						
Medium to high	69	474	72	541	518	498
Low to medium	31	454	28	511	506	461

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

Data on a range of teacher contextual variables and their association with students' mean knowledge and attitude scores are reported in Table 7.4.

Table 7.4: Relationship between teacher contextual variables and students' knowledge and attitude scores

	Knowledge				Attitude	
Questions for teachers	Primary		Secondary		Primary	Secondary
	%	M	%	M	M	M
	48		52			
Speak Asian language at home						
Yes	3	465	2	475	513	463
No	97	472	98	526	514	489
Ever learned an Asian language						
Yes	24	478	29	507	517	478
No	76	470	71	532	513	492
Teach an Asian Language						
Yes	3	454	16	497	533	477
No	97	471	84	530	513	490
Teaching for more than four years						
Yes	94	472	87	529	517	488
No	6	452	13	509	461	486
Ever visited an Asian country						
Yes	72	475	77	528	516	489
No	28	460	23	515	507	483
Ever lived in Asia						
Yes	7	498	17	510	526	480
No	93	469	83	527	513	489
Teaching about Asia for more than four years						
Yes	45	480	59	539	524	496
No	55	464	41	505	505	476

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

Schools

- What aspects of resources and policy issues differentiated among the schools?
- How are students' knowledge and attitudes related to school resources?

School principals were asked to respond to a number of items about the position of studies of Asia in their school community. Five scales, each with nine items, were constructed based on Baumgart and Halse (1999); they targeted the areas of school curriculum, school resources, staff development, whole school involvement and school policies on studies of Asia. A list of questionnaire items is included in Appendix E, Table E.3. Principals were given the dichotomous response options of 'yes' or 'no' for each item.

Statistical clustering techniques examining patterns of similarity in ways that school principals described their schools' commitment to studies of Asia indicated that schools could be separated into three groups. One group showed a high commitment to teaching studies of Asia content, and this was reflected in systematic management and policy undertakings. For example, principals in this group could be differentiated from others because they responded more positively to statements such as:

- studies of Asia are included systematically across the curriculum;
- the library has a fairly extensive studies of Asia collection;
- the school is ordering a basic set of studies of Asia resources;
- teachers and librarians keep up to date with recent materials on studies of Asia;
- an initial teacher meeting on studies of Asia has been held;
- school staff provide leadership in studies of Asia professional development courses;
- the school celebrates its achievements in teaching about Asia;
- a team of staff is developing studies of Asia in the school;
- studies of Asia have a visible presence in the school;
- a systematic studies of Asia action plan is being implemented;
- school policy on studies of Asia is being developed;
- the school has applied for grants to develop studies of Asia programs;
- studies of Asia are constantly being implemented with other school priorities;
- studies of Asia school policy is current and updated when necessary.

For a second group of schools, impetus for teaching studies of Asia seemed to come mainly from the activities of individual teachers or groups of teachers, rather than as a result of whole school policy. Principals in this group responded positively to the following statements:

- several year levels have an opportunity to undertake studies of Asia;
- several teachers regard themselves as well qualified to teach studies of Asia;
- several teachers have participated in workshops on studies of Asia;
- some staff have formal qualifications in studies of Asia;
- studies of Asia policy is being implemented largely through the efforts of individual teachers.

The third, and smallest, group expressed comparatively low commitment to teaching studies of Asia content. These principals described their schools as follows:

- school management does not give priority to teacher development in studies of Asia;
- teachers are not interested in studies of Asia professional development;
- studies of Asia are not very important at this school;
- it is unlikely this school will become involved in studies of Asia;
- there is no school approach to studies of Asia.

Schools in the Access Asia program were more likely than non Access Asia schools to be taking a whole school policy approach to teaching studies of Asia. There were no principals from Access Asia schools among those who expressed low school commitment. Many principals from non Access Asia schools indicated that individual teachers or groups of teachers were taking responsibility for implementing studies of Asia. The relationship between principals' description of their schools' commitment and whether or not the particular school was an Access Asia school is shown for primary schools in Figure 7.4 and for secondary school principals in Figure 7.5. An analysis of the relationship between group membership and school commitment to teaching studies of Asia is shown in Appendix E.

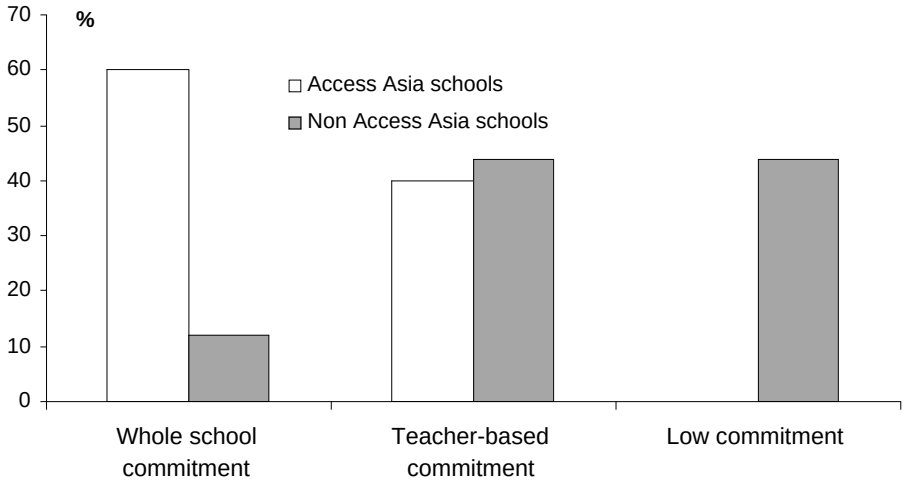


Figure 7.4: Primary schools' commitment to studies of Asia in Access Asia and non Access Asia schools

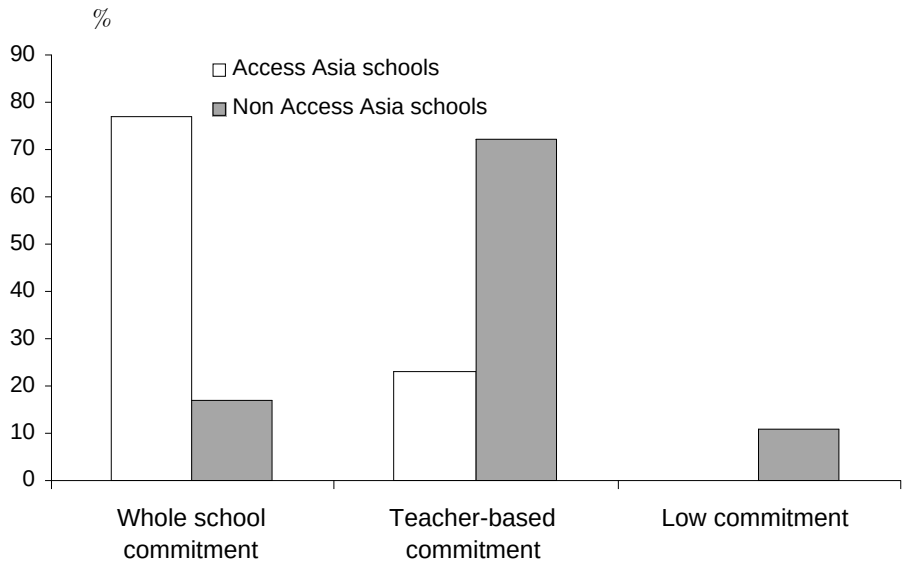


Figure 7.5: Secondary schools' commitment to studies of Asia in Access Asia and non Access Asia schools

In addition, schools showing high commitment were more likely than others to have a coordinator of studies of Asia, to include an Asian language program in the curriculum, and to have a high proportion (40 percent or more) of staff with postgraduate qualifications. The location of a school (rural or urban), whether it was coeducational or single sex, the presence or absence of Asian ethnic groups in significant numbers, and the percentage of students receiving Education Maintenance Allowance or coming from a language background other than English did not differentiate between schools making higher or lower commitment. Staff mobility did not

contribute either to differences in school commitment, or to knowledge and attitude outcomes for students.

As New South Wales had declined to participate in the principals' survey, schools from this state were not included in the final analysis of relationships between school commitment and students' knowledge and attitudes. In addition, data from schools with students at both primary and secondary levels were not amenable to statistical analyses contrasting results from Year 5 and Year 8 students at a whole school level. Weighted data on school commitment and students' mean knowledge and attitude scores are reported in Table 7.5. The percentage of schools in each group did not vary by students' completion of knowledge or attitude measures, so school demographic information is shown with mean knowledge scores only.

Table 7.5: Relationship between schools' commitment to studies of Asia and mean knowledge and attitude scores for students from Access Asia and non Access Asia schools

	Knowledge				Attitude	
	Primary		Secondary		Primary	Secondary
	%	M	%	M	M	M
Access Asia schools						
Whole school commitment	60	498	77	532	532	491
Teacher-based commitment	40	450	23	524	494	476
Low commitment	0	-	0	-	-	-
Non Access Asia schools						
Whole school commitment	12	455	17	509	520	477
Teacher-based commitment	44	473	72	507	520	478
Low commitment	44	441	11	474	496	451

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

For both Year 5 and Year 8 students, multiple regression analyses were performed between students' scores on the tests of knowledge and attitudes to learning as response variables, and teachers' use of resources and practices and school commitment to studies of Asia as predictor variables. Analyses suggest that there was a substantial positive relationship between primary students' knowledge and both level of school commitment and teachers' use of resources, with the regression equation explaining approximately 19 percent of the variation in students' knowledge scores. The level of school commitment explains 6.7 percent of the variation in Year 5 students' knowledge, after allowing for the effect of teacher resource use, while teachers' use of resources uniquely explains 5.9 percent of variation in Year 5 students' knowledge. By contrast, there is no statistically significant relationship between school commitment or teachers' resource use and knowledge scores for Year 8 students.

In addition, there is a positive relationship between Year 5 students' attitudes and teachers' use of resources, with the regression equation explaining 14.7 percent of variation in attitude scores. Approximately 6.8 percent of variation in students' attitudes was uniquely attributable to teachers' resource use. However, there was no statistically significant relationship between school commitment or teachers' use of resources and the attitude scores for Year 8 students. Data on school demographic variables and their association with students' mean knowledge and attitude scores are reported in Table 7.6, while Tables 7.7 and 7.8 display the same information for staff contextual variables and school contextual variables respectively.

Table 7.6: Relationship between school demographic variables and students' mean knowledge and attitude scores

	Knowledge				Attitude	
	Primary		Secondary		Primary	Secondary
	%	M	%	M	M	M
School size						
Small	24	502	25	519	501	490
Medium	58	494	57	523	517	484
Large	18	442	18	522	500	477
School location						
Remote or isolated	-	-	1	540	-	532
Rural or regional	21	442	32	502	496	468
Urban or metropolitan	79	479	67	535	519	494
School gender						
Single sex	3	483	12	553	529	509
Coeducational	97	471	78	519	513	481
Students receiving educational allowance						
Low	79	473	87	525	512	486
Medium	16	466	11	503	515	467
High	4	425	2	514	501	495
Students from non English speaking background						
Low	71	474	87	522	514	481
Medium	20	459	7	532	506	503
High	9	477	6	525	530	519
Students leaving school every year						
Low	96	473	94	523	514	484
Medium to High	4	437	6	540	512	531
Students joining school every year						
Low	96	474	95	521	514	483
Medium to High	4	437	5	549	512	550

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

Table 7.7: Relationship between staff contextual variables and students' mean knowledge and attitude scores

	Knowledge				Attitude	
	Primary		Secondary		Primary	Secondary
	%	M	%	M	M	M
Principal more than 3 years						
Yes	66	471	54	528	516	485
No	34	476	46	516	512	484
Staff with less than four years undergraduate training						
Low	78	476	97	526	516	488
Medium to High	22	455	3	493	502	450
Staff with four years undergraduate training						
Low	7	481	8	516	520	479
Medium to High	93	470	92	524	512	486
Staff with postgraduate qualifications						
Low	60	466	58	528	504	484
Medium to High	40	482	42	519	524	490

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

Table 7.8: Relationship between school contextual variables and students' mean knowledge and attitude scores

	Knowledge				Attitude	
	Primary		Secondary		Primary	Secondary
	%	M	%	M	M	M
AEF Access Asia School						
Yes	46	482	32	521	521	486
No	54	461	68	525	507	485
Studies of Asia coordinator						
Yes	37	478	28	521	511	497
No	63	466	72	525	514	481
Significant Asian ethnic groups						
Yes	32	486	27	547	531	506
No	68	464	73	515	505	478
School Asian language programs						
Yes	64	473	94	524	518	484
No	36	469	6	493	508	479
Incorporation into grade 5 curriculum						
Significantly	22	508			542	
Moderately	54	468			509	
Not much	24	444			499	
Incorporation into year 8 SOSE/HSIE curriculum						
Significantly			19	520		481
Moderately			63	534		487
Not much			18	497		465
Incorporation into year 8 English curriculum						
Significantly			2	564		541
Moderately			31	536		495
Not much			67	528		481
Incorporation into year 8 Arts curriculum						
Significantly			8	498		476
Moderately			34	537		488
Not much			58	537		490
Incorporation into year 8 Languages curriculum						
Significantly			61	534		492
Moderately			22	511		478
Not much			17	521		469

Mean knowledge and attitude scores are reported using standardised scores with a mean of 500 and standard deviation of 100. Mean knowledge score for primary students was 471, and 525 for secondary students. Mean attitude score for primary students was 516, and 489 for secondary students.

8. Summary

Calibration of instruments

Item response modelling was used to map items used in the primary and secondary knowledge tests onto the same scale. This technique allowed students sitting different test items to be compared against each other in terms of their knowledge about Asia. Attitude scores were also calibrated using item response modelling. The difficulty estimates of both knowledge and attitude items were used as the basis of developing the K500 and the A500 scores respectively. A complete description of instrument calibration is included in Appendix B.

Analysis of national data

Australian primary and secondary students' knowledge and understanding was described in a profile that consisted of seven levels. At the highest level, students displayed a knowledge of historical, cultural and contemporary issues in Asia. At the next level they showed an understanding of the impact of Asian historical figures on traditional and contemporary practices, and a knowledge of Asian text styles, theatre, art and narratives. At the two lowest levels, they were able to simply recognise ideas in symbols, food, customs, costumes, popular cultural artefacts and people. This understanding was not dependent on an ability to connect the information with Asia, or to link common icons or commonly known characteristics of language and customs with Asia. For these students there was a need to contextualise their knowledge and understanding to its Asian origins. The range of scores showed that it was possible for schools to deliver high quality education about Asia and its importance to Australia. Many achieved this despite both the lack of a central place for studies of Asia in the curriculum, and variations in resource use and training for teachers. In reporting outcomes, test scores were transformed to scales with a national mean of 500 and a standard deviation of 100 for both knowledge (K500) and attitudes (A500). The overall mean knowledge (K500) scores were 525 for Year 8 and 471 for Year 5, indicating substantially higher achievement for secondary students.

The context in which students learnt about Asia played a role in their knowledge outcomes. In general, students who made use of multiple forms of learning, and especially those who were able to draw upon formal and structured classroom lessons, showed higher levels of knowledge. In addition, mean knowledge scores were higher for both primary and secondary students who were born in Asia, or who had at least one parent born in Asia, who spoke an Asian language at home, had visited an Asian country, or had ever lived in Asia. Students' gender and English speaking background did not strongly differentiate between those with higher and lower knowledge levels.

1. Recommendation: The importance of formal, structured classroom teaching in studies of Asia needs to be emphasised. Informal activities such as excursions and festivals may enhance student interest, but they are not sufficient in themselves to improve accuracy or depth of understanding.

Attitude outcomes

The attitudes of both primary and secondary students towards learning about Asia were described in profiles that contained five levels (see Figure 1.2). At the highest level, there was a keen interest in learning about Asia; students showed personal involvement and commitment to increasing their knowledge, and were likely to agree with statements such as 'Countries of Asia are my favourite' and 'I would like to live in a country in Asia'. Those at the least positive attitude level displayed a negative reaction to learning about Asia. Distribution was negatively skewed, with more students located at the higher levels. The mean attitude scores were 516 for Year 5 students and 489 for Year 8. This distribution of attitudes is very different from that of knowledge and understanding, which tends to suggest that growth and development in attitudes is not occurring through exposure to an Asia-related curriculum or to learning, as might be the case with knowledge and understanding.
At primary and secondary levels, girls tended to have more positive attitudes than boys. Higher attitude scores were also recorded for students born in Asia or with at least one parent born there, who spoke an Asian language at home, or who had visited an Asian country.

It is noticeable that attitude differences in the year levels are most evident at the extremes. Year 8 had fewer students with highly positive attitudes, and more with negative attitudes. The reasons for this were unclear, and given the lack of a longitudinal study it was not possible to ascertain

whether differences represented a shift in attitude over time or an artefact of sampling these two formative year levels. There are no comparative data on which to base an interpretation or conjecture.

2. Recommendation: A longitudinal study of change in Australian students' attitude, knowledge and understanding should be undertaken. This could use the current study cohort and instruments.

Effects of educational context

Schools were differentiated on the basis of commitment made to studies of Asia, the differences in commitment being related to students' knowledge and attitude scores. Some were making a whole school commitment, involving specific policy and management decisions and the cooperation of the school community. Others relied on the efforts and interest of individual teachers or groups of teachers. Some schools showed a relatively low commitment to studies of Asia.

Differences in students' knowledge and attitudes on the basis of school commitment were most clearly marked for Year 5 students, and the relationship between commitment and student knowledge was stronger in schools participating in the Access Asia program. For those not part of the program the relationship was more heterogeneous, reflecting the idiosyncratic manner in which those schools were implementing their school community's interest in promoting awareness of, and interest in, studies of Asia.

3. Recommendation: Schools should be encouraged to make a whole school level of commitment to teaching studies of Asia. This would involve the development and implementation of specific policy on studies of Asia, high quality resources (for example, class sets of teaching materials, library resources), and systematic support for teachers' professional development and library acquisitions through a clearly articulated and coordinated program.

Students' knowledge and attitude outcomes could also be related to differences in teachers' use of resources and the importance placed on a range of curriculum emphases; in this respect, teachers could be identified as belonging to one of three groups. Those who indicated they made frequent use of a wide range of Access Asia teaching materials, professional development, excursions, and advice from consultants were associated with higher achievement levels. A second group relied mainly on school-based resources and on teaching materials they had produced themselves, while a third group made relatively infrequent use of resources related to studies of Asia. In general, teachers who used more structured resources were associated with higher levels of achievement.

4. Recommendation: Teachers need a wide range of teaching materials and professional development opportunities relevant to studies of Asia. They should be encouraged to draw upon Access Asia materials, together with audiovisual, multimedia and Internet resources, and advice from consultants. In particular, the fact that students with higher knowledge and attitude outcomes had teachers who scheduled specific topics or units on studies of Asia into their classroom practice reinforces earlier observations of the importance of formal and structured classroom teaching for improving knowledge and understanding of Asia. Opportunities to share 'best practice' are needed.

The importance of higher emphasis on curriculum content was evident, especially in primary schools. Year 5 scores increased as incorporation of studies of Asia into general school subjects increased. In Year 8, students' knowledge and attitudes were influenced by the experience and qualifications of their teachers, and by the incorporation of studies of Asia into their English and SOSE/HSIE curricula.

5. Recommendation: For primary students, studies of Asia content should be incorporated into the general school curriculum. For secondary students, it is particularly useful to include studies of Asia in the English and SOSE/HSIE curricula.

In primary schools, there was a relationship between school size and students' knowledge; students in smaller schools had higher achievement scores. However, there was no relationship between size of school and student attitudes. Students in primary schools with a lower proportion of students receiving Education Maintenance Allowance also achieved higher mean knowledge scores, but this relationship was less clear for secondary students. For Year 8 students, attendance at a single sex school was linked to higher knowledge and more positive attitude scores.

The Access Asia program

Knowledge and attitude scores in Year 5 were higher among students from Access Asia schools, but there was no corresponding relationship for Year 8. Other contextual variables, such as the schools' commitment to teaching studies of Asia content or the types of practices and resources teachers drew upon in their teaching, were more important than participation in the program.

However, there was considerable variation at school, teacher and student level in terms of what it meant to be part of the Access Asia program. There were wide differences between states in implementation of the program, and between schools. While teachers from Access Asia schools were more likely to make frequent use of resources this was not exclusively so. Some teachers from the Access Asia program, and particularly from secondary schools, made infrequent use of resources. On the other hand, some teachers who were making frequent use of resources were from non-participating schools, although participating schools were more likely to be making a whole school commitment to studies of Asia. A high proportion of non Access Asia schools indicated that individual teachers or groups of teachers were strongly influencing the implementation of studies of Asia in their curriculum.

6. Recommendation: The reason for differential use of Access Asia resources needs to be examined so that all students in participating schools can take advantage of the benefits of the program.

The lack of differences in outcomes between Access Asia schools and non Access Asia schools was to some extent surprising, but on analysis of the program it became apparent that those belonging to Access Asia did not share a common curriculum. State differences in program interpretation and differences in state curricula at primary and secondary levels were major contributing factors to differences in achievement. The between state differences were not systematic and often worked in opposite directions, cancelling out any national effect. Consequently, given the project requirement that state comparisons not be made, this report is limited in the type of advice that can be given. Opposing effects of state differences confound attempts at systematic, national examinations of effects of Access Asia programs, although there are indications of what constitutes a successful school in terms of student attitude, knowledge and understanding. These relate to a systematic whole school approach, use of regular and broad ranging resources, the importance of professional development, leadership at school level, and commitment of staff.

7. Recommendation: Cross-state comparisons are essential for understanding the way in which involvement in the Access Asia program affects students. A clear understanding is needed of the way in which state policy is implemented and how differences in policy and curriculum translate into different outcomes. It is recommended that these analyses be undertaken in the interests of a better understanding of students' attitudes to Asia, and their knowledge and understanding.

