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BYLAAG A

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No.	Geslag	Ouderdom (maande)
01	Vroulik	183
02	Vroulik	173
03	Manlik	213
04	Manlik	216
05	Vroulik	179
06	Vroulik	188
07	Manlik	212
08	Manlik	227
09	Vroulik	186
10	Vroulik	186
11	Manlik	207
12	Vroulik	181
13	Manlik	212
14	Vroulik	183
15	Manlik	184
16	Vroulik	186
17	Manlik	203
18	Vroulik	204
19	Manlik	195
20	Manlik	213
21	Vroulik	205
22	Manlik	199
23	Manlik	208
24	Manlik	206
25	Manlik	215
26	Vroulik	189
27	Manlik	198
28	Manlik	213
29	Manlik	203
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BYLAAG A (vervolg)

No.	Geslag	Ouderdom (maande)
31	Vroulik	195
32	Vroulik	218
33	Vroulik	194
34	Vroulik	209
35	Vroulik	188
36	Manlik	190
37	Manlik	200
38	Vroulik	188
39	Vroulik	224
40	Manlik	186
41	Manlik	203
42	Vroulik	184
43	Vroulik	211
44	Manlik	200
45	Manlik	214
46	Manlik	208
47	Vroulik	203
48	Manlik	217
49	Vroulik	211
50	Manlik	214
51	Manlik	199
52	Vroulik	225
53	Manlik	205
54	Vroulik	208
55	Manlik	212
56	Vroulik	203
57	Manlik	198

BYLAAG B

RESULTATE VAN DIE OFTALMOGRAAF: VOORTOETSTELLINGS (V) EN NATOETSTELLINGS (N)

Sl	Fiksasie		Regressies		Woorde per minuut		Persentasie begrip		Leesvlak	
	v	n	v	n	v	n	v	n	v	n
01	84	70	16	7	214	249	70	90	12	15
02	67	51	12	12	375	522	80	40	15	17
03	78	53	17	6	235	426	50	60	12	17
04	77	73	19	13	267	322	60	90	13	15
05	79	62	15	9	316	429	60	80	15	16
06	117	106	19	23	214	211	60	80	8	8
07	86	72	18	8	286	300	90	90	13	15
08	103	70	25	11	231	214	70	70	10	13
09	53	39	11	7	429	667	60	80	15	18
10	67	69	14	10	343	343	60	70	15	15
11	148	89	35	22	121	264	80	80	3	12
12	109	93	19	12	197	240	60	90	8	12
13	130	110	22	17	169	174	60	70	5	7
14	113	58	21	8	211	462	60	90	7	17
15	116	72	27	13	156	285	60	60	5	14

BYLAAG B (vervolg)

S	Fiksasies		Regressies		Woorde per minuut		Persentasie begrip		Leesvlak	
	v	n	v	n	v	n	v	n	v	n
16	81	76	18	18	316	286	80	70	14	14
17	117	82	32	15	235	267	60	90	8	14
18	67	65	13	14	364	380	60	90	15	15
19	138	71	29	13	146	308	80	80	4	15
20	92	94	18	12	293	243	60	80	13	13
21	94	87	13	14	267	242	60	70	13	13
22	111	83	32	20	218	308	90	90	8	14
23	112	111	26	22	211	177	50	80	8	7
24	127	91	31	19	162	203	60	90	4	10
25	98	90	16	15	235	250	70	90	11	13
26	57	66	13	10	429	358	50	70	15	15
27	78	61	28	10	279	400	90	99	13	16
28	89	77	25	13	267	255	50	80	12	15
29	101	79	22	11	261	295	60	70	11	15
30	101	83	29	13	226	251	80	80	9	14

Sl	Fiksasies		Regressies		Woorde per minuut		Persentasie begrip		Leesvlak	
	v	n	v	n	v	n	v	n	v	n
31	61	73	14	11	444	346	80	70	15	15
32	48	48	10	6	545	470	70	70	16	17
33	79	69	14	11	300	281	100	50	14	14
34	100	76	12	7	226	212	90	80	11	12
35	63	64	13	12	375	312	70	60	15	14
36	93	68	19	5	250	279	80	60	12	15
37	94	92	18	7	222	215	40	60	11	12
38	68	58	12	6	293	334	80	60	15	15
39	88	69	14	6	273	318	50	70	13	15
40	96	101	18	13	162	179	60	100	7	9
41	90	93	18	11	214	179	100	80	11	10
42	63	59	17	5	343	386	70	80	15	16
43	77	69	14	8	250	269	60	70	13	15
44	109	91	23	13	169	227	50	90	6	12
45	99	99	17	21	245	194	60	70	11	9

BYLAAG B (vervolg)

Sl	Fiksasiës		Regressiës		Woorde per minuut		Persentasie begrip		Leesvlak	
	v	n	v	n	v	n	v	n	v	n
46	82	102	11	13	286	226	90	100	14	14
47	81	68	10	7	300	286	70	100	14	15
48	95	72	17	8	273	340	70	70	12	15
49	91	95	12	13	240	234	80	70	12	12
50	129	100	15	11	162	197	50	50	5	10
51	115	96	15	18	190	216	60	100	8	9
52	72	79	11	11	324	286	80	60	14	15
53	68	80	9	12	308	269	90	60	13	13
54	86	69	12	9	286	288	70	90	14	15
55	97	74	22	7	273	255	40	70	10	14
56	53	58	11	7	462	344	90	90	15	15
57	74	73	9	6	308	308	70	100	14	15

BYLAAG C

SKOOLPRESTASIE

<u>S</u>	Gemiddelde skoolprestasie (vorige jaar/jare)	Skoolprestasie (November 1984)
01	54	68
02	60	73
03	46	49
04	48	52
05	51	60
06	55	53
07	50	53
08	44	43
09	57	70
10	54	54
11	51	50
12	63	67
13	43	41
14	48	46
15	41	50
16	69	74
17	54	52
18	55	50
19	43	42
20	53	56
21	46	47
22	52	64
23	48	42
24	51	50
25	51	39
26	48	38
27	58	55
28	51	60
29	50	51
30	52	60

BYLAAG C (vervolg)

<u>S</u>	Gemiddelde schoolprestasie (vorige jaar/jare)	Schoolprestasie (November 1984)
31	64	59
32	55	54
33	51	55
34	45	33
35	52	60
36	43	34
37	47	27
38	49	55
39	57	62
40	44	46
41	50	51
42	48	43
43	48	40
44	48	50
45	49	50
46	41	35
47	48	41
48	43	44
49	39	37
50	42	49
51	57	45
52	38	45
53	48	51
54	45	38
55	44	41
55	52	52
57	40	36

BYLAAG D

RESULTATE VAN DIE OPNAME VAN STUDIEGEWOONTES EN -HOUDINGS (PERSENTIELRANGE): VOORTOETSTELLINGS (V) EN NATOETS-
TELLINGS (N)

S	Vermidding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	40	70	60	95	50	90	40	25	55	50	50	35	50	65
02	65	60	30	20	50	40	95	65	85	90	90	80	75	60
03	3	5	10	20	1	10	1	3	55	60	10	20	3	10
04	70	75	85	85	80	85	85	40	85	85	85	65	85	80
05	70	80	97	99	90	95	70	85	95	99	85	95	90	97
06	55	60	85	80	75	70	85	20	50	75	70	45	75	60
07	40	25	90	60	70	40	15	15	55	25	30	20	50	25
08	85	90	97	95	95	95	55	55	80	95	70	80	90	90
09	80	5	45	10	70	5	40	30	90	50	70	35	70	15
10	50	90	95	90	80	95	90	85	99	95	97	90	95	95
11	35	40	25	85	30	65	25	55	35	50	30	55	25	60
12	40	5	20	30	30	15	25	3	35	15	30	5	25	5

BYLAAG D (vervolg)

