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APPENDIX A

1. FFAM³ GRADE 12 LEARNERS QUESTIONNAIRE SURVEY INSTRUMENT

2. FFAM TEACHERS QUESTIONNAIRE SURVEY INSTRUMENT

³ FFAM: Factors facilitating achievement in mathematics.

FFAM GRADE 12 LEARNERS QUESTIONNAIRE

The purpose of this questionnaire is to trace some factors that facilitate achievement in mathematics in traditionally disadvantaged secondary schools. Most of the statements instruct you to mark one option with a **cross (X)** from a list of options. Use a pencil or black or blue pen to complete this questionnaire. Please be completely honest. Your answers will be regarded as strictly confidential. There are no **wrong** answers.

THANK YOU IN ADVANCE FOR YOUR CO-OPERATION.

L

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Respondent number:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">V1</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">1-3</td> </tr> </table>	V1							1-3																																				
V1							1-3																																						
Name:																																													
<p style="text-align: center;">Please mark with a cross (X):</p> <p>(1) What is your father/male guardian's highest educational level? (Only one option)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lower than Grade 8</td><td style="width: 50px;"></td></tr> <tr><td>Grade 8</td><td></td></tr> <tr><td>Grade 10</td><td></td></tr> <tr><td>Grade 12</td><td></td></tr> <tr><td>Technical Qualification</td><td></td></tr> <tr><td>Bachelors degree</td><td></td></tr> <tr><td>Honours degree</td><td></td></tr> <tr><td>Masters degree</td><td></td></tr> <tr><td>Doctorate</td><td></td></tr> <tr><td>Other (specify)</td><td></td></tr> </table> <p style="text-align: center;">(2) What is your mother/female guardian's highest educational level? (Only one option)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lower than Grade 8</td><td style="width: 50px;"></td></tr> <tr><td>Grade 8</td><td></td></tr> <tr><td>Grade 10</td><td></td></tr> <tr><td>Grade 12</td><td></td></tr> <tr><td>Technical Qualification</td><td></td></tr> <tr><td>Bachelors degree</td><td></td></tr> <tr><td>Honours degree</td><td></td></tr> <tr><td>Masters degree</td><td></td></tr> <tr><td>Doctorate</td><td></td></tr> <tr><td>Other (specify)</td><td></td></tr> </table> <p style="text-align: center;">(3) Have you engaged in any of the following activities during the past 3 years? (For each question, mark only one option with a cross (X))</p>	Lower than Grade 8		Grade 8		Grade 10		Grade 12		Technical Qualification		Bachelors degree		Honours degree		Masters degree		Doctorate		Other (specify)		Lower than Grade 8		Grade 8		Grade 10		Grade 12		Technical Qualification		Bachelors degree		Honours degree		Masters degree		Doctorate		Other (specify)		<div style="display: flex; align-items: center; margin-bottom: 100px;"> V2 <table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 5 </div> <div style="display: flex; align-items: center;"> V3 <table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> 7 </div>				
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Honours degree																																													
Masters degree																																													
Doctorate																																													
Other (specify)																																													



	REGULARLY	OCCASIONALLY	NEVER			
				V4	<input type="checkbox"/>	8
3.1 Participated in a mathematics or science tour/excursion?				V5	<input type="checkbox"/>	9
3.2 Watched mathematics or science TV shows				V6	<input type="checkbox"/>	10
3.3 Read mathematics or science magazines or news articles on mathematics				V7	<input type="checkbox"/>	11
3.4 Attended any mathematics Saturdays or Winter schools						
<p>(4) To what extent do you agree with each of the following statements? For each question, mark only one option with a cross (X)</p>						
	AGREE	NEUTRAL	DISAGREE			
4.1 I am afraid of my maths teacher				V8	<input type="checkbox"/>	12
4.2 My teacher expects me to do well				V9		13
4.3 I look forward to mathematics classes				V10		14
4.4 Mathematics is difficult for me				V11		15
4.5 I have self-discipline in doing mathematics				V12		16
4.6 Mathematics is useful in my future career				V13		17
4.7 Doing mathematics makes me nervous or upset				V14		18
						19



Me				V15		
4.8 I will continue with mathematics after Grade 12				V16		20
4.9 I enjoy mathematics				V17		21
4.10 Studying hard in maths is not important				V18		22
4.11 My teacher always encourages us to work hard				V19		23
4.12 My friends are interested in mathematics				V20		24
4.13 My best friend does well in mathematics				V21		25
4.14 I believe mathematics is difficult to do unless you have the brains for it				V22		26
4.15 My friends encourage me to work hard				V23		27
4.16 My teacher treats learners with respect				V24		28
4.17 Learners in my class want to do well				V25		29
4.18 Learners in my class respect their maths teacher						30
4.19 Learners' achievement is recognized by the Teacher				V26		
<p>(5) How often do you do the following in mathematics? For each question, mark only one option with a cross (X))</p>						



