STUDY ORIENTATION QUESTIONNAIRE IN **MATHEMATICS**

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Pupil Profile Report

Name of Learner	Joe Smith
Grade:	8
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.

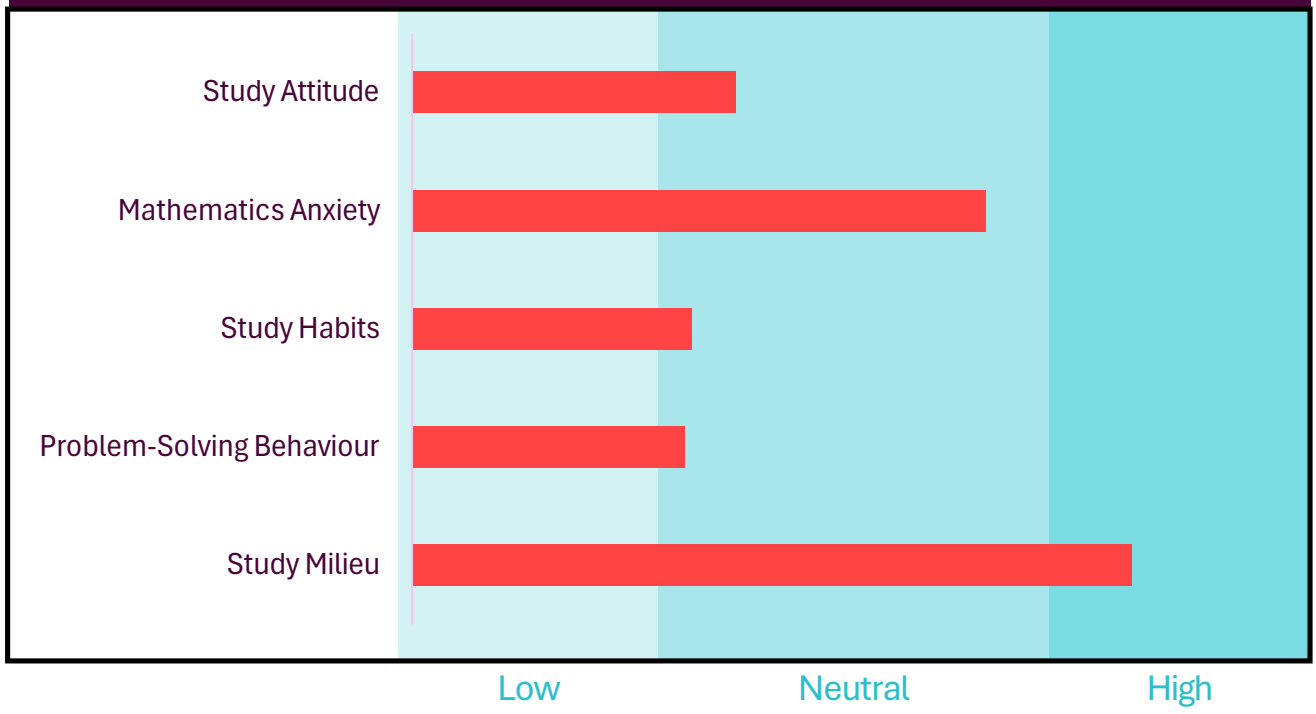
Before you read on, here are a few important things to keep in mind:
- This report is based only on the answers you gave. You know yourself best, and no questionnaire can capture everything about who you are as a learner. Use this report as a starting point for reflection, not as a
- Your results describe 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: Study Milieu

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.

NEUTRAL

Your attitude toward Maths is not strongly negative, but it is not consistently positive either. You likely enjoy some topics and find others boring or frustrating. A neutral attitude often means that Maths does not yet feel personally relevant or meaningful to you. Think about the jobs you want to pursue after Matric and research how much Maths relates to those, which may change how motivated and practically meaningful you find the subject.

START

- Finding what makes Maths meaningful to you specifically. Connect topics and classes to your real-life interests such as money, sport, gaming, music, or cooking.
- Keeping "job well done" reminders. Write down moments when you understood something new or solved something tricky. Over time, this habit will help reshape how you see that you can do well in Maths.
- Asking more questions in class to maintain your interest over time. Questions also show your teacher that you are making an effort towards the subject.

CONTINUE

- Doing your homework and showing up consistently. Even a neutral attitude becomes a solid foundation when backed by consistent effort.
- Keeping an open mind about Maths. You do not have to love it, but maintaining a "this might be useful one day" mindset is enough to keep growing and learning.
- Using study methods that already work for you. If specific approaches help, such as past papers, a study group, or a particular time of day, keep building on those rather than starting from scratch.

STOP

- Telling yourself you are just not a Maths person. Small daily choices can help improve your Maths skills.
- Avoiding topics you find less interesting. Skipping what you do not enjoy creates gaps that make everything difficult later in the curriculum. Push through the difficult sections because it usually gets easier once you actually start working through them.
- Comparing yourself to others. A personal improvement of even 5 to 10 per cent matters far more than where you rank in the class.