Sl	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
13	20	35	25	15	20	25	10	10	30	30	15	15	15	15
14	90	97	80	90	90	97	95	85	70	97	85	90	90	95
15	95	75	85	97	90	90	80	65	95	90	90	85	95	90
16	30	40	15	75	25	60	40	65	55	55	50	65	30	60
17	45	35	35	35	40	35	60	35	35	40	50	40	45	35
18	30	5	35	55	30	20	20	60	30	5	20	25	20	20
19	75	70	25	80	55	75	40	25	60	35	50	30	55	55
20	50	90	40	99	50	97	40	95	40	85	40	90	45	95
21	30	35	20	15	25	20	40	15	20	45	25	20	25	20
22	90	85	80	90	90	90	70	70	97	95	85	85	90	90
23	25	5	15	35	15	15	50	20	30	35	40	25	25	15
24	20	10	20	35	15	15	3	25	1	10	1	10	3	10

BYLAAG D (vervolg)

Sl	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
25	60	50	40	75	55	65	70	50	60	25	65	40	60	50
26	20	40	40	80	25	65	15	5	15	35	10	15	15	35
27	80	35	95	75	90	55	50	20	85	50	75	30	85	40
28	90	90	50	35	75	70	70	70	85	95	80	85	80	85
29	45	20	45	40	50	30	50	1	25	20	40	5	45	10
30	10	10	15	1	5	1	5	10	1	1	1	1	1	1
31	70	50	60	90	70	70	5	55	60	75	25	70	45	70
32	15	55	15	97	10	85	20	35	20	25	15	30	10	60
33	40	55	50	70	45	60	25	10	65	55	40	25	45	40
34	80	30	70	50	80	40	5	30	20	20	10	20	35	30
35	65	35	60	45	65	40	20	10	75	35	40	20	55	25
36	30	35	25	55	30	45	85	10	50	10	75	5	50	15

BYLAAG D (vervolg)

S	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
37	30	25	55	55	40	35	5	3	25	25	10	10	20	15
38	60	55	55	20	60	35	10	3	20	5	15	3	30	10
39	30	15	15	35	20	20	20	25	20	60	15	40	15	30
40	75	65	35	85	60	75	45	35	90	65	70	50	70	65
41	10	15	20	10	10	5	3	1	15	10	5	1	5	1
42	45	50	40	10	45	20	35	15	35	20	30	15	35	15
43	35	15	40	55	35	30	10	15	15	30	10	15	20	20
44	90	55	95	55	95	55	45	5	90	15	75	10	90	25
45	95	45	60	35	85	40	50	10	50	20	50	10	70	20
46	60	40	35	35	50	40	90	65	70	25	85	50	75	40
47	45	55	60	80	50	70	10	1	25	10	10	3	25	20
48	60	45	90	90	80	70	20	20	70	35	45	25	65	45

BYLAAG D (vervolg)

Sl	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
49	80	55	25	5	60	25	90	40	35	15	70	25	65	20
50	20	15	30	60	25	35	80	60	60	45	75	55	50	40
51	40	45	35	75	40	60	30	20	55	80	40	50	40	55
52	30	55	10	30	15	45	5	3	1	15	3	5	5	15
53	60	35	65	45	65	35	30	40	50	25	40	30	55	35
54	25	35	5	25	10	25	1	1	20	10	3	3	5	10
55	55	75	75	85	65	80	20	5	70	50	45	20	55	50
56	3	5	40	45	10	15	10	5	1	5	3	3	3	5
57	50	60	85	50	70	65	75	65	70	55	75	60	75	60

BYLAAG E

RESULTATE VAN DIE OPNAME VAN STUDIEGEWOONTES EN -HOUDINGS (ROUPUNTTELLINGS): VOORTOETSTELLINGS (V) EN NATOETS-
TELLINGS (N)

S	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	20	27	24	34	44	61	23	18	26	25	49	43	93	104
02	26	25	17	14	43	39	39	28	33	35	72	63	115	102
03	5	7	9	13	14	20	3	8	24	25	27	33	41	53
04	25	26	28	28	53	54	32	21	31	31	63	52	116	106
05	27	30	36	39	63	69	30	34	37	40	67	74	130	143
06	23	24	30	28	53	52	34	17	25	31	59	48	112	100
07	18	14	30	21	48	35	14	14	24	18	38	32	86	67
08	30	32	35	33	65	65	24	24	29	35	53	59	118	124
09	30	9	21	11	51	20	22	19	35	25	57	44	108	64
10	22	35	34	31	56	66	37	34	42	36	79	70	135	136
11	16	18	14	27	30	45	17	24	20	23	37	47	67	92
12	18	7	13	15	31	22	17	7	20	15	37	22	68	44

BYLAAG E (vervolg)

Sl	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
13	12	17	14	10	26	27	12	12	19	19	31	31	57	58
14	33	38	29	32	62	70	39	34	29	38	68	72	130	142
15	33	27	27	34	60	61	31	27	36	34	67	61	127	122
16	19	22	15	29	34	51	25	31	29	29	54	60	88	111
17	18	16	17	17	35	33	25	18	19	20	44	38	79	71
18	19	10	21	25	40	35	18	30	23	14	41	44	81	79
19	28	26	15	28	43	54	20	15	25	19	45	34	88	88
20	20	33	19	42	39	75	20	39	20	33	40	72	79	147
21	19	20	18	15	37	35	25	16	20	26	45	42	82	77
22	34	31	28	31	62	62	28	26	38	37	66	63	128	125
23	13	6	12	17	25	23	22	14	17	19	39	33	64	56
24	12	8	13	17	25	25	7	11	6	13	13	24	38	49

BYLAAG E (vervolg)

Sl	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
25	22	20	19	26	41	46	28	22	24	17	52	39	93	85
26	16	22	22	31	38	53	17	13	19	24	36	37	74	90
27	29	16	35	27	64	43	23	13	33	22	56	35	120	78
28	33	34	21	17	54	51	28	28	32	36	60	64	114	115
29	19	11	20	19	39	30	23	4	17	16	40	20	79	50
30	7	7	11	1	18	8	8	9	4	3	12	12	30	20
31	29	24	26	33	55	57	13	29	30	33	43	62	98	119
32	12	23	13	37	25	60	17	21	17	19	34	40	59	100
33	20	23	22	25	42	48	18	13	28	26	46	39	88	87
34	29	18	26	22	55	40	11	19	17	17	28	36	83	76
35	26	19	24	21	50	40	16	13	30	22	46	35	96	75
36	15	17	14	20	29	37	32	11	23	12	55	23	84	60

BYLAAG E (vervolg)

S	Vermyding van uitstel		Werkmetodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
37	15	13	20	20	35	33	10	9	17	17	27	26	62	59
38	24	23	23	15	47	38	13	7	18	11	31	18	78	56
39	18	13	12	18	30	31	16	18	18	27	34	45	64	76
40	27	24	16	29	43	53	22	21	32	27	54	48	97	101
41	9	10	12	9	21	19	8	3	14	12	22	15	43	34
42	21	22	20	10	41	32	21	14	21	18	42	32	83	64
43	19	12	19	23	38	35	13	14	16	20	29	34	67	69
44	31	21	33	20	64	41	22	10	34	15	56	25	120	66
45	33	19	21	16	54	35	23	11	23	16	46	27	100	62
46	22	17	18	18	40	35	36	26	28	17	64	43	104	78
47	23	25	26	31	49	56	14	7	22	17	36	24	85	80
48	23	18	33	31	56	49	14	14	28	19	42	33	98	82

BYLAAG E (vervolg)

S	Vermyding van uitstel		Werkmethodes		Studiegewoontes		Onderwyser-goedkeuring		Aanvaarding van onderwys		Studiehoudings		Studie-oriëntasie	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n
49	32	26	19	12	51	38	39	25	24	18	63	43	114	81
50	12	9	16	23	28	32	31	25	25	21	56	46	84	78
51	17	18	18	27	35	45	17	14	23	31	40	45	75	90
52	19	26	14	20	33	46	11	9	11	18	22	27	55	73
53	27	20	27	23	54	43	22	25	28	22	50	47	104	90
54	17	20	12	19	29	39	6	5	20	17	26	22	55	61
55	21	30	27	32	48	62	14	12	27	28	41	40	89	102
56	5	8	22	23	27	31	14	11	10	14	24	25	51	56
57	20	23	30	21	50	44	29	27	27	23	56	50	106	94

BYLAAG F

RESULTATE VAN DIE SENIOR AANLEGTOETSE (STANEGETELLINGS): VOORTOETSTELLINGS (V) EN NATOETSTELLINGS (N)

