# Appendices

## Appendix A: Study One Ethics Approval Letter

Dear Hannah

With reference to your application for Ethical approval.

**16/TPL/008 - Hannah Wilkinson, PGR - Motivational Messages in the GCSE Classroom: A Pilot Study (Dave Putwain)**

Approval is given on the understanding that:

·         any adverse reactions/events which take place during the course of the project are reported to the Committee immediately;

·         any unforeseen ethical issues arising during the course of the project will be reported to the Committee immediately;

·         the LJMU logo is used for all documentation relating to participant recruitment and participation e.g. poster, information sheets, consent forms, questionnaires. The LJMU logo can be accessed at[http://www2.ljmu.ac.uk/corporatecommunications/60486.htm](https://excasowa.ljmu.ac.uk/owa/redir.aspx?C=x2OOtFFwJTXwCj_daNILQcGAJHLb957GQFH7gpr5irwS1g44fefTCA..&URL=http%3a%2f%2fwww2.ljmu.ac.uk%2fcorporatecommunications%2f60486.htm)

Where any substantive amendments are proposed to the protocol or study procedures further ethical approval must be sought.

Applicants should note that where relevant appropriate gatekeeper / management permission must be obtained prior to the study commencing at the study site concerned.

For details on how to report adverse events or request ethical approval of major amendments please refer to the information provided at[http://www2.ljmu.ac.uk/RGSO/93205.htm](https://excasowa.ljmu.ac.uk/owa/redir.aspx?C=aYItBVYH88AMnCcyz8yurniBrJ5poLrMv-eJv2qinUUS1g44fefTCA..&URL=http%3a%2f%2fwww2.ljmu.ac.uk%2fRGSO%2f93205.htm)

Please note that ethical approval is given for a period of five years from the date granted and therefore the expiry date for this project will be September 2021.  An application for extension of approval must be submitted if the project continues after this date.

|  |  |
| --- | --- |
|  | **Mandy Williams, Research Support Officer**  **(Research Ethics and Governance) Research and Innovation Services** Kingsway House, Hatton Garden, Liverpool L3 2AJ t: 01519046467 e: [a.f.williams@ljmu.ac.uk](https://excasowa.ljmu.ac.uk/owa/redir.aspx?C=R6W0Te7fumpnQoQumL_BsnX45DtCl0163WOjxUraXywS1g44fefTCA..&URL=mailto%3aa.f.williams%40ljmu.ac.uk) |

## Appendix B: Observation Sheet Template

|  |  |
| --- | --- |
| **Date** |  |
| **Class** |  |
| **Year Group** |  |
| **Subject** |  |
| **Set** |  |
| **Teacher** |  |
| **Number of students in class** |  |