	REGULARLY	OCCASIONALLY	NEVER			
				V27	<input type="checkbox"/>	31
5.1 Skip maths classes				V28	<input type="checkbox"/>	32
5.2 Come to class without a pen or pencil				V29	<input type="checkbox"/>	33
5.3 Try to solve math problems before seeking help				V30	<input type="checkbox"/>	34
5.4 Attend extra classes				V31	<input type="checkbox"/>	35
5.5 Work with classmates in mathematics				V32	<input type="checkbox"/>	36
5.6 Remain after school doing maths				V33	<input type="checkbox"/>	37
5.7 Lose concentration when solving maths problems				V34	<input type="checkbox"/>	38
5.8 Participate in class discussion				V35	<input type="checkbox"/>	39
5.9 Come to class without having done my homework				V36	<input type="checkbox"/>	40
5.10 Get assistance from family (brother, sister etc)						
(6) What marks do you usually get in mathematics tests or exams? (Mark only one option with a cross (X))						
Mostly As (around 80-100)				V37	<input type="checkbox"/>	41
Mostly Bs (around 70-79)						
Mostly Cs (around 60-69)						
Mostly Ds (around 50-59)						
Mostly Es (around 35-49)						
Mostly Fs (below 35)						



(7) How much effort do you usually put into your mathematics work? (Mark only one option with a **cross (X)**)

I do not try at all			
I do just enough to get by			
I give an average amount of effort			
I try very hard, but not as hard as I could			
I work as hard as I can			

V38 42

V39 43

(8) Which grade HG or SG?

(9) In your own experience, learners perform poorly in mathematics because: (For each question, mark only one option with a **cross (X)**)

	ALWAYS	SOMETIMES	NEVER
01. They are too many in the class			
02. They are not mathematically talented			
03. They do not know the career they will follow after Grade 12			
04. They have uneducated parents			
05. They do not respect their teachers			
06. They do not attend extra classes			
07. They have underqualified teachers			
08. They are not expected to perform highly			
09. They do not feel respected and connected with their teacher			
10. They are not provided with extra support when needed			
11. They do not practice maths with their classmates			

V40 44

V41 45

V42 46

V43 47

V44 48

V45 49

V46 50

V47 51

V48 52

V49 53

V50 54

V51 57



12. They do not have a strong background in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(10) Which of the above reasons do you regard as the most important one?				
Give only the number	<input type="text"/>			
(11) S.N				
(12) C.N				
STOP HERE: MAKE SURE THAT YOU HAVE ANSWERED ALL THE QUESTIONS.				
				V52 <input type="text"/> <input type="text"/> 59
				V53 <input type="text"/> <input type="text"/> <input type="text"/> 62
				V54 <input type="text"/> <input type="text"/> <input type="text"/> 65



T

FFAM TEACHERS QUESTIONNAIRE

The purpose of this questionnaire is to trace some factors that facilitate achievement in mathematics in traditionally disadvantaged secondary schools. Most of the statements instruct you to mark one option with a **cross (X)** from a list of options. Use a pencil or black or blue pen to complete this questionnaire. Please be completely honest. Your answers will be regarded as strictly confidential. There are no **wrong** answers.

THANK YOU IN ADVANCE FOR YOUR CO-OPERATION.



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Respondent number	V1 <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1-4										
<p>SECTION A</p> <p>Please mark with a cross (X)</p> <p>(1) Indicate your gender</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 80%; padding: 2px;">Male</td> <td style="width: 20%; text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Female</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> </table> <p>(2) Years of experience in teaching Grade 12 mathematics</p> <p style="margin-left: 100px;">Fill in the number <input style="width: 60px; height: 25px; margin-left: 10px;" type="text"/></p> <p>(3) What is the total number of standard grade (SG) learners in your mathematics class (es)?</p> <p style="margin-left: 100px;">Fill in the number <input style="width: 60px; height: 25px; margin-left: 10px;" type="text"/></p> <p>(4) What is the total number of higher grade (HG) learners in your mathematics class (es)?</p> <p style="margin-left: 100px;">Fill in the number <input style="width: 60px; height: 25px; margin-left: 10px;" type="text"/></p> <p>(5) What is your highest qualification in mathematics?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="padding: 2px;">Grade 12</td></tr> <tr><td style="padding: 2px;">JSTC</td></tr> <tr><td style="padding: 2px;">STD</td></tr> <tr><td style="padding: 2px;">Bachelors degree</td></tr> <tr><td style="padding: 2px;">Honours degree</td></tr> <tr><td style="padding: 2px;">Masters degree</td></tr> </table>		Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	Grade 12	JSTC	STD	Bachelors degree	Honours degree	Masters degree
Male	<input type="checkbox"/>										
Female	<input type="checkbox"/>										
Grade 12											
JSTC											
STD											
Bachelors degree											
Honours degree											
Masters degree											
V2 <input style="width: 30px; height: 15px; margin-left: 10px;" type="checkbox"/> 5											
V3 <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 6- 7											
V4 <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 8- 10											
V5 <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 11- 13											
V6 <input style="width: 30px; height: 15px; margin-left: 10px;" type="checkbox"/> 14											