S	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreekse		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	4	7	3	5	6	7	5	8	4	5	8	9	4	6	2	5	6	7	4	7	112	119
02	5	7	4	7	5	6	6	4	5	5	4	7	6	7	4	6	6	7	4	4	114	121
03	3	5	1	2	7	7	4	3	5	6	4	5	4	7	5	5	6	3	2	5	105	108
04	2	3	7	5	4	5	2	3	3	2	5	4	4	6	3	3	4	3	4	4	93	97
05	3	6	4	6	6	5	6	6	6	5	3	3	4	6	4	6	7	9	5	8	109	113
06	4	6	6	7	6	6	5	7	5	6	5	7	5	4	4	6	6	6	6	6	110	114
07	3	6	2	3	4	6	3	4	3	2	4	4	5	4	3	4	6	5	6	5	96	103
08	2	3	2	4	1	3	1	4	1	4	2	2	4	5	4	4	3	3	6	8	84	93
09	2	5	3	3	3	4	3	6	3	3	2	4	1	3	1	1	7	6	7	9	98	104
10	4	8	4	5	6	4	6	5	1	6	3	3	3	3	1	1	5	3	5	5	103	111
11	5	4	5	4	7	6	4	4	5	5	5	4	4	4	4	3	6	5	4	3	107	101
12	5	5	4	5	5	7	7	7	4	5	3	6	1	8	5	5	6	6	3	7	111	115
13	3	3	4	7	4	6	3	2	3	6	3	5	6	3	6	5	6	5	5	6	96	101
14	5	5	3	3	5	5	4	1	4	4	3	5	4	6	1	1	7	5	5	5	108	108

BYLAAG F (vervolg)

Sl	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreeke		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
15	4	4	3	2	4	7	4	4	3	4	3	3	2	3	1	1	4	5	3	4	103	106
16	5	6	4	7	5	6	3	7	6	6	5	6	6	7	6	9	6	8	7	4	115	117
17	3	6	5	6	4	7	3	5	2	6	6	5	4	6	4	5	1	4	3	4	103	109
18	4	7	3	5	3	3	3	6	5	5	6	8	4	5	2	5	9	9	4	4	102	110
19	2	7	3	4	1	4	1	1	4	6	2	2	6	5	3	3	1	5	5	6	97	109
20	4	6	6	8	4	6	6	9	5	5	4	5	3	5	4	4	5	7	6	7	101	108
21	3	4	2	2	5	5	7	6	3	6	4	8	1	5	1	2	6	8	6	4	99	105
22	4	5	5	7	5	7	6	6	3	6	4	4	3	4	3	1	7	6	5	5	106	109
23	3	5	3	5	5	3	5	6	3	6	5	6	6	8	7	8	2	5	4	4	103	107
24	4	3	1	2	4	5	5	2	2	6	2	5	6	6	5	4	1	1	4	6	102	103
25	3	4	2	3	5	5	4	5	2	3	4	4	2	7	2	5	2	5	6	5	97	102
26	2	6	5	6	4	6	3	4	3	2	4	5	3	4	1	1	9	8	3	6	102	109
27	6	9	4	8	6	7	4	6	6	7	5	7	3	6	5	4	5	7	5	7	114	123
28	2	4	1	1	1	5	1	5	2	4	2	3	2	2	1	2	3	2	4	3	88	99

S	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreekse		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
29	1	2	6	6	7	6	6	6	1	6	3	3	6	7	3	4	4	7	7	5	97	102
30	3	5	3	4	5	5	4	5	2	2	1	1	3	2	1	1	5	5	3	5	95	97
31	5	7	3	5	9	9	3	5	4	3	5	6	1	6	5	4	6	7	6	6	114	117
32	5	4	7	7	4	6	4	6	3	5	1	1	3	4	5	3	2	7	3	5	95	97
33	3	6	5	5	5	5	2	3	5	4	3	4	3	5	5	5	6	6	2	5	104	109
34	3	1	2	4	1	3	5	4	3	4	1	1	3	3	3	2	3	8	3	7	90	85
35	3	5	3	3	4	5	6	8	7	6	1	1	4	4	2	2	7	7	3	5	103	103
36	6	6	5	4	4	5	6	7	5	3	4	7	5	6	6	5	6	7	6	6	111	112
37	4	5	3	4	4	5	3	5	5	7	7	8	7	6	5	7	3	7	5	5	106	111
38	3	1	2	3	6	4	4	3	3	2	3	4	4	5	3	4	8	5	4	4	104	95
39	3	4	3	6	3	5	2	4	4	4	3	5	3	3	4	2	6	3	5	5	92	97
40	6	5	5	7	2	4	3	4	3	3	5	4	3	4	4	4	6	6	5	2	107	107
41	6	5	4	7	4	2	4	5	3	4	2	3	6	6	2	2	7	6	5	5	102	98
42	3	4	4	7	5	5	1	1	3	1	2	4	4	3	1	2	3	3	4	4	101	103

BYLAAG F (vervolg)

Sl	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreeke		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
43	3	4	6	6	1	4	5	6	3	5	3	4	3	3	2	2	7	8	6	3	91	96
44	2	1	3	4	4	5	5	4	3	4	2	4	3	3	3	4	6	3	4	5	94	97
45	1	1	5	6	3	4	1	5	2	3	3	1	1	3	2	3	5	1	6	6	88	87
46	2	1	3	4	5	7	4	5	3	4	5	4	6	6	4	5	3	4	3	4	98	101
47	2	4	5	5	6	3	3	3	2	4	3	3	2	4	4	2	6	7	4	5	99	99
48	2	6	4	5	5	5	1	4	6	5	4	5	4	5	2	2	4	5	5	4	99	105
49	5	3	6	5	5	7	5	6	1	2	5	3	6	7	6	4	1	8	4	5	103	98
50	2	3	4	1	3	4	1	3	4	3	3	5	5	6	4	5	4	5	2	5	94	98
51	6	8	6	9	5	7	6	7	3	6	7	8	5	8	4	3	6	9	4	6	111	119
52	5	4	6	6	4	4	3	7	5	6	3	4	4	5	4	4	5	4	4	6	102	102
53	5	5	3	5	5	6	1	1	1	5	3	5	3	4	4	2	5	4	6	6	101	106
54	4	3	2	4	4	5	4	6	3	5	5	9	4	5	4	2	4	5	1	3	101	104
55	3	4	4	4	4	5	6	5	3	3	2	4	1	4	6	8	5	5	4	6	97	102
56	4	6	4	5	8	8	4	6	6	6	4	3	5	5	3	4	7	6	6	7	109	111
57	5	7	5	4	3	4	3	5	5	5	4	4	2	3	1	1	4	4	1	5	103	108

BYLAAG G

RESULTATE VAN DIE SENIOR AANLEGTOETSE (ROUPUNTTELLINGS) VOORTOETSTELLINGS (V) EN NATOETSTELLINGS (N)

S	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreeke		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	12	18	11	16	17	20	18	23	11	13	21	24	10	17	6	11	12	14	17	26	112	119
02	13	19	13	22	16	18	20	16	12	12	13	19	19	20	9	16	12	14	16	17	114	121
03	10	13	6	7	21	22	15	14	13	14	11	14	14	22	16	17	11	7	11	19	105	108
04	7	9	21	16	13	16	11	14	7	6	15	13	15	20	10	9	8	7	17	17	93	97
05	9	16	13	17	17	16	20	19	16	12	8	9	10	19	10	16	13	19	21	27	109	113
06	12	15	17	21	18	17	17	21	13	15	14	19	15	10	9	16	11	12	22	23	110	114
07	10	16	7	10	11	19	14	15	8	5	12	13	16	12	11	12	12	10	22	19	96	103
08	7	10	7	12	2	9	10	16	4	10	3	5	13	17	13	14	6	7	23	27	84	93
09	8	13	11	10	9	13	14	19	8	8	6	12	2	7	3	2	14	12	25	30	98	104
10	11	20	12	15	17	12	20	18	4	15	10	7	6	6	4	2	9	7	18	19	103	111
11	14	11	15	13	20	18	16	16	13	13	14	11	12	15	12	11	12	10	16	13	107	101
12	17	14	13	16	16	21	22	21	10	13	9	16	2	25	15	17	11	12	14	26	111	115
13	9	9	13	20	13	18	14	12	8	15	8	15	19	8	18	15	11	10	19	23	96	101
14	14	14	9	10	15	14	16	8	11	11	7	14	9	16	3	4	13	10	20	19	108	108