BALANCING YOUR SCORES

Study Milieu : You have indicated you have support around you. Ask someone you trust to explain things differently, sit with you during Maths work, or encourage you when it feels difficult. A good environment can help you develop motivation and gradually rebuild a positive attitude.

Mathematics Anxiety : You may not enjoy Maths right now but you don't panic about it either. That composure and calm is a strength that you must continue using, especially when needing to sit with the subject longer than feels comfortable. Calm and consistent effort, over time, can gradually rebuild a more positive attitude toward the subject.

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.

NEUTRAL

You may experience some anxiety around Maths, but not so much that it consistently stops you from engaging with the subject. You are probably more confident in some topics than others and there are likely specific situations where the nerves show up more strongly, like being called on unexpectedly in class or facing an unfamiliar question in a test.

START	- Getting to know your specific anxiety triggers. Is it certain topics like geometry or trigonometry? Timed tests? Being watched while you work? Identifying the trigger helps you prepare for it rather than being caught off guard. - Practicing under timed conditions before assessments. Sit with a past paper, set a timer, and work through it without any help. Familiarity with the pressure of a timed test reduces how much the actual assessment rattles you. - Asking questions as soon as you feel confused. Letting confusion build is one of the fastest ways to increase anxiety over time.
CONTINUE	- Reflecting on moments when you have performed well under pressure. Remind yourself that you have managed to work through Maths despite some anxiety. - Keeping a regular study routine. Consistency reduces the feeling that Maths is unpredictable, and the more familiar the content feels, the less threatening it tends to feel during exams. - Staying consistent with effort is one of the most reliable ways to reduce anxiety over time.
STOP	- Ignoring anxious moments without addressing them. If you notice yourself freezing, going blank, or avoiding a topic, take that seriously and speak to someone. - Avoiding difficult questions because they feel threatening. Attempting a difficult question, even imperfectly, is more useful than skipping it - you will often still get some marks for at least trying. - Telling yourself you are just average at Maths because of the anxiety. With better anxiety management, your results may well reflect more of what you are actually capable of.

BALANCING YOUR SCORES

Study Milieu : Having a supportive environment at home and school means you have people around you who can help when anxiety feels difficult to manage on your own. Talk to a parent, a teacher, or a trusted friend about what you experience.

Mathematics Anxiety :

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.

LOW

You have not yet established consistent Maths study habits, and this is likely affecting your results. You may find it difficult to sit down and work through Maths regularly, often choosing other activities over it. Homework may frequently be incomplete or left to the last minute. Learn to consistently put in effort towards Maths.

START	- Committing to one small, daily Maths habit. Start with 15 minutes of Maths every day, at the same time, no exceptions. - Using a simple planner or checklist for Maths tasks. Write down every Maths task for the week at the start of the week and tick each one off when done. - Asking your teacher for a structured revision guide if possible. Having an external structure to follow is far easier than trying to design your own from scratch when habits are still developing.
CONTINUE	- Attending every Maths class and keeping notes. If your study habits outside class are currently weak, your classroom time becomes even more important. Be present, write down what is taught, and ask at least one question per lesson. - Attempting every homework task, even partially. A partial attempt is worth more than a blank page if it teaches you about the concept. - Being honest with a trusted adult about the difficulty, if you are finding it genuinely difficult to study Maths consistently. A parent, teacher, or tutor can help you identify why and put something practical in place.
STOP	- Avoiding Maths homework or revision entirely. Every missed homework task adds to a gap in the curriculum that will need to be filled at some point, usually at the worst possible time. - Telling yourself you are not the kind of person who studies. Study habits are behaviours that can be built by anyone who is willing to start small and be consistent. - Waiting until you feel ready or motivated to start. Motivation tends to follow action, so start before you feel ready and you will slowly get comfortable with studying.

BALANCING YOUR SCORES

Study Milieu : A supportive home and school environment gives you access to resources and people who can help you build better study habits. Ask a parent to check in on your study schedule or ask a teacher to recommend a weekly study structure.

Mathematics Anxiety : Your composure in Maths means that when you do sit down to study you are not fighting anxiety at the same time. Use that calm to your advantage by making study sessions more frequent and less pressured. Anxiety-free practice is more efficient and more enjoyable, which makes it easier to continue doing over time.

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.

LOW

Problem-solving in Maths currently feels difficult or overwhelming, particularly when questions do not look exactly like examples you have practiced before. You may find it difficult to know where to start when a problem is unfamiliar or you may tend to try the same approach repeatedly even when it is not working. The key shift you need to make is asking "how should I think about this?" instead of "what is the answer?".