**General Classroom Observations (class dynamic, student/teacher relationship, teaching style etc.)**

**General Classroom Observations (class dynamic, student/teacher relationship, teaching style etc.)**

**General Classroom Observations (class dynamic, student/teacher relationship, teaching style etc.)**

**General Classroom Observations (class dynamic, student/teacher relationship, teaching style etc.)**



## Appendix C: Quotes and Themes from Observational Analysis

|  |  |  |
| --- | --- | --- |
| **Theme** | **Sub-Theme** | **Related Quotes** |
| **Instructional Practices** | **Adopting a Controlling Motivating Style** | Those who had done lots of revision have less of a job to do, but those who didn’t have more work to do for Wednesday |
|  |  | Do you think you’re going to get your GCSEs and A levels by saying I couldn’t fit it in my book?...This is going to be on your test, you’re not going to be able to do well by having done 2 questions |
|  |  | Most of us, well some of us did well on our test…A couple of people like (names student) didn’t work hard enough…Some of us raced ahead and did loads |
|  |  | This is something that we have done for 2 learning cycles now, you shouldn’t be getting this wrong. If you don’t know it then you need to go and learn it |
|  |  | These aren’t the easiest sources, but equally they’re not the hardest, so you need to be able to do these on your own |
|  |  | You’re never going to have this much time to do it in the exam so you need to speed up a bit |
|  |  | Remember it’s a mark a minute in the exam…you’ve already wasted 2 marks some of you |
|  |  | You need to be able to do that variety now…The big ‘V’ is a key thing now…You need to be stepping it up a bit |
|  |  | Only (student name) knows what we can give as a title? Only (student name) is going to get full marks?...\*students put hands up\*…Ahh okay, so now we know it |
|  |  | We’re prone to writing things quickly, especially the GP 6/7, we need to be checking what we have written |
|  |  | You’re grade point 7 right? |
|  |  | We’re all aiming for between a high C and an A this year and I’m giving you sentence help…that’s not on |
|  |  | Come on (student’s name) it’s important now, it’s GCSE work |
|  |  | Numbers are a huge part of your GCSE, some of you are not very strong on it and we really need to improve on that very quickly |
|  |  | We’re heading towards the end of year 10, rapidly moving towards year 11, this is stuff you should know by now |
|  |  | I’m not going to be there; this is easily the question that you could get |
|  |  | The homeworks are going to get more focused now we move through year 10 |
|  |  | You’ve got 5 months until your exam now, but we’re not going to be going over this stuff again |
|  |  | We’re heading towards the end of year 10, rapidly moving towards year 11, this is stuff you should know by now |
|  | **Encouraging Competence Motivation** | When I looked at a higher paper there were some really hard questions I’m not going to lie to you, but you can pick up some good marks there |
|  |  | This is the start of working hard and revising for the exam…This is day one of exam prep…This is me symbolising, me saying that you need to start exam prep, asks class for when – they respond “now”, asks class again, from when – they respond “now” |
|  |  | This is your maths exam book to success (class laugh)...let’s start with a positive look on life…Or call it the journey to grade point 6… |
|  |  | As you go onto A-Level and definitely uni, you have the lesson or seminars, they provide you with the bones, but you have to go away and do it yourself, this is what you need to do for these controlled assessments. |
|  |  | Teacher – when we put ourselves in the eyes of the examiner, why would you use more than one tense?...Student – to make it more interesting…Teacher – and the more tenses, the more?...Student – the more marks…Teacher – and the more marks equals the higher what \*names student to answer\*…Student – grade point…Teacher - yes |
|  |  | The reason we are using error board technique today is because no GCSE exam is going to be perfect and error free but you can still get your highest possible grade with a percentage of errors |
|  |  | Translation for you is not the issue, it’s more your accuracy now |
|  |  | Adding in that extra information will get you that A\* - student gives a look – teacher says – come on you already got one in your mock |
|  |  | The reason we’ve done that is if any question at the end of the learning cycle is about the formation of a spit then you will be able to answer it…it will enable you to get full marks on any question relating to this type of landform |
|  |  | Yes ideally, because if the geography exam papers they will say give an example within the UK that you have researched |
|  |  | If an exam question which asks you provide 2 examples comes up then you’ll have 2 examples to go back to |
|  |  | This is hard, it’s hard stuff. We’ll do it again when we come to revision. Make a note that you don’t know it…This is hard, don’t worry if you don’t get it, we’re going to keep doing these…Don’t worry if you can’t do it, we’re going to do a lot more practice of these…By the time it’s your exam we will have done lots of practice…You don’t need to worry about it, we’re going to practice, by the time you come to it you’ll be fine…You’ll watch how I do it and pick it up |
|  |  | Student: When would you ever use this is real life?...Teacher: If you were in engineering then you would |
|  |  | Tomorrow I’ll give you about 35 minutes to answer the 20 mark question, in the exam you’ll have about 20 minutes but that’s in year 11 and you’re only in year 10  You’re getting faster at this now, this is more like top set higher level stuff |
