TEACHERS' GUIDE: ADMINISTERING THE QUESTIONNAIRE

Question-by-Question Guide

The EMIS Number is a unique, 8-digit number assigned to all schools by the Department of Education (DoE). The educator should write it on the board so that all learners can fill this in accurately.

Class: Complete the Grade and the class. For example, 3A.

Learner Number: Leave blank.

Learner Name: Complete name and surname.

There are three sections in the questionnaire:

Section A: About You. This section asks questions about the learner.

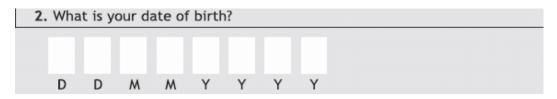Section B: About your Household. This section asks questions about the learner's household.

Section C: About your School. This section asks questions about the learner's school.

The questionnaires for Grades 3–7 and Grades 8–12 are the same, except for question 18, which differs on the subjects/learning areas.
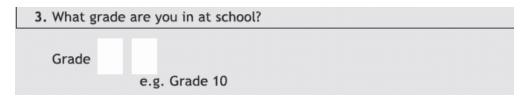
SECTION A: About You

Mark the appropriate box with an **X**.

Start with day, month, and then year of birth. Put leading zeroes when necessary. For example, if a learner was born on 5 January 1992, they will write 05 01 1992.

Fill in the appropriate Grade (3, 4, 5, 6 or 7), with a leading 0 if necessary. Do NOT write A, B, C, D, etc., just enter the Grade and the leading zero if necessary (e.g. 03 if the learner is in Grade 3).
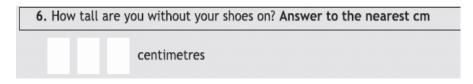
4. Where were you born?

1	Western Cape	6	North West
2	Eastern Cape	7	Gauteng
3	Northern Cape	8	Mpumalanga
4	Free State	9	Limpopo
5	KwaZulu-Natal	10	Outside South Africa

Mark the appropriate box with an **X**.

5. Are you right-handed, left-handed or ambidextrous?
(An ambidextrous person is able to use the right and left hands equally well.) **Mark the appropriate box with 'X'.**

1   Right-handed
2   Left-handed
3   Ambidextrous

This is the hand that the learners use the most. Mark the appropriate box with an **X**. Explain to the learners what an ambidextrous person is (an ambidextrous person is able to use the right and left hands equally well).

THE NEXT THREE QUESTIONS (6, 7 and 8) RELATE TO MEASUREMENTS AND WILL BE FILLED IN BY THE EDUCATOR. Explain to the learner how the measurements for Questions 6, 7, 8 will be taken. Also explain that the measurements are to the nearest centimetre. For Question 6, you will need to stick about five blank A4 pages vertically on the wall where the learner will be standing and approximately where the top of most learners' heads will reach. This will allow the educator to make a mark where the top of the learner's head is and measure how tall he/she is. For Question 7, affix a ruler on the ground where the learners can place their foot to be measured. For Question 8, stick blank A4 pages onto a wall approximately where the average right and left tip of the learner's arm will reach. In the case of Questions 6 and 8, a blackboard (if one is available) can be used instead of the blank pages to make the markings.

6. How tall are you without your shoes on? Answer to the nearest cm

centimetres

Instruct learners to take off their shoes and stand upright against a wall where you pasted the A4 blank pages (or use a blackboard if available). Make a small marking with a pen where the top of the learner's head reaches. Use the tape measure to measure from the floor (where the learner's feet were) up to the marking on the wall. Record to the nearest cm. For example, if the learner is 120,3 cm just record 120. If the learner is 350,6 cm, record 351 cm.

7. What is the length of your right foot, without a shoe? **Answer to the nearest cm**

[ ] [ ] [ ] centimetres

Stick a ruler onto the floor and ask the learner to place his/her foot on the side of the ruler. Measure the learner's right foot, on the inside from the large toe to the heel of the foot. Measure it to the nearest cm. For example, if the learner's foot is 12,3 cm, just record 12.