The approach to implementation can also be assisted by better understanding of the process of institutionalisation of programs in schools. Miles and Huberman (1984) showed that implementation needs a commitment from teachers, a well-defined area of responsibility for which a specific person is nominated as the leader, and an external constituency of support through a professional association or community group. These factors are only partially implemented at a

national level, but are differentially present at a state level with quite diverse results. Accordingly, this project has left many issues unresolved. The issue of state variation in interpretation of studies of Asia and the differential effects of this interpretation at primary and secondary levels have already been identified as potential areas for further analyses and investigation. The project also highlighted differences in secondary teacher use of resources for studies of Asia, even when the school has made the commitment to join the Access Asia program. It is also evident that there is a difference between Year 5 and 8 students' levels of attitudes, knowledge and understanding. However, this was a cross-sectional study and while there is some consistency with international studies of achievement in terms of the effect size of the difference between the year levels, change cannot be attributed to the result. Before growth (or indeed regression) across years can be called change, a longitudinal study would be required.

8. Recommendation: The Commonwealth should pursue factors that aid implementation, after defining the enhancing and detracting effects of curriculum and policy at state levels. An investigation of the effects of variations in policy and curriculum and the reasons for the differential use of resources among Access Asia secondary teachers is needed.

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Appendix A: Drafting policy questions approach

The first step in the conduct of the study was to establish the policy questions to drive the data collection. Discussions were undertaken with key persons in the educational jurisdictions involved in delivering studies of Asia. The project team and the Project Steering Committee formed a working party that formulated a small number of policy research questions, which were circulated to the each member of the working party. A final list of the questions was then established.

Four distinct data levels were identified in the project:

1. student
2. teacher/class
3. school head/school
4. national/system/international

Within each of these, a number of policy issues and contexts were identified. The contexts suggested a number of policy questions that in turn served as a basis for selecting the items for the surveys.

The proposed sets of questions were meant to point to policy issues of concern to governments and system administrators. They were neither questionnaire items nor survey instrument questions. Once agreed upon, via circulation to the working party representatives of the national group of educational jurisdictions, the issues were developed into specific questionnaire items after establishing how the data would be presented.

In the course of developing the issues, a number of dummy tables were created. A dummy table is one that has in it the variables and the analysis to be conducted on the data, but does not include the actual data. Because of this, dummy tables are sometimes called 'blank tables'. The advantage of producing dummy tables was that they contained the indicators or variables that would enter into the actual table, and the form of analysis that must be undertaken. This allowed those who were to construct the questionnaires to know exactly which measures they had to develop, and those responsible for the data processing to know which analyses were anticipated. In some cases one dummy table is sufficient to provide the required information to answer the policy question, but in other cases more tables may be needed.

The questionnaire items were then designed to yield quantitative data of the type that would enable the project to provide policy suggestions based on the data pertaining to these questions.

Each section below lists a large number of potential policy questions. These were circulated to the members of the representative working party for the project, and a selection of policy issues was formulated.

Four primary sources were used to generate policy questions:

- the project tender;
- NALSAS Strategy;
- *Asia Education Foundation: National Evaluation of the Second Triennium;*
- *Studies of Asia: A Statement for Australian Schools*; and issues identified as salient in related research.

Student level policy questions

Four broad areas of concern used in developing research questions guided the development of policy issues for the study. These were demographic, affective, educational, and studies of Asia.

Demographic

How are demographic variables related to the outcomes of studies of Asia?

- What are the personal characteristics of the student sample? Ethnicity, age, gender, SES?
- What level of education do the parents have?
- What Asian languages are spoken at home or by significant others?
- What relationships does the family have with Asia - through business, travel, family, etc?

Affective

How are attitude variables related to the outcomes of studies of Asia?

- What are students' demographic characteristics?
- What are students' career aspirations?
- What are students' extracurricular activities and how do these relate to studies of Asia?

Educational

How are student educational background variables related to the outcomes of studies of Asia?

- What access to educational resources related to studies of Asia do students have?
- What are students' communities?
- What are students' attitudes and behaviours in relation to studies of Asia?
- What are students' educational characteristics?

Studies of Asia

- Are students in Australian schools developing sufficient understanding of and empathy with Asia, its culture and its relationship to Australia?
- Does the Access Asia program sufficiently differentiate the participating and non-participating schools in terms of Asian understanding and empathy?
- What proportion of students has acquired a minimum understanding of Asia?
- What contact have students had with Access Asia programs?
- What percentage of students receives extra assistance with their studies of Asia?
- What suggestions do students have for Access Asia programs?
- What are the baseline achievement levels and distributions of Australian students in studies of Asia?
- What are the baseline attitude levels and distributions of Australian students in studies of Asia?
- What are the benchmark levels for Australian students' attitudes in studies of Asia?
- What are the benchmark levels for Australian students' achievement in studies of Asia?
- How do demographic factors, resource issues and program implementation factors relate to achievement and attitude development in studies of Asia?
- What are the resources relevant to Asia that the students have at home?
- How does ethnic background of students affect achievement and attitude?

These issues and concerns were included on a questionnaire format and circulated to representatives of states and territories for their evaluation regarding suitability for the study.

Table A.1: Sample study questions for state and representatives endorsement.

Show how important you feel each policy question is for the project.	1	2	3	4	5
1. What are the personal characteristics of the student sample, including ethnicity, age, gender and socioeconomic status?					
2. What level of education and work involvement do the parents have?					
3. What Asian languages are spoken at home or by significant others?					
4. What relationships do the family have with Asia outside the school through travel or business, family or social contacts?					
5. What are students' career aspirations and have studies of Asia been influential in shaping these?					
6. What are students' extracurricular activities and how do these relate to studies of Asia?					
7. What are students' general attitudes to schooling and learning?					
8. How interested generally are students in other cultures?					
9. What are students' educational characteristics in terms of their experiences and general performance levels?					
10. What percentage of students receives extra assistance with their studies of Asia?					
11. To what extent do students identify Asia as different to Australia?					
12. To what extent do students understand the economic, strategic and cultural importance of Asia?					
13. How have students developed concepts of Asia?					
14. What stereotypes do students have of Asia?					
15. What knowledge of contemporary issues relating to Asia do students have?					
16. What knowledge do Australian students have of world contributions by the peoples of Asia?					
17. What do students understand about the implications of closer Asia-Australia relations?					
18. What do students identify and understand as Asia?					
19. What access to educational resources related to studies of Asia do students have?					
20. What are the characteristics of students' educational communities?					
21. What contact have students had with Access Asia programs?					
22. What suggestions do students have for Access Asia programs?					
23. How do program implementation factors relate to achievement and attitude development in studies of Asia?					
24. What home resources do students have that are relevant to studies of Asia?					

The results are illustrated in Figure A.1, which shows that questions 1, 11, and 14 to 18 were considered the most important. It also indicated that system representatives wanted to know about attitudes and stereotypes, contemporary issues, relationships between Australia and Asia, and so on. These were selected from the priority list and developed into questionnaire items at the student level.

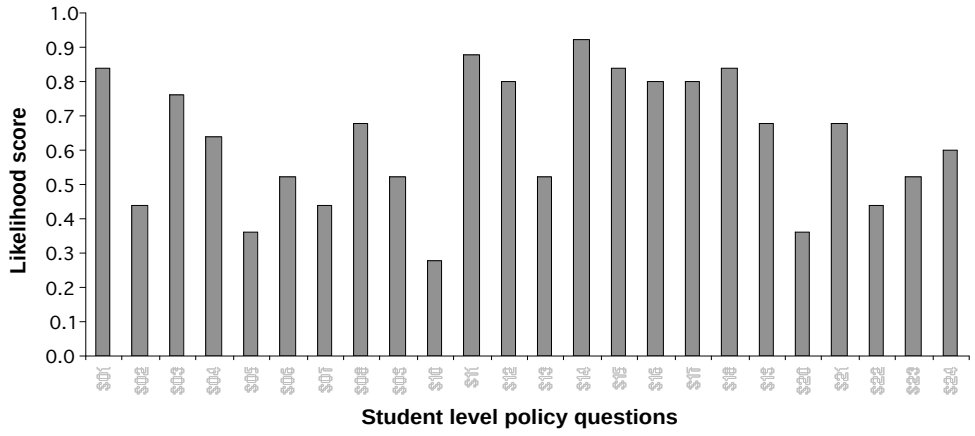


Figure A.1 Mean ratings for Asia policy issues at the student level.

Teacher and class level policy questions

Issues related to teachers and classroom practices were addressed in the same manner as student issues. The areas for consideration were related to personal background, their studies of Asia and their classroom practices and resources.

Personal

- What are the personal, professional and demographic characteristics of teachers engaged in studies of Asia?
- What experience do the teachers have of Asian culture?

Studies of Asia

- Have teachers received training related specifically to Asia or studies of Asia? (pre service? inservice?)
- How effective do the teachers perceive inservice/pre service education to be?
- What are teachers' attitudes to studies of Asia?
- What suggestions do teachers have for Access Asia programs?
- What contact have teachers had with the Access Asia program?
- What support is given to teachers for teaching studies of Asia and what is their perception of this support?
- What aspects of studies of Asia programs make them difficult to deliver?
- What are the teachers' experiences in teaching studies of Asia?
- What are teachers' teaching styles and activities in relation to studies of Asia?
- What are the additional activities of teachers in the studies of Asia programs?
- What relationship to school communities do studies of Asia teachers have?
- What provision and access to classroom resources (as indicated by an index of provision) do teachers have for studies of Asia?
- What access to and perceptions of 'consultant' assistance do teachers have?
- What are the main sources of teacher satisfaction in teaching studies of Asia?
- What are the relationships between teacher characteristics and variables with student achievement and attitudes?
- What are the main constraints operating against the teaching of studies of Asia?
- What are the facilitating forces helping the teaching of studies of Asia?

A range of overlapping question sets can be given. First, as with students, the collection of demographic information about teachers was recommended to establish the representativeness of the sample, analyse the effect of teacher characteristics on student outcome, and draw comparisons of like characteristics and their relationships to outcomes within programs.

Second, as for students, information relating to the experience in teaching studies of Asia and also in relation to Asia more generally were proposed as potentially important. A range of initiatives has placed emphasis on developing teachers' 'Asia literacy' and their capacity to integrate studies of Asia content into their teaching practices. The following teacher level policy questions were suggested.

Table A.2: Potential teacher level policy issues.

Show how important you feel each policy question is for the project.	1	2	3	4	5
1. What are the personal and professional demographic characteristics of teachers engaged in studies of Asia?					
2. To what extent do teachers feel that studies of Asia embellish the SOSE/HSIE, English and Arts curricular?					
3. Have teachers received pre-service or in-service training related specifically to Asia or studies of Asia, which they perceive to be effective?					
4. Among teachers, what are the levels and nature of awareness of Access Asia materials?					
5. What experience do the teachers have of Asian cultures?					
6. What are the relationships between teacher characteristics and variables with student achievement and attitudes?					
7. What are teachers' attitudes to studies of Asia?					
8. What suggestions do teachers have for Access Asia programs?					
9. What contact have teachers had with the Access Asia program?					
10. What support is given to teachers for teaching studies of Asia and what is their perception of this support?					
11. What stereotypes do teachers have of Asia?					
12. What are teachers' teaching styles and activities in relation to studies of Asia?					
13. In what extracurricular and community activities do teachers participate, in relation to studies of Asia?					
14. What are teachers' perceptions of studies of Asia within the school community?					
15. What provision and access to classroom resources (as indicated by an index of provision) do teachers have for studies of Asia?					
16. What access to and perceptions of assistance from consultants do teachers have?					
17. What are the main sources of teacher satisfaction in teaching studies of Asia?					
18. What are the main constraints operating against the teaching of studies of Asia that make them difficult to deliver?					
19. What factors have been most useful in teaching studies of Asia?					
20. What are the facilitating forces helping the teaching of studies of Asia?					

As the result of this survey of representatives, the following mean item scores were obtained indicating that the most important teacher issues for follow up investigation were related to demographic characteristics of teachers, the value of studies of Asia in their teaching subject, the value of training, availability and awareness of materials, support for teachers, and stereotypes.

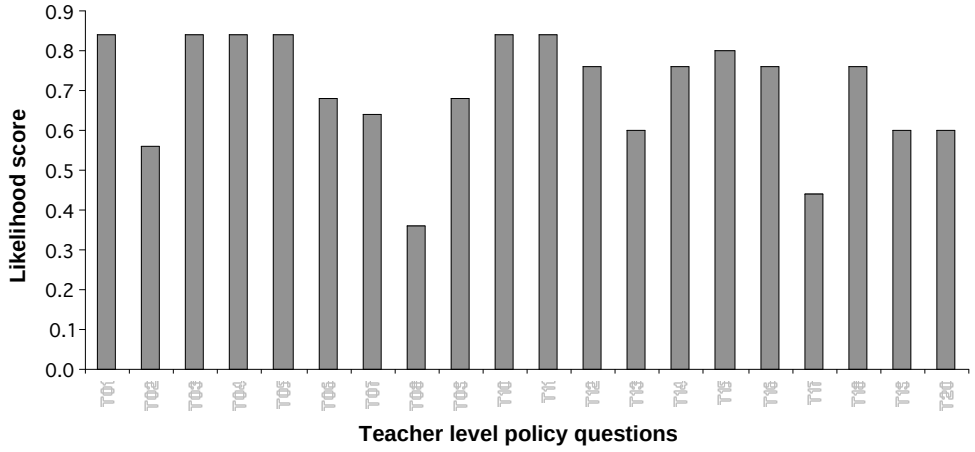


Figure A.2: Relative importance of issues at the teacher classroom level

Principal/school level policy questions

The third area of concern related to the possible effects of school level policy and practices on students' knowledge, understanding and attitudes towards Asia. Three broad areas were identified: personal, school, and studies of Asia. Consideration of issues in these broad areas led to the development of a range of policy concerns and questions that were circulated to the committee members.

School

- What teaching involvement do school principals/coordinators have in the field of studies of Asia?
- What are the demographic characteristics of schools?
- What are the organisational characteristics of the schools?
- What are the natures and levels of general school resources and facilities with regard to studies of Asia?
- What are the Asian community inputs into the school?

Studies of Asia

- What are the nature and levels of Access Asia school resources and facilities?
- What contact do school heads have with Access Asia programs?
- What are the students' perceived benefits resulting from engaging in studies of Asia?
- In what ways do students participate in studies of Asia?
- What suggestions do school principals have for Access Asia programs?
- What are the school level policies for incorporating studies of Asia in the curriculum?
- What is the variation between schools in relation to students' attitudes in studies of Asia?
- What is the variation between schools in relation to students' achievement levels in studies of Asia?
- What aspects of studies of Asia programs make them difficult to administer?
- What system level supports assist with administration of studies of Asia?
- What community support does the school receive for the studies of Asia program?

While principals or coordinators may be less involved in the direct delivery of studies of Asia, the information they might be able to supply was considered to be a basis for the administrative environment within which learning occurred. While the majority of questions target information specifically related to studies of Asia, it was also considered necessary to ask questions focused on basic school characteristics.

Table A.3: School level policy issues addressed with the principals

Show how important you feel each policy question is for the project.	1	2	3	4	5
1. What teaching involvement do school principals or Access Asia coordinators have in studies of Asia?					
2. What are the characteristics of school policy or position statements?					
3. What is the extent of community acceptance and assistance with studies of Asia?					
4. What professional experience do principals have in relation to studies of Asia?					
5. What are the demographic characteristics of schools, including SES, gender, rurality, student and teacher numbers, system, etc.?					
6. What are the organisational characteristics of the schools?					
7. What are the kinds and levels of general school resources and facilities with regard to studies of Asia?					
8. What are the Asian and general community inputs into schools?					
9. To what extent has the Asian content of school curricula been reviewed since its implementation?					
10. What are the amounts and sources of variation between schools in student attitude levels in studies of Asia?					
11. What are the amounts and sources of variation between schools in student achievement levels in studies of Asia?					
12. What are the nature and levels of Access Asia school resources and facilities?					
13. What contact do principals have with Access Asia programs and advisors?					
14. What are the principals' perceived benefits resulting from engaging in studies of Asia?					
15. In what ways do students participate in studies of Asia?					
16. To what degree have studies of Asia been incorporated across the school curriculum?					
17. What suggestions do principals have for Access Asia programs?					
18. What are the school level policies for incorporating studies of Asia in the curriculum?					
19. What aspects of studies of Asia programs make them difficult to administer?					
20. What agents (e.g., information technology, local area networks, TICFA, professional development programs, Access Asia materials) have been most successful in developing studies of Asia in schools?					
21. What system level supports assist with administration of studies of Asia?					
22. To what extent have studies of Asia been integrated into the school curriculum?					

The representatives indicated that the more important principal and school level issues were related to school policy, resources and position on studies of Asia, community involvement and acceptance, and demographic and organisational characteristics. These were the issues that were developed into survey questions, as shown in Figure A.3.

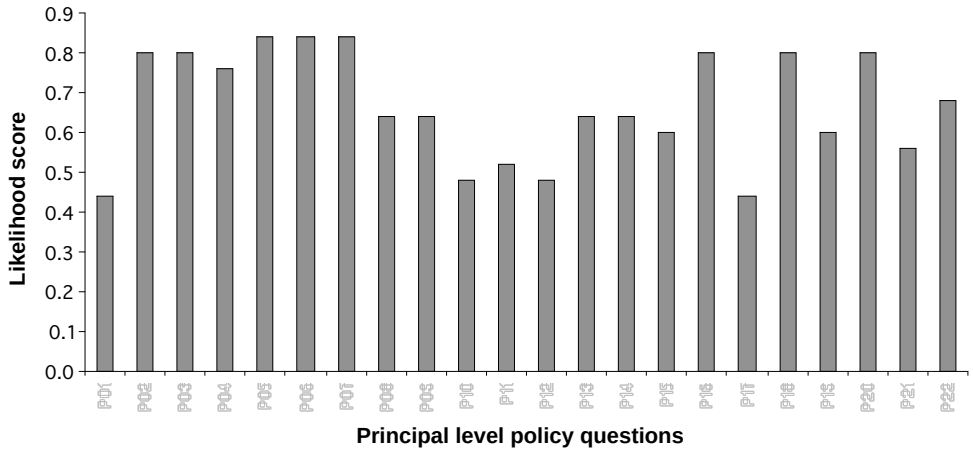


Figure A.3: System responses to principal and school issues

System policy questions

At the next level, system representatives made and decided on policy and their implementation. Their interpretation of the Access Asia program, for instance, was considered to have a potential impact on the student's knowledge and understanding of Asia. Accordingly, a series of policy related questions were addressed to system representatives for each of the states and territories participating in the study. These focused on schools and programs.

Schools

- What are the amounts and sources of variation between schools in student attitude levels in studies of Asia?
- What are the amounts and sources of variation between schools in student achievement levels in studies of Asia?

Programs

- How do student attitude and achievement distributions in studies of Asia differ from those in other learning areas?
- How do student attitude and achievement distributions in studies of Asia differ across Access Asia and non Access Asia schools?
- Analyses of generalised outcomes may not immediately suggest areas for development of specific programs and projects, but they do enable assessment of progress to date and the establishment of baseline estimates against which future studies can be measured. The following system level policy questions were proposed.

Table A.4: System level policy issues

Show how important you feel each policy question is for the project.	1	2	3	4	5
1. How do student attitude and achievement distributions differ among the Key Learning Areas of SOSE, English and the Arts?					
2. How do student attitude and achievement distributions in studies of Asia differ across Access Asia and non Access Asia schools?					
3. Are there differences in studies of Asia across Government, Catholic and Independent school systems?					
4. What are the baseline achievement levels and distributions of Australian students' studies of Asia?					
5. What are the baseline attitude levels and distributions of Australian students' studies of Asia?					
6. What are the benchmark levels for Australian students' attitudes in studies of Asia?					
7. What are the benchmark levels for Australian students' achievement in studies of Asia?					

With these questions, the system representatives indicated that the most important issues were all related to baseline and benchmark data collection, although all issues were considered important.

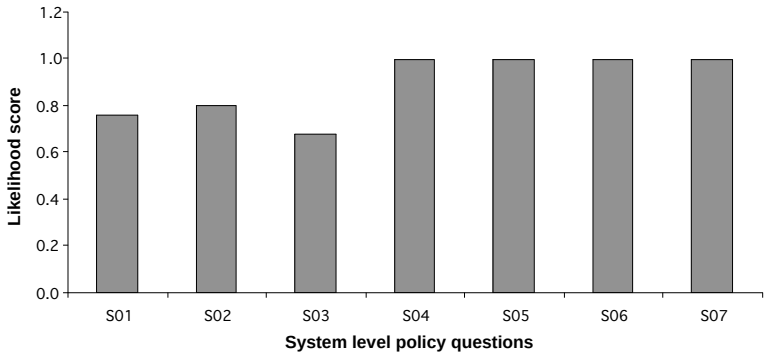


Figure A.4: Relative importance of system level issues

Revised policy issues

The comments and ratings were combined to reform the policy questions. A response grid was developed for verification purposes when the reformulated policy items were returned to the working party for verification. Respondents were asked to endorse or modify the questions where needed.

Student level policy questions

The following policy themes and questions will be asked ABOUT and not necessarily FROM students. Examples of the specific areas that will be tapped to derive information about these questions are shown in brackets.

1. What are students' personal characteristics?
   (including: ethnicity, age, rurality, gender, socioeconomic status, relevant family characteristics)

2. What are students' relationships with Asia outside of school?
   (including contacts through: family/home resources; social interaction; extracurricular academic programs; and personal activities, such as jobs, media, internet, books and magazines, travel)

3. How do students relate to Asia and studies of Asia within their school?
   (including students' general learning attitudes, achievement levels and experiences; provision and use of specialised resources, programs, communities and teachers)

Teacher level policy questions

The following policy themes and questions will be asked ABOUT and not necessarily FROM teachers. Examples of the specific areas that will be tapped to derive information about these questions are shown in brackets.

