STUDY ORIENTATION QUESTIONNAIRE IN **MATHEMATICS**

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Pupil Profile Report

Name of Learner	Joe Sample
Grade:	11
Gender:	Male
Date Completed:	Oct 24 2026

The information in this report is confidential and should only be shared with the pupil and their parent/legal guardian. The results provided in this report should be considered together with all other information gathered in the assessment process when making any significant subject or career choice decisions.

JVR PSYCHOMETRICS

INTRODUCTION

Thank you for completing the Study Orientation Questionnaire in Mathematics (SOM). This report summarises how you approach and experience Mathematics as a subject.

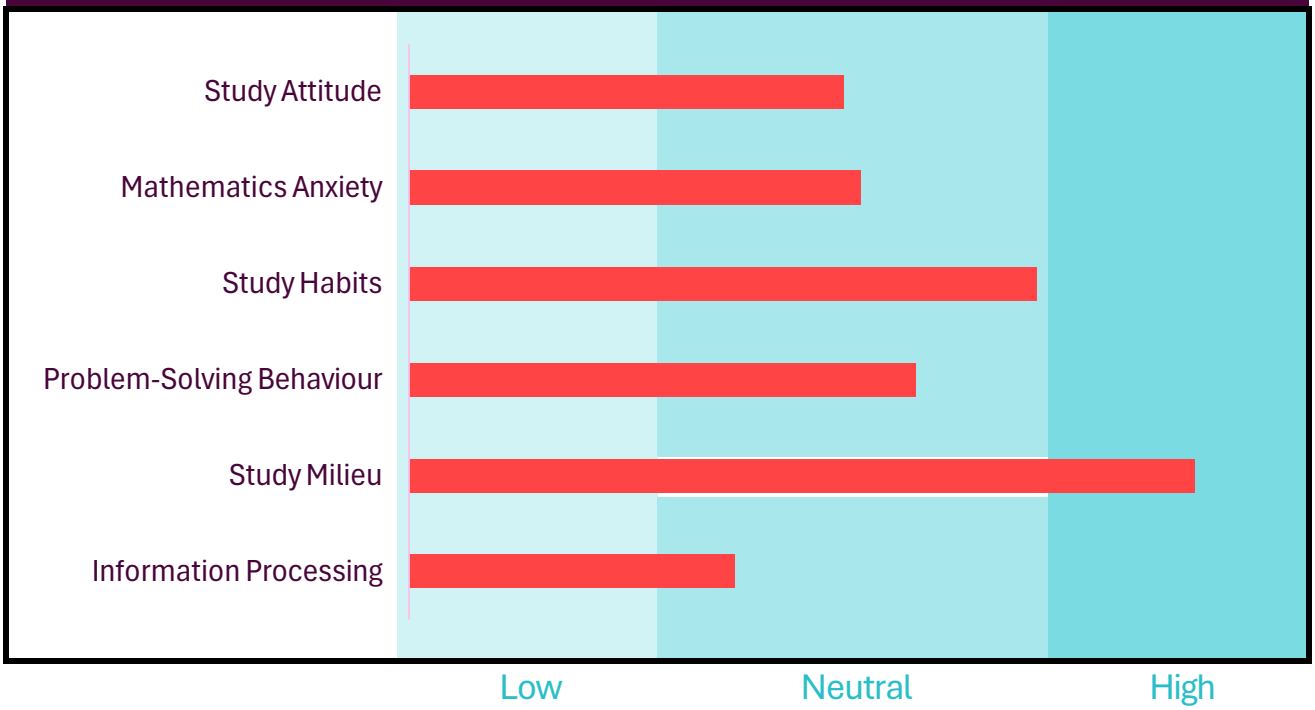
Before you read on, here are a few important things to keep in mind:
- This report is based only on the answers you gave. You know yourself best, and no questionnaire can capture everything about who you are as a learner. Use this report as a starting point for reflection, not as a
- Your results describe where you are right now, not where you will always be. The attitudes, habits, and thinking styles measured by this questionnaire can all change with the right support and effort.
- There are no right or wrong results. Every score comes with both strengths to build on and areas to develop.