Doctorate		
Other (specify)		

SECTION B

In the past 5 years, have you participated in any of the following activities related to mathematics or teaching of mathematics?

(6) Attended any college/university mathematics course.

Yes No

V7 15

If **Yes** give details:

(7) Attended any college/university course on the teaching of mathematics.

Yes No

V9 18

If **Yes** give details:

(8) Observed other teachers teaching mathematics

Yes No

V11 21

(9) Met with a local group of teachers to study/discuss mathematics teaching issues.

Yes No

V12 22

(10) Attended a workshop on mathematics teaching?

Yes No

V13 23

(11) Served as a mentor and /or peer coach in mathematics teaching for other teachers.



<input type="checkbox"/> Yes <input type="checkbox"/> No	V14	<input type="checkbox"/>	24			
(12) Attended any mathematics teacher association meeting.						
<input type="checkbox"/> Yes <input type="checkbox"/> No	V15	<input type="checkbox"/>	25			
(13) Invited guest speakers or organised field trips relevant to the mathematics taught in class.						
<input type="checkbox"/> Yes <input type="checkbox"/> No	V16	<input type="checkbox"/>	26			
SECTION C						
(14) Please indicate to what extent you agree or disagree with the following statements:						
		<table border="1"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">AGREE</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">NEUTRAL</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">DISAGREE</td> </tr> </table>	AGREE	NEUTRAL	DISAGREE	
AGREE	NEUTRAL	DISAGREE				
14.1 I am able to make connections between mathematics and other disciplines	V17	<input type="checkbox"/>	27			
14.2 Additional mathematics textbooks as instructional tools are necessary	V18	<input type="checkbox"/>	28			
14.3 I can deal with learners who are not doing well in my class	V19	<input type="checkbox"/>	29			
14.4 Learners learn mathematics best in classes with learners of similar abilities	V20	<input type="checkbox"/>	30			
14.5 I enjoy teaching mathematics	V21	<input type="checkbox"/>	31			
14.6 I am able to connect the mathematics I teach with the tertiary mathematics that I studied	V22	<input type="checkbox"/>	32			
14.7 Letting learners criticise /evaluate their own or other learners' homework is advisable	V23	<input type="checkbox"/>	33			
14.8 I feel confident to teach Grade 12 learners	V24	<input type="checkbox"/>	34			



(15) How often do you do the following: (Mark with a cross (X))

	REGULARLY	OCCASIONALLY	NEVER			
15.1 Take learners' prior understanding into account when planning a lesson				V25	<input type="checkbox"/>	35
15.2 Cover all mathematical concepts in the syllabus				V26	<input type="checkbox"/>	36
15.3 Involve parents in the mathematics education of their children				V27	<input type="checkbox"/>	37
15.4 Advise learners about job opportunities in mathematics, science and technology				V28	<input type="checkbox"/>	38

(16) In which of the following topics would you like in-service training? (Think about content mastery and instructional strategies).

	YES	NO			
16.1 Linear programming			V29	<input type="checkbox"/>	39
16.2 Exponents and logarithms			V30	<input type="checkbox"/>	40
16.3 Euclidean geometry			V31	<input type="checkbox"/>	41
16.4 Trigonometry			V32	<input type="checkbox"/>	42
16.5 Inequalities			V33	<input type="checkbox"/>	43
16.6 Remainder and factor theorem			V34	<input type="checkbox"/>	44
16.7 Analytic geometry			V35	<input type="checkbox"/>	45
16.8 Differential calculus			V36	<input type="checkbox"/>	46
16.9 Arithmetic and geometric progression			V37	<input type="checkbox"/>	47