|  |  | The amount of A\*, grade 8 students who still can’t get this right is a lot, that’s why we’re teaching you now |
|  | **Onus of Responsibility** | It’s all practice today…This is your chance to do as much practice as you can |
|  |  | I’ve memorised that (quadratic equation formulae) from 1995, so you need to do the same |
|  |  | I have put all the example papers on google classroom so you have all the resources |
|  |  | I’m not going to re-read books, if you don’t make these changes then you are going to struggle for your exam |
|  |  | This is something that we have done for 2 learning cycles now, you shouldn’t be getting this wrong. If you don’t know it then you need to go and learn it |
|  |  | These aren’t the easiest sources, but equally they’re not the hardest, so you need to be able to do these on your own |
|  |  | I’m not going to be there; this is easily the question that you could get |
|  |  | We’re going to look at different things over the next 15 weeks…we’re going to look at papers and go over topics we haven’t done for ages…we’re not going to do normal schemes of work anymore |
|  |  | We’re almost going to create a ready, in-depth revision plan over the next weeks which will be bespoke to you |
|  |  | We’re going to have a look at some exam questions…we’re going to look at question 1 together |
|  |  | We need to be able to use the phrase “” and “” |
|  |  | Remember these notes have to have perfect answers so make sure you mark it in green |
|  |  | These are things that we’re going to have to pick out |
|  |  | What (student’s name) has done is a very common mistake made in exams. Year 10 and 11 students often do this. Examiners will pick up on that and think, they should know that by Year 11…It’s those little things that we’re trying to eek out |
|  |  | You need to make revision notes at home as well…I gave you all a revision guide and workbook…I’m more than happy to mark work if you bring it in |
|  |  | You’ve got 5 months until your exam now, but we’re not going to be going over this stuff again |
|  |  | I told you at parents evening to put post-it notes up around your room. You pick information up if you see it everyday even if your room may look messy for a few months |
|  |  | We’re prone to writing things quickly, especially the GP 6/7, we need to be checking what we have written |
|  |  | We need to always be thinking about the significance because this is what we need to be rounding our answers off with in these essay type questions |
|  |  | Find out gaps in knowledge so we can work harder for our exams |
|  |  | Numbers are a huge part of your GCSE, some of you are not very strong on it and we really need to improve on that very quickly |
|  |  | We’re going to start ramping it up to 100s and 100s because these are ones that are going to come up at GCSE |
|  |  | There is only so much now that we as teachers can do, there is no shortcut to this |
|  |  | This is really high level top set stuff now, but it’s what we need to know for the exam |
|  |  | Remember I said about explaining to the examiner, you need to be able to communicate to them, so write headings for your working out. |
|  |  | Weeks after the exam, your work is going to be sent off to people who you have never seen, you need to communicate to them |
|  |  | You have to show (examiner) where it has come from |
|  |  | What (student’s name) has done is a very common mistake made in exams. Year 10 and 11 students often do this. Examiners will pick up on that and think, they should know that by Year 11…It’s those little things that we’re trying to eek out |
|  |  | Part of the new exam is knowing your numbers; they expect you to know your numbers…Some of you don’t know your numbers as well as you should |
|  |  | Check spelling, punctuation, and grammar. They check that, you need to get those good marks |
|  |  | PES as a technique – point, example, suggest from source…It is dead important you show the examiner you know the source and what it suggests…This is a good technique to show you know the point of the source as a history student |
| **Efficacy Appeals** | **Importance of Preparatory Practices** | Those who had done lots of revision have less of a job to do, but those who didn’t have more work to do for Wednesday |
|  |  | It’s all practice today…This is your chance to do as much practice as you can |
|  |  | Be positive you do know a lot of stuff, it’s just practice |
|  |  | Structure is a big emphasis on the new exam…We’re good on language but we need to not forget about structure…Make sure we are revising structure in our revision guide |
|  |  | At the end of this learning cycle, we’ll do the 2 papers we’ve not done yet…Then you have done all the exams at least once |
|  |  | We’re going to look at different things over the next 15 weeks…we’re going to look at papers and go over topics we haven’t done for ages…we’re not going to do normal schemes of work anymore |
|  |  | We’re almost going to create a ready, in-depth revision plan over the next weeks which will be bespoke to you |
|  |  | This is the start of working hard and revising for the exam…This is day one of exam prep…This is me symbolising, me saying that you need to start exam prep, asks class for when – they respond “now”, asks class again, from when – they respond “now” |
|  |  | In Monday’s assembly, we’re going to show you how to revise maths |
|  |  | We’re going to have a look at some exam questions…we’re going to look at question 1 together |
|  |  | Teacher – when we put ourselves in the eyes of the examiner, why would you use more than one tense?...Student – to make it more interesting…Teacher – and the more tenses, the more?...Student – the more marks…Teacher – and the more marks equals the higher what \*names student to answer\*…Student – grade point…Teacher - yes |