Each section of this report explains what your score means, gives you practical suggestions under three headings:

Start: new habits or strategies worth beginning
Continue: things you are already doing that are worth keeping up
Stop: patterns that may be holding you back

Where relevant, each section also includes a *Balancing Your Scores* note. This shows you how your stronger areas can support the areas where there is more room to grow.

YOUR PROFILE SUMMARY



Inconsistency pairs: No flags

STUDY ATTITUDE

Study Attitude relates to how much you enjoy Maths, your confidence, whether you believe Maths is useful for your future, and how you respond to mathematical challenges. Your attitude really helps you choose between Mathematics and Mathematical Literacy, and whether you want to pursue Maths-heavy career paths post Matric.

HIGH

You genuinely enjoy Maths and see the subject as useful, interesting, and worth your time. You are likely self-motivated, curious about how things work mathematically, and confident enough to keep going when problems get difficult. Your attitude is one of the most powerful drivers of Maths success, helping you stay engaged during difficult topics, and recover quickly from a poor test result when those do happen.

START	- Pushing yourself beyond the syllabus questions. Try Maths Olympiad or similar competition problems, and continue looking for where Maths is useful in the real world. - Connecting Maths to your future goals. If you are interested in careers like engineering, actuarial science, medicine, architecture, or finance, start thinking about how what you learn in class links to where you want to go after Matric. - Sharing your enthusiasm with peers. Being positive and helpful towards classmates who struggle helps strengthen your own understanding. Explaining something to someone else is one of the fastest ways to confirm you know the subject well.
CONTINUE	- Staying curious in class. Keep asking why something works, not just how to do it, to help develop your depth of understanding which will make it easier to tackle the more difficult questions. - Tracking your progress. Noticing when you have improved or understood something new keeps your attitude fuelled. - Maintaining a regular study routine, since your attitude likely makes it easier to sit down and study. Use that to your advantage by being consistent with your study efforts.
STOP	- Assuming effort is not needed because you enjoy the subject. Enjoyment without consistent practice does not translate into marks, so you need to maintain the interest and energy towards Maths. - Skipping revision because familiar work feels too easy. Fluency in Maths requires revisiting basics regularly. Speed and accuracy, both important in exams, come from repetition. - Overworking without resting. A positive attitude works best when balanced with proper rest to maintain motivation throughout your school life.

MATHEMATICS ANXIETY

Mathematics Anxiety refers to feelings of panic, tension, or stress that you experience when working with Maths. It can also show up physically as sweating, a racing heart, or an urgent need to leave the room, or mentally as going blank or forgetting during a test, or struggling to concentrate in class.

LOW

You generally feel calm and composed when doing Maths, even during difficult questions or the pressure of a test. You are unlikely to go blank or panic under pressure, which means your actual ability has a much better chance of coming through in your results.

START

- Staying focused during more difficult challenges. Work through past papers or try questions set above your current grade level.
- Using your composure to support anxious classmates. Your steadiness can be genuinely reassuring to peers who struggle before tests.
- Reflecting on what keeps you calm. Whether it is preparation, routine, or your mindset, identify what works for you and apply it to other high-pressure subjects.

CONTINUE

- Approaching new and unfamiliar topics with curiosity. Your low anxiety means you can engage with material you have never seen before without shutting down, especially when a new section of the curriculum feels unfamiliar.
- Preparing consistently before assessments. Staying calm means you will actually benefit from the revision you do, because anxiety will not interfere with how you perform on the day.
- Reviewing your errors after assessments, and analyse what went wrong and build from it, without becoming nervous about making mistakes in future.

STOP

- Assuming being calm means studying for Maths is less important. Make sure your relaxed approach is matched by genuine effort in revision.
- Dismissing the anxiety that others experience. What feels manageable to you can feel completely overwhelming to someone else, so remember to be patient with classmates who struggle before tests.
- Not speaking about areas where you are less confident, instead of addressing them before they build up to serious confusion.

STUDY HABITS

Study Habits in Mathematics refers to the consistency, structure, and quality of how you engage with Maths outside of class. It includes whether you complete homework on time and thoroughly, whether you revise regularly rather than only before tests, whether you follow up when something is unclear, and whether you go beyond the minimum by working through additional problems and past papers.