4. What are teachers' personal and professional characteristics?
   (including: ethnicity; teaching experience; teacher training and other qualifications; preservice or in-service training specifically to Asia or studies of Asia - have they participated and has the training been effective)

5. How do teachers relate to Asia and teaching studies of Asia?
   (including teachers': attitudes to studies of Asia; experience with Asian languages and cultures; relevant extra curricula and community involvements; use of the Access Asia program and related curriculum materials; general perceptions of students' competence in studies of Asia)?

6. How do teachers perceive studies of Asia within their school context?
   (professional development, consultancy; school and class resources; main constraints facilitating and hindering the implementation of studies of Asia; contributions of specific groups to developing studies of Asia)?

Principal (School) level policy questions

7. What are the general demographic and organisational characteristics of schools?
(school socioeconomic status, rurality, student and teacher numbers and mobility, system, organisational structures)

8. What relationships does the school have to Asia and studies of Asia?
(principals' relevant teaching, academic and professional involvements; relevant school policies; nature and levels of general and Asian focused school resources and facilities; extent of incorporation of studies of Asia content into curricula and degree to which content has been reviewed; perceived benefits from involvement in studies of Asia; agents who have helped and hindered development of studies of Asia; contact principals have had with studies of Asia consultants)?

National level policy questions

The following policy themes and questions were asked ABOUT and not FROM systems. Examples of the specific areas that were tapped to derive information about these questions are shown in brackets.

9. How do school characteristics relate to knowledge and attitudes to Asia?
(Access Asia programs or key learning areas (SOSE/HSIE, English and the Arts), sources of variation between Australian students' attitude and achievement levels in studies of Asia)

10. How do Australian students' attitude and achievement distributions in studies of Asia differ across Access Asia and non Access Asia schools?

11. What are Australian students' baseline achievement levels and distributions in studies of Asia?

12. What are Australian students' baseline attitude levels and distributions in studies of Asia?

Appendix B: Calibration of tests and scales

The following sections detail the various scale and test items that were estimated using item response modelling. More specifically, the Quest computer program (Adams & Khoo, 1994) was used to apply a simplistic Rasch model to:

- items used in the primary and secondary knowledge tests;
- items concerning attitudes toward learning about Asia;
- survey items designed to measure how much students indicated they had learned about Asia inside and outside the school environment.

The item difficulty estimates of both the knowledge and attitude items were used as the basis of developing the K500 and the A500 scores respectively.

Knowledge and understanding

Calibrating the tests involved establishing that items accurately measured the targeted latent trait. It was necessary to show that items not only measured a single, dominant trait, but that they did so consistently. Items were expected to be spread out to measure different levels of performance; when this was achieved, the substance, magnitude and direction of the latent variable could be argued to have been established. Items could then be used for locating students along the latent trait.

Test data were analysed using both classical and Rasch model analyses. Item response modelling was used to equate across systems and to identify student competence levels. This approach enabled performances of the sample of students from each jurisdiction to be mapped onto a common scale even though student groups were being assessed on different subsets of items. The common scale then made it possible to analyse student performance in terms of other background characteristics obtained through the student, teacher and principal survey instruments.

Classical analysis uses a raw score as an estimate of ability. However, in this case a raw score would be misleading as each state and territory selected its own subset of items on the tests. Analysis according to this approach assumed that the test score estimate of ability was a combination of a true score and error. A variance estimate was obtained for each of these - the true score and error - and from these, the reliability of the test data is obtained. The reliability is the ratio of true score variance to total variance of test scores. In this model, the aim of test construction is to optimise the correlation between item scores and test total scores (the discrimination index). This often means the correlation is maximised if the proportion correct on each item is about 50 percent. Under the classical model, tests needs to be constructed according to a set of discrete outcomes or objectives representative of the curriculum in order to achieve this result.

This emphasis is relaxed with a Rasch model analysis, but the test design makes more stringent demands on developers. In this approach, an underlying variable was hypothesised with a set of levels of increasing difficulty. This hypothesised variable was reported in Table 3.2, where the test blueprints were discussed. Item writing workshops were conducted in each state and territory, and writers were shown how to match item difficulty to levels on that variable. Together the set of items was expected to provide indications of student ability across the range of difficulties associated with levels of skill at both Year 5 and Year 8 in Australian schools. In order to achieve this, a series of panels were invited to attend the item development and review workshops to nominate the levels of increasing difficulty, and then to develop items for each of the levels.

The construction of scores

Apart from the total score for knowledge and understanding, the following scores were also calculated.

Student measures

It is evident that in two tests of 60 items each covering seven levels of ability, it was not possible to have a lot of items in every cell of the test blueprint. Measures of the domains of each curriculum area could have been derived from the test scores, but their (alpha) reliability would be expected to be low and errors of measurement would be high. The analyses of the student performance, therefore, focus on one main measure - the knowledge and understanding performance measures.

However, two measures are used in this report to describe student performance. The first is a transformed score in which the ability estimates were standardised with a mean of 500 and a standard deviation of 100. The second is the competence level identified through a skills audit of the items and an interpretation of the groups of items on the underpinning scale.

Competence levels

The data were analysed to identify the levels of competence in knowledge and understanding of Asia displayed. Each of these levels was identified using a skills audit of the items as described by a panel representing curriculum, assessment and teaching specialists. The levels indicate the highest level of skills that the student has typically demonstrated. This information has consequences for curriculum planning for the school level operations, as well as for any national approach to studies of Asia curriculum. At a school level, for instance, teachers need to focus instruction on the next level above the one identified as the students' level of competence. At the national level, resources (teaching/learning materials) and new input to teacher training need to be produced in order that teachers may deal with the different levels appropriately. Teaching students at low levels of competence should not follow the same process or use the same resources as teaching those at higher levels. The correspondence between learning context and learning outcomes shown in this report can be used to help make such curriculum decisions.

Item writing

Because of the number of students in the sample, it was decided that only multiple choice items would be used, mainly for the ease of scoring and recording answers. Specialist groups from systems and schools were recruited to panel or scrutinise all items. In reviewing the items, the panel checked for obvious gender, race, culture and other forms of bias and sensitivity.

The process of item writing involved the following considerations:

- cognitive demand (knowledge, comprehension and application);
- test balance;
- curriculum relevance;
- probability of a correct response by Year 5 or Year 8 students;
- diagnostic value and interpretation of each distractor.

Item selection by state and territory

Each state or territory selected items to be used in the identification of the level of knowledge and understanding of Asia by students in their jurisdiction. The items were selected on the basis of the match to the local curriculum. On the basis of this selection, and the fact that there were still many items in common across jurisdictions, tests could comprise items selected for use in each state and be equated using a process called concurrent equating. Table B.1 illustrates the items selection for each state and territory.

Table B.1: Item selection for each State and territory

	Primary test item selection								Secondary test item selection							
	VIC	NSW	ACT	QLD	TAS	SA	WA	NT	VIC	NSW	ACT	QLD	TAS	SA	WA	NT
1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2		1	1	1	1	1		1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1
4			1	1				1		1	1	1		1	1	1
5	1	1	1	1	1	1	1	1			1					1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1
7	1	1	1		1	1	1	1	1		1					1
8		1	1	1		1		1	1		1	1		1	1	1
9	1	1	1	1	1	1	1	1	1	1	1			1	1	1
10	1	1	1	1	1	1		1			1	1		1		
11		1	1	1	1	1	1	1	1	1	1		1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	1		1	1	1	1		1	1	1	1	1	1	1	1	1
14	1	1	1	1	1	1		1		1	1	1			1	1
15	1	1	1	1		1	1	1	1	1	1			1		1
16	1	1	1	1	1	1		1			1	1		1		1
17	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1
18	1	1	1	1	1	1	1	1	1	1	1			1	1	1
19			1	1		1		1	1		1	1	1	1	1	1
20	1	1	1	1	1	1		1	1	1	1		1	1	1	1
21		1	1		1	1	1	1	1		1			1	1	1
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23		1	1	1		1	1	1		1	1	1	1	1	1	1
24			1					1	1	1	1	1	1	1	1	1
25	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1
26			1			1		1	1	1	1	1	1	1	1	1
27	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1
28	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1
29		1				1	1	1	1	1	1	1	1	1	1	1
30		1	1	1		1		1	1	1	1	1	1	1	1	1
31	1			1		1		1		1	1	1	1	1	1	1
32			1	1	1	1		1		1	1	1		1	1	1
33	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1
34	1	1	1		1	1	1	1			1			1	1	1
35	1	1	1		1	1	1	1			1			1	1	1
36	1	1	1		1	1	1	1		1	1			1	1	1
37	1	1	1	1		1	1	1		1	1		1	1	1	1
38	1	1	1		1	1		1		1	1	1		1		1
39	1	1	1			1		1	1	1	1	1	1	1	1	1
40	1		1	1	1	1	1	1	1		1	1		1	1	1
41	1		1	1		1		1	1	1	1		1	1	1	1
42	1		1	1		1		1		1	1	1	1	1	1	1
43	1			1			1	1	1	1	1	1	1	1	1	1
44		1	1			1		1	1	1	1	1	1	1		1
45		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
46	1	1	1	1	1	1	1	1	1	1	1			1	1	1
47	1	1	1	1	1	1	1	1	1		1		1	1	1	1
48	1	1	1	1	1	1	1	1		1	1	1	1	1		1
49	1	1	1	1	1	1	1	1	1	1	1	1		1		1
50	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1
54	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1
52		1	1	1	1	1	1	1	1		1	1		1	1	
53		1	1	1	1	1			1		1	1			1	1
54		1	1			1		1						1		1
55	1		1	1	1	1	1	1	1		1			1	1	1
56	1	1			1	1		1		1	1	1			1	1
57	1	1	1	1	1		1	1		1	1	1		1	1	1
58	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1
59	1	1	1	1		1		1	1		1	1		1	1	1
60	1	1	1	1	1	1	1	1	1		1			1	1	1

Scaling the test performances

The test items were scored as right or wrong, using a dichotomous score of one or zero respectively. Scoring each item in this manner treats them as independent dichotomous items in which each student, n, has an ability q_n and each item has a difficulty parameter d_1, d_2, d_3 ... d_k representing the difficulty of attaining a score of 1, on each of items 1 to k. Each of these parameters governs the likelihood of a student with ability, q_n, obtaining a score of 1 rather than 0. The analysis models the relationship between the student ability and the difficulty parameters of each of the items.

Given that the sets of items on each test have a maximum score of 1, the Rasch simple logistic model using the computer program Quest (Adams & Khoo, 1994) was used to derive the estimates of item difficulty and person knowledge about Asia. The probability of the correct response is obtained by:

$$\Pr\{x = 1 \backslash \theta_n, \delta_i\} = \frac{e^{(\theta_n - \delta_i)}}{1 + e^{(\theta_n - \delta_i)}}$$

These probabilities (that the score was x=1 for an item i) enabled the estimates of the ability θ_n and the difficulty parameters δ_i to be obtained. These estimates were then simultaneously plotted on a chart called a variable map that illustrates the relative position of the students against the difficulty levels assigned to each of the test items. When the student ability was at the same level as the item difficulty then the odds that the student would score x_i=1 for the item were 50/50. The logarithm of these odds is zero, indicating that there is no difference between the ability of the student and the difficulty of scoring at this level:

$$(\theta_n - \delta_i) = 0$$

Rasch analysis provides a means for calibrating individual items to measure varying locations on a single latent variable. After the measurement properties of the items have been established, sub-sets of items can be used to measure the latent variable. It is not necessary to use all items during any particular assessment to obtain a measurement of student ability or attitude. The capacity to use item sub-sets provides a number of ways in which testing can be made more efficient, reliable and accurate. The number of administered items could be reduced, for example, to suit administration time or resource constraints. Alternatively, items could be selected that target particular performance levels or, as in this project, curriculum emphases for specific educational jurisdictions. Despite differences in emphases for year levels or education systems, items can also be selected that measure the same underlying variable, yet provide different specific information and thus relevance levels for different curricula. The two latter possibilities were used for the current purposes.

Two measures of accuracy of the test data were used. The first was the measure of the standard error of measurement for each of the item difficulty estimates. The second was a measure of the extent to which the data fit the Rasch model. This measure is the mean squared differences between the estimated or modelled difficulty and the observed difficulty of each score point, weighted by the variance of the assigned scores. This is called the INFIT mean square, which stands for the Information Weighted Mean Squared deviation score. The expected value of the INFIT is 1.0 and the accepted range of these values lies between 0.77 and 1.30 (Adams & Khoo, 1994). When the item sets are all within these limits, this is taken as evidence of a single dominant dimension underpinning the test performance of the students.

The measure of fit is produced for each item and student. Fit helps identify how well the item response pattern and student response patterns conform with the assumptions underlying the item response model. Items may misfit if students' responses are related to extraneous factors rather than on the trait (knowledge and understanding of Asia) being measured. This may occur when a difficult item is being answered correctly by students with low ability and incorrectly by students of high ability. Students may misfit if they respond incorrectly to items below their ability or give an unexpected correct answer to a very difficult item that is above their ability. There are several explanations, such as guessing, for this type of test behaviour.

The underlying construct hypothesised, as presented in Table 3.2 of this report, was examined using a variable map. Several items group together at different points along the uni-dimensional scale, and the major question is whether these clusters can be interpreted as having something in common. This is a matter of interpretation and may cause some controversy. It requires a form of 'artistic' interpretation together with a down-to-earth knowledge of 'how the students think'.

The variable map shows that items can be grouped according to similar difficulty levels. The students also can be grouped within the same range as the items that have similar difficulty levels. This grouping of items identifies a kind of 'transition point', where an increase of item difficulty is associated with a change in the kind of cognitive skill required to achieve a correct answer. Recall the relationship between student ability and item difficulty described above: when ability and difficulty are equal, the odds of success are 50/50. From this we can deduce that if the student were

to improve a little, he or she would have a better than even (50/50) chance of succeeding on items in this group. If this improvement is close to the transition point, we deduce that the students were beginning to exhibit ability associated with a change in cognitive skill. We therefore interpret the cognitive ability being demonstrated by the student as the same as the cognitive skill demanded by the item.

A content analysis of the skills/competencies required to succeed on the set of items within each of these groups of items was undertaken. The people who conducted the skills audit were curriculum and teaching specialist panels from various state and territory systems. This enabled us to understand the kind of skills being demonstrated by students at particular locations on the underlying variable (knowledge and understanding). Moreover, we assumed the odds of 50/50 at the transition points linked to a change in the required cognitive skill to have an implication for teaching. If the skill changed, then we argued that this has an implication for teaching and curriculum resourcing.

The first point (item grouping) is justified on statistical and conceptual grounds if the items have behaved in a Rasch-like manner. The second point (labelling the skills) can be criticised, but only on conceptual, and not statistical, grounds. The conceptual criticism is only valid if the items within a group do not suggest a meaningful and unifying set of skills or competencies that are apparent to a professional observer. If there is no unifying and meaningful set of skills demanded by the set of items, the set may need to be 'adjusted' to make the interpretation clearer; that is, some items may need to be omitted because, despite statistically appropriate qualities, they may not be substantively relevant to the underlying construct or to cogent levels within the construct. In these circumstances, they might not belong in the test at all.

If the content analysis 'back translates' to match or closely approximate the original hypothesised construct used to design and create the test, it can also be used as evidence of the construct validity. When this is linked to the index of item separation, we have two pieces of evidence for construct validity (see Wright & Masters, 1982; Griffin & Nix, 1991.) The technique of 'levels' has been used sparingly but has emerged in several international studies.

The test

Table B.2 presents the calibration statistics for student assessments.

Table B.2: Test characteristics and parameter summary

	Mean	Std. dev
Item Separation	1.00	
Item INFIT	0.99	0.07
Item Difficulty	0.00	1.00
Student Ability	0.24	0.87
Student Separation	0.89	
Student INFIT	1.00	0.13

Some things are notable. First, the measurement errors are very small. Second, the INFIT values are all within the range of 0.77 to 1.3; hence there is evidence of a dominant underlying dimension in the variable being measured. The mean item difficulty is arbitrarily set to zero. In this case, variance of item difficulty levels was 1.00, with a reliability of item separation of 1.00. The mean item INFIT was 0.99, with a standard deviation of 0.07. There were no items with zero scores and no items with perfect scores. Mean student ability estimate was 0.24, indicating student ability level was slightly higher than test difficulty overall. Standard deviation of student ability estimates was 0.87, slightly less than variance of item difficulties, and this indicates the task was well matched to the range of student abilities, particularly at the upper end of the ability range. The reliability of the student separation index was 0.89. Mean squared INFIT index was 1.00, with a variance of 0.13. This evidence indicates the test was well matched to the majority of students and that a single dominant latent variable underpinned the set of items; it also indicated the test successfully separated students on the basis of ability (that is, it possessed acceptable criterion validity) as well as demonstrating construct validity. However, there is no external evidence of the nature of the construct criterion.

Table B.3 presents the calibration characteristics for the 105 items used in the tests of knowledge and understanding. The item name in the set of 105, the number of tests the item is in, the number

of Year 5 and Year 8 students responding to it, and the numbers responding to each alternative are the descriptive data for each item.

Table B.3: Item Calibration

Item name	KLA	Item x test	Total respondents	Student response (%) Correct alternative in **bold**				Logit	Infit mean square
				A	B	C	D		
P1	S	1	2610	2.30	2.90	5.10	**89.30**	-2.49	1.04
P2	S	1	2039	1.80	**92.00**	2.60	3.20	-3.14	1.19
P3	S	1	3414	6.90	6.00	**83.00**	3.60	-1.88	0.99
P4	E	1	2124	22.80	22.50	20.30	**33.00**	0.82	1.11
P5S1	S	2	7287	8.60	4.30	**81.50**	5.00	-1.53	1.04
P6S2	S	2	7287	1.80	2.90	1.90	**92.80**	-3.14	1.15
P7S11	S	2	6416	9.40	5.70	**74.50**	9.60	-1.10	0.94
P8	S	1	1850	7.00	**82.10**	4.60	5.80	-1.75	0.95
P9	S	1	3414	**79.10**	14.00	2.80	3.60	-1.60	0.95
P10	S	1	2843	19.90	**70.70**	5.30	3.70	-1.06	1.03
P11	S	1	2610	11.60	**43.40**	24.50	19.70	0.28	0.98
P12	S	1	3414	**43.00**	7.80	6.40	42.20	0.32	0.97
P13	S	1	2843	**45.00**	13.20	17.90	23.00	-0.04	0.99
P14	S	1	2843	13.20	**59.80**	14.70	10.90	-0.49	0.97
P15	E	1	3225	**51.80**	18.60	13.10	15.90	-0.09	0.96
P16	S	1	2843	16.40	21.80	**52.00**	9.40	-0.13	0.97
P17	S	1	3414	18.20	**58.60**	14.50	8.30	-0.43	0.99
P18	S	1	3414	**49.40**	10.60	18.00	21.50	0.01	0.97
P19	E	1	1850	7.90	**34.50**	10.80	46.10	0.50	1.02
P20S6	A	2	5946	9.40	1.80	1.40	**86.90**	-2.01	0.98
P21	E	1	2232	3.50	**87.70**	2.70	5.60	-2.33	1.01
P22S33	S	2	7287	8.90	9.00	9.00	**72.10**	-0.86	0.91
P23S4	S	2	4973	9.70	17.30	**58.20**	14.10	-0.08	1.09
P24S5	S	2	1919	13.90	3.70	**75.00**	6.70	-0.92	1.03
P25	A	1	3225	**55.80**	14.50	14.50	14.40	-0.27	1.11
P26	S	1	1472	4.00	4.20	31.70	**59.40**	-0.44	1.05
P27S3	A	2	5946	**44.20**	32.40	8.60	13.50	0.50	1.13
P28	S	1	2843	10.30	**62.20**	17.90	8.90	-0.75	1.02
P29	S	1	1912	**45.60**	17.90	21.80	14.10	0.12	0.99
P30	E	1	1850	6.50	16.20	**69.80**	7.10	-1.06	0.92
P31	S	1	1863	22.20	18.80	15.30	**43.10**	0.30	1.07
P32	S	1	2039	17.30	28.80	13.00	**39.60**	0.47	1.02
P33	S	1	2843	**62.20**	18.60	10.20	8.10	-0.56	0.96
P34	S	1	3036	16.40	**54.20**	18.20	10.20	-0.23	0.95
P35	E	1	3036	21.70	**35.10**	24.90	16.90	0.73	0.98
P36S20	E	2	6416	11.80	7.90	**41.70**	37.70	0.62	1.01
P37	S	1	3225	20.10	16.50	**49.10**	13.30	0.03	0.98
P38	S	1	2465	20.90	42.60	**28.30**	7.50	1.00	1.04
P39S15	S	2	4750	**42.60**	18.10	13.30	24.60	0.59	1.01
P40	S	1	2754	23.10	**37.20**	19.90	18.50	0.57	1.13
P41	E	1	1994	**22.20**	22.70	42.80	11.40	1.44	1.06
P42	S	1	1994	20.40	16.90	**32.80**	28.50	0.76	1.05
P43	E	1	2564	**33.70**	21.90	26.10	16.70	0.74	1.02
P44	E	1	1472	**33.00**	18.80	35.90	10.80	0.95	1.17
P45S42	E	2	5298	25.40	**43.80**	16.00	12.90	0.51	1.07