16.10 Graphs of functions				V38	<input type="checkbox"/>	48
16.11 Other (specify)				V39	<input type="checkbox"/>	49
(17) Which of the above do you regard as the most important one?						
Give only the number				<input type="text"/>	V40	<input type="text"/> <input type="text"/> 50- 51
SECTION D						
(18) How often do you do the following in your mathematics instruction?						
	ALWAYS	SOMETIMES	NEVER			
18.1 Pose open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V41	<input type="checkbox"/>	52
18.2 Engage the whole class in discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V42	<input type="checkbox"/>	53
18.3 Require learners to explain their reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V43	<input type="checkbox"/>	54
18.4 Allow learners to work at their own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V44	<input type="checkbox"/>	55
18.5 Ask learners to explain concepts to one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V45	<input type="checkbox"/>	56
18.6 Ask learners to seek alternative methods for solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V46	<input type="checkbox"/>	57
18.7 Assign mathematics homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V47	<input type="checkbox"/>	58
18.8 Encourage learners to work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V48	<input type="checkbox"/>	59
18.9 Review homework assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V49	<input type="checkbox"/>	60
18.10 Make separate presentations to HG and SG learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V50	<input type="checkbox"/>	61
18.11 Make special provision for learners who are not doing well in your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V51	<input type="checkbox"/>	62



18.12 Assist learners after normal class				V52	<input type="text"/>	63
SECTION E						
(19) Give the three most important factors that contribute to learners' good performance in mathematics in your opinion.						
(a)	-----			V53	<input type="text"/>	64- 65
(b)	-----			V54	<input type="text"/>	66- 67
(c)	-----			V55	<input type="text"/>	68- 69
(20) Give the three most important factors that contribute to learners' poor performance in mathematics in your opinion.						
(a)	-----			V56	<input type="text"/>	70- 71
(b)	-----			V57	<input type="text"/>	72- 73
(c)	-----			V58	<input type="text"/>	74- 75
(21) How do you motivate your learners in mathematics?						
(a)	-----			V59	<input type="text"/>	76- 77
(b)	-----			V60	<input type="text"/>	78- 79
(c)	-----			V61	<input type="text"/>	80- 81
(22) Does the principal support you in your mathematics teaching? Describe briefly.						
(a)	-----			V62	<input type="text"/>	82
(b)	-----			V63	<input type="text"/>	83
(c)	-----			V64	<input type="text"/>	84



(23). In your own experience, learners perform poorly in mathematics because: (For each question, only mark one option with a **cross (X)**)

	ALWAYS	SOMETIMES	NEVER			
01. They are too many in the class				V65	<input type="checkbox"/>	85
02. They are not mathematically talented				V66	<input type="checkbox"/>	86
03. They do not know the career they will follow after Grade 12				V67	<input type="checkbox"/>	87
04. They have uneducated parents				V68	<input type="checkbox"/>	88
05. They do not respect their teachers				V69	<input type="checkbox"/>	89
06. They do not attend extra classes				V70	<input type="checkbox"/>	90
07. They have underqualified teachers				V71	<input type="checkbox"/>	91
08. They are not expected to perform highly				V72	<input type="checkbox"/>	92
09. They do not feel respected and connected with their teacher				V73	<input type="checkbox"/>	93
10. They are not provided with extra support when needed				V74	<input type="checkbox"/>	94
11. They do not practise maths with their classmates				V75	<input type="checkbox"/>	95
12. They do not have a strong background in mathematics				V76	<input type="checkbox"/>	96
13. The principal is not supportive				V77	<input type="checkbox"/>	97



(24) Which of the above reasons do you regard as the most important one?

Give only the number

78

98

STOP HERE: MAKE SURE THAT YOU HAVE ANSWERED ALL THE QUESTIONS.

APPENDIX B

1. THE LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN LIMPOPO PROVINCE SCHOOLS

2. LETTER OF APPROVAL TO CARRY OUT RESEARCH

3. LETTER REQUESTING PARTICIPANTS TO COMPLETE THE RESEARCH SURVEY FROM LEARNERS OR PARENTS OF LEARNERS

4. THE LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH FROM TEACHERS AND PRINCIPAL OF SCHOOLS



University of Venda for Science and Technology
School of Mathematics and Natural Sciences
Department of Mathematics
P/Bag X5050
Thohoyandou
0950

The Superintendent-General
Department of Education, Arts, Culture and Sports
POLOKWANE 0700

Dear Sir/Madam

RE: REQUEST FOR CONDUCTING RESEARCH IN THE NORTHERN PROVINCE SCHOOLS

The matter above refers.

I am a lecturer at the University of Venda and a degree-seeking student at the University of Pretoria. I intend to find relevant information regarding factors that facilitate achievement in mathematics in traditionally disadvantaged secondary schools.