S	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreekse		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
15	11	11	9	8	12	22	16	15	7	9	9	9	5	8	4	4	4	10	15	17	103	106
16	15	16	15	24	16	20	15	22	15	18	15	19	18	20	17	23	14	17	26	19	115	117
17	11	16	17	21	14	21	14	18	7	16	20	16	14	20	14	17	4	19	15	19	103	109
18	12	19	11	17	9	11	15	20	13	13	18	23	9	13	6	12	18	18	18	18	102	110
19	9	18	12	14	5	13	9	12	12	16	7	6	20	17	13	11	4	11	21	24	97	109
20	12	17	21	26	12	18	20	26	13	13	13	17	9	18	15	15	11	15	24	27	101	108
21	11	12	9	9	15	16	22	20	8	16	13	23	3	14	2	6	12	17	25	19	99	105
22	13	15	18	23	17	23	21	21	8	15	14	12	9	13	13	7	15	14	21	22	106	109
23	10	14	12	17	15	9	19	21	8	17	17	20	21	27	23	24	6	11	18	19	103	107
24	12	11	5	9	12	16	18	13	6	16	8	15	19	20	17	15	4	4	17	24	102	103
25	11	13	9	11	16	17	17	18	6	10	14	13	6	24	10	17	5	11	23	22	97	102
26	9	17	18	19	13	19	14	17	10	6	14	16	8	12	3	4	18	17	16	23	102	109
27	17	24	14	26	19	22	17	20	15	20	15	21	10	20	17	14	10	15	22	27	114	123
28	8	12	4	3	6	15	10	19	6	12	6	10	4	6	6	9	7	6	17	16	88	99

BYLAAG G (vervolg)

S	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreekse		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
29	7	9	19	20	21	19	21	21	3	17	9	11	22	21	11	10	9	15	28	21	97	102
30	11	14	11	14	15	15	17	19	6	6	3	5	11	6	6	7	11	10	16	21	95	97
31	14	19	12	18	28	28	15	18	12	10	16	19	2	18	13	9	12	16	25	23	114	117
32	14	12	20	21	11	19	16	20	7	12	1	1	6	9	11	8	4	14	14	21	95	97
33	10	16	16	15	15	16	12	14	13	12	8	13	6	13	11	13	11	11	10	18	104	109
34	10	4	8	14	4	10	17	15	8	10	0	1	7	7	8	6	7	16	14	25	90	85
35	10	13	10	11	13	14	19	23	17	15	2	0	11	10	5	5	13	14	14	20	103	103
36	16	16	15	12	11	16	19	21	13	8	12	20	18	21	18	17	11	14	22	22	111	112
37	11	14	10	14	12	14	13	17	12	17	19	21	23	21	17	20	7	13	20	19	106	111
38	10	5	7	9	17	11	16	14	8	12	8	13	11	14	8	10	16	10	17	17	104	95
39	9	11	10	17	9	14	12	15	10	11	7	14	6	7	9	5	11	7	20	19	92	97
40	15	14	16	20	6	13	14	15	8	7	14	13	6	13	14	13	11	12	21	12	107	107
41	16	14	14	21	13	7	15	17	8	11	6	8	21	19	7	7	14	11	19	20	102	98
42	9	12	13	23	15	15	9	7	7	3	6	12	8	6	4	6	6	6	17	16	101	103

BYLAAG G (vervolg)

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S	Verbale begrip		Berekeninge		Woordbou		Vergelyking		Patroonvoltooiing		Figuurreekse		Ruimtelik 2-D		Ruimtelik 3-D		Geheue (Paragraaf)		Geheue (Simbole)		Geskatte IK	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
43	10	11	18	19	5	11	17	19	7	13	8	12	7	5	6	5	13	15	24	15	91	96
44	7	5	11	12	11	14	17	16	8	10	4	13	10	10	9	14	11	7	17	18	94	97
45	5	6	15	18	10	11	8	17	6	8	8	0	3	7	7	11	9	3	22	23	88	87
46	8	7	10	14	15	23	17	19	8	12	15	14	20	21	14	18	7	9	15	17	98	101
47	9	13	17	18	18	10	15	14	7	12	9	9	4	9	11	6	12	15	19	22	99	99
48	8	16	15	18	16	15	12	17	17	14	14	15	14	19	9	9	9	10	20	18	99	105
49	14	10	19	18	16	22	18	21	5	7	15	10	19	20	16	11	4	17	17	20	103	98
50	8	10	13	7	9	12	11	14	12	10	9	15	17	22	14	18	9	11	13	22	94	98
51	16	21	19	36	17	23	21	22	9	16	21	23	17	26	15	11	12	18	18	24	111	119
52	15	13	20	19	14	12	14	22	14	17	10	14	11	13	10	9	10	8	18	25	102	102
53	15	15	12	17	15	19	10	11	5	13	9	15	8	12	9	6	11	9	23	24	101	106
54	13	11	8	14	13	17	17	20	8	14	15	25	12	13	10	6	9	10	10	14	101	104
55	10	12	14	15	12	17	21	19	9	10	8	10	2	16	21	25	11	10	19	23	97	102
56	13	17	13	17	24	24	17	20	15	18	14	10	14	16	8	10	15	13	25	26	109	111
57	14	18	16	15	9	13	14	18	13	13	12	12	4	11	4	7	9	8	8	22	103	108

RESULTATE VAN DIE HOËRSKOOLOPERSOONLIKHEIDSVRAELYS (STANEGETELLINGS): VOORTOETSTELLINGS (V) EN NATOETSTELLINGS (N)

S	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pliggetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigtheid		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	7	5	6	5	4	5	9	5	4	5	7	5	2	4	3	5	5	4	5	2	8	5	4	5	3	4	7	5
02	2	1	6	6	4	3	5	7	3	4	3	6	7	6	3	1	3	3	5	9	6	8	5	6	6	3	5	7
03	3	5	2	5	1	1	7	6	3	4	5	6	3	5	2	1	8	9	4	4	9	7	9	9	1	4	7	7
04	6	7	3	5	5	6	3	5	6	6	5	4	5	4	6	6	6	3	3	2	8	6	5	6	4	5	3	4
05	9	9	5	6	5	4	5	5	6	2	9	6	4	8	7	6	5	4	2	4	1	8	4	5	4	4	3	7
06	7	8	6	9	4	6	5	4	4	7	7	7	7	5	6	8	8	8	5	2	5	6	5	2	7	3	1	3
07	8	6	2	6	7	6	4	2	4	5	7	7	5	6	7	7	5	6	2	2	3	6	6	6	7	5	4	6
08	7	7	5	6	8	8	4	5	4	5	4	4	8	7	8	9	4	5	6	3	2	2	4	2	6	3	6	1
09	5	4	4	5	5	6	4	5	8	5	7	7	7	7	7	7	6	6	7	5	5	4	5	4	4	4	5	4
10	5	9	5	5	5	4	2	4	8	5	5	7	8	7	5	5	2	8	4	3	5	5	8	2	6	6	4	5
11	6	4	5	7	5	2	5	5	4	6	8	4	4	4	3	5	7	5	3	6	6	6	4	6	4	5	8	7
12	4	5	6	7	5	4	9	9	8	6	5	7	3	1	2	2	7	6	6	6	7	9	5	6	3	3	8	9