|  |  | Translation for you is not the issue, it’s more your accuracy now |
|  |  | You need to make revision notes at home as well…I gave you all a revision guide and workbook…I’m more than happy to mark work if you bring it in |
|  |  | We can find out gaps in knowledge so we can work harder for our exams |
|  |  | Numbers are a huge part of your GCSE, some of you are not very strong on it and we really need to improve on that very quickly |
|  | **Skills/Technique** | **Exam Strategy** |
|  |  | This is an exam strategy about asking these questions (WICK), it’s not just reading and underlining, it’s about almost talking to yourself |
|  |  | Remember I said about explaining to the examiner, you need to be able to communicate to them, so write headings for your working out. |
|  |  | Weeks after the exam, your work is going to be sent off to people who you have never seen, you need to communicate to them |
|  |  | It’s that exam skill of what do you know, what do I need to know, what do I use and how do I do it? |
|  |  | You have to show [examiner] where it has come from |
|  |  | When you get to your exam, it is really important you look at the x axis…they may throw something else in |
|  |  | I would suggest this even when you’re doing your GCSEs, doing 2 – one ordered and one unordered...I would always suggest doing an ordered and unordered one |
|  |  | In Maths now, it’s really important to communicate, be really specific, use key terms |
|  |  | You basically just need those exam skills. I’m really going to be going into the world of WICK now (what I know etc.) |
|  |  | It’s all about your technique. You should have learnt all the things that you need, but you need to put them together to fit the criteria |
|  |  | Use the advice in the exam, it suggests to use a diagram, so use a diagram…You won’t have colours in your exam so you need to think about how you can do it without colours |
|  |  | This is the layout I want you to use |
|  |  | PES as a technique – point, example, suggest from source…It is dead important you show the examiner you know the source and what it suggests…This is a good technique to show you know the point of the source as a history student |
|  |  | We need to always be thinking about the significance because this is what we need to be rounding our answers off with in these essay type questions |
|  |  | On your actual assessment if you don’t know a question you would skip it, but today I want you to try them all. |
|  |  | That is a long way of doing it…that is a lot of work for a one mark question |
|  |  | **Exam Content** |
|  |  | We need to know the structure for all 3 types |
|  |  | This is the answer to this question, it is unlikely that you’re going to be asked this one |
|  |  | You’d maybe get this is an exam |
|  |  | As per in your exam…They will come up in your exam, it’s more about active not just reflective…. |
|  |  | You might have to say, “I will have to” |
|  |  | You need to be able to do that variety now…The big ‘V’ is a key thing now…You need to be stepping it up a bit |
|  |  | He’s a new guy they’ve just slipped into your syllabus, so we need to make sure we know about him |
|  |  | It probably might end up on your exam because it’s quite a famous one |
|  |  | Numbers are a huge part of your GCSE, some of you are not very strong on it and we really need to improve on that very quickly |
|  |  | We’re going to start ramping it up to 100s and 100s because these are ones that are going to come up at GCSE |
|  |  | It comes up time and time again so you have to know this |
|  |  | All these here are irregular ones you will need to know for your GCSE |
|  |  | This is really high level top set stuff now, but it’s what we need to know for the exam |
|  |  | **GCSE Changes** |
|  |  | Structure is a big emphasis on the new exam…We’re good on language but we need to not forget about structure…Make sure we are revising structure in our revision guide |
|  |  | That’s the step up from old spec to new spec so you need to know it |
|  |  | Part of the new exam is knowing your numbers; they expect you to know your numbers…Some of you don’t know your numbers as well as you should |
|  |  | It used to be that the higher and lower paper overlapped, but it’s not like that anymore…If you sit the higher paper then you have to look at every question and have a go at everything |
|  |  | **Time Spent in Exam** |
|  |  | Bearing in mind that in the exam you’re only going to have 10 minutes for this question |
|  |  | You can use this type of table in the exam, but you’ll only have around 1 minute to do it because you’ve only got 10 minutes for the whole question |
|  |  | You’re never going to have this much time to do it in the exam so you need to speed up a bit |
|  |  | How many marks is this question? (class respond: 5)...so it's not a quick one is it?...you’ll have to spend 5 or 6 minutes on this question, obviously we’re spending more now because we’re discussing it |
|  |  | You have 12 minutes to write this, that’s about 1 and half minutes a mark |
|  |  | **Mark Allocation and Maximisation** |
|  |  | You get better marks if you read between the lines of quotes |
|  |  | If in the exam you only get 3 different points then it’s not the end of the world, you’ll probably still get 7/8, but 4 is better…Student says but you can do 3 – teacher replies, you may get 8 marks if you have 3 perfectly explained but wouldn’t for 2 and would be better for 4 |
|  |  | It’s important to get easy earlier marks |
|  |  | We’re going to look at a model answer and I want you to tell me what mark you think this answer would get |