The information obtained would constitute part of my research and is essential. May I therefore seek written permission for use when I visit schools that I would choose.

Thanking you sincerely.

Respectfully

A.R. Tsanwani
[RESEARCHER]



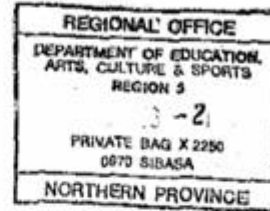
Northern Province

DEPARTMENT OF EDUCATION
NORTHERN REGION

Private Bag X2250
SIBASA
VENDA
0970
Tel.: 015 962 1313,
015 962 1331
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Ref: No. 8/3/1
Enq: Makgahlela S.M

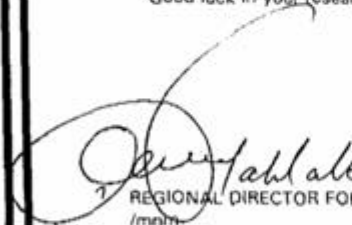
Mr A.R. Tsanwani
P/Bag x 5050
THOHOYANDOU
0950



REQUEST FOR CONDUCTING RESEACH IN OUR SCHOOLS: YOURSELF

1. We acknowledge the receipt of your letter dated 1.8.2001 regarding the matter supra.
2. The region grants you permission to conduct the reseach in the schools under its jurisdiction of Soutpansberg and Vuwani Districts.
3. You are required to report at these two districts so that they arrange with the schools you are targetting.

Good luck in your reseach.


REGIONAL DIRECTOR FOR EDUCATION
/mm/



University of Venda for Science and Technology
School of Mathematics and Natural Sciences
Department of Mathematics
P/Bag X5050
Thohoyandou
0950

Dear Educator

Your learners have been selected to take part in a PhD research project. The purpose of this research is to trace some factors that facilitate achievement in mathematics in traditionally disadvantaged secondary schools. I have been granted permission to conduct research in your school by the Regional Education Department (Limpopo).

One questionnaire will be administered and it will take approximately 30 minutes to complete (**FFAM Grade 12 learners questionnaire**). **Please note:**

1. When a learner cannot answer a question or respond to a statement because he has not actually experienced the situation, or if s/he does not understand a certain statement or term, he should ask the researcher to explain it to him or her.
2. Most of the statements instruct the learner to mark one option with a **cross (X)** from a list of options.
3. Your learner's answers will be regarded as **strictly** confidential and I intend to use the data obtained for research **only**.
4. There is no known risk involved in the research. Possible benefits include the fact that participation will probably help your learner to improve in the study of mathematics.
5. There are no costs involved.
6. The learner should remember that there are no **right** or **wrong** answers.

Should you have any queries or comments, you are welcome to contact me.

A.R. Tsanwani

CONSENT

In terms of the ethical requirements of the University of Pretoria, you are requested to complete the following section:

I _____, have read this letter and understand the terms involved.

On condition that the information provided by my learners is treated as confidential at all times, I hereby (MARK the appropriate section)

<input type="checkbox"/>	Give consent
<input type="checkbox"/>	Do not give consent

Signature: _____

Date: _____



University of Venda for Science and Technology
School of Mathematics and Natural Sciences
Department of Mathematics
P/Bag X5050
Thohoyandou
0950

Dear Parent/Guardian

Your child has been selected to take part in a PhD research project. The purpose of this research is to trace some factors that facilitate achievement in mathematics in traditionally disadvantaged secondary schools. I have been granted permission to conduct research in the school that your child is currently attending by the Regional Education Department (Limpopo).

One questionnaire will be administered and it will take approximately 30 minutes to complete (**FFAM Grade 12 learners questionnaire**). **Please note:**

1. When a learner cannot answer a question or respond to a statement because he has not actually experienced the situation, or if s/he does not understand a certain statement or term, he should ask the researcher to explain it to him or her.
2. Most of the statements instruct the learner to mark one option with a **cross (X)** from a list of options.
3. Your child's answers will be regarded as **strictly** confidential and I intend to use the data obtained for research **only**.
4. There is no known risk involved in the research. Possible benefits include the fact that participation will probably help your child to improve in the study of mathematics.
5. There are no costs involved.
6. The learner should remember that there are no **right** or **wrong** answers

Should you have any queries or comments, you are welcome to contact me.

A.R. Tsanwani

CONSENT

In terms of the ethical requirements of the University of Pretoria, you are requested to complete the following section:

I _____, have read this letter and understand the terms involved.
On condition that the information provided by my child is treated as confidential at all times, I hereby (MARK the appropriate section)

	Give consent
	Do not give consent

Signature: _____

Date: _____