P46S25	S	2	7287	**62.40**	9.30	4.90	22.40	-0.29	0.93
P47S26	S	2	7287	10.00	**66.40**	12.70	9.50	-0.55	0.96
P48S27	S	2	7287	**46.30**	12.20	23.20	16.50	0.41	1.00
P49S28	S	2	7287	10.50	11.30	17.80	**58.90**	-0.17	1.07
P50	S	1	3036	8.40	**76.50**	7.90	5.50	-1.36	0.94
P51	S	1	3414	**77.20**	6.80	7.90	6.70	-1.41	0.92
P52	A	1	2610	8.70	**69.90**	7.40	12.10	-0.94	1.01
P53	E	1	1888	3.00	11.80	5.50	**77.80**	-1.46	0.92
P54	E	1	1472	10.90	6.90	**62.20**	17.50	-0.62	0.92
P55	E	1	3414	**36.80**	18.00	26.40	15.80	0.56	1.00
P56	S	1	2334	20.50	**22.50**	20.10	34.20	1.38	1.15
P57	S	1	2224	16.80	13.80	**37.00**	29.70	0.58	1.03
P58	E	1	2754	19.00	**34.30**	31.30	12.70	0.79	1.11
P59	E	1	2654	11.10	**44.60**	9.30	32.60	0.17	1.00
P60	S	1	3414	6.00	**59.50**	14.90	17.50	-0.43	1.01
S1P5	S	2	7287	8.60	4.30	**81.50**	5.00	-1.53	1.00
S2P6	S	2	7287	1.80	2.90	1.90	**92.80**	-3.14	1.17
S3P27	A	2	5946	**44.20**	32.40	8.60	13.50	0.50	1.12
S4P23	S	2	4973	9.70	17.30	**58.20**	14.10	-0.08	1.08
S5P24	S	2	1919	13.90	3.70	**75.00**	6.70	-0.92	1.01
S6P20	A	2	5946	9.40	1.80	1.40	**86.90**	-2.01	1.00
S7	S	1	2162	9.20	**60.00**	16.80	13.20	0.05	1.10
S8	A	1	2985	13.80	5.50	**78.20**	1.80	-1.06	1.03
S9	E	1	3244	9.70	10.30	**62.70**	16.10	-0.02	1.05
S10	E	1	1636	**36.60**	24.20	12.30	25.50	1.27	1.18
S11P7	S	2	6416	9.40	5.70	**74.50**	9.60	-1.10	0.95
S12	S	1	3873	12.70	**60.80**	7.80	17.20	0.00	0.97
S13	S	1	3873	15.90	**70.30**	8.00	4.10	-0.56	0.97
S14	E	1	2240	15.80	16.10	**52.00**	14.50	0.49	1.08
S15P39	S	2	4750	**42.60**	18.10	13.30	24.60	0.59	1.00
S16	E	1	1782	7.70	**66.80**	16.10	8.50	-0.30	0.98
S17	S	1	3380	5.90	14.20	13.20	**66.00**	-0.29	0.95
S18	S	1	2492	5.20	**72.90**	7.30	13.70	-0.75	1.01
S19	S	1	3873	6.50	25.00	9.60	**57.50**	0.14	1.05
S20P36	E	2	6416	11.80	7.90	**41.70**	37.70	0.62	1.00
S21	E	1	3244	**49.10**	17.40	24.10	7.80	0.58	0.99
S22	S	1	3873	5.40	7.30	**70.80**	15.60	-0.58	0.91
S23	S	1	2688	**15.90**	10.90	6.80	65.20	2.49	1.09
S24	S	1	3873	3.90	5.80	**76.10**	13.30	-0.78	0.91
S25P46	S	2	7287	**62.40**	9.30	4.90	22.40	-0.29	0.93
S26P47	S	2	7287	10.00	**66.40**	12.70	9.50	-0.55	0.96
S27P48	S	2	7287	**46.30**	12.20	23.20	16.50	0.41	1.00
S28P49	S	2	7287	10.50	11.30	17.80	**58.90**	-0.17	1.05
S29	A	1	3873	9.20	**72.10**	6.10	11.70	-0.69	0.96
S30	A	1	3873	3.10	**83.00**	6.00	7.00	-1.41	0.93
S31	A	1	2688	12.20	10.80	25.40	**50.80**	0.56	1.00
S32	A	1	2552	3.80	**65.50**	24.90	4.70	-0.19	0.99
S33P22	S	2	7287	8.90	9.00	9.00	**72.10**	-0.86	0.91
S34	E	1	1307	18.50	16.90	**55.80**	7.30	0.20	0.96
S35	E	1	1307	8.30	29.60	**47.80**	12.80	0.63	1.08
S36	E	1	2059	**61.20**	12.60	16.00	8.30	-0.09	0.86

S37	S	1	2195	7.50	**49.60**	32.80	8.10	0.66	1.13
S38	E	1	1782	5.90	**62.20**	15.90	14.10	0.03	0.99
S39	S	1	3873	22.90	9.50	30.00	**35.80**	1.21	1.05
S40	E	1	3737	**34.70**	27.10	15.70	20.10	1.29	1.06
S41	S	1	3380	**39.60**	29.80	19.60	8.70	1.00	1.01
S42P45	E	2	5298	25.40	**43.80**	16.00	12.90	0.51	1.04
S43	S	1	3873	26.90	14.00	**40.50**	15.70	1.02	1.05
S44	E	1	3103	10.30	24.20	19.50	**43.70**	0.84	0.93
S45	S	1	3873	46.10	12.80	**25.30**	13.50	1.86	1.15
S46	A	1	3244	26.60	15.00	25.70	**30.30**	1.50	1.13
S47	E	1	3380	21.60	16.20	12.90	**46.70**	0.66	0.91
S48	A	1	3103	7.70	9.70	**72.50**	7.20	-0.56	0.87
S49	A	1	2967	**34.60**	11.10	12.20	38.90	1.32	1.07
S50	S	1	3873	13.30	15.70	8.40	**59.20**	0.02	0.94
S51	S	1	3380	23.70	**43.00**	18.40	11.10	0.94	1.06
S52	A	1	2839	35.70	20.40	14.60	**25.10**	1.62	1.03
S53	A	1	2673	9.00	**72.60**	7.50	7.10	-0.63	0.95
S54	S	1	458	19.60	**30.00**	18.80	27.10	2.13	1.33
S55	S	1	2492	18.70	18.40	**25.10**	33.50	1.84	1.17
S56	E	1	2240	**62.60**	11.40	12.70	8.80	-0.23	0.90
S57	E	1	2552	23.70	32.70	**32.40**	6.50	1.45	1.02
S58	E	1	2688	**66.60**	10.60	9.70	8.50	-0.43	0.85
S59	E	1	3737	23.00	**40.40**	11.00	21.50	1.04	1.09
S60	A	1	2492	46.90	**19.20**	14.30	15.30	2.20	1.06

As a result of these approaches, the cut levels for the shifts in skills were set at those shown in Table B.4.

Table B.4: Cut scores for level thresholds.

Threshold	Knowledge and understanding	
	Difficulty	K500
1 to 2	-2.15	214
2 to 3	-1.31	315
3 to 4	-0.67	391
4 to 5	+0.04	476
5 to 6	+0.79	566
6 to 7	+1.43	642

After all item selections were taken into account, the test items were calibrated using concurrent equating that enabled all items to be mapped onto the same scale. Results of this are shown in Figure B.1. On the left of the figure there is a scale that ranges from –3.0 to +3.0. This is the logit scale, or the measure of both the ability of students and the difficulty of items. The next part of the figure is a distribution of students; each symbol 'X' represents a group of approximately 30 students at that level of ability.

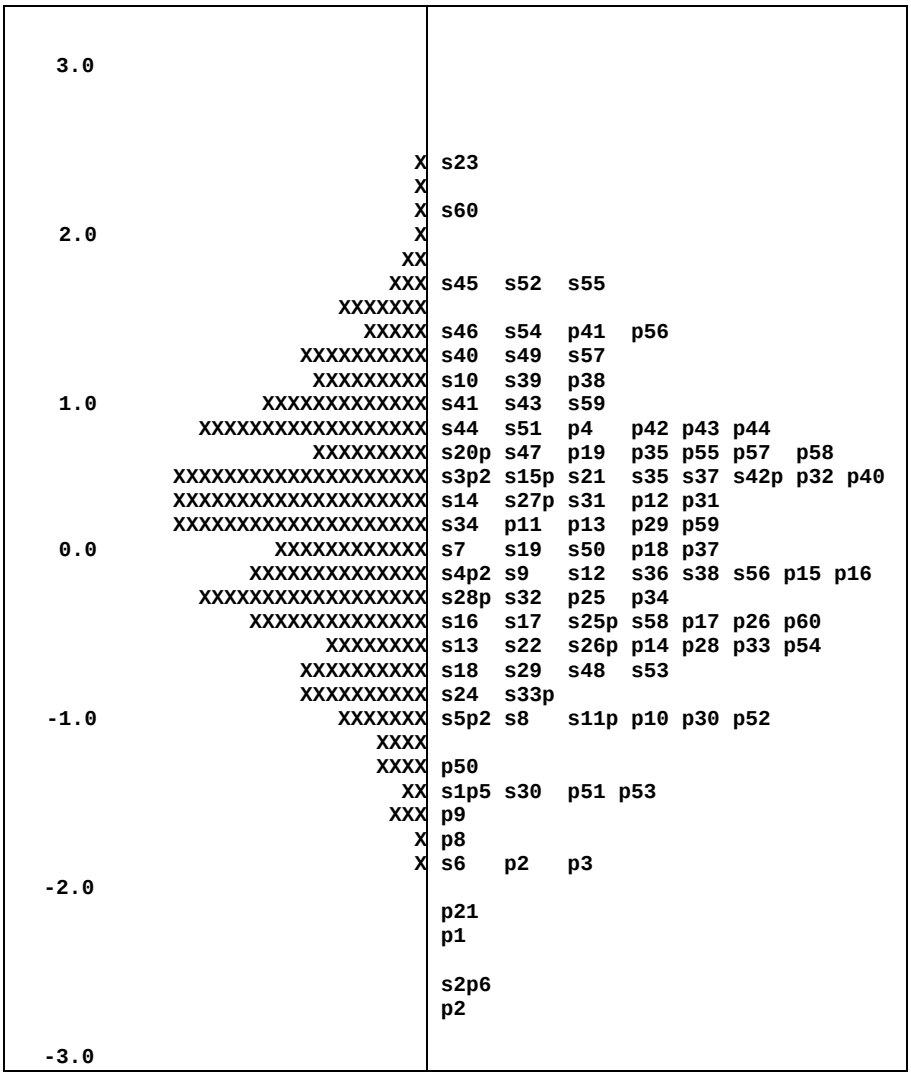


Figure B.1: Variable map for the knowledge and understanding tests.

The primary student test

The primary test had an alpha reliability of 0.91, a Rasch item reliability of 0.99, and a Rasch student reliability of 0.70. The alpha value indicates that the test has a high measure of internal consistency. A variable map showing only the primary items and students is given in Figure B.2. The items used to link to the secondary test are underlined. The map illustrates that:

- primary items cluster into five distinct groups, and are relatively matched to the student distribution;
- the link items are positioned around the lower and middle ranges of the distribution, and are not too difficult for the majority of students.

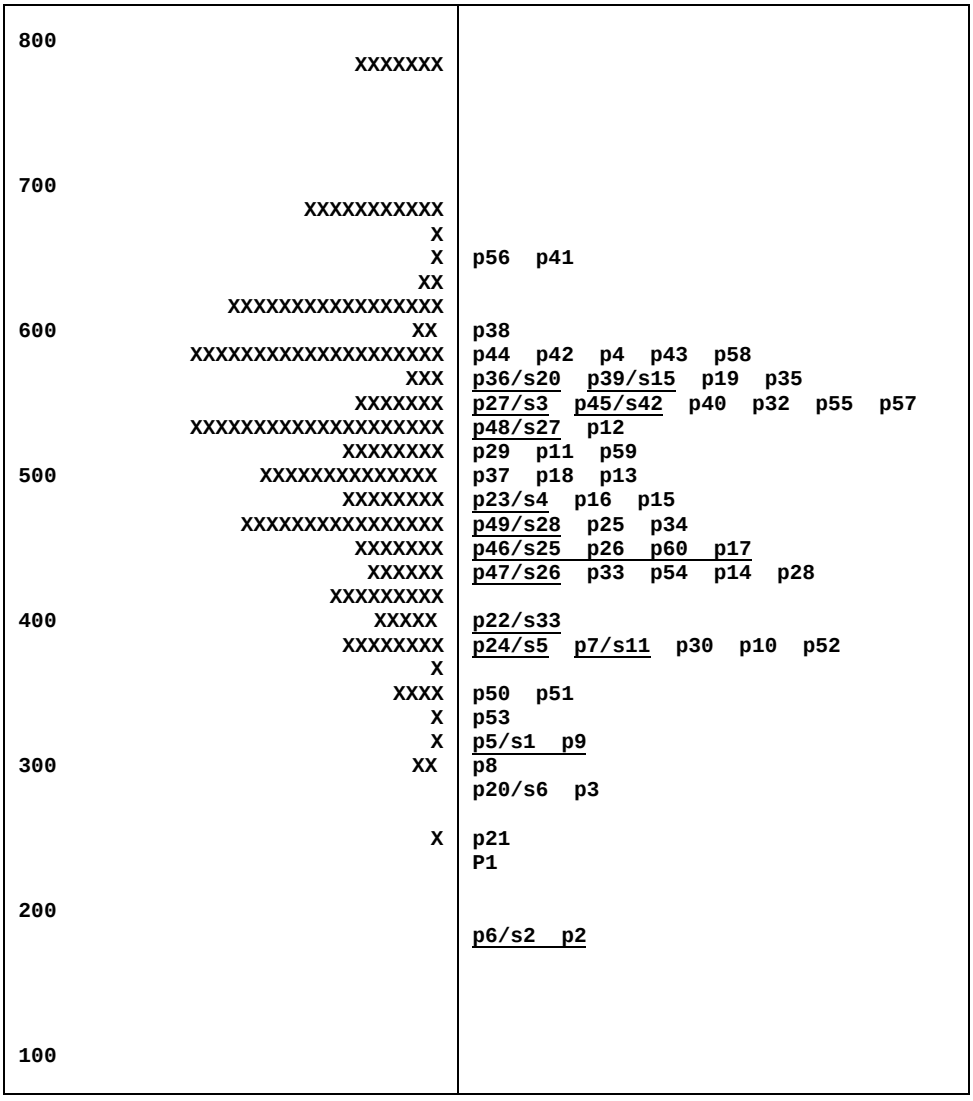


Figure B.2: Primary student variable map

The secondary student test

The secondary test had an alpha reliability of 0.93, a Rasch item reliability of 0.99, and a student reliability 0.72.

Figure B.3 shows the variable map for the secondary students and items. The map shows:

- student scores are distributed normally, with a mean slightly higher than the average;
- the item estimates have a normal distribution with a similar range to the student distribution;
- item distribution is well matched to the student ability range;
- link items are located towards the less demanding and middle of the scale, making the test suitable for the majority of students.

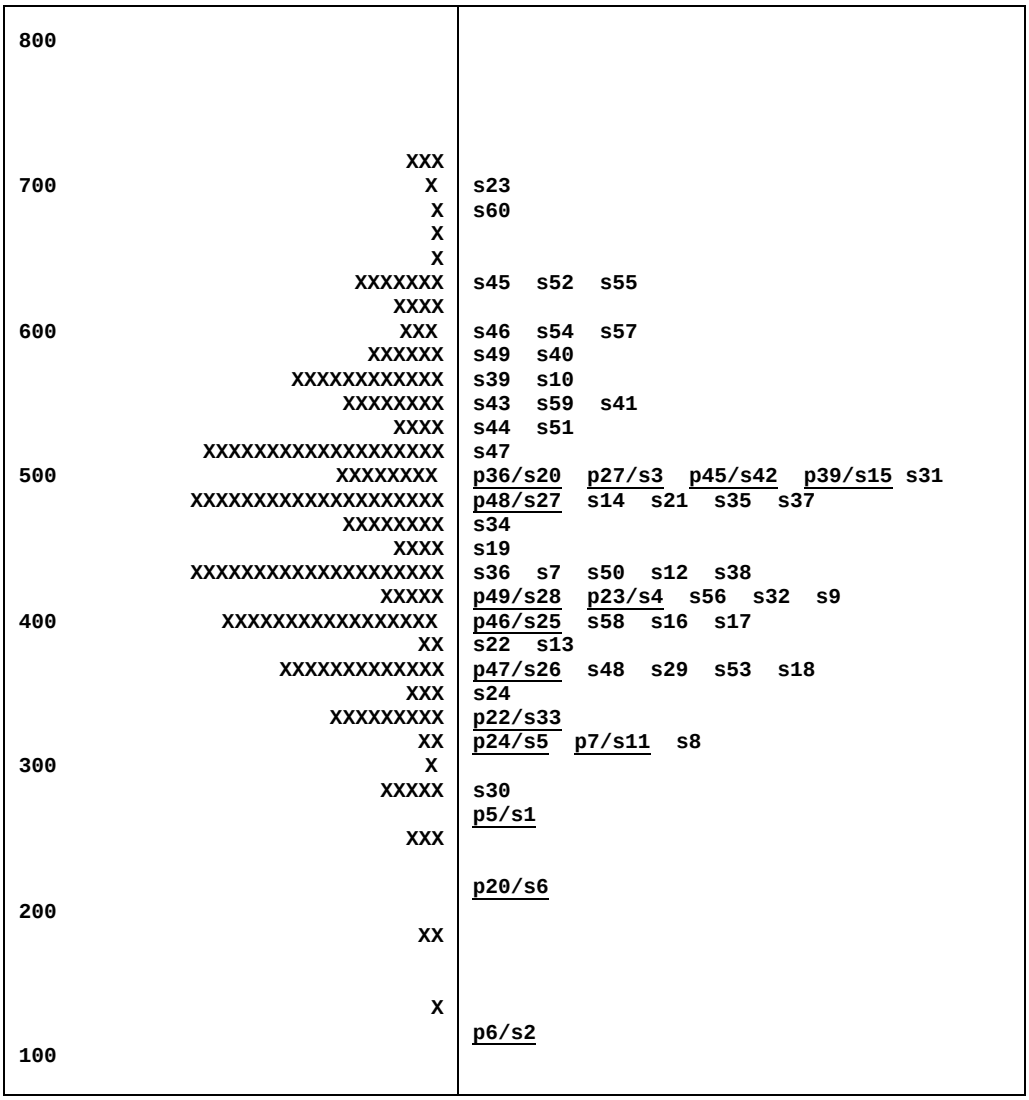


Figure B.3: Secondary student variable map.

Attitude scale calibration

All students were administered the same attitude items and were given a dichotomous response scale that enabled them to 'agree' or 'disagree' with each statement. A number of items were reverse-coded for the analysis. Rasch analysis was used to calibrate the scale and produce student attitude scores. As with achievement test data, results were reported using standardised scores with a mean of 500 and standard deviation of 100.

The attitude scale had an alpha reliability of 0.88, a Rasch case reliability of 0.84 and a Rasch item reliability of 0.99. Figure B.4 presents a variable map of the scale. Items and students located towards the top of the variable have more positive attitudes to Asia than those lower down the scale. In addition, the map shows:

- student distribution is negatively skewed, with more students located towards the upper (positive) end of the scale;
- while there is a generally even spread of attitude items along the variable, the items are clustered towards the middle of the student distribution.

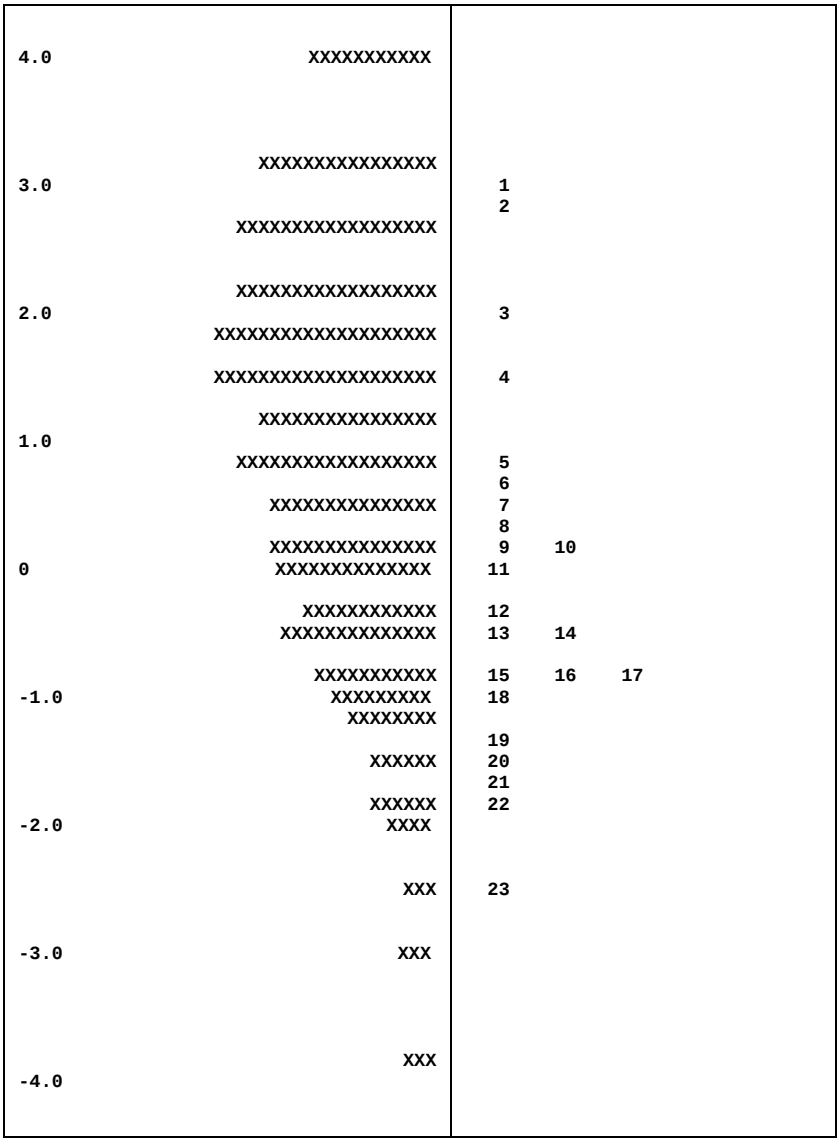


Figure B.4: Attitudes to learning about Asia variable map.