S	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pliggetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdhed		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
13	5	7	5	3	4	3	5	7	7	5	7	4	4	8	5	2	2	2	8	6	6	6	6	6	4	5	5	7
14	4	4	5	6	3	5	5	3	5	4	7	5	3	7	4	3	5	8	4	3	6	5	6	6	2	9	6	5
15	8	5	6	5	6	6	5	4	4	4	5	6	5	3	6	5	5	7	5	7	7	6	3	6	6	7	4	4
16	1	3	8	8	3	4	5	9	5	6	2	5	3	5	2	2	8	4	3	6	8	8	5	1	4	1	3	7
17	3	6	6	6	7	7	4	4	6	4	7	4	3	7	8	7	4	7	2	2	3	5	9	6	1	4	3	4
18	1	3	8	8	4	5	7	9	6	6	6	8	6	4	4	2	8	7	5	9	8	7	8	5	6	6	9	6
19	7	7	7	3	5	7	5	4	7	8	9	7	4	4	6	7	4	3	5	4	8	4	5	3	3	5	7	3
20	8	8	6	7	4	8	5	5	8	4	3	3	6	9	5	7	5	6	3	2	6	5	3	1	7	7	7	4
21	3	3	6	4	5	7	8	5	8	3	8	7	5	2	7	4	6	6	4	4	9	9	5	7	5	5	7	5
22	5	7	6	9	5	8	7	3	5	5	7	9	6	7	7	9	5	7	2	2	4	4	4	3	6	7	5	5
23	3	3	6	2	7	7	6	7	6	7	7	6	6	3	5	3	5	5	6	3	6	7	9	6	5	7	7	8
24	7	7	3	9	1	3	6	5	7	8	9	5	3	5	5	6	1	9	6	4	6	8	3	4	5	2	7	5

BYLAAG H (vervolg)

S	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pligsetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdheid		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
25	8	7	9	7	7	8	2	3	1	5	8	5	5	6	4	3	4	6	5	6	1	4	3	5	5	4	5	5
26	4	8	5	6	2	5	5	5	8	7	7	5	7	9	5	6	3	3	2	4	6	7	3	4	5	7	3	1
27	7	4	7	9	6	5	3	5	4	2	7	6	7	4	7	3	4	7	4	5	6	6	1	6	4	5	2	4
28	6	8	7	5	8	7	4	4	4	9	9	5	4	4	3	4	7	8	3	4	5	6	6	3	4	7	6	8
29	5	5	3	6	3	6	7	7	8	5	5	5	4	1	3	6	4	6	3	2	6	8	7	1	1	4	6	9
30	9	7	5	3	3	7	2	3	5	6	9	8	4	5	4	3	7	7	4	4	8	9	3	4	2	3	4	5
31	6	6	9	9	4	5	6	4	9	9	8	9	5	5	6	8	5	3	5	5	5	6	5	1	2	5	7	3
32	8	8	5	8	7	5	5	4	6	5	4	3	7	8	5	6	4	5	5	4	6	2	4	1	7	8	5	1
33	1	4	6	6	1	1	6	5	8	5	6	8	5	7	4	5	4	5	7	9	6	7	8	8	5	4	5	6
34	5	4	4	5	1	5	8	5	6	5	5	5	2	2	5	7	7	4	6	6	7	5	5	5	3	2	8	3
35	4	4	4	6	3	4	7	5	6	6	5	7	7	6	4	3	4	4	5	5	5	4	6	6	5	6	5	7
36	7	6	5	3	2	7	6	2	5	8	6	7	6	3	6	7	3	2	2	2	4	5	7	4	7	7	4	2

SI	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pligsgetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individueelisme		Skuldgeneigdheid		Selfgenoegsaamheid		Selfbeheersing		Gespanndheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
37	4	7	6	6	1	6	9	6	4	9	6	9	4	3	5	5	5	4	5	5	6	6	3	3	5	4	7	6
38	6	4	5	5	7	5	5	3	8	5	8	6	7	6	6	6	5	3	9	9	6	5	8	8	9	3	3	3
39	8	8	5	4	5	1	7	9	6	8	2	3	3	2	5	3	3	8	1	2	1	9	3	5	7	4	6	7
40	7	9	7	5	8	8	7	2	6	8	7	9	7	5	9	7	2	6	3	5	7	4	4	4	2	5	2	2
41	5	5	6	5	2	2	9	8	6	7	7	5	3	1	3	2	6	4	4	8	8	6	5	9	3	3	7	7
42	5	3	5	6	6	4	7	5	8	6	4	7	2	5	3	3	5	4	2	2	4	7	3	6	2	4	8	7
43	4	4	5	3	3	4	9	7	5	5	5	5	3	2	5	4	4	5	6	5	6	8	3	4	6	4	8	9
44	4	4	2	5	7	6	6	6	3	6	5	5	7	4	5	1	6	6	3	5	3	6	7	9	8	3	8	8
45	4	6	5	2	5	2	7	7	4	3	5	7	7	5	7	7	4	4	6	6	6	6	5	4	5	6	4	8
46	4	1	9	9	8	8	7	5	6	6	6	8	7	6	5	8	4	4	5	7	6	2	4	7	2	4	3	5
47	3	4	8	8	4	9	9	6	8	9	9	8	5	7	2	2	5	7	5	7	4	5	5	5	4	6	6	8
48	5	4	7	7	7	7	3	2	7	8	9	6	7	7	8	7	5	5	3	5	2	4	6	7	7	9	4	2

S	Socialiteit		Intellectuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pligsgetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdhed		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
49	3	2	6	5	6	5	1	4	4	3	3	4	7	8	9	5	3	5	6	8	4	4	9	8	9	4	4	5
50	8	7	6	3	7	8	3	1	6	8	6	8	9	6	6	7	2	2	2	4	2	6	9	3	4	6	2	1
51	5	9	7	9	7	7	4	3	5	6	8	5	5	3	7	8	4	7	3	6	4	8	5	5	7	5	4	2
52	2	6	4	5	5	7	5	5	7	7	5	6	4	1	4	1	6	8	3	9	1	5	7	2	4	4	9	7
53	8	8	9	9	7	9	2	1	4	9	5	8	5	2	8	9	6	2	1	2	7	6	8	5	7	4	1	1
54	5	5	4	5	8	5	4	4	6	7	6	7	9	9	5	6	6	7	4	2	5	3	3	5	5	7	5	6
55	7	6	5	6	7	9	5	5	2	8	7	2	7	6	7	7	6	4	5	6	2	2	5	7	7	4	2	2
56	3	3	6	9	3	6	7	5	5	8	4	8	4	2	5	5	8	5	5	7	6	8	4	5	6	1	8	7
57	6	9	9	7	7	7	2	2	6	6	5	7	8	9	6	9	3	3	5	4	6	8	4	6	3	7	1	4

RESULTATE VAN DIE HOËRSKOOLPERSOONLIKHEIDSVRAELYS (ROUPUNTTELLINGS) VOORTOETSTELLINGS (V) EN NATOETSTELLINGS (N)

S	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pligsetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdhed		Selfgenoegsaamheid		Selfbeheersing		Gespanndheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	13	10	7	6	7	10	16	10	4	5	10	7	8	10	6	8	12	11	9	5	14	10	7	9	9	10	12	10
02	6	4	7	7	8	6	11	13	3	4	5	9	15	13	5	2	10	10	8	14	11	14	8	10	13	9	10	12
03	6	10	4	6	2	3	13	12	4	5	9	10	9	12	4	3	14	17	7	7	16	12	16	15	5	10	12	12
04	11	12	5	6	10	12	7	10	9	9	8	7	12	11	11	11	10	6	6	5	13	10	9	10	10	11	6	7
05	16	18	6	7	10	8	10	10	7	2	14	9	10	16	12	11	12	11	5	7	5	15	7	8	11	10	6	13
06	13	14	7	9	8	11	11	8	4	8	11	10	15	12	10	13	16	17	9	5	10	12	8	5	15	9	4	7
07	14	11	4	7	13	12	8	6	5	7	11	11	12	13	14	13	9	10	5	4	6	10	10	10	14	12	7	11
08	12	13	6	7	16	16	9	10	5	7	7	7	16	15	16	17	8	9	10	6	4	4	8	5	13	9	10	3
09	10	9	5	6	10	11	9	10	10	6	10	10	14	14	12	12	14	14	11	8	10	8	9	7	11	10	10	8
10	10	16	6	6	9	8	5	8	9	6	7	11	16	14	8	8	8	16	7	6	10	9	12	5	13	13	8	9
11	11	8	6	8	11	6	11	11	5	8	12	7	10	11	7	9	12	9	6	10	10	10	8	10	10	11	14	12
12	8	10	7	8	10	9	17	17	11	8	9	11	8	5	5	5	13	11	11	10	12	17	9	10	9	9	14	16

BYLAAG I (vervolg)