8. What is your arm span? (Open arms wide, measure the distance across your back from the tip of your right hand middle finger to the tip of your left hand middle finger). **Answer to the nearest cm**

[ ] [ ] [ ] centimetres

Instruct learners to stretch their arms as wide as they can and stand against the wall where the A4 pages are pasted. Make a mark at the tip of the learner's right-hand middle finger and another mark where the tip of his/her left-hand middle finger reaches. Measure this using the measuring tape and record to the nearest cm.

9. What is the colour of your eyes?

1 [ ]	Brown	2 [ ]	Green
3 [ ]	Blue	4 [ ]	Other

This is the colour of the learner's eyes. Mark the appropriate box with an **X**. If the learner is not sure, they should ask a classmate. If the learner's eyes are not brown, green or blue they can mark '4/Other'. If each eye is a unique colour, the learner can also mark '4/Other'.
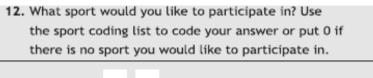
10. In which languages can you hold an everyday conversation?

1 [ ]	Afrikaans	7 [ ]	Sesotho
2 [ ]	English	8 [ ]	Sepedi
3 [ ]	IsiNdebele	9 [ ]	Setswana
4 [ ]	Siswati	10 [ ]	Tshivenda
5 [ ]	IsiXhosa	11 [ ]	Xitsonga
6 [ ]	IsiZulu	12 [ ]	Other

These are the languages in which a learner can comfortably hold a conversation. He/she can understand and respond in that language. This doesn't necessarily have to be the learner's first language (mother tongue). If there is more than one language in which the learner can hold an everyday conversation, he/she can mark more than one box.

11. What is your favourite sport that you have played this year? Use the sport coding list to code your answer, or put 0 if you do not have a favourite sport.
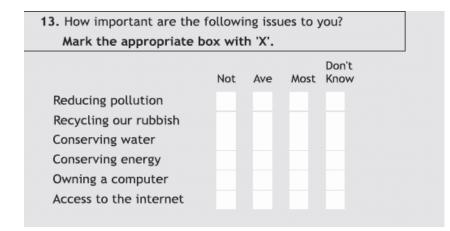
Sport code ☐ ☐

This is the learner's favourite sport, i.e. the sport that he/she enjoys playing most. The learner should use the sporting guide provided and fill in the appropriate code. For example, if the learner's favourite sport is tennis, the learner would fill in 55. If it is a sport that is not on the list, write 65. If the learner doesn't have a favourite sport, write 0. (*Ask the learner about his favourite sport in the last year, not this year as the questionnaire states.)*

12. What sport would you like to participate in? Use the sport coding list to code your answer or put 0 if there is no sport you would like to participate in.

Sport code ☐ ☐

This is the sport that the learner would most like to participate in. It is a sport that the learner is not currently participating in, but would like to. The learner should use the sporting guide provided and fill in the appropriate code. For example, if the learner would like to participate in Body Building, they would fill in 09. If it is a sport that is not on the list, write 65. If the learner doesn't have a sport they want to participate in, write 0.

13. How important are the following issues to you? Mark the appropriate box with 'X'.

	Not	Ave	Most	Don't Know
Reducing pollution	☐	☐	☐	☐
Recycling our rubbish	☐	☐	☐	☐
Conserving water	☐	☐	☐	☐
Conserving energy	☐	☐	☐	☐
Owning a computer	☐	☐	☐	☐
Access to the internet	☐	☐	☐	☐

Here the learner will mark an **X** next to appropriate box, depending how they feel about the issue. For example, if the learner feels it's very important to them that pollution is reduced, they will mark the box numbered '3/Most' with an **X**. Make sure that the learner marks a box next to all the six issues listed.

SECTION B: About your Household

This part of the questionnaire is about the learner's household. Explain to the leaner what a household is. A household is a group of people who live together and share food, groceries and other household items. Explain that a household is not necessarily the same as a family.

14. Tick the box if you have:			
1	Running water inside home	6	A Cellphone
2	Electricity inside home	7	Access to a computer
3	A radio at home	8	Access to internet
4	A TV at home	9	Access to a library
5	A telephone at home		

Mark the appropriate box/es with an **X** depending on whether their household has access to these facilities. Explain to the leaner that this question asks about access. Therefore their household doesn't have to own a computer, but just have the right to use it.