Figure B.5 shows the fit of attitude items to the item response model. Vertical dotted lines at 0.77 and 1.3 indicate the upper and lower acceptable levels of fit for items. An asterisk indicates the fit value of each individual item. No items are outside this acceptable range. This suggests that the items measured a single, dominant dimension.

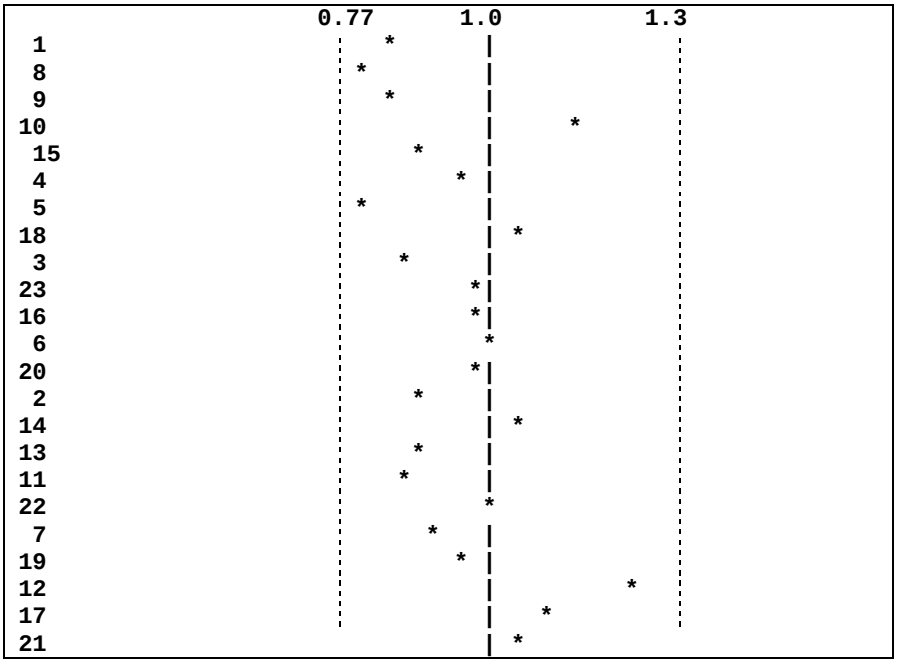


Figure B.5: Fit of the attitude items to a single dimension.

Context for learning about Asia

An additional scale was used to measure how much students learnt about Asia at school and how much they learnt outside school. Items for this scale consisted of a number of alternatives through which learning may have occurred. Students were given the opportunity to select the response alternatives 'lots', 'some things', 'not much' or 'nothing'. These alternatives were then used to produce a scale describing 'Leaning about Asia'. For calibration purposes, these were recoded to 'learn', 'not learn'.

The scale had an alpha reliability of 0.85, a Rasch student separation index reliability of 0.79 and an item separation reliability of 0.99. The variable map (Figure B.6) and item analysis (Table B.5) were used to divide students into ordinal groups, which were used as explanatory variables for analysing differences in student responses.

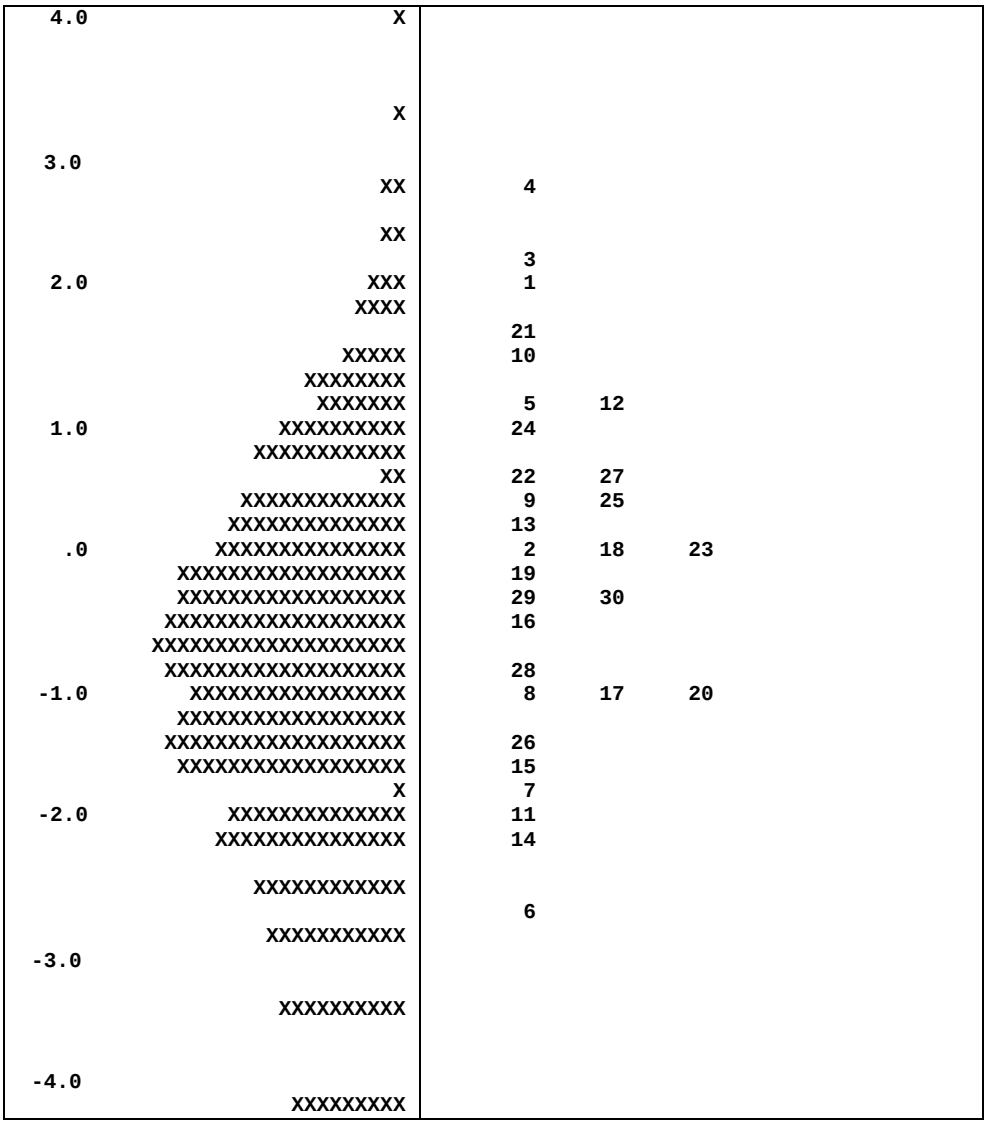


Figure B.6: Variable map for sources of student learning about Asia.

Table B.5: Item analysis for sources of student learning about Asia

Item	Difficulty	Description
4	2.83	Teachers at your school
3	2.21	History, Geography or SOSE/HSIE
1	2.03	Art, Music or Drama classes
21	1.72	Travelling in Asia
10	1.57	Asian language study AT SCHOOL
5	1.21	School classes
12	1.12	Other students in my class
24	1.02	Community groups
22	0.67	Eating Asian food
27	0.55	Classes about Asia outside school
9	0.41	Using the Internet AT SCHOOL
25	0.37	Asian things around your home
13	0.20	School sporting activities
23	0.06	Your brothers or sisters
18	0.04	Your parents
2	0.01	English classes
19	-0.10	Television or radio
30	-0.23	Computer games
29	-0.24	Magazines or newspapers
16	-0.42	Using the Internet OUTSIDE SCHOOL
28	-0.86	Films about Asia
8	-0.92	Homework about Asia
17	-0.93	Friends OUTSIDE school
20	-1.05	Asian language study OUTSIDE school
26	-1.43	Comic books about Asia
15	-1.55	After school groups
7	-1.78	School library
11	-1.88	School festivals and celebrations
14	-2.05	School friends
6	-2.58	School excursions

Appendix C: School reports

Reports of achievement results were prepared for schools. These reports were emailed to the schools that elected to receive their students' results. The reports consisted of a number of sections.

Schools, teachers and students were thanked for participating in the study. In addition to summarising general information about the project and studies of Asia, particular mention was made of the role played by individual schools in contributing towards the construction of a national database that could be used to make decisions about policies and programs.

School reports provided information on the performance of items in primary and secondary student assessment tasks. The keyed answers for each item were listed as well as the approximate percentage of students answering the item correctly. Participating schools were invited to retain the primary or secondary student assessment tasks. Item details were thus provided to assist schools during subsequent uses of the tests.

Two points were made to inform schools of how item response modelling was used in the project to produce student scores. First, the use of item response modelling to measure a common student ability using different sets of test items was mentioned. Schools were informed of the use of common items to link the primary and secondary tests. The way in which item response modelling was used to measure student ability, using only items selected by representatives of each state education system as relevant to different curriculum contexts, was also described. Second, schools were told how item response modelling was used to provide a measure of student ability rather than a raw test score.

Schools were provided with a copy of the Assessment Research Centre Learning Profiles Software (ALPS) with their students' results. This software, which can be adapted for use in other learning areas, provides a means of managing the school reporting process and a framework for reporting on different aspects of student performance. The software enables the preparation of reports in a profile format for schools, class teachers, parents and students. Reports can be prepared for individuals or groups, and can be interpreted within a criterion referenced framework, or by comparison with class, school or national groups.

Following is the major section of the report sent to schools.

Item information

This section provides details about the items in the primary and secondary tests. The two tables below provide information on the correct answer for each item and the percentage of students answering the items correctly.

Table C.1: Primary test items

Item	Answer	Percent correct	Item	Answer	Percent correct
1	D	89.30	31	D	43.10
2	B	92.00	32	D	39.60
3	C	83.00	33	A	62.20
4	D	33.00	34	B	54.20
5	C	81.50	35	B	35.10
6	D	92.80	36	C	41.70
7	C	74.50	37	C	49.10
8	B	82.10	38	C	28.30
9	A	79.10	39	A	42.60
10	B	70.70	40	B	37.20
11	B	43.40	41	A	22.20
12	A	43.00	42	C	32.80
13	A	45.00	43	A	33.70
14	B	59.80	44	A	33.00
15	A	51.80	45	B	43.80
16	C	52.00	46	A	62.40
17	B	58.60	47	B	66.40
18	A	49.40	48	A	46.30
19	B	34.50	49	D	58.90
20	D	86.90	50	B	76.50
21	B	87.70	51	A	77.20
22	D	72.10	52	B	69.90
23	C	58.20	53	D	77.80
24	C	75.00	54	C	62.20
25	A	55.80	55	A	36.80
26	D	59.40	56	B	22.50
27	A	44.20	57	C	37.00
28	B	62.20	58	B	34.30
29	A	45.60	59	B	44.60
30	C	69.80	60	B	59.50

Table C.2: Secondary test items

Item	Answer	Percent correct	Item	Answer	Percent correct
1	C	81.50	31	D	50.80
2	D	92.80	32	B	65.50
3	A	44.20	33	D	72.10
4	C	58.20	34	C	55.80
5	C	75.00	35	C	47.80
6	D	86.90	36	A	61.20
7	B	60.00	37	B	49.60
8	C	78.20	38	B	62.20
9	C	62.70	39	D	35.80
10	A	36.60	40	A	34.70
11	C	74.50	41	A	39.60
12	B	60.80	42	B	43.80
13	B	70.30	43	C	40.50
14	C	52.00	44	D	43.70
15	A	42.60	45	C	25.30
16	B	66.80	46	D	30.30
17	D	66.00	47	D	46.70
18	B	72.90	48	C	72.50
19	D	57.50	49	A	34.60
20	C	41.70	50	D	59.20
21	A	49.10	51	B	43.00
22	C	70.80	52	D	25.10
23	A	15.90	53	B	72.60
24	C	76.10	54	B	30.00
25	A	62.40	55	C	25.10
26	B	66.40	56	A	62.60
27	A	46.30	57	C	32.40
28	D	58.90	58	A	66.60
29	B	72.10	59	B	40.40
30	B	83.00	60	B	19.20

Reporting process

This section discusses how students' knowledge and understanding of Asia was measured and how the results were reported.

The project team used item response modelling to measure what students know and understand about studies of Asia. This method allows the measurement of a common student ability using different sets of test items. The particular items chosen to measure a common ability, therefore, can be selected to be relevant for different year levels and different curriculum contexts. Two points are made below about how item response modelling was used in this project.

First, the items in the primary and secondary tests were generated and selected by representatives of all Australian education systems, the project team and a national project steering group. All primary students completed the same test. All secondary students completed the same test. A number of items were included in both the primary and secondary tests. Although they took common tests, student ability was only measured using the items selected as relevant to their curriculum context by representatives of each state education system. Item response modelling allowed each student's knowledge and understanding of Asia to be measured only using items considered appropriate given their learning context.

Second, Item response modelling provides a measure of student ability rather than a raw test score. While a raw test score relates well to the particular test used to gather the observations, an ability measurement provides more generalisable information. There is not a direct relationship between

raw scores and ability estimates. The following table provides a conversion chart for linking Asia proficiency primary and secondary scores.

Table C.3: Asia proficiency – Year 5 and Year 8

Asia proficiency		Asia proficiency	
Year 5	Year 8	Year 5	Year 8
0	13	447	500
6	37	456	509
30	61	466	519
52	84	476	529
74	117	485	538
94	144	495	549
122	181	506	559
145	205	515	568
167	226	525	579
186	244	536	590
203	262	547	601
220	277	557	611
235	292	568	623
250	306	580	634
263	319	591	648
276	333	604	660
289	345	616	673
301	357	631	687
313	369	644	702
324	379	660	717
335	390	676	734
347	401	694	752
357	411	714	773
367	421	735	795
378	431	761	822
388	441	791	853
397	452	829	892
408	461	868	945
418	471	909	970
428	480	950	1000
437	490		

Instructions to schools for installation and use of the ARC Learning Profiles Scales (ALPS)

The Asia proficiency measures have been supplied in a comma-separated file named *school_999.csv* where *999* is the code relating to your school. The file contains student results designed to be viewed using a reporting package called ARC Learning Profiles Scales (ALPS). The following instructions detail the steps required to download, install and use ALPS school reporting software to view your student results.

HOW TO DOWNLOAD ALPS

To download ALPS, you should:

® Ensure you are working on an IBM compatible machine and running at least Windows version 3.1.
® Print out this document.
® Go to: http://www.edfac.unimelb.edu.au/LED/ARC/soa.html
® Click on the link: ***download ALPS***
® Save the file ***ALPS.zip*** into an **EMPTY FOLDER** on your computer's hard disk (eg in a new folder in 'My Documents'). The folder should only contain the ***ALPS.zip*** file.
Note: downloading the file can take some time (around 10 to 15 minutes).
® If it is not already installed on your computer, download the *Winzip* program from www.winzip.com.
® Double click on the saved ***ALPS.zip*** file. Unzip all the files into the folder that contains the ***ALPS.zip*** file. Note: with *Winzip* you may have to press the ***extract*** icon to do this.
® You will be prompted to enter a password when downloading and extracting the files from alps.zip. Enter the following password when prompted (letters are in lowercase): **soa2002!**
® After all files have been extracted, close all open Windows programs, including *WinZip*. Now you are ready to install the ALPS program.

INSTALLING ALPS ON YOUR COMPUTER

® Double click on the file ***setup.exe*** (which is located in the folder where you extracted and saved the files contained in the ***ALPS.zip*** file) and follow the instructions.
® It is recommended that you install ALPS in the suggested directory ***C:\Program Files\ALPS***.
® For the type of installation click the ***Typical*** icon.
® Sometimes the program attempts to install a Windows library file, *.dll, and gives an error message. Click on Ignore.
® A message will display indicating that the Setup was successful. Click ***Ok*** and then you are ready to begin using ALPS.

RUNNING ALPS

® To start the program up:
For Windows 95/98 and above: An ALPS icon will have been installed on the *START* menu.
Use the ***Start*** button, then choose ***Programs*** and find ***ALPS***.
For Windows 3.1 users, select the ALPS icon and double-click it.

INSERTING THE RESULTS OF YOUR SCHOOL INTO THE ALPS SOFTWARE

The following instructions are relevant **AFTER RECEIVING** the comma separated (*school_999.csv*) file containing student results from the Assessment Research Centre.

1. Ensure the *school_999.csv* student data file sent to you by the ARC is saved in a suitable place on the hard disk.
Note: If you installed ALPS in the default directory (C:\Program Files\Alps) then saving the .csv file to the same location will make it easy to locate when you run ALPS.
2. On the Main Screen that is displayed, click the ***Step1: Import SOA results for your school*** button.
3. On the Import Screen, click the ***Import Student .csv file emailed to you by ARC*** button.
4. Locate the *school_999.csv* file from the location it was saved previously.
Note: Ensure when locating the file that the ***File name:*** field is blank. If it is not, delete the entry in the 'file name' box and then click ***Find now***.
5. Open the *school_999.csv* file by double clicking with the mouse or pressing the ***Open*** button.
6. You will be asked if you would like to replace any existing data. Click ***Yes***.

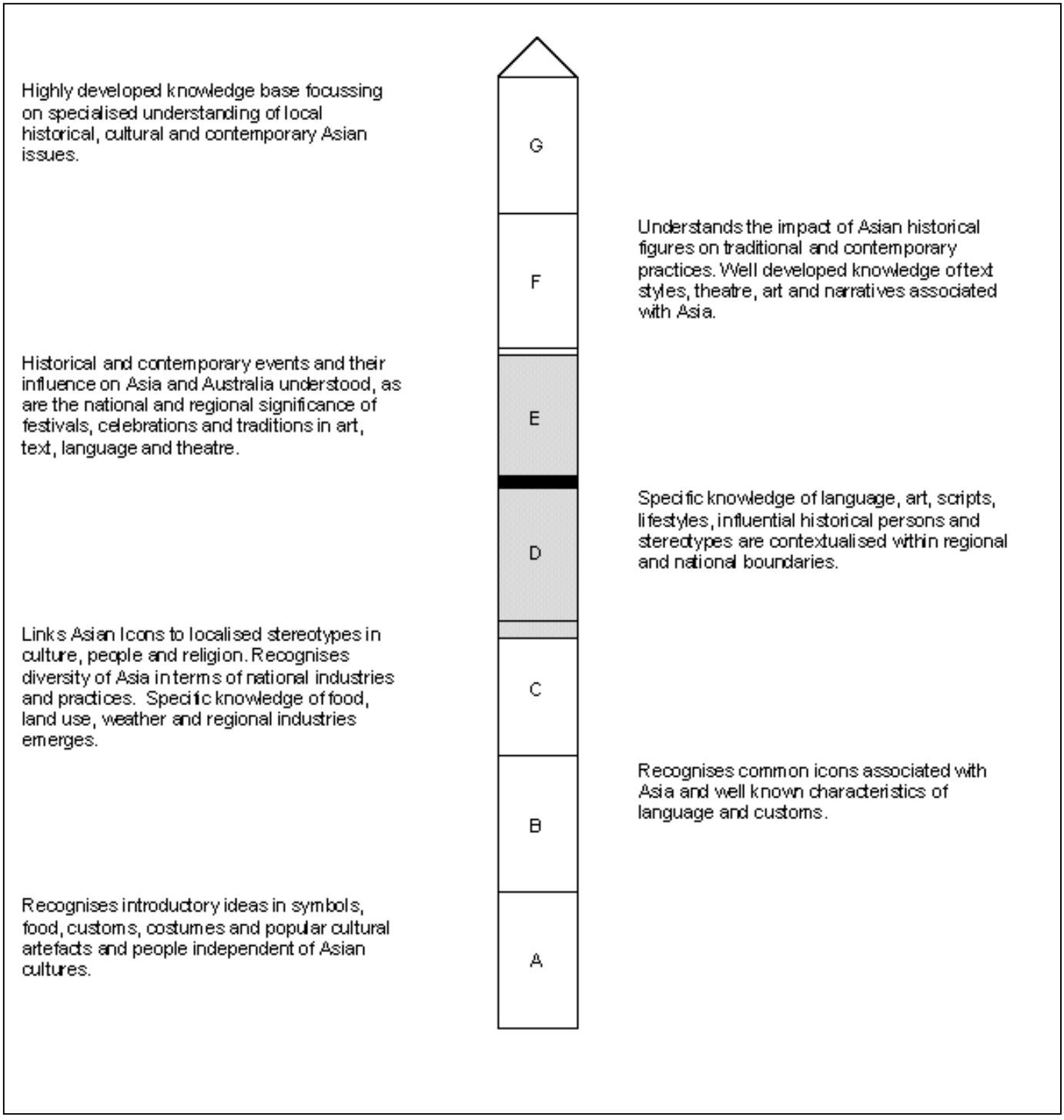
7. A window will pop up saying 'Import Complete' (this may take a minute or two). When this occurs, click the ***Ok*** button then click the ***Return to main screen*** button.
   Note: If an error message appears, ensure that your *999_student.csv* file is not already open. If it is, close it and then go back and follow the steps from point 3.

VIEWING STUDENT REPORTS

8. Press ***Step 2: View Imported SOA reports*** button.
9. Press one of the ***Rocket Report, Student Report, Class Report or Student Class Report buttons*** (each button provides a different type of report) and then ***Select class*** and then ***Select strand*** or ***Select subject*** (depending on which report button you previously pressed).
10. Click on ***Print Preview***. Now you can view, scroll through and print reports.
    Note: When viewing reports, the grey box indicates the middle 50% of the student group (25th to 75th percentile). The black mark indicates the performance of a particular student.
11. To return to the main screen click the ***Close*** button on the menu at the top left corner of the screen, then the ***Close Window*** button followed by ***Return to Main Screen***
    Note: If you would like to view and print reports with student names instead of their identification numbers then return to the main menu and click ***Optional: Enter student names***.
    Replace the student id with the appropriate student name (the id number corresponds to the last two digits of the student answer sheet).