S	Societaliteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Plijsgetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdheid		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
13	10	13	6	5	9	8	11	14	10	7	11	7	11	16	9	5	5	5	14	11	10	10	10	11	10	12	9	12
14	9	9	6	7	6	10	11	7	5	4	11	8	9	15	7	6	13	16	7	6	11	9	10	10	8	18	11	10
15	14	9	7	7	12	12	11	9	6	5	9	10	12	9	12	9	9	12	8	12	12	10	7	10	13	15	8	8
16	5	8	8	8	5	8	10	18	5	7	3	8	9	12	4	4	16	11	6	10	15	14	8	4	10	6	6	12
17	7	11	7	7	14	13	9	9	8	6	11	7	8	14	15	14	8	13	4	5	6	9	14	11	5	10	6	8
18	3	7	8	8	7	9	14	18	7	7	9	12	13	10	7	3	16	15	9	14	15	13	12	8	13	13	16	11
19	13	12	8	5	11	14	11	8	10	12	15	11	10	10	11	13	8	6	8	7	13	8	9	7	9	11	12	6
20	14	14	7	8	9	16	10	11	11	6	6	6	13	18	10	13	9	10	6	4	10	9	7	2	15	14	12	8
21	8	8	7	5	9	13	15	11	10	3	12	11	12	8	12	7	14	14	7	7	16	16	9	11	12	12	13	9
22	9	12	7	9	11	15	13	7	7	7	11	16	13	14	14	17	9	13	4	4	8	8	8	7	13	14	9	9
23	7	7	7	4	13	14	12	13	8	10	11	10	13	9	9	6	9	9	11	6	11	12	14	11	11	14	12	14
24	12	13	5	9	2	8	12	10	10	11	17	8	9	12	9	11	2	15	11	7	11	14	7	8	12	7	12	9

BYLAAG I (vervolg)

S	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pligsetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdheid		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
25	14	12	9	8	14	15	6	7	4	7	12	9	12	13	8	7	7	11	9	10	3	8	7	9	11	10	9	9
26	9	14	6	7	4	9	11	10	9	8	10	8	14	18	9	10	10	10	5	7	12	13	6	7	12	14	7	4
27	13	8	8	9	12	10	7	10	5	3	11	10	14	11	14	7	7	12	7	8	11	10	4	11	10	12	4	7
28	11	14	8	6	16	14	8	9	6	13	15	8	11	10	6	8	13	14	6	7	9	10	10	7	10	14	11	13
29	10	10	5	7	7	12	14	14	11	7	8	9	10	6	6	12	8	10	6	5	10	13	12	4	6	10	10	15
30	16	13	6	5	8	14	6	7	7	9	14	13	11	12	8	7	12	13	7	7	13	15	7	8	7	9	8	9
31	12	12	9	9	8	10	12	9	11	11	13	16	11	12	11	3	12	10	8	8	10	12	9	4	8	12	12	6
32	14	14	6	8	12	10	10	8	7	5	6	5	15	16	8	11	11	13	8	7	11	6	7	4	14	16	10	4
33	5	9	7	7	3	3	12	10	10	5	9	12	12	14	7	8	11	12	11	16	12	13	13	12	12	11	10	11
34	11	9	5	6	2	9	15	11	7	6	8	8	8	8	9	12	15	11	10	10	13	10	8	8	9	8	14	7
35	9	9	5	7	6	7	14	10	7	7	7	11	14	13	7	5	11	11	8	8	10	8	10	10	12	13	10	12
36	12	11	6	5	5	13	12	5	7	12	10	11	13	8	11	14	6	5	4	4	8	9	12	8	14	14	7	4

S.	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pligsetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdheid		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
37	8	12	7	7	4	12	17	12	5	15	10	15	10	9	9	9	8	8	8	11	11	6	7	11	10	12	10	
38	12	9	6	6	12	10	11	7	9	5	12	9	15	13	10	11	12	10	14	14	12	9	13	12	19	9	6	7
39	15	14	6	5	9	3	14	18	7	9	3	4	9	7	9	5	9	17	3	4	4	16	6	8	15	10	11	12
40	12	18	8	6	15	16	14	6	9	12	11	14	14	12	18	13	4	10	6	9	12	8	8	8	7	11	4	4
41	10	9	7	6	5	5	16	15	9	10	11	9	9	4	7	5	10	7	7	14	13	10	9	15	9	9	12	12
42	11	7	6	7	11	8	13	11	9	7	6	11	8	11	6	6	12	11	4	5	8	13	6	10	7	11	14	12
43	9	9	6	4	5	8	16	13	5	5	7	8	9	8	9	7	11	13	10	9	11	14	6	7	13	10	15	16
44	8	8	4	6	13	12	12	12	4	9	9	8	14	10	9	3	11	10	6	8	7	11	12	14	16	9	14	14
45	8	11	6	4	11	6	13	13	6	4	9	11	14	12	14	13	8	8	11	11	10	10	9	8	12	13	8	13
46	8	3	9	10	15	16	13	11	9	9	10	12	14	13	9	15	7	8	9	12	10	15	8	12	8	10	6	9
47	7	9	8	8	7	16	16	12	9	13	16	12	12	14	3	3	12	15	9	12	8	10	8	9	10	13	11	14
48	9	8	8	8	14	13	7	6	10	11	14	10	14	14	15	13	9	9	6	9	5	8	11	12	15	17	8	4

S	Sosialiteit		Intellektuele vermoë		Emosionele stabiliteit		Prikkelbaarheid		Dominansie		Sorgvryheid		Pliggetrouheid		Avontuurlustigheid		Emosionele gevoeligheid		Individualisme		Skuldgeneigdheid		Selfgenoegsaamheid		Selfbeheersing		Gespannendheid	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
49	8	6	7	6	11	9	2	8	4	3	4	4	15	16	16	8	10	13	10	13	8	8	16	12	17	10	8	10
50	15	13	7	5	13	15	7	4	9	11	10	12	17	13	12	14	5	5	5	7	5	10	14	7	10	13	4	2
51	10	17	8	10	13	13	8	7	7	9	12	8	12	9	14	15	7	12	6	10	2	13	9	9	15	11	7	5
52	6	12	5	6	10	12	11	11	8	8	8	9	10	6	7	2	14	16	6	18	5	10	11	5	11	11	16	12
53	14	15	9	10	13	16	6	4	4	12	7	12	12	8	14	16	14	8	3	5	13	12	12	9	14	10	2	4
54	11	11	5	6	14	10	9	8	7	8	9	10	17	17	9	11	14	15	7	4	9	7	6	9	12	14	9	11
55	12	11	6	7	14	17	11	10	3	11	11	4	15	13	13	13	10	7	8	10	5	5	9	12	14	10	5	4
56	8	8	7	9	5	11	14	11	5	10	6	12	10	7	8	8	17	13	9	12	11	14	7	8	13	4	15	12
57	11	17	9	8	14	14	5	5	9	8	9	11	16	18	12	17	6	6	8	7	11	13	8	10	9	15	3	7

RESULTATE BEHAAL IN DIE IPAT-ANGSSKAAL (STIENTELLINGS): VOORTOETSTELLINGS (V) EN NATOETSTELLINGS (N)

S	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	6	6	7	5	9	6	7	6	5	7	7	6	7	6	7	6
02	4	9	8	7	6	4	7	9	5	8	7	9	5	8	6	9
03	8	10	6	7	9	10	9	9	10	10	9	10	10	9	10	10
04	5	5	3	7	4	7	5	6	5	7	4	8	4	7	4	7
05	4	6	5	10	6	6	4	6	5	3	5	7	4	5	4	6
06	6	8	7	6	7	7	6	6	5	7	5	6	7	7	6	6
07	4	3	8	9	6	6	5	5	5	5	5	6	6	5	5	5
08	3	4	8	4	5	5	6	6	5	5	5	4	6	5	5	4
09	6	6	9	7	5	6	8	7	8	8	8	6	8	8	8	8
10	3	4	7	7	6	4	3	3	7	6	4	4	5	5	5	4
11	5	6	9	8	5	7	7	7	6	5	7	7	6	6	7	7
12	10	8	10	10	6	8	9	10	7	9	8	10	10	8	10	10