HIGH

You have developed consistent and effective study habits in Maths. You are likely the kind of learner who keeps homework up to date, revises topics before they become urgent, and goes back to check on concepts you were not sure about rather than hoping they will not come up in the test. You probably also do more than the minimum, working through past papers to build genuine fluency.

START

- Working through past papers under timed conditions. Timed practice is one of the most effective ways to convert understanding into exam performance.
- Changing your revision techniques. If your current method relies mainly on re-reading notes, maybe start explaining concepts out loud or teaching a peer to consolidate learning.
- Planning your revision calendar well ahead of major assessments. Use your existing habits to structure a topic-by-topic revision plan for exams.

CONTINUE

- Keeping homework and classwork fully up to date. Do not let the pressure of other subjects take away from your Maths study time.
- Going back to topics you found difficult rather than moving on. A gap left unaddressed in one term becomes a larger area of concern in the next.
- Using your study time to understand, not just to finish. Getting through the work is not the same as understanding it. Keep asking why a method works, not just whether you got the right answer.

STOP

- Studying only what feels comfortable. Push into the areas that are difficult and less familiar.
- Ignoring signs of tiredness. Consistent effort without rest leads to you being too tired to perform at your best. Schedule proper breaks, especially during high-pressure test and exam periods.
- Confusing being busy with being effective. Time spent on Maths does not automatically equal learning. Test yourself often without your notes to check whether your methods are actually working.

PROBLEM-SOLVING BEHAVIOUR

Problem-Solving Behaviour in Mathematics goes beyond simply knowing how to follow a method,but considers the thinking that happens around the method: whether you pause to understand what a question is actually asking before diving in, whether you can identify which approach is likely to work, whether you check your progress as you go, and whether you adapt when your first attempt is not working.

HIGH

You are an active thinker in Maths, not just following procedures for the sake of it. When you encounter a problem, you tend to read it carefully, think about what is being asked, consider which approach might work, and monitor your progress as you go. When something is not working, you are more likely than most to try a different strategy rather than simply repeating the same steps or giving up.

START

- Explaining your thinking process and explaining how you approached a problem deepens your understanding and help you identify any gaps in your reasoning. It also builds the habit of showing working clearly, which carries marks in papers.
- Seeking out genuinely unfamiliar problems. Work through problems from past papers or Maths Olympiad practice sets.
- Keeping a problem-solving journal. When you figure out a better approach than your first attempt, write down what you did and why it worked. Over time this builds a personal toolkit of strategies you can draw on under pressure.

CONTINUE

- Reading questions carefully before attempting them. Your habit of understanding what is being asked before diving in is one of the most effective ways to avoid careless errors. Maintain it even when time pressure during a test makes it tempting to rush.
- Checking your work at each step rather than only at the end. Catching an error mid-solution is far easier than identifying it after you have built several steps on top of it.
- Looking for connections between different topics in the curriculum. Your ability to see how concepts relate to each other is one of the things that will help you most after Matric.

STOP

- Rushing through easier questions without checking. Strong problem-solvers sometimes underestimate familiar problems and make avoidable errors. Slower, more deliberate work on questions that feel straightforward protects marks you definitely should be getting.
- Skipping the planning phase under time pressure. In a timed paper, 30 seconds spent reading and planning almost always saves more time and marks.
- Assuming your first approach is always the most efficient. Stay open to stepping back and trying a different method, especially when a calculation is becoming unexpectedly long or complicated.

STUDY MILIEU

Study Milieu refers to the physical, social, and emotional environment in which you learn and study Mathematics. It includes whether your home environment is conducive to focused study, whether the people around you are supportive of your learning, whether you have access to the resources you need, and whether there are any physical barriers (such as difficulty seeing or hearing in class) that are affecting your ability to engage with the subject.

HIGH

Your learning environment is helping you perform well. You likely have a reasonably quiet and stable place to study, access to the materials and support you need, and people around you who encourage your learning. Your relationship with your Maths teacher feels manageable, and you are generally able to ask for help when you need it.