After this is complete, click the Close Window button to return to the main menu and then proceed to view the modified reports from point 8.

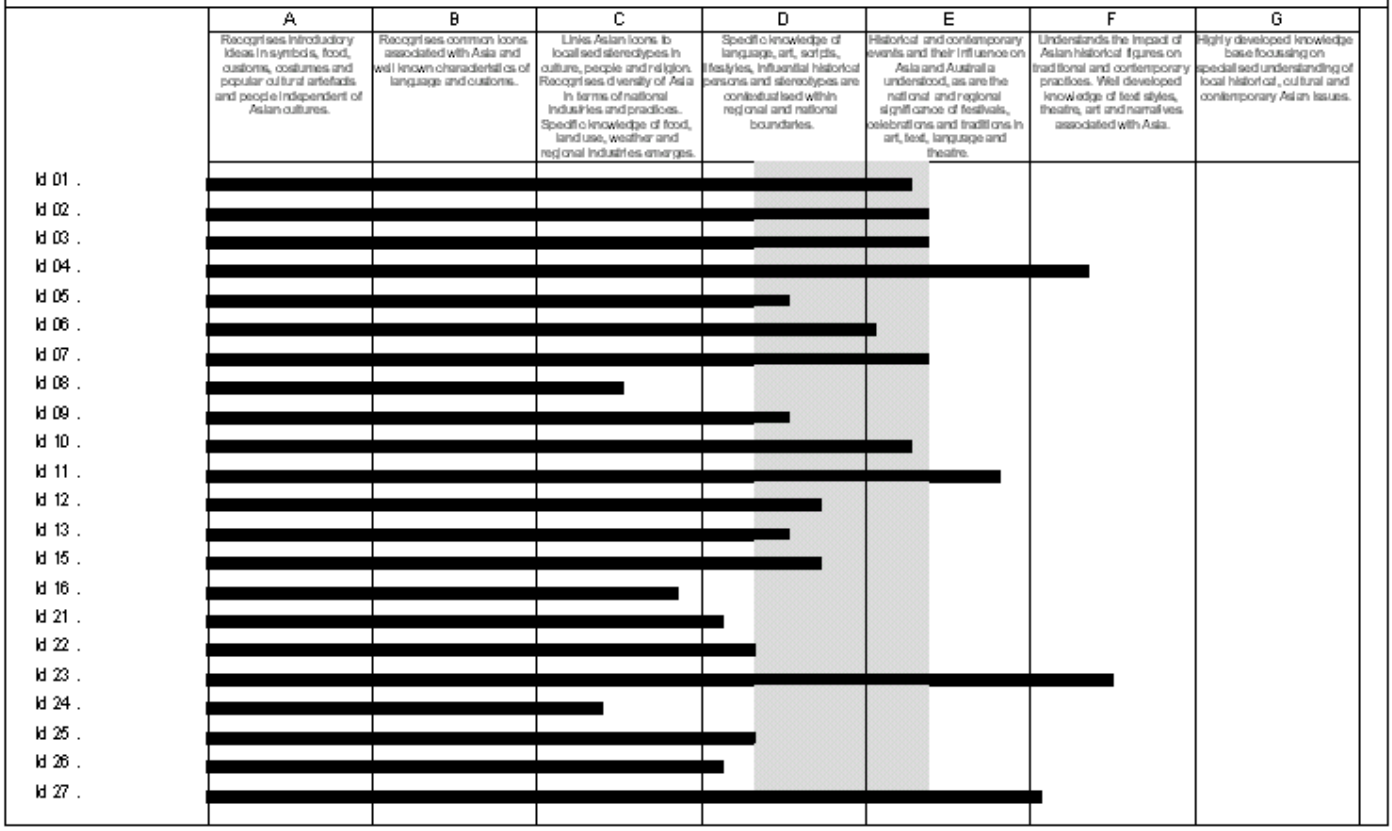
Example of report output from ALPS program that was sent to participating schools



Studies of Asia Class Report 2002

Report printed on 23 Jun 2002

Class: Year 8 (430)
Subject: Studies of Asia
Strand: Knowledge



Appendix D: Subject and studies of Asia specialists

New South Wales

Mr W. O'Connor, Bourke St. Public School, Surry Hills
Ms C. Gardner, Narraweena Public School, Dee Why
Ms A. Hui, Campsie Public School, Campsie
Ms M. Lockery, Pymble Public School, Pymble
Ms L. Nguyen, Cabramatta High School, Cabramatta
Mr J. Gorr, Chief Education Officer, Human Society and its Environment
Mr M. Tishler, Eagle Vale High School, Eagle Vale
Ms R. Fielder-Gill, Pennant Hills High School, Pennant Hills
Ms L. Chee, Cecil Hills High School, Cecil Hills
Ms D. Miltiades, Killara High School, Killara
Ms W. Merchant, Killara High School, Killara

Queensland

Ms M. Rouen, Teaching and Learning Branch, Queensland Education
Ms B. Gagliardi, West Morton Anglican College
Ms N Bidmead, Somerset College
Ms M. Kwan, Association of Independent Schools
Ms A. Kissell, Brisbane Catholic Education
Ms D. O'Brien, Our Lady of Good Counsel Primary School, Gatton
Ms B. McLachlan, Centenary State High School
Ms C. Gibb, Balmoral State High School
Ms D. Cohen, Teaching and Learning Branch, Queensland Education
Ms S. Mears, Alexandra Hills State High School
Ms J. Pohlner, Cannon Hills State School

South Australia

Ms S. Manthey, St. Peter's College, St. Peters
Dr A. Morgan, The Hills Montessori School, Aldgate
Ms S. Bradshaw, Association of Independent Schools of SA, Malvern
Ms R. Deegan, St. Mary's College, Adelaide
Ms P. May, Blackfriars Priory School, Prospect
Ms S. Elborough, St. Dominics, North Adelaide
Ms A. Spencer, Catholic Education Office, Thebarton
Ms J. Harris, Catholic Education Office, Thebarton
Mr T. Earle, Sheidow Park Primary School, Sheidow Park
Ms T. Tranfa, Modbury South Primary School, Hope Valley
Mr L. Grafton, Languages and Multiculturalism, Hectorville
Ms C. Millard, Education Department, Adelaide,
Mr D. Trevaskis, School of Education, Flinders University, Adelaide

Victoria

Ms M. Connell, Heatherhill Primary School, Springvale
Ms N. Murphy, St. Thomas More, Hadfield
Ms L. Browning, Croydon Hills Primary School, Croydon Hills
Ms M. Meyer, McKinnon Secondary College, McKinnon
Ms M. Malakunas, Salesian College, Sunbury
Mr A. Paine, Carwatha Secondary College, Noble Park North
Mr R. Stenton, Christian Brothers College, St. Kilda East
Ms H. Spargo, Studies of Asia LOTE, ESL and Multicultural Education Branch, Department of Education, Employment and Training, Melbourne
Mr S. Carver, Caroline Chisholm College, Braybrook

Western Australia

Ms P. Stewart, State Advisor, District Support Centre
Ms M. Flynn, Albany Senior High School
Mr D. Deacon, Craigie Senior High School
Ms M. Clifton, Allenswood Primary School
Mr M. Caudle, Margaret River Senior High School
Mr R. Denholm, West Busselton Primary School
Ms Y. Arpino, West Beechborough Primary School
Mr N. Paini, Morley Senior High School
Ms D. Lindsay, Glen Forrest Primary School
Mr G. Harper, Hamilton Senior High School
Ms C. Soraine, Charthouse Primary School
Ms C. Boggin, Charthouse Primary School

Appendix E: Cluster analyses

Table E.1: Cluster membership for teachers' use of resources and practices

Item	Frequent use of school and other resources	Frequent use of school resources	Infrequent use of resources
1. Studies of Asia materials you have produced yourself	2.30	2.32	0.96
2. Formal assessment of students' knowledge of Asia	1.52	1.82	0.72
3. Materials about Asia from internet websites	2.28	1.88	0.89
4. Excursions related to studies of Asia	1.62	0.65	0.25
5. Topics or units on studies of Asia	2.63	2.25	1.23
6. Overseas school excursions to Asia	0.45	0.09	0.08
7. Textbooks about Asia	2.21	1.88	1.00
8. Materials on Asia from the media	2.18	1.96	1.21
9. Homework on the studies of Asia	1.83	1.72	0.87
10. Students' pre-existing knowledge about Asia	2.22	2.12	1.50
11. Community groups with an interest in Asia	1.49	0.79	0.41
12. Access Asia curriculum materials published by Curriculum Corporation	2.14	1.43	0.27
13. Stories about Asia related to students' everyday lives	2.07	1.90	1.24
14. Multimedia materials related to studies of Asia	2.14	1.71	0.77
15. Skills gained through special studies of Asia professional networks	1.95	0.53	0.07
16. Presenters or teachers with specialised knowledge about Asia	1.65	0.94	0.61
17. Audiovisual materials about Asia	2.39	2.09	0.97
18. Email to connect students in Australia and Asia	0.62	0.19	0.11
19. Advice from consultants about studies of Asia	1.65	0.44	0.22

Note: All scores are group mean scores. Response options were 'Never' = 0, 'Rarely' = 1, 'Sometimes' = 2, 'Often' = 3.

Table E.2: Cluster membership for importance placed by teachers on curriculum emphases and strategies

Item	Medium to high importance	Low to medium importance
1. Identify and analyse contributions made to Australian society by Australians of Asian heritage and by Australians living and working in Asia	2.46	1.59
2. Develop an understanding of changes occurring in Australian society brought about by increasing cultural diversity through Asian immigration, tourism and investment	2.65	2.01
3. Analyse selected links between Australia and Asia and discuss the implications for mutually beneficial relationships	2.49	1.63
4. Analyse and evaluate the contested view that Australia is part of Asia. Develop and demonstrate the satisfaction and benefits of working closely with students in Asia	2.25	1.37
5. Explore the term 'Asia' in geographic, historical, cultural and economic terms	2.66	1.88
6. Acquire knowledge and appreciation of the diversity of Asia's people, societies, environments and cultures	2.85	2.12
7. Identify and analyse the many links between Asian nations, to explore the concept of an Asian community and its significance for Australia and other nations	2.43	1.53
8. Explore the variety of terms used to describe the countries of Asia	2.10	1.29
9. Identify stereotypes that persist and obstruct Australian understanding of modern Asia	2.78	1.57
10. Analyse and discuss the bases of stereotyped views of Asia	2.67	1.41
11. Counter stereotyped views of Asian people, cultures, societies and organisations	2.86	1.60
12. Identify and analyse issues or events in Asia that have current interest and relevance	2.66	2.04
13. Critically analyse the perspectives from which contemporary events and issues are being reported	2.44	1.35
14. Identify appropriate responses and ways in which students might be actively involved in contemporary events and issues	2.31	1.13
15. Discuss action being taken in relation to contemporary events and issues in Asia	2.27	1.31
16. Identify the contributions of the cultures of Asia to world heritage, traditions and human endeavour	2.65	1.78
17. Develop an understanding of particular civilisations, traditions, values and beliefs of Asian countries that have had an effect on other cultures	2.64	1.97
18. Learn about particular episodes in the history of the Asian region that have made significant contributions to world development and knowledge	2.51	1.68
19. Explore the ways in which technologies are shared between Australia, Asia and the global community, and how they may be accessed by students	2.28	1.46
20. Teaching studies of Asia as a separate subject	1.75	1.20
21. Discussion of aspects of Asia not part of the formal curriculum	2.04	1.62
22. Giving preference to topics that include studies of Asia	2.08	1.37
23. Integrating studies of Asia into other topics	2.69	1.84

Note: All scores are group mean scores. Response options were 'Not relevant' = 0, 'Low importance' = 1, 'Medium importance' = 2, 'High importance' = 3.

Table E.3: Cluster membership for school commitment to studies of Asia

Item	Whole school commitment	Teacher-based commitment	Low commitment
1. There is room in the curriculum for students to undertake studies of Asia	1.00	0.94	0.61
2. Studies of Asia might be included in the curriculum in the future	0.69	0.94	0.66
3. Studies of Asia are included systematically across the curriculum	0.55	0.12	0.06
4. There is minor reference to studies of Asia in the school curriculum and teaching programs	0.42	0.90	0.94
5. There is no reference to studies of Asia in the school curriculum and teaching programs	0.00	0.00	0.07
6. Several year levels have an opportunity to undertake studies of Asia	0.91	0.89	0.37
7. Studies of Asia are included across a number of subject areas	0.83	0.76	0.10
8. The school is well-known for its work in studies of Asia	0.42	0.09	0.00
9. There is no room in the curriculum for studies of Asia	0.01	0.01	0.23
10. Teachers and students use the Internet as a regular information source about Asia	0.83	0.68	0.36
11. Purchasing studies of Asia is not a priority at this stage	0.16	0.74	0.90
12. Teachers develop and use materials related to studies of Asia	0.87	0.82	0.53
13. Extensive class sets of studies of Asia materials are available and used	0.43	0.18	0.00
14. The school is ordering a basic set of studies of Asia resources	0.53	0.17	0.00
15. The library holds some key studies of Asia texts	0.90	0.97	0.45
16. The library has a fairly extensive studies of Asia collection	0.66	0.46	0.24
17. Students have access to broad reference materials which include reference to Asia	0.92	0.90	0.83
18. Teachers and librarians keep up to date with recent materials on studies of Asia	0.88	0.65	0.25
19. School staff provide leadership in studies of Asia professional development courses	0.60	0.20	0.07
20. School management does not give priority to teacher development in studies of Asia	0.06	0.54	0.92
21. Several teachers regard themselves as well qualified to teach studies of Asia	0.82	0.62	0.15
22. Several teachers have participated in workshops on studies of Asia	0.89	0.60	0.08
23. An initial teacher meeting on studies of Asia has been held	0.61	0.20	0.00
24. Studies of Asia professional development is not planned for the future	0.03	0.54	0.91
25. Teachers are not interested in studies of Asia professional development	0.11	0.20	0.63
26. Some staff have formal qualifications in studies of Asia	0.77	0.56	0.17
27. The school celebrates its achievements in teaching about Asia	0.81	0.38	0.04
28. Studies of Asia are not very important at this school	0.05	0.33	0.76
29. A team of staff is developing studies of Asia in the school	0.81	0.32	0.00
30. The school is well-known for its focus on studies of Asia	0.42	0.02	0.04
31. The school leads Asian-focused projects in the community	0.31	0.10	0.00
32. Studies of Asia had a greater whole-school focus in the past than it does now	0.23	0.22	0.09
33. It is unlikely this school will become involved in studies of Asia	0.01	0.07	0.66
34. Studies of Asia have a visible presence in the school community	0.94	0.34	0.04
35. School publications and advertisements identify studies of Asia as a priority	0.44	0.00	0.00
36. A systematic studies of Asia action plan is being implemented	0.53	0.14	0.00
37. There is no school approach to the studies of Asia	0.03	0.46	0.78
38. School policy on studies of Asia is being developed	0.83	0.27	0.00
39. The school has involved consultants in developing policy on Asian studies	0.42	0.07	0.00
40. Studies of Asia is being implemented largely through the efforts of individual teachers	0.86	0.88	0.20
41. Developing school policy on studies of Asia is not a priority	0.13	0.66	0.89
42. The school has applied for grants to develop studies of Asia programs	0.93	0.41	0.02
43. Studies of Asia are constantly being integrated with other school priorities	0.82	0.48	0.09
44. Studies of Asia school policy is current and updated when necessary	0.65	0.35	0.00

Note: All scores are group mean scores. Response options were 'No' = 0, 'Yes' = 1.

Appendix F: Student question booklets and surveys

STUDIES OF ASIA

STUDENT QUESTION BOOKLET

Primary

Practice question 1

What is the capital of Australia?
A. Tokyo
B. Beijing
C. Canberra
D. Ho Chi Minh City

Practice question 2

What is the main language spoken in Australia?
A. Vietnamese
B. English
C. Chinese
D. Arabic

National Asian Languages and Studies in Australian Schools Strategy

Assessment Research Centre

THE UNIVERSITY OF MELBOURNE

Asia Education Foundation

This project was funded by the Commonwealth Department of Education, Training and Youth Affairs under the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy.

Each question is shown with its associated knowledge level and the percentage of students answering the question correctly.

Question 1

What would you use to make sushi?
A. liver and onions
B. fruit and vegetables
C. yoghurt, fruit and rice
D. rice, fish and seaweed
Level 1, 89 %

Question 2

Which implements are more commonly used in traditional Chinese cooking?
A. toaster, spoon, eggflip
B. cleaver, chopsticks, wok
C. barbecue, saucepan, waffle iron
D. griddle, tongs, fork
Level 1, 92 %

Question 3

How do Japanese people commonly greet each other?
A. kissing both cheeks
B. shaking hands
C. bowing
D. hugging
Level 2, 83 %

Question 4

In which country would you most likely catch a tuk tuk?
A. China
B. Japan
C. North Korea
D. Thailand
Level 5, 33 %

Question 5

What is the name of this symbol?

A. Confucius
B. Swirls
C. Yin-Yang
A. Origami

Level 2, 82 %

Question 6

What does this symbol mean in many countries of Asia?
A. It is used by people who don't eat meat.
B. It shows where you can get take away food.
C. It is a sign for a doctor's surgery.
D. It is a sign for harmony and peace.
Level 1, 93 %

Question 7

Which of the following is a true statement about Buddhism and Christianity?
A. They are different names for the same religion.
B. Both came from Europe.
C. They are different religions with different traditions.
D. Both involve celebration of Easter.
Level 3, 75 %

Question 8

Where did martial arts originate?
A. Africa
B. Asia
C. Australia
D. North America

Level 2, 82 %

Question 9

Which of the following is an endangered animal from Asia?
A. Panda
B. Buffalo
C. Seal
D. Snake
Level 2, 79 %

Question 10

From which country in Asia did Sumo wrestling originate?
A. China
B. Japan
C. Laos
D. North Korea
Level 3, 71 %

Question 11

Which annual festivity, celebrated in Australia, began in Asia?
A. Halloween
B. Lunar New Year
C. Easter
D. Corroboree
Level 5, 43 %

Question 12

Which city in Asia will host the 2008 Olympic Games?
A. Beijing
B. Jakarta
C. New Delhi
D. Tokyo
Level 5, 43 %

Question 13

From which country did immigrants come to Australia in large numbers in the 1850s gold rush?
A. China
B. India
C. Pakistan
D. Vietnam
Level 5, 45 %

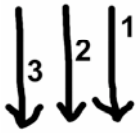
Question 14

Which of the following is an important characteristic of a monsoon?
A. drought
B. heavy rain and flooding
C. snow storms
D. freezing temperatures
Level 4, 60 %

Question 15

Which of the pages shows the direction Japanese is traditionally written on the page?
A. Page A
B. Page B
C. Page C
D. Page D
Level 4, 52 %

Page A



Page B

Page C

Page D

Question 16

In which country would females most likely wear a kimono to a traditional celebration?
A. China
B. India
C. Japan
D. Vietnam
Level 4, 52 %

Question 17

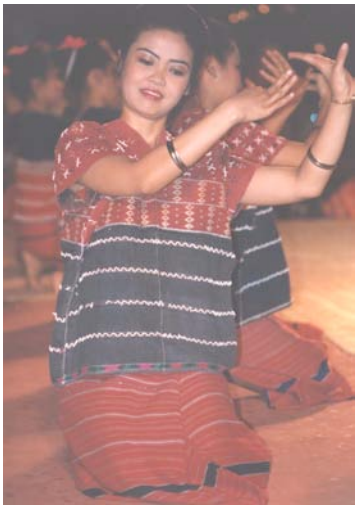
Where did the company Mitsubishi begin?
A. Australia
B. Japan
C. North Korea
D. South Korea
Level 4, 59 %

Question 18

In which country were fireworks, paper and gunpowder invented?
A. China
B. India
C. Japan
D. Thailand
Level 4, 49 %

Question 19

In which of the food groups listed below do lychees belong?
A. bread and cereals
B. fruit and vegetables
C. dairy products
D. fish and meat
Level 5, 35 %



Question 20

When would these Japanese, Indian and Thai women wear these clothes?

A. Everyday
B. Formal business meetings
C. Travelling overseas
D. Traditional celebrations.

Level 2, 87 %

Question 21

What is the most likely reason the students at a primary school in China are learning about kangaroos, kookaburras and wombats?

A. The animals are common in China.
B. The students are interested in learning about Australia.
C. The animals are funny.
D. Chinese people eat a lot of kangaroo and wombat meat.

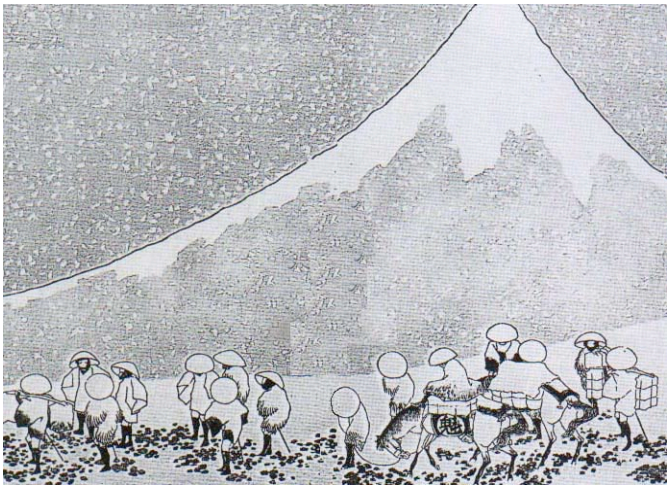
Level 1, 88 %

Question 22

Which of the numbered regions on the world map best represents Asia?