Sl	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
13	8	8	5	7	6	10	8	9	7	8	6	8	9	10	8	9
14	6	4	7	5	6	5	6	7	6	6	5	4	7	7	6	6
15	5	4	9	10	6	6	6	7	6	5	6	8	7	5	7	7
16	6	6	5	3	6	6	8	10	8	8	8	8	5	7	7	8
17	5	2	8	7	5	6	2	4	5	5	5	4	4	6	4	4
18	6	4	7	7	5	8	8	6	9	7	9	7	7	6	8	6
19	3	5	9	9	8	6	3	5	7	5	7	7	5	5	6	6
20	7	6	6	4	4	6	6	6	8	5	8	4	6	5	7	5
21	6	2	8	7	5	4	6	7	6	4	6	4	7	6	6	5
22	3	2	6	6	5	2	7	4	6	5	5	3	6	4	5	3
23	5	8	5	5	6	4	5	8	8	9	7	8	6	7	6	8
24	6	7	6	4	2	6	5	7	7	6	5	7	6	6	6	7

Sl	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
25	5	1	6	7	7	3	5	5	5	7	4	5	6	5	5	5
26	2	3	5	6	4	6	2	3	4	4	3	4	3	4	2	4
27	5	5	6	6	10	8	5	8	4	5	5	6	6	7	5	7
28	6	7	7	7	2	9	7	8	6	6	5	8	7	8	6	8
29	7	4	6	8	8	7	9	6	8	8	7	8	10	6	9	7
30	8	8	8	7	6	6	7	9	9	9	8	9	9	8	9	9
31	3	3	4	2	6	5	3	5	3	3	5	5	1	1	3	3
32	4	4	8	7	6	7	6	6	5	3	5	5	7	5	6	5
33	7	4	5	7	7	8	4	6	7	7	6	7	6	6	6	6
34	4	4	9	10	8	8	8	10	5	5	7	9	7	6	7	8
35	6	5	7	8	6	4	6	7	8	7	8	7	6	6	7	6
36	3	6	6	7	4	2	3	4	4	3	4	4	3	4	3	4

S _i	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
37	7	9	9	7	10	6	8	6	8	10	9	8	9	9	9	8
38	3	3	2	4	8	8	2	4	5	3	4	3	3	5	3	4
39	7	7	7	7	6	6	8	7	8	7	8	9	8	6	8	8
40	4	7	10	4	4	4	7	5	6	5	7	4	7	6	7	5
41	7	8	10	10	6	10	10	9	8	9	8	10	9	10	9	10
42	5	6	10	8	8	9	6	9	6	5	6	7	8	8	7	8
43	6	7	8	9	6	10	7	6	8	8	8	9	7	8	8	9
44	5	5	9	9	9	7	6	7	8	7	8	6	8	8	8	7
45	5	8	8	9	8	5	6	6	6	8	6	6	7	9	7	8
46	1	4	4	6	4	8	4	4	3	3	2	2	4	6	3	4
47	7	6	7	7	8	10	4	6	5	7	8	9	5	5	6	7
48	4	4	5	4	2	5	1	3	3	4	3	4	1	3	2	3

Sl	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
49	4	4	7	5	6	6	6	9	4	7	4	6	7	7	5	7
50	4	4	6	5	8	5	3	2	3	2	5	4	3	1	4	2
51	7	3	8	8	6	3	6	6	6	3	8	4	6	5	7	4
52	6	4	7	7	6	6	8	7	8	8	7	7	8	7	8	7
53	3	4	5	5	5	5	2	3	2	3	3	4	3	3	2	3
54	1	1	5	4	6	6	3	2	2	2	4	3	2	2	2	2
55	7	6	6	7	6	6	5	5	9	5	8	6	6	6	7	6
56	6	6	10	10	8	7	8	6	8	8	9	9	7	7	8	8
57	5	5	5	4	2	2	2	3	3	3	3	2	3	3	3	2

BYLAAG K

RESULTATE BEHAAL IN DIE IPAT-ANGSSKAAL (ROUPUNTELLINGS): VOORTOETSTELLINGS (V) EN NATOETSTELLINGS (N)

S	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
01	7	6	7	4	7	4	14	13	9	12	20	18	24	21	44	39
02	4	12	8	6	4	2	14	18	8	16	21	28	17	26	38	54
03	9	13	5	6	7	8	17	16	20	17	25	31	33	29	58	60
04	4	5	1	7	2	5	9	12	7	13	12	22	11	20	23	42
05	4	6	3	10	4	4	8	13	8	4	14	20	13	17	27	37
06	7	9	6	4	5	5	12	11	8	11	16	18	22	22	38	40
07	3	2	7	8	4	4	8	8	8	6	14	16	16	12	30	28
08	2	3	7	2	3	3	10	10	6	6	13	12	15	12	28	24
09	7	6	9	6	3	4	16	15	15	16	24	19	26	28	50	47
10	2	4	6	6	4	2	6	6	12	10	13	12	17	16	30	28
11	4	6	8	7	3	5	13	12	9	8	19	20	18	18	37	38
12	13	9	10	10	4	6	16	20	12	16	24	37	31	24	55	61

Sl	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
13	9	9	3	6	4	8	15	17	12	13	16	22	27	31	43	53
14	6	4	7	4	4	3	12	14	11	10	16	13	24	22	40	35
15	5	3	8	10	4	4	11	12	9	8	18	23	19	14	37	37
16	6	7	4	1	4	4	16	22	14	16	26	25	18	25	44	50
17	4	1	7	6	3	4	3	7	8	7	13	10	12	15	25	25
18	7	4	7	6	3	6	17	13	17	12	28	20	23	21	51	41
19	2	4	9	8	6	4	5	9	11	7	19	20	14	12	33	32
20	8	6	4	2	2	4	11	11	14	7	22	12	17	18	39	30
21	6	1	8	7	3	2	13	14	11	7	18	12	23	19	41	31
22	2	1	5	5	3	0	12	6	9	6	15	9	16	9	31	18
23	5	10	3	3	4	2	9	14	13	15	19	24	15	20	34	44
24	6	8	5	2	0	4	9	13	12	10	15	20	17	17	32	37

Sl	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
25	4	0	4	6	5	1	8	9	6	11	10	13	17	14	27	27
26	1	2	3	5	2	4	4	6	6	7	9	12	7	12	16	24
27	4	5	5	4	8	6	8	14	5	8	15	18	15	19	30	37
28	6	8	6	6	0	7	13	15	10	10	13	22	22	24	35	46
29	8	3	5	7	6	5	16	11	14	13	19	24	30	15	49	39
30	10	10	7	6	4	4	13	16	15	15	22	26	27	25	49	51
31	2	2	2	0	4	3	7	10	5	4	15	14	5	5	20	19
32	4	3	8	7	4	5	12	13	8	5	14	15	22	18	36	33
33	8	4	4	7	5	6	9	12	12	12	18	21	20	20	38	41
34	4	4	9	10	6	6	16	20	9	8	22	29	22	19	44	48
35	7	5	6	8	4	2	13	14	15	12	24	22	21	19	45	41
36	2	6	4	6	2	0	5	6	5	3	10	12	8	9	18	21

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Sl	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
37	8	11	8	6	8	4	15	10	14	17	26	22	27	26	53	48
38	2	2	0	2	6	6	5	8	9	5	13	8	9	15	22	23
39	8	9	6	7	4	4	17	15	16	13	25	28	26	20	51	48
40	3	7	10	2	2	2	13	9	10	7	19	11	19	16	38	27
41	7	10	10	10	4	8	18	17	13	16	23	30	29	31	52	61
42	5	7	11	8	6	7	10	18	10	9	17	21	28	28	45	49
43	7	9	8	9	4	8	15	13	15	16	26	29	23	26	49	55
44	5	5	9	8	7	5	11	13	14	11	22	18	24	24	46	42
45	5	9	7	8	6	3	10	11	9	13	17	18	20	26	37	44
46	0	3	2	4	2	6	7	6	4	3	5	7	10	15	15	22
47	9	6	6	6	6	8	8	12	9	13	24	27	14	18	36	45
48	3	3	3	2	0	3	2	4	4	5	9	11	3	6	12	17