START

- Actively using the resources and support available to you. Make deliberate use of the quiet study space, the people who can help, and any additional materials you have access to such as textbooks, past papers, or internet resources.
- Offering support to classmates who have fewer resources. Whether it is sharing notes, forming a study group, or simply explaining a concept, using your stable environment to support others benefits both them and you.
- Exploring Maths beyond the classroom using the access you have. Past papers, online tutoring platforms, and free resources on platforms like YouTube are all available.

CONTINUE

- Maintaining your study routines in your stable environment. A consistent time and space for Maths study is one of the most underappreciated contributors to strong results. Keep protecting that routine, especially during the more demanding times during the school year.
- Keeping open communication with your teacher. You feel comfortable enough to ask for help, so keep clarifying confusion early before it increases.
- Appreciating the support of the people around you. Parental or family encouragement, even when it is not specific to Maths content, influences motivation.

STOP

- Taking your environment for granted. A supportive study milieu is not universal. Avoid letting your environment make you not work hard.
- Assuming everyone has the same access you do. Group work, shared resources, and expectations about home study should be approached with awareness that your classmates may be working from very different circumstances.
- Letting your environment do all the work. The effort, the engagement, and the thinking still have to come from you.

INFORMATION PROCESSING

Information Processing in Mathematics refers to the quality and depth of how you understand mathematical content, and includes whether you genuinely understand why a method works, whether you can identify which theorem or formula applies in a given situation, and whether you can apply what you know in unfamiliar or more complex contexts.

HIGH

You have a strong, conceptual understanding of Mathematics. You do not just follow procedures but understand why they work, and that understanding gives you the flexibility to apply what you know in situations that do not look exactly like the examples you have practiced. You are generally able to identify what a problem is asking, recognise which concepts or formulas are relevant, and check whether your answer makes sense in context.

START

- Seeking out proof-based and explanation questions. Your conceptual strength is best developed further through questions that require you to justify your reasoning in writing, not just calculate an answer. Look for questions in past papers that ask you to prove, show, or explain.
- Teaching or explaining concepts to classmates. Explaining why something works, rather than just how to do it, deepens your own understanding and reveals any remaining gaps in your reasoning.
- Exploring connections between different topics in the curriculum. Actively mapping how different areas of Mathematics relate to each other builds the kind of integrated understanding that the most challenging questions test.

CONTINUE

- Reading questions carefully before selecting a method. Your understanding gives you multiple possible approaches to many problems. Continue taking the time to read each question fully before committing to a method, because choosing the right approach efficiently is as important as executing it correctly.
- Checking that your answers are reasonable in context. Your conceptual understanding means you are well placed to notice when an answer does not make mathematical sense. Keep using that instinct as a self-checking habit.
- Using diagrams, tables, and visual representations to organise complex problems. Sketches and labelled diagrams make complex problems more manageable.

STOP

- Assuming that understanding a concept means you do not need to practice it. Conceptual understanding and procedural fluency are both needed for strong performance. Understand why, but also practice enough to be fast and accurate.
- Skipping steps in your written working because the logic feels obvious to you. Marks are allocated for method as well as for the final answer. Leaving out steps that feel self-evident to you costs marks, even when your answer is correct.
- Underestimating questions that appear straightforward. High information processors sometimes move too quickly through questions they perceive as simple and miss a subtle condition or requirement.

MATHS GOALS: ACTION PLAN

Use this page to turn your reflections on this report into a concrete plan. SMART goals are Specific, Measurable, Action-oriented, Realistic, and Timely.

Areas I want to strengthen:

Write down up to three Maths orientation areas from this report that you would like to develop further.

1. _____
2. _____
3. _____

Qualities I want to develop:

Write down up to three overall qualities you would like to have as a Maths learner (e.g., consistency, confidence, curiosity).

1. _____
2. _____
3. _____

Transfer your goals into the SMART action plan template below.

My SMART Goal	Time Frame	Benefits	How I will measure success	Support I need	Potential barriers
Example. Spend 15 minutes on Maths every evening this week	*This week*	*Build a daily Maths habit*	*Did I study Maths every evening?*	*A parent to check*	*Forgetting, other more fun homework*

PARENT SUMMARY PAGE

The below guidelines are some suggestions on how you can support your child's Maths orientation, given their current profile.