|  |  | [Discussing example answer] They haven’t explained the first half of the question…So when you do it you need to include more…I would give that 5/6 out of 8, it needs to be more specific and relevant |
|  |  | Remember you get marked on your English…The English is basic in the example. For the 7-8 marks is for how you structure your sentences |
|  |  | Check spelling, punctuation, and grammar. They check that, you need to get those good marks |
|  |  | You don’t need to know it – you don’t get any extra marks for knowing anyone’s first name in history….pauses and thinks….it does look good though and proceeds to spell it |
|  |  | So why I am so bothered about your spelling?...9 SPAG marks on each paper…The paper is only worth 80 marks plus 9 for SPAG…and you do 2 tests so that’s 18 marks…it’s like free marks that we need to nail. |
|  |  | **Specific Answers** |
|  |  | This is the ideal answer (writes on board), I’m going to underline the bits you get more marks for….You need to be able to explain why graphite is used in pencils, this is how to word it, something you really struggled with in yesterday’s test |
|  |  | Any comments you can make about forces sliding will get you the mark |
|  |  | “----“ gets you one mark, “----“ gets you the second mark…“----“ gets you one mark, “----“ gets you the second mark...“----“ gets you one mark, “----“ gets you the second mark ...It’s worth 2 marks...1 mark for say “---“, your next mark for saying “\_\_\_” or something like that |
|  |  | Reasons you’re allowed…If you said that you get one mark…You’re next mark is to say these additives were banned…So you can have any of those…Because there is nothing about taste in there you can’t have that…So things that you’re allowed…Your normal answer needs to be…Can you highlight the more useful answers for your exam in your book |
|  |  | Always an exam question answer |
|  |  | We need to be able to use the phrase “” and “” |
|  |  | Why do I want this question to come up in every exam…..because your answer is always going to be the same |
|  |  | That word bias is super important…get the word bias in your answer |
|  |  | You’re first bit of your answer, you have to say….If you haven’t got that then you don’t get the first mark…If you’ve done a diagram and labelled them clearly you can also get that mark |
|  |  | Somewhere within the first sentence you need to mention that place that you have studied…Then you need to use tourist numbers |
| **Direction of Message** | **Class as Whole** | Most of the quotes – select relevant one |
|  | **Individual Student** | Do you think you’re going to get your GCSEs and A levels by saying I couldn’t fit it in my book?...This is going to be on your test, you’re not going to be able to do well by having done 2 questions |
|  |  | You’re grade point 7 right? |
|  |  | Come on (student’s name) it’s important now, it’s GCSE work |
|  |  | Adding in that extra information will get you that A\* - student gives a look – teacher says – come on you already got one in your mock |
|  | **Narrative/Commentary** | A quiet environment is a happy environment, a happy environment means progress and progress leads to success which leads to happiness |
|  |  | It’s that exam skill of what do you know, what do I need to know, what do I use and how do I do it? |
|  |  | You can use this type of table in the exam, but you’ll only have around 1 minute to do it because you’ve only got 10 minutes for the whole question |
|  |  | Bearing in mind that in the exam you’re only going to have 10 minutes for this question |
|  |  | You’re never going to have this much time to do it in the exam so you need to speed up a bit |
|  |  | This is a beast of a question...it’s a good one though....That’s a lot of work for 5 marks, but there is nothing on there that you don’t know how to do…There is nothing on there that you are not capable of, it’s just practice isn’t it…Make sure you say cylinder at the end because you will lose a mark for not communicating that |
|  |  | As you go onto A-Level and definitely uni, you have the lesson or seminars, they provide you with the bones, but you have to go away and do it yourself, this is what you need to do for these controlled assessments. |
|  |  | Why do I want this question to come up in every exam…..because your answer is always going to be the same |
|  |  | That word bias is super important…get the word bias in your answer |
| **Grade Point** |  | This is your maths exam book to success (class laugh)...let’s start with a positive look on life…Or call it the journey to grade point 6… |
|  |  | As part of our ‘bible to grade point 6’ or bible to success, we’re going to have key terms in there as well |
|  |  | Teacher – when we put ourselves in the eyes of the examiner, why would you use more than one tense?...Student – to make it more interesting…Teacher – and the more tenses, the more?...Student – the more marks…Teacher – and the more marks equals the higher what \*names student to answer\*…Student – grade point…Teacher - yes |
|  |  | Remember your higher level intensifies |
|  |  | I want you to be thinking about the higher level intensifiers and get that into your work |
|  |  | Make sure you write your grade point in the margin |
|  |  | We’re prone to writing things quickly, especially the GP 6/7, we need to be checking what we have written |
|  |  | We’re all aiming for between a high C and an A this year and I’m giving you sentence help…that’s not on |
|  |  | You’re getting faster at this now, this is more like top set higher level stuff |
|  |  | The amount of A\*, grade 8 students who still can’t get this right is a lot, that’s why we’re teaching you now |
|  |  | This is really high level top set stuff now, but it’s what we need to know for the exam |