A. 1
B. 3
C. 4
D. 6

Level 3, 72 %



Question 23

Which country is most likely represented in this picture?
A. India
B. Indonesia
C. Japan
D. Pakistan
Level 4, 58 %

Question 24

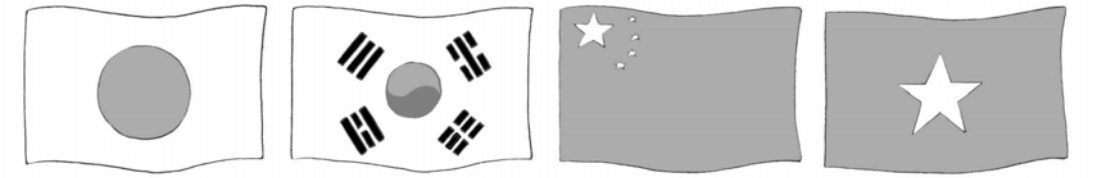
What are the features in the picture that make it look Asian?
A. weather
B. size of people
C. peoples' hats
D. animals' activities
Level 3, 75 %

Question 25

Which country are these objects from?
A. Japan
B. South Korea
C. Thailand
D. Vietnam
Level 4, 56 %

Question 26

What do these objects have in common?
A. invented by the same person
B. invented around the same time
C. all in common everyday use
D. the country is well known for these
Level 4, 59 %



Question 27

Which list has all of the country names of these flags?
A. South Korea, Vietnam, China, India, Japan
B. China, Japan, Singapore, Laos, North Korea
C. Russia, Cambodia, North Korea, Philippines, Japan
D. South Korea, Indonesia, Japan, Thailand, Singapore
Level 5, 44 %

Question 28

From which country did dim sims originate?
A. Australia
B. China
C. India
D. Pakistan
Level 4, 62 %

Question 29

What is the name of country where Buddhism began?
A. India
B. Philippines
C. Singapore
D. South Korea
Level 5, 46 %

Question 30

Which of the following might best describe a traditional banquet meal in China?
A. Entrée, main course and dessert with a glass of juice.
B. Lemon chicken and fried rice with a coffee.
C. A variety of dishes served with rice and green tea.
D. A selection of antipasto followed by soup and spaghetti
Level 3, 70 %

Question 31

In which country is Tet the name of the New Year celebration?
A. China
B. India
C. Japan
D. Vietnam

Level 5, 43 %

Question 32

Which of the following is true of the Himalayan mountain range?
A. Mt Kilimanjaro is the highest peak.
B. It stretches across south east Asia.
C. It causes severe floods in Japan each spring.
D. The range contains the world's highest mountain.
Level 5, 40 %

Question 33

Which of these countries is Australia's nearest neighbour?
A. Indonesia
B. Singapore
C. Taiwan
D. Vietnam
Level 4, 62 %

Question 34

Which statement correctly describes the climate of the Asian region?
A. It has only a tropical climate.
B. There is a range of climates.
C. There is very low rainfall.
D. The region has snow storms everywhere.
Level 4, 54 %

Question 35

Which of these is the official language of China?
A. Cantonese
B. Mandarin
C. Tai Chew
D. Taiwanese
Level 5, 35 %

Question 36

What is the English name for the building in which Muslim people worship?
A. church
B. cathedral
C. mosque
D. temple
Level 5, 42 %

Question 37

Samurai is a traditional warrior in which country?
A. China
B. Indonesia
C. Japan
D. Pakistan
Level 4, 49 %

Question 38

What statement is true of East Timor?
A. East Timor is a small island near Japan.
B. East Timor is part of Indonesia.
C. East Timor is a new independent republic.
D. East Timor is a part of Australia.
Level 6, 28 %

Question 39

Which country governed Hong Kong until 1997?
A. England
B. France
C. Italy
D. Spain
Level 5, 43 %

Question 40

Gamelan and kecak are types of performance from which Asian country?
A. India
B. Indonesia
C. Japan
D. Pakistan
Level 5, 37 %

Question 41

Which of the following products is Taiwan best known for?
A. computers
B. cars
C. rice
D. books
Level 6, 22 %

Question 42

What are the national flowers of Singapore and Japan?
A. cherry blossom and daisy
B. rose and jasmine
C. orchid and cherry blossom
D. hydrangea and orchid
Level 5, 33 %

Question 43

Which of the following is the name of a Japanese language script?
A. Hiragana
B. Origami
C. Shinkansen
D. Tanka
Level 5, 34 %

Question 44

Which of the following is true about Indonesia?
A. It has one of the world's largest populations.
B. It has only one language.
C. It has 20 separate islands.
D. It has a King as its leader.
Level 5, 33 %

Question 45

Which of the following lists only includes countries from the region of "South East Asia"?
A. China, India, Philippines, Vietnam
B. Indonesia, Singapore, Malaysia, Thailand
C. India, Bangladesh, Bhutan, Nepal
D. Mongolia, Nepal, India, Cambodia
Level 5, 44 %

LOOK at the map and then answer the questions.

Question 46

What is the name of country 1?
A. China
B. Malaysia
C. Mongolia
D. Russia
Level 4, 62 %

Question 47

What is the name of country 2?
A. Bangladesh
B. India
C. Philippines
D. Tibet
Level 4, 66 %

Question 48

What is the name of country 3?
A. Indonesia
B. Macau
C. Papua New Guinea
D. Philippines
Level 5, 46 %

Question 49

What is the name of country 4?
A. Indonesia
B. Kazakhstan
C. Laos
D. Thailand
Level 4, 59 %

Image A

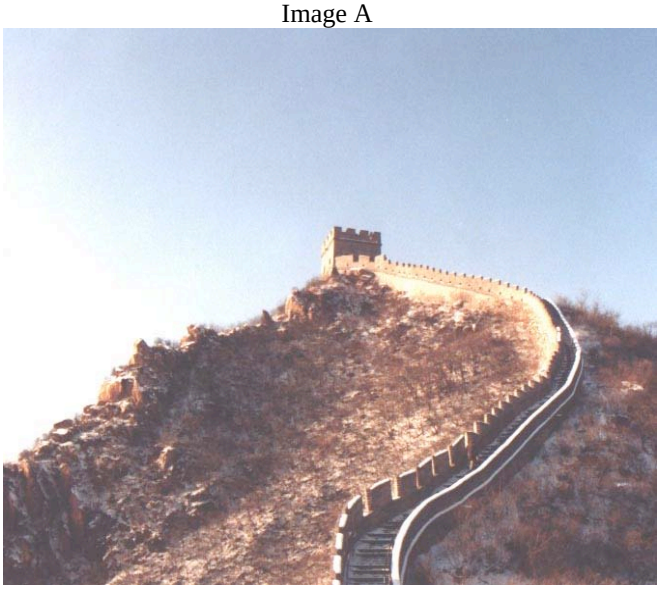


Image B

Question 50

In which country is the structure shown in Image A?
A. Bhutan
B. China
C. India
D. Japan
Level 2, 77 %

Question 51

When and why was the structure in Image A built?
A. A very long time ago for defence.
B. At the start of last century for farming.
C. Very recently for tourists.
D. Thirty years ago for a railway.
Level 2, 77 %

Question 52

Which Asian country does Image B come from?
A. India
B. Japan
C. Philippines
D. Thailand
Level 3, 70 %

Question 53

Why does the writing in Image B go down the page?
A. Because it doesn't mean anything.
B. Because it is about rock music.
C. Because it looks good with the guitar.
D. That is how it is written traditionally.
Level 2, 78 %

Question 54

What do these images tell you about Asia?
A. Photographs show Asia better than paintings.
B. Rock music is an important part of all Asian peoples' lives.
C. There are many different aspects to Asia.
D. Asia is explained through a small number of photographs and paintings.
Level 4, 62 %

Question 55

As I think of you
an erratic shooting star
streaks across the sky.

What is this type of poetry called?
A. Haiku
B. Pantun
C. Shinto
D. Tanka
Level 5, 37 %

Question 56

Which country has a “caste system”?
A. China
B. India
C. Japan
D. Vietnam

Level 6, 23 %

Question 57

Which Asian country is often associated with hunting for whales?
A. China
B. Indonesia
C. Japan
D. Korea
Level 5, 37 %

Question 58

What are Japanese comic books called?
A. Samuri
B. Manga
C. Nori
D. Suzuki

Level 5, 34 %

Question 59

Which list below contains only animals from the Chinese zodiac?
A. lizard and fish
B. snake and dragon
C. dragon and wasp
D. lizard and dragon
Level 5, 45 %

Question 60

Which crop is commonly grown in South East Asia?
A. maize
B. rice
C. barley
D. wheat
Level 4, 60 %

Thank you for doing this task.

STUDIES OF ASIA

STUDENT QUESTION BOOKLET
Secondary

Practice question 1

What is the capital of Australia?
A. Tokyo
B. Beijing
C. Canberra
D. Ho Chi Minh City

Practice question 2

What is the main language spoken in Australia?
A. Vietnamese
B. English
C. Chinese
D. Arabic

This project was funded by the Commonwealth Department of Education, Training and Youth Affairs under the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy.

Question 1

What is the name of this symbol?

A. Confucius
B. Swirls
C. Yin-Yang
D. Origami

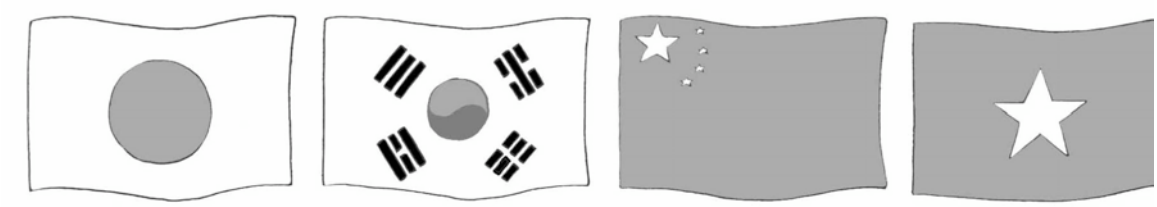
Level 2, 82 %

Question 2

What does this symbol mean in many countries of Asia?

A. It is used by people who don't eat meat.
B. It shows where you can get take away food.
C. It is a sign for a doctor's surgery.
D. It is a sign for harmony and peace.

Level 1, 93 %

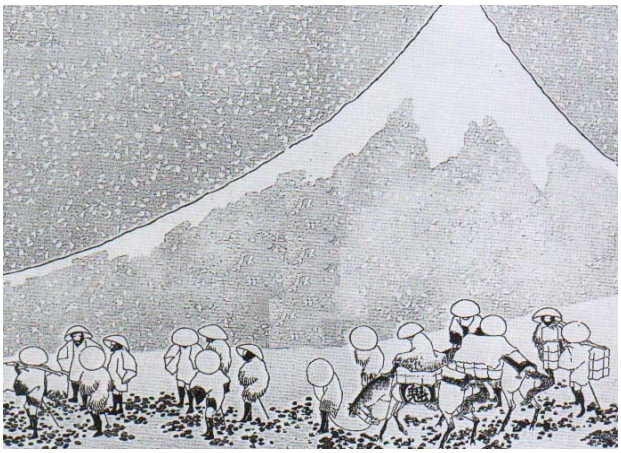


Question 3

Which list has all of the country names of these flags?

A. South Korea, Vietnam, China, India, Japan
B. China, Japan, Singapore, Laos, North Korea
C. Russia, Cambodia, North Korea, Philippines, Japan
D. South Korea, Indonesia, Japan, Thailand, Singapore

Level 5, 44 %



Question 4

Which country is most likely represented in this picture?

A. India
B. Indonesia
C. Japan
D. Pakistan

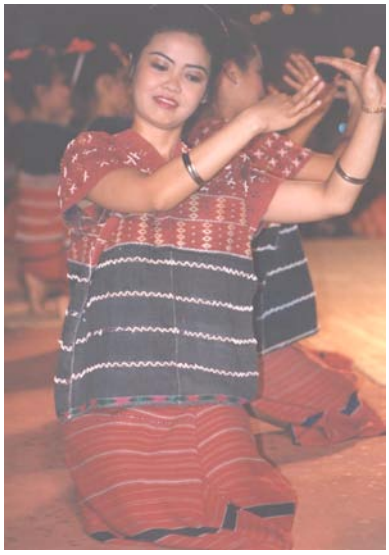
Level 4, 58 %

Question 5

What are the features in the picture that make it look Asian?

A. weather
B. size of people
C. peoples' hats
D. animals' activities

Level 3, 75 %



Question 6

When would these Japanese, Indian and Thai women wear these clothes?

A. Every day
B. Formal business meetings
C. Travelling overseas
D. Traditional celebrations

Level 2, 87 %

Question 7

This house is in rural Laos. Why is it built like this?

A. So that it faces the sun.
B. It is built from local materials.
C. To blend into the environment.
D. Because it's only a temporary house.

Level 4, 60 %

Question 8

India has over three million Gods and Goddesses. Ganesh has the head of which animal?

A. rat
B. lotus
C. elephant
D. fish

Level 3, 78 %

Read the following statement and answer the question.

"At Independence, every Indian adult was given the right to vote in elections. This meant that even the poorest people could participate in the formal political process."

Question 9

What style of government was introduced into India after independence?
A. socialism
B. monarchy
C. democracy
D. communism
Level 4, 63 %

Question 10

Which list has the common English names of the writing samples?
A. Arabic, Vietnamese, Japanese, Chinese
B. Arabic, French, Thai, Korean
C. Mandarin, Vietnamese, Indonesian, Arabic
D. Korean, Japanese, Arabic, Indonesian
Level 6, 37 %

Question 11

Which of the following is a true statement about Buddhism and Christianity?
A. They are different names for the same religion.
B. Both came from Europe.
C. They are different religions with different traditions.
D. Both involve celebration of Easter.
Level 3, 75%

Question 12

Mahatma Gandhi was a great political and spiritual leader of which Asian country?
A. China
B. India
C. Japan
D. North Korea
Level 4, 61 %

Question 13

For which accomplishment is Mahatma Gandhi most famous?
A. making his country communist
B. gaining independence for his country
C. helping people start violent wars
D. developing the computer industry
Level 4, 70 %

Question 14

What do Easter and Chinese New Year have in common?
A. They are both Christian festivals.
B. Chocolate eggs are used in the celebrations.
C. Their dates are both based on phases of the moon.
D. They both originate in South East Asia.
Level 5, 52 %

Question 15

Which country governed Hong Kong until 1997?
A. England
B. France
C. Italy
D. Spain
Level 5, 43 %

Question 16

Which of the following is a Japanese poetry form?
A. tempura
B. haiku
C. shintu
D. kakai do
Level 4, 67 %

Question 17

Which of the following countries has the second biggest economy in the world?
A. Bangladesh
B. India
C. Indonesia
D. Japan
Level 4, 66%

Question 18

Why was it difficult for Asian people to come and live in Australia between 1950 and 1970?

A. There were no flights.
B. The Australian government opposed Asian immigration.
C. People in Asia did not know about Australia.
D. There were no jobs for Asian people.

Level 3, 73%

Question 19

In the 1970s and 1980s a large number of refugees came to Australia. Which country were they from?

A. India
B. Indonesia
C. Japan
D. Vietnam

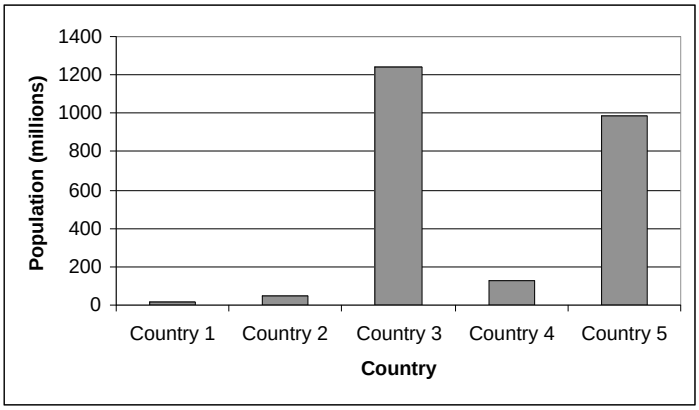
Level 5, 58 %

Question 20

What is the English name for the building in which Muslim people worship?

A. church
B. cathedral
C. mosque
D. temple

Level 5, 42 %

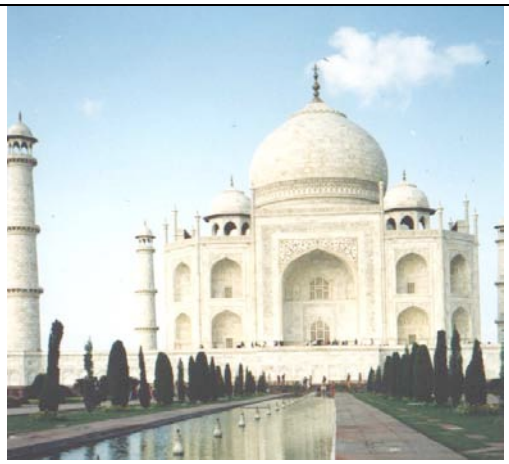


Question 21

The chart shows the population of various countries in 1993. Which of the lists below names in order of the countries in the chart?

A. Australia, South Korea, China, Japan, India
B. Japan, India, Australia, Singapore, Bangladesh
C. China, Australia, Japan, South Korea, United States
D. Australia, China, Indonesia, Philippines, Pakistan

Level 5, 49 %



Question 22

In which country would you find this building?

A. Cambodia
B. China
C. India
D. Malaysia

Level 4, 71 %

Question 23

For which purpose was this building constructed?

A. royal tomb
B. church
C. tourist attraction
D. palace

Level 7, 16 %

Question 24

What is the name of this building?

A. Great Hall of the People
B. Angkor Wat
C. Taj Mahal
D. Temple of Heaven

Level 3, 76 %

LOOK at the map and then answer the questions.

Question 25

What is the name of country 1?
A. China
B. Malaysia
C. Mongolia
D. Russia
Level 4, 62 %

Question 26

What is the name of country 2?
A. Bangladesh
B. India
C. Philippines
D. Tibet
Level 4, 66 %

Question 27

What is the name of country 3?
A. Indonesia
B. Macau
C. Papua New Guinea
D. Philippines
Level 5, 46 %

Question 28

What is the name of country 4?
A. Indonesia
B. Kazakhstan
C. Laos
D. Thailand
Level 4, 59 %

Image A

Image B

Question 29

Which country does Image A most likely come from?
A. China
B. India
C. Japan
D. South Korea
Level 4, 72 %

Question 30

Which country does Image B most likely come from?
A. Indonesia
B. Japan
C. Pakistan
D. Thailand
Level 2, 83 %

Question 31

What is it about these pictures that tells us they represent particular cultures?
A. The characters' actions.
B. They are new styles of artwork for which the countries are famous.
C. The clothes pictured are worn commonly by most people today.
D. They show traditional artistic styles.
Level 5, 51 %

Question 32

Why might the artwork styles be different?
A. Artists that paint in these styles don't talk much.
B. The two artistic styles have long independent traditions.
C. The objects and topics being portrayed are always different.
D. It is important for the last style to use grey.
Level 4, 65 %

Question 33

Which of the numbered regions on the world map best represents Asia?
A. 1
B. 3
C. 4
D. 6
Level 3, 72 %

The following passage is from a letter written by a Sri Lankan migrant to Australia. Read it and answer the questions below.

The children of Sri Lankan families have become infected with Australian values. It seems, that it is only under threat of a stoppage of their pocket money, for instance, or confiscation of their Walkmans, that they can be induced to bow to the ground before their parents last thing at night, and first thing in the morning. This is another tradition that the Sri Lankan Association has added it to its list of recommended practices for Sri Lankan families in Australia.

Question 34

What is the author saying about Australia?

A. The author does not like Australian values or culture.
B. It is too difficult to reconcile the cultures of Sri Lanka and Australia.
C. It is important that Sri Lankan children remember Sri Lankan traditions.
D. All children in Australia should bow to their parents twice each day.

Level 5, 56 %

Question 35

What might be the main role played by the Sri Lankan association in Australia?

A. Help Sri Lankan people move to Australia.
B. To help merge Sri Lankan and Australian cultures.
C. Provide support to the Sri Lankan community.
D. Comment on and develop rules about Australian customs.

Level 5, 48 %

Read the following passage of text and answer the questions below.

Spare a thought for that often ridiculed creature, the traditional Japanese man. He has to devote himself to a company that dulls creative, never mind critical, thinking. He can climb the corporate ladder only at a measured pace. He is supposed to drink with colleagues whether or not he wants to, play golf even if the game bores him. Women say he is insensitive, but his co-workers would sneer at any show of emotion. Secretaries mock him, the wife tolerates him, the children barely know him. What a life.

Question 36

What picture of traditional Japanese men is this passage presenting?

A. A stereotypical view which may not be entirely true.
B. It shows that Japanese men enjoy their work.
C. A true description of all Japanese men.
D. It proves that women don't respect Japanese men.

Level 4, 61 %

Question 37

What is the present relationship between Hong Kong and China?

A. Hong Kong is a British colony.
B. Hong Kong is part of China.
C. Hong Kong is an independent country.
D. China is in Asia but Hong Kong is not.

Level 5, 50 %

Question 38

Which one of the following statements is true?

A. Hindus are forbidden to eat vegetables.
B. Muslims are forbidden to eat pork.
C. Hindus are forbidden to eat fish.
D. Muslims are forbidden to eat chicken.