Study Attitude

Acknowledge your child's positive attitude and keep reinforcing it. Ask them to tell you something interesting from their Maths class to signal that you value the subject too, and those conversations carry more weight than most parents realise. Where possible, connect Maths to their future goals and to the career paths they are curious about.

Mathematics Anxiety

Your child does not appear to experience Maths anxiety. This is a genuine strength, help them maintain it by avoiding expressing your own anxieties about Maths in front of them, and continuing to encourage consistent preparation before assessments. If they sometimes appear overconfident, a gentle reminder that preparation still matters is appropriate.

Study Habits

Your child has developed strong, consistent Maths study habits. Your role at this stage is mainly to protect and affirm what they have already built. Avoid disrupting their study routines during high-pressure periods. Where possible, continue providing a quiet, stable environment for study. You might also encourage them to use their habits to take on extension challenges such as past papers or Maths Olympiad preparation.

Problem-Solving Behaviour

Your child is thinking actively and strategically in Maths, not just following procedures. This is one of the most valuable skills they can develop, both for their results and for life beyond school. Support this by asking them to explain their thinking to you, even if you do not understand the Maths content. The act of explaining deepens understanding. Encourage them to try Maths Olympiad problems or extension challenges that push them beyond the standard curriculum.

Study Milieu

Your child perceives their home and school environment as supportive of their Maths learning. This is a genuine advantage and one that is directly connected to your involvement as a parent. Continue providing a calm and stable home environment, maintaining an encouraging attitude toward their schoolwork, and expressing interest in their progress even if you do not have the Maths knowledge to help with the content itself. Ask them what they are working on, celebrate improvements, and make it clear that their effort in Maths is something you notice and value.

Information Processing

Your child has a strong, deep understanding of mathematical concepts. They are not just following procedures but also understand the reasoning behind them. Support this by encouraging them to explain Maths concepts to you, even if you cannot follow the content. The act of explaining deepens understanding further. Encourage them to consider careers and post-school pathways where strong mathematical reasoning is an asset.

TEACHER SUMMARY PAGE

The below guidelines are some suggestions on how you can support your pupil's Maths orientation, given their current profile.

Study Attitude

Keep encouraging your learner's curiosity. Provide extension problems, optional challenges, or opportunities to act as a peer explainer in group work. Consider pointing them toward competitions such as the South African Mathematics Olympiad (SAMO). Note that positive attitude without consistent effort can sometimes mask gaps in understanding, so keep checking in that highly motivated learners are still comfortable with the content and workload.

Mathematics Anxiety

Learners with low mathematics anxiety have stronger emotional foundations for Maths performance. Continue providing challenges where possible. Be aware that low anxiety can occasionally present as overconfidence, so ensure this learner is still pushed to prepare thoroughly rather than relying on composure alone. They may also be a useful peer resource for more anxious classmates in collaborative learning contexts.

Study Habits

This learner probably completes homework consistently, follows up on confusion, and revises beyond the minimum. Provide extension challenges that reward this level of engagement and ensure that the work you set is genuinely building understanding. These learners can also serve as effective peer tutors for lower-habit classmates.

Problem-Solving Behaviour

These learners are more independent and intellectually engaged students in Maths. They probably attempt unfamiliar problems without shutting down, show their working in a way that reflects genuine thinking, and can articulate what they are trying to do when asked. Challenge them with open-ended problems, investigation tasks, and questions that require proof or explanation rather than calculation alone. They are also well suited to peer tutoring roles, where their thinking skills are made visible to classmates.

Study Milieu

This learner perceives both their home and school environments as supportive of their Maths learning. This is partly a reflection of what you and your school have created for them. Continue providing a classroom environment where questions are welcomed, mistakes are normalised, and individual progress is acknowledged. For this learner, the priority is maintaining and stretching: ensure that the support of their environment is channelled into genuine academic challenge rather than comfortable coasting.

Information Processing

This learner processes mathematical content at a deep conceptual level. They are well placed for the higher-order demands of the Mathematics papers and for post-school study in Mathematics-dependent fields. The most effective way to develop this learner further is through questions that require justification and proof, open-ended investigation tasks, and problems that apply familiar concepts in unfamiliar contexts. Consider using them as a peer resource in the classroom, asking them to explain reasoning rather than just answers.