15. What type of dwelling do you live in? (Refer to dwelling guide provided in your pack). Mark the appropriate box with 'X'.

1	House or brick structure on a separate stand or yard
2	Traditional dwelling/ hut /structure made of traditional material
3	Flat in block of flats
4	Town/ cluster/ semi-detached house (simplex, duplex, triplex)
5	House/flat/room in backyard
6	Informal dwelling/ shack in backyard
7	Informal dwelling/ shack NOT in backyard e.g. in informal/ squatter settlement
8	Room/ flatlet NOT in backyard but on a shared property
9	Caravan or tent
10	Private ship/boat
11	Workers' hostel (bed/room)
12	Other (specify)

This refers to the type of structure that the learner and his/her family inhabit/live in. Use the dwelling guide to guide the learners and mark one box with an **X**.

16. How many people live in your household? (include yourself)

people

Write the total number of people who live in the household. Remind the learner that he/she should include himself/herself. Use an example to clarify. For example, 'In your house there is your mum, aunt, grandmother, your brother and you. There are 5 people in your household. Write 5.'

5

17. How many people still at school (Grade 1-12) live in your household? **(include yourself)**

☐☐ boys/males

☐☐ girls/females

This question asks how many people (males/females) in that household are still at school. Emphasise that it is primary and high school, as some learners understand school to include tertiary education. Remind the leaner to include himself/herself. For example, 'In your household of 5 people, who is still at school?'

SECTION C: About your School

This section asks the leaner specific questions about the school he/she attends. Question 18 differs in the two questionnaires for Grades 3–7 and Grades 8–12 because the subjects/learning areas are different.

Question 18: (Grades 3–7)

18. What are your favourite subjects/learning areas at school? Enter the codes (number) in the box in order of your preference.

1st

2nd

3rd

The codes are:

01	Literacy	02	Numeracy
03	Life skills	04	Languages
05	Mathematics	06	Natural Science
07	Technology	08	Arts and culture
09	Life Orientation	10	Econ & Man. sciences
11	Social sciences	12	Other subjects

Question 18: (Grades 8–12)

18. What are your favourite subjects/learning areas at school? Enter the codes (number) in the box in order of your preference.

1st

2nd

3rd

The codes are:

01	Languages	02	Natural Science
03	Technology	04	Social Sciences
05	Arts and culture	06	Econ & Man. sciences
07	Life Orientation	08	Mathematics
09	Maths literacy	10	Economics
11	History	12	Geography
13	Physical Science	14	Life Sciences
15	Accounting	16	Consumer studies
17	Business Economics	18	Agricultural Science
19	Religion studies	20	Comp. Science
00	Other subjects (specify)		

In both questionnaires, ask the leaner which are his/her <u>three</u> favourite subjects/learning areas. These are the subjects/learning areas that the learner enjoys most. The learner writes the code in the appropriate box. For example, if his/her favourite subject/learning area is Arts and Culture, write 5 in the first block, etc.

19. How do you travel to school?
Choose the most appropriate mode of transport
(Please select only one)

1		Walk/foot
2		Car
3		Train
4		Bus
5		Bicycle
6		Scooter
7		Taxi
8		Other (specify)

Ask the learners how they usually travel to school. This means the mode of transport with which they travel most often. Mark the appropriate box with an **X**. If the mode of transport is not on the list, mark box 8, and specify on the line below.

20. How long does it take you to travel to school?

minutes

This question refers to the amount of time it takes for the learner to get from home to school in minutes. Emphasise to the learner that this is the time taken when using the usual mode of transport stated in Question 19.

21. What distance do you travel from home to school in km? Mark the appropriate box with 'X'

1		Less than 1km
2		1 to 5km
3		6 to 10km
4		11km or over

This question asks the learner what distance in kilomtres he/she travels from home to school. This can be an estimate, and the educator should give the learner examples of how far a kilometre is. The educator should have prepared examples a day before enumeration so that these can be presented to the leaners. The Census-At-School Officer (CSO) will assist educators to measure distances from the school to prominent features such as a shopping centre, taxi rank, a shop, etc. This will assist learners in forming an idea of how far a kilometre is. For example, the educator will say, 'From here to Bra Zakes Spaza shop is 5 km'.