S	Gebrekkige integrasie		Swak egosterkte		Agterdogtigheid		Skuldgevoelens		Spanning		Onbewuste angstelling		Bewuste angstelling		Totale angstelling	
	v	n	v	n	v	n	v	n	v	n	v	n	v	n	v	n
49	4	4	6	4	4	4	12	18	7	12	11	19	22	23	33	42
50	3	3	5	3	6	3	5	3	4	2	15	11	8	3	23	14
51	8	2	7	7	4	1	10	11	9	3	23	12	15	12	38	24
52	6	4	6	7	4	4	17	14	16	15	22	21	27	23	49	44
53	2	4	4	4	3	3	5	6	3	4	8	12	9	9	17	21
54	0	2	4	2	4	4	6	5	3	3	11	9	6	7	17	16
55	7	6	4	6	4	4	9	9	15	8	23	17	16	16	39	33
56	6	7	10	10	6	5	16	13	14	16	29	28	23	23	52	51
57	5	4	3	2	0	0	3	4	14	4	9	7	6	7	15	14

SUMMARY

THE EFFECT OF A SUPPLEMENTARY READING PROGRAMME ON COLOURED HIGH SCHOOL PUPILS: A COMPARATIVE PSYCHOLOGICAL STUDY

1. OBJECTIVE OF THE STUDY

The aim of this study is a psychological and scholastic investigation of the effect of a supplementary reading programme on Coloured high school pupils.

In order to do this, zero hypotheses and alternative hypotheses were drawn up which would enable one to compare an experimental group (which had done the supplementary reading course) with a control group (which had not done such a course). In short the zero hypotheses amount to saying that there are no differences in reading ability, school performance, study habits and study attitudes, aptitude and personality between Coloured high school pupils who did a reading development course and those who did not do such a course. The alternative hypotheses endeavour to prove the opposite, namely that such differences do exist.

2. LITERATURE SURVEY

As a starting point for this investigation, a number of relevant concepts were defined. Some of these concepts are "read", "reading difficulties", "Coloured", "urban and rural areas".

The importance of reading was demonstrated by pointing out that a good reading ability is essential for the forming of a healthy personality, social development, recreation, extending knowledge, etcetera.

The complexity of the reading process came to the fore when the explanation of what the reading process entails, was discussed as it is described by various researchers. The different theoretical models discussed, are the optical-mechanical model, psychometric models, psychological models, the communication model and linguistic models.

The extent of reading difficulties was outlined by means of results obtained by researchers, local and foreign. In this respect reference was also made to reading differences pertaining to sex and reading differences between rural and urban areas. A detailed account was given of the main causes of reading difficulties related to scholastic and socio-economic factors, and in particular how these factors manifest themselves among the Coloured community.

As far as the scholastic determinants are concerned, attention was given to the poor pre-school environment of the Coloured child, insufficient number of nursery schools, compulsory education and school leaving at an early age, inadequate differentiation, lack of accommodation and a shortage of suitably qualified staff. Concerning the socio-economic determinants the following were dealt with: class differences, life style of the lower class, the family milieu, cultural values and norms, residential area and housing, recreational activities, linguistic abilities and physical factors.

The diagnosis of reading difficulties was discussed in short. In this survey particular attention was paid to the different levels of diagnosis and methods of diagnosing. Some difficulties in diagnosing reading problems among Coloureds were also pointed out.

The last aspect from the literature which was dealt with was the remediation of reading problems. Emphasis was given to the more traditional methods of supplementary reading teaching, for instance the basic reading book method, the alphabet method, the neurological and the perceptual-kinesthetic method. Lifting the causes of reading problems which emanate from this study would allow remediation to be used to the full among the Coloured people.

3. METHOD OF RESEARCH

3.1 Sample

In order to determine the effect of the supplementary reading programme, a comparative study was made between an experimental group (which did a reading course) and a control group (which did not do such a course).

The sample consisted of a total experimental group of 31 people (Std. 8 and Std. 9 pupils) of whom 15 were Std. 8 and 16 Std. 9 pupils while on the other hand the total control group of 26 people (Std. 8 and Std. 9 pupils) consisted of 14 Std. 8 and 12 Std. 9 pupils.

3.2 Measuring Instruments

The measuring instruments used to investigate the different fields were the following:

- Reading ability

The ophtalmograph

- Scholastic achievement

Real school marks

- Study habits

Questionnaire on study habits and attitudes

- Aptitude

Senior aptitude test

- Personality

The High School personality Questionnaire and IPAT Anxiety scale.

The above mentioned measuring instruments were discussed in detail under the headings: objective, composition, validity, reliability and reason for using them in this research.

3.3 Research procedures

Global as well as reductionistic comparisons were used in this study. A global comparison is drawn between the total experimental group and the total control group. The reductionistic investigation entails a comparison between the Std. 8 experimental and control groups as well as a comparison between the Std. 9 experimental and control groups.

Apart from the above mentioned comparisons the Std. 8 and Std. 9 control groups, as well as the Std. 9 and Std. 9 experimental groups were also compared.

A description was given of the supplementary reading programme which consisted of ten one hour sessions, as well as a full description of the apparatus used, namely the tachistoscope and the controlled reader.

Statistical calculations were done by the Statistical Consultation Service of the Potchefstroom University for Christian Higher Education. Short descriptions only of the techniques used are given in the study.

4. RESEARCH RESULTS

The most important results of this research can be summarised as follows:

- READING ABILITY

This study brings to light that the reading course brought a significant improvement in reading achievement in the total experimental group. Seen reductionistically the Std. 8 experimental group also showed significant improvement when compared with the Std. 8 control group. However, no significant differences were found between the Std. 9 experimental and control groups. In the case of the total and the Std. 8 experimental group the alternative hypothesis was accepted while the zero hypothesis was maintained in the case of the Std. 9 groups.

- SCHOLASTIC ACHIEVEMENT

The scholastic achievement of the total experimental group showed a significant improvement when compared with the total control group. Seen reductionistically the Std. 8 experimental group also achieved significantly higher marks at school than the Std. 8 control group. This tendency was not repeated in the Std. 9 experimental group, where no significant differences were found. In the case of the total and the Std. 8 investigations the alternative hypothesis was accepted,

while the zero hypothesis had to be maintained for the Std. 9 group comparison.

- STUDY HABITS AND ATTITUDES

Seen globally the total experimental group exhibited better study habits and attitudes than the total control group. When judged reductionistically neither the Std. 8 nor the Std. 9 group comparisons brought to light any significant differences. Thus the zero hypothesis was applicable to the reductionistic investigations, while the alternative hypothesis was accepted in the case of the total experimental group.

- APTITUDE

The zero hypothesis had to be accepted right through, in the global as well as the reductionistical investigation, in other words, no significant differences were found between the different groups as far as aptitude is concerned. An interesting tendency was discovered, however, from the calculated IQ's of the SAT, namely that there is a connection between a supplementary reading course and a rise in intelligence.

- PERSONALITY

The total evaluation of personality traits of the Coloured high school pupils by means of the HSPQ and IPAT Anxiety scale shows that the reading course, judged globally or reductionistically, did not bring about significant differences between the experimental and control groups. Thus the zero hypothesis was accepted throughout.

5. SUMMARY AND CONCLUSION

In researching the effect of a supplementary reading programme on Coloured high school pupils it was found that there was a definite beneficial influence on reading ability and scholastic achievement. It does seem however, as if aptitude and personality development are established aspects which will not be changed by a reading development course. If

the reading course should have a lasting effect on the aspects which it improves, it is possible that in the long run personality changes and even improvement in aptitude may take place. As far as study habits and attitudes are concerned, positive results were obtained, but it had been expected to have been even better.

The results of this study correlate well with those of other researchers on reading improvement by means of a supplementary reading course in which apparatus is used. It should not be considered however as the only method of reading aid, since many other researchers obtain positive results with other methods.

On account of the distinctiveness of this study its results cannot be generalised by the norms formed by the results of other researchers. By reason of the population and the size of the sample of this study, the results of this investigation can only be made applicable to the Std. 8 and Std. 9 pupils of the Promosa High School in Potchefstroom.

As a result of the new political dispensation it is to be expected that there will be an improvement in the factors which cause reading difficulties among the Coloured population, but it is sure to be a long drawn out process.