START

- Asking yourself four questions when faced with difficult questions: What do I know? What am I trying to find? What method might work here? Does my answer make sense? Writing these down creates a thinking structure that reduces the feeling of being stuck.
- Asking your teacher to show you how they think, not just what they calculate. Ask specifically: "How did you know to start there?". Understanding the decision-making behind a solution is more useful than copying the steps.
- Practicing with examples and covering the solution. Read through a worked example, then cover it and try to reproduce the thinking from scratch. This forces you to actively recreate the reasoning rather than simply recognising it.

CONTINUE

- Writing down what you know at the start of every problem. Even if you cannot see the full solution, writing down the given information and what you are trying to find gives you a starting point.
- Attempting every question, even partially. Partial marks are often available for correct steps even when the final answer is wrong. A structured attempt that shows your thinking is worth more than a blank page.
- Looking for patterns across different types of questions. When you encounter a question type more than once, notice what it has in common with the last time you saw it. Thinking of all the question types and approaches is one of the most practical ways to develop problem-solving confidence.

STOP

- Leaving blank any question that does not immediately make sense. A blank page in Maths is rarely the result of you really not knowing. Write something, anything that is true about the problem and use it as your first step to at least get some method marks.
- Copying solutions without working through the reasoning yourself. Copying a correct answer teaches you what the answer is. Working through the reasoning teaches you how to think.
- Telling yourself you are not a problem-solver. Problem-solving is a skill that develops with specific, deliberate practice. Learners who believe they cannot problem-solve tend to avoid the practice that would actually develop the skill.

BALANCING YOUR SCORES

Study Milieu : Having supportive people around you means you have access to others who can model good problem-solving thinking. Ask a teacher to talk through how they approach an unfamiliar problem, not just what the answer is. Watching someone else work through uncertainty, select a strategy, and adjust when needed is one of the most effective ways to develop these skills yourself.

Mathematics Anxiety : Your composure under pressure is a significant advantage when it comes to problem-solving. Your calm means you can sit with uncertainty for longer, which is exactly what problem-solving requires.

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.

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

Be careful not to share your own frustrations with Maths in front of your child. Even casual remarks like "I was never good at Maths either" can quietly tip a neutral attitude toward a negative one. Try expressing curiosity instead, such as asking what the topic is used for in real life. Consider pointing out where you use Maths in everyday situations at home, for example in budgeting, cooking, or DIY projects.

Mathematics Anxiety

Your child experiences some anxiety around Maths, particularly in higher-pressure situations. Avoid expressing frustration when they struggle with homework, as this can worsen anxiety at home. Try to create a calm, low-pressure study environment. Encourage them to speak to their teacher if there are specific topics or situations that consistently trigger their anxiety. If you notice the anxiety increasing around assessment periods, a conversation with their school about additional support may be a reasonable step.

Study Habits

Your child has not yet established consistent Maths study habits, and this is likely affecting their results. Do not respond with punishment or pressure alone, as these tend to increase avoidance. Instead, start with something very small: 15 minutes of Maths work each evening, done at the same time, with you nearby. Consider whether there are barriers you are not aware of, such as anxiety, a specific topic they are lost on, or a difficulty with their Maths teacher that may be contributing to the avoidance.

Problem-Solving Behaviour

Your child currently finds it difficult to navigate Maths problems that do not follow a familiar pattern. This is a common challenge that responds well to specific, targeted support. If you are in a position to access a tutor, look for one who explicitly teaches thinking strategies, not just content, and who asks your child to explain their reasoning rather than simply correcting their working. At home, encourage your child to always write something when they attempt a problem, even if they do not know the full solution. The habit of starting,

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.

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

Focus on relevance, since your learners need to see the purpose of each topic within the curriculum. Where possible, contextualise new concepts in real-world applications connected to their interests and career thinking. Targeted praise for effort, not just outcomes, can shift a neutral attitude toward a positive one over time.

Mathematics Anxiety

Strategies that help learners with moderate mathematics anxiety include: providing adequate processing time before expecting responses in class, reducing the element of surprise in assessments by sharing question formats and topic weighting in advance, and offering brief reassurance during tests. Targeted praise for effort and for partial progress, not just correct answers, helps these learners build the confidence to persist through difficulty.

Study Habits

This learner is not yet engaging with Maths consistently outside of class, and this is likely contributing to gaps in their content coverage. Before attributing this solely to laziness or disengagement, consider whether there are underlying factors at play. Low study habit scores frequently co-occur with high Mathematics Anxiety or low Study Attitude, both of which make sitting with Maths outside of a structured classroom environment genuinely difficult. Setting very small, specific homework tasks with explicit follow-up, rather than large open-ended revision expectations give low-habit learners a more manageable entry point.

Problem-Solving Behaviour

These learners rely heavily on procedural memory and familiar patterns, and are likely to disengage when a question does not follow a recognisable format. The most effective classroom interventions include: using think-aloud modelling when introducing new problem types; requiring learners to write one sentence about what they understand a question to be asking before they begin calculating; and providing partial scaffolding on complex problems rather than complete worked examples. Avoid accepting blank responses on unfamiliar

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.