Level 4, 62 %

Question 39

The Koran is the text of which religion?
A. Buddhism
B. Christianity
C. Hinduism
D. Islam
Level 6, 36 %

Question 40

The Ramayana is an epic poem. In which country was it originally composed?
A. India
B. Indonesia
C. Japan
D. Philippines
Level 6, 35 %

Question 41

What do Australia, India and Malaysia have in common?
A. They were all colonised by the British.
B. There has been extensive trade between the countries for over 500 years.
C. The countries have similar climates.
D. English is the official language in all of the countries.
Level 6, 40 %

Question 42

Which of the following lists only includes countries from the region of "South East Asia"?
A. China, India, Philippines, Vietnam
B. Indonesia, Singapore, Malaysia, Thailand
C. India, Bangladesh, Bhutan, Nepal
D. Mongolia, Nepal, India, Cambodia
Level 5, 44 %

Question 43

What do Ho Chi Minh and Mao Zedong have in common?
A. They come from the same country.
B. They helped colonise countries in Asia for European powers.
C. They were influential political leaders.
D. They were female.
Level 6, 40 %

Question 44

Words are to English as ■ are to Chinese. What does ■ stand for?
A. origami
B. pictures
C. letters
D. characters
Level 5, 44 %

Question 45

Which religion in Indonesia has the most followers?
A. Buddhism
B. Catholicism
C. Islam
D. Judaism
Level 7, 25 %

Question 46

What kind of personality does Beijing Opera makeup symbolise it is mostly red?
A. brutality and force
B. cruelty and treachery
C. wisdom and knowledge
D. loyalty and courage
Level 6, 30 %

Question 47

What is the most likely reason the word "Asian" is used to refer to a particular group of people and places?
A. The people in Asia all speak a similar language.
B. People in Asia all eat similar food.
C. Asian countries all have the same climate and environment.
D. Countries of Asia mostly share a common land mass.
Level 5, 47 %

Question 48

What is the most likely reason that this form of painting is popular in China?

A. That is the only sort of painting in China.
B. The pictures always involve animals.
C. It is a traditional form of brushwork.
D. Chinese landscapes can only be painted like this.

Level 4, 72 %

Question 49

How is calligraphy linked to Chinese brush painting?

A. The same tools are used for both.
B. They are the same thing.
C. Calligraphy never appears in brush painting.
D. Brush paintings illustrate a traditional Chinese story.

Level 6, 35 %

Question 50

What crop is most likely being grown in the field shown in the photograph?

A. corn
B. wheat
C. potatoes
D. rice

Level 4, 59 %

Question 51

Why would you be more likely see terraced farmland in Thailand than Australia?

A. These terraces occur naturally in Asia.
B. Land use is more intensive in Asia.
C. Crops grow better on hillsides.
D. Palm tree roots create the terraces.

Level 5, 43 %

Question 52

Which countries do these masks come from?

A. Singapore, China, Taiwan
B. China, Tibet, Maldives
C. Japan, Pakistan, India
D. Indonesia, Thailand, South Korea

Level 7, 25 %

Question 53

What are the masks generally used for?

A. opera
B. festivals
C. funerals
D. parties

Level 4, 73 %

Question 54

Why did Australians once commonly refer to Asia as the "far-east"?

A. Most of the countries of Asia are east of Singapore.
B. Australia followed Britain in using the phrase.
C. People in Asia say they are from the "far east".
D. The whole world used this term to refer to the countries of Asia.

Level 6, 30 %

Question 55

The leader of Australia's government is called the "Prime Minister". What is the leader of the government in Malaysia called?

A. Premier
B. Chairman
C. Prime Minister
D. President

Level 7, 25 %

Read the following statement and answer the questions below.
"They ran to escape the North Vietnamese Communist army …Between Vietnam and the promised land of Malaysia sailed the murdering pirates of the South China Sea. Every person who made the decision to try and beat the odds knew the terrible risks involved, but they tried anyway. …So what did freedom mean to my father? What did it mean to my mother or to Aunt Mai?"

Question 56

What did freedom mean to the people in the story?

A. The ability to make choices about their lives.
B. Taking a boat trip.
C. Living in Vietnam.
D. Being able to fight pirates in the South China Sea.

Level 4, 63 %

Question 57

In what time period was this story most likely set?

A. 1880s
B. 1940s
C. 1970s
D. 1990s

Level 6, 32 %

Question 58

Why did the people in the statement take the terrible risk?

A. to escape a war
B. for an adventure
C. to become rich
D. because of a seagoing tradition

Level 4, 67 %

Question 59

Which of the following techniques would be the most important to follow if you were to write a proper haiku?

A. write in ink and brushes rather than pens
B. use the correct number of syllables
C. make sure it rhymes
D. make sure the poem had five lines

Level 6, 40 %

Question 60

Which of the following countries has the largest film industry?

A. Australia
B. India
C. Indonesia
D. South Korea

Level 7, 19 %

Thank you for doing this task.

National Asian Languages and Studies in Australian Schools Strategy

THE UNIVERSITY OF MELBOURNE

Assessment Research Centre

Asia Education Foundation

STUDIES OF ASIA

17207

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STUDENT SURVEY AND ANSWER SHEET

INSTRUCTIONS

- Select ONE box only for every question.
- Use a soft LEAD PENCIL only, preferably 2B.
- QUICKLY make heavy marks.
- Do NOT use any pens or ballpoint pens.
- ERASE mistakes and stray marks FULLY.
- DO NOT FOLD OR CREASE this sheet.

USE A DARK PENCIL ONLY

MARK LIKE THIS ■

DO NOT MARK LIKE THIS ✓ x – 0

SURVEY SECTION

Are you a boy or a girl

boy ☐ girl ☐

Are you in grade 5 or year 8?

grade 5 ☐ year 8 ☐

How often do you speak English at home?

never ☐ sometimes ☐ usually ☐ always ☐

yes	no	Please answer YES or NO to each of the following questions.
☐	☐	Were EITHER OF YOUR PARENTS born in Asia?
☐	☐	Were YOU born in Asia?
☐	☐	Do you speak an Asian language AT HOME?
☐	☐	Have you VISITED an Asian country AT ALL?
☐	☐	Have you LIVED in Asia for more than SIX MONTHS?

How much have you learned about Asia through each of the following things?

lots	some things	not very much	nothing		lots	some things	not very much	nothing	
☐	☐	☐	☐	after school groups	☐	☐	☐	☐	your parents
☐	☐	☐	☐	Art, Music or Drama classes	☐	☐	☐	☐	Asian language study AT SCHOOL
☐	☐	☐	☐	Asian language study OUTSIDE school	☐	☐	☐	☐	school festivals and celebrations
☐	☐	☐	☐	classes about Asia OUTSIDE school	☐	☐	☐	☐	school friends
☐	☐	☐	☐	comic books about Asia	☐	☐	☐	☐	school library
☐	☐	☐	☐	eating Asian food	☐	☐	☐	☐	community groups
☐	☐	☐	☐	History, Geography or SOSE/HSIE	☐	☐	☐	☐	computer games
☐	☐	☐	☐	homework about Asia	☐	☐	☐	☐	Asian things around your home
☐	☐	☐	☐	school excursions	☐	☐	☐	☐	travelling in Asia
☐	☐	☐	☐	school sporting activities	☐	☐	☐	☐	English classes
☐	☐	☐	☐	teachers at your school	☐	☐	☐	☐	films about Asia
☐	☐	☐	☐	your brothers or sisters	☐	☐	☐	☐	friends OUTSIDE school
☐	☐	☐	☐	using the internet OUTSIDE SCHOOL	☐	☐	☐	☐	magazines or newspapers
☐	☐	☐	☐	school classes	☐	☐	☐	☐	other students in your class
☐	☐	☐	☐	television or radio	☐	☐	☐	☐	using the internet AT SCHOOL

Turn the page...

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agree	disagree	Do you agree or disagree with the following statements?
☐	☐	Countries of Asia are my favourite.
☐	☐	I enjoy learning things about Asia.
☐	☐	Learning about Asia is valuable.
☐	☐	Thai people have weird religions.
☐	☐	Indonesian people are more like Koreans than Australians.
☐	☐	Learning about Asia is a good thing.
☐	☐	I would like people from Asia to visit my home.
☐	☐	Learning about Asia is fun.
☐	☐	People from countries of Asia contribute little to the world.
☐	☐	Reading books about Asia is fun.
☐	☐	I have called kids names because of their Asian background.
☐	☐	I would like to visit a country in Asia.
☐	☐	It would be better if Australia had closer relations with Asian countries.
☐	☐	Asian languages sound the same to me.
☐	☐	I try and avoid Asian people or customs.
☐	☐	I would like to live in a country in Asia.
☐	☐	Europe is more important to Australia than Asia.
☐	☐	I avoid Asian festivals.
☐	☐	Learning about Asia will help me later in life.
☐	☐	People from countries of Asia take up jobs for Australians.
☐	☐	Studying things about Asia is important.
☐	☐	Australia has nothing to learn from countries like Japan.
☐	☐	It is important that Australians know lots about Asia.
☐	☐	Asian people should all speak English in Australia.
☐	☐	Asian cultures are a problem for Australia.
☐	☐	Asian cultures are of no interest to me.
☐	☐	I do NOT need to learn about Asia.
☐	☐	Most things happening in Asia right now are bad.
☐	☐	All Asian people are the same.
☐	☐	Australia has nothing to learn from countries like Indonesia.

STOP HERE

ANSWER SECTION

Practice question 1 A B C D **Practice question 2** A B C D

1	A	B	C	D	16	A	B	C	D	31	A	B	C	D	46	A	B	C	D
2	A	B	C	D	17	A	B	C	D	32	A	B	C	D	47	A	B	C	D
3	A	B	C	D	18	A	B	C	D	33	A	B	C	D	48	A	B	C	D
4	A	B	C	D	19	A	B	C	D	34	A	B	C	D	49	A	B	C	D
5	A	B	C	D	20	A	B	C	D	35	A	B	C	D	50	A	B	C	D
6	A	B	C	D	21	A	B	C	D	36	A	B	C	D	51	A	B	C	D
7	A	B	C	D	22	A	B	C	D	37	A	B	C	D	52	A	B	C	D
8	A	B	C	D	23	A	B	C	D	38	A	B	C	D	53	A	B	C	D
9	A	B	C	D	24	A	B	C	D	39	A	B	C	D	54	A	B	C	D
10	A	B	C	D	25	A	B	C	D	40	A	B	C	D	55	A	B	C	D
11	A	B	C	D	26	A	B	C	D	41	A	B	C	D	56	A	B	C	D
12	A	B	C	D	27	A	B	C	D	42	A	B	C	D	57	A	B	C	D
13	A	B	C	D	28	A	B	C	D	43	A	B	C	D	58	A	B	C	D
14	A	B	C	D	29	A	B	C	D	44	A	B	C	D	59	A	B	C	D
15	A	B	C	D	30	A	B	C	D	45	A	B	C	D	60	A	B	C	D

STUDIES OF ASIA TEACHER SURVEY

USE A DARK PENCIL ONLY

National Asian Languages and Studies in Australian Schools Strategy

THE UNIVERSITY OF MELBOURNE

Assessment Research Centre

Asia Education Foundation

yes	no	Please answer YES or NO for each question.
☐	☐	Do you speak an Asian language AT HOME?
☐	☐	Have you EVER learned an Asian language?
☐	☐	Were you born in Asia?
☐	☐	Are you the year 5 classroom teacher of the students being tested?
☐	☐	Are you a year 8 teacher of the students being tested?
☐	☐	Do you teach in the Arts learning area at year 8?
☐	☐	Do you teach in the English learning area at year 8?
☐	☐	Do you teach in the SOSE/HSIE learning area at year 8?
☐	☐	Are you a relieving teacher?
☐	☐	Are you a specialist teacher?
☐	☐	Do you teach an Asian language?

0	1	2	3	4 or more	Please select a response for each question.
☐	☐	☐	☐	☐	How many years have you been teaching?
☐	☐	☐	☐	☐	How many countries in Asia have you visited?
☐	☐	☐	☐	☐	How many years have you lived in Asia?
☐	☐	☐	☐	☐	How many years have you been teaching about Asia?

not applicable	ineffective	moderately effective	very effective	How effective have you found these forms of training and professional development?
☐	☐	☐	☐	preservice or undergraduate subjects in studies of Asia
☐	☐	☐	☐	postgraduate studies about Asia you have taken since 1997
☐	☐	☐	☐	professional development in studies of Asia since 1997
☐	☐	☐	☐	study tours to Asia
☐	☐	☐	☐	conferences about studies of Asia
☐	☐	☐	☐	private study about Asia

never	rarely	sometimes	often	How frequently do you include these resources and practices in your teaching?
☐	☐	☐	☐	studies of Asia materials you have produced yourself
☐	☐	☐	☐	formal assessment of students' knowledge of Asia
☐	☐	☐	☐	materials about Asia from internet websites
☐	☐	☐	☐	excursions related to studies of Asia
☐	☐	☐	☐	topics or units on studies of Asia
☐	☐	☐	☐	overseas school excursions to Asia
☐	☐	☐	☐	textbooks about Asia
☐	☐	☐	☐	materials on Asia from the media
☐	☐	☐	☐	homework on the studies of Asia
☐	☐	☐	☐	students' preexisting knowledge about Asia
☐	☐	☐	☐	community groups with an interest in Asia
☐	☐	☐	☐	Access Asia curriculum materials published by Curriculum Corporation
☐	☐	☐	☐	stories about Asia related to students' everyday lives
☐	☐	☐	☐	multimedia materials related to studies of Asia
☐	☐	☐	☐	skills gained through special studies of Asia professional networks
☐	☐	☐	☐	presenters or teachers with specialised knowledge about Asia
☐	☐	☐	☐	audiovisual materials about Asia
☐	☐	☐	☐	email to connect students in Australia and Asia
☐	☐	☐	☐	advice from consultants about studies of Asia
☐	☐	☐	☐	strategies learned from studies of Asia courses and training programs
☐	☐	☐	☐	encouraging students to participate in Asia related activities

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What importance do you place on these curriculum emphases and strategies given your local guidelines?

not relevant	low importance	medium importance	high importance	
				Likely implications of closer Asia-Australia relations
☐	☐	☐	☐	Identify and analyse contributions made to Australian society by Australians of Asian heritage and by Australians living and working in Asia.
☐	☐	☐	☐	Develop an understanding of changes occurring in Australian society brought about by increasing cultural diversity through Asian immigration, tourism and investment.
☐	☐	☐	☐	Analyse selected links between Australia and Asia and discuss the implications for mutually beneficial relationships.
☐	☐	☐	☐	Analyse and evaluate the contested view that Australia is part of Asia.
☐	☐	☐	☐	Develop and demonstrate the satisfaction and benefits of working closely with students in Asia.
				Developing concepts of Asia
☐	☐	☐	☐	Explore the term "Asia" in geographic, historical, cultural and economic terms.
☐	☐	☐	☐	Acquire knowledge and appreciation of the diversity of Asia's peoples, societies, environments and cultures.
☐	☐	☐	☐	Identify and analyse the many links between Asian nations, to explore the concept of an Asian community and its significance for Australia and other nations.
☐	☐	☐	☐	Explore the variety of terms used to describe the countries of Asia.
				Challenging stereotypes
☐	☐	☐	☐	Identify stereotypes that persist and obstruct Australian understanding of modern Asia.
☐	☐	☐	☐	Analyse and discuss the bases of stereotyped views of Asia.
☐	☐	☐	☐	Counter stereotyped views of Asian peoples, cultures, societies and organisations.
				Contemporary issues
☐	☐	☐	☐	Identify and analyse issues or events in Asia that have current interest and relevance.
☐	☐	☐	☐	Critically analyse the perspectives from which contemporary events and issues are being reported.
☐	☐	☐	☐	Identify appropriate responses and ways in which students might be actively involved in contemporary events and issues.
☐	☐	☐	☐	Discuss action being taken in relation to contemporary events and issues in Asia.
				World contributions by the peoples of Asia
☐	☐	☐	☐	Identify the contributions of the cultures of Asia to world heritage, traditions and human endeavour.
☐	☐	☐	☐	Develop an understanding of particular civilisations, traditions, values and beliefs of Asian countries that have had an effect on other cultures.
☐	☐	☐	☐	Learn about particular episodes in the history of the Asian region that have made significant contributions to world development and knowledge.
☐	☐	☐	☐	Explore the ways in which technologies are shared between Australia, Asia and the global community and how they may be accessed by students.
				Including studies of Asia
☐	☐	☐	☐	Teaching studies of Asia as a separate subject.
☐	☐	☐	☐	Discussions of aspects of Asia not part of the formal curriculum.
☐	☐	☐	☐	Giving preference to topics that include studies of Asia.
☐	☐	☐	☐	Integrating studies of Asia into other topics.

Please tell us your observations about the assessment process and task.

THANK YOU for your help

STUDIES OF ASIA

PRINCIPAL SURVEY

National Asian Languages and Studies in Australian Schools Strategy

THE UNIVERSITY OF MELBOURNE

Assessment Research Centre

Asia Education Foundation

USE A DARK PENCIL ONLY

How many students attend your PRIMARY SCHOOL?

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

How many students attend your SECONDARY SCHOOL?

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

To what extent is studies of Asia incorporated at your school in each of these areas?

not applicable	significantly	moderately	not much	
☐	☐	☐	☐	grade 5 curriculum
☐	☐	☐	☐	year 8 SOSE/HSIE curriculum
☐	☐	☐	☐	year 8 English curriculum
☐	☐	☐	☐	year 8 Arts curriculum
☐	☐	☐	☐	year 8 Languages curriculum

Which ONE of these best describes your school's location?

- ☐ isolated or remote
- ☐ rural or regional
- ☐ urban or metropolitan

Please provide an email address for return of results to your school.

_____ @ _____

Is your school single sex or coeducational?

☐ single sex ☐ coeducational

Please answer YES or NO for each question.

yes	no	
☐	☐	Is your school an Asia Education Foundation (AEF) ACCESS ASIA or "Asia in Schools" SCHOOL?
☐	☐	Does your school have a STUDIES OF ASIA COORDINATOR?
☐	☐	Are there any ASIAN ETHNIC GROUPS in significant numbers at your school?
☐	☐	Does your school have any ASIAN LANGUAGE PROGRAMS?
☐	☐	Have you been Principal of your current school for more than three years?

Please estimate the percentage of STUDENTS who:

0%	20%	40%	60%	80%	100%	
☐	☐	☐	☐	☐	☐	receive an EDUCATION MAINTENANCE ALLOWANCE.
☐	☐	☐	☐	☐	☐	have a language BACKGROUND OTHER THAN ENGLISH.
☐	☐	☐	☐	☐	☐	leave the school EACH YEAR.
☐	☐	☐	☐	☐	☐	join the school EACH YEAR.

Please estimate the percentage of STAFF who:

0%	20%	40%	60%	80%	100%	
☐	☐	☐	☐	☐	☐	leave the school EACH YEAR.
☐	☐	☐	☐	☐	☐	join the school EACH YEAR.
☐	☐	☐	☐	☐	☐	have LESS THAN four years of undergraduate training.
☐	☐	☐	☐	☐	☐	HAVE FOUR YEARS of undergraduate training.
☐	☐	☐	☐	☐	☐	have POSTGRADUATE qualifications.

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yes	no	Does each of these statements describe your school's curriculum?
☐	☐	There is room in the curriculum for students to undertake studies of Asia.
☐	☐	Studies of Asia might be included in the curriculum in the future.
☐	☐	Studies of Asia are included systematically across the curriculum.
☐	☐	There is minor reference to studies of Asia in the school curriculum and teaching programs.
☐	☐	There is no reference to studies of Asia in the school curriculum.
☐	☐	Several year levels have an opportunity to undertake studies of Asia.
☐	☐	Studies of Asia are included across a number of subject areas.
☐	☐	The school is well known for its work in studies of Asia.
☐	☐	There is no room in the curriculum for studies of Asia.

yes	no	Does each of these statements describe your school's resources?
☐	☐	Teachers and students use the internet as a regular information source about Asia.
☐	☐	Purchasing studies of Asia resources is NOT a priority at this stage.
☐	☐	Teachers develop and use materials related to studies of Asia.
☐	☐	Extensive class sets of studies of Asia materials are available and used.
☐	☐	The school is ordering a basic set of studies of Asia resources.
☐	☐	The library holds some key studies of Asia texts.
☐	☐	The library has a fairly extensive studies of Asia collection.
☐	☐	Students have access to broad reference materials which include reference to Asia.
☐	☐	Teachers and librarians keep up to date with recent materials on studies of Asia.

yes	no	Does each of these statements describe staff development at your school?
☐	☐	School staff provide leadership in studies of Asia professional development courses.
☐	☐	School management does NOT give priority to teacher development in studies of Asia.
☐	☐	Several teachers regard themselves as well qualified to teach studies of Asia.
☐	☐	Several teachers have participated in workshops on studies of Asia.
☐	☐	An initial teacher meeting on studies of Asia has been held.
☐	☐	Studies of Asia professional development is NOT planned for the future.
☐	☐	Teachers are NOT interested in studies of Asia professional development.
☐	☐	Some staff have formal qualifications in studies of Asia.
☐	☐	Some teachers have completed substantial professional development in studies of Asia.

yes	no	Does each of these statements describe the involvement of your whole school in studies of Asia?
☐	☐	The school celebrates its achievement in teaching about Asia.
☐	☐	Studies of Asia are NOT very important at this school.
☐	☐	A team of staff is developing studies of Asia in the school.
☐	☐	The school is well known for its focus on studies of Asia.
☐	☐	The school leads Asian focussed projects in the community.
☐	☐	Studies of Asia had a greater whole school focus in the past than it does now.
☐	☐	It is unlikely this school will become involved in studies of Asia.
☐	☐	Studies of Asia have a visible presence in the school community.
☐	☐	School publications and advertisements identify studies of Asia as a priority.

yes	no	Does each of these statements describe your school's policies?
☐	☐	A systematic studies of Asia action plan is being implemented.
☐	☐	There is no school approach to the studies of Asia.
☐	☐	School policy on studies of Asia is being developed.
☐	☐	The school has involved consultants in developing policy on Asian studies.
☐	☐	Studies of Asia policy is being implemented largely through the efforts of individual teachers.
☐	☐	Developing school policy on studies of Asia is NOT a priority.
☐	☐	The school has applied for grants to develop studies of Asia programs.
☐	☐	Studies of Asia are constantly being integrated with other school priorities.
☐	☐	Studies of Asia school policy is current and updated when necessary.

THANK YOU for your help