## Appendix D: Vignette Material from Sprinkle, Hunt, Simonds and Comadena (2006)

**Fear and Efficacy**

The grades on this speech were average, and you need to improve greatly before the persuasive speech, otherwise you will do very poorly, and your grade will suffer tremendously, and you will look a fool and unprepared in front of your classmates. A poor grade in this class is going to hurt you in many ways. You may have to take COM 110 again, you might lose financial aid or scholarship, and you might even be disqualified for internships or jobs you are applying for. I will do anything I possibly can to help you get the grade that you want. I am extending my office hours and would be happy to look at your outlines, give you as many suggestions as I can before you speak, and help you to develop your arguments. If you put the required time and work into the speech, including visiting the speech lab, and working closely with me in preparing the speech, you will improve dramatically.

**Fear Only**

The grades on this speech were average, and you need to improve greatly before the persuasive speech, otherwise you will do very poorly, and your grade will suffer tremendously, and you will look a fool and unprepared in front of your classmates. A poor grade in this class is going to hurt you in many ways. You may have to take COM 110 again, you might lose financial aid or scholarship, and you might even be disqualified for internships or jobs you are applying for. It is your responsibility to make the necessary improvements for the persuasive speech.

**Efficacy Only**

The grades on this speech were average, and you need to improve greatly before the persuasive speech. I will do anything I possibly can to help you get the grade that you want. I am extending my office hours and would be happy to look at your outlines, give you as many suggestions as I can before you speak, and help you to develop your arguments. If you put the required time and work into the speech, including visiting the speech lab, and working closely with me in preparing the speech, you will improve dramatically.

**None**

The grades on this speech were average, and you need to improve greatly before the persuasive speech. It is your responsibility to make the necessary improvements for the persuasive speech

## Appendix E: Vignette Material from von der Embse, Schultz and Draughn (2015)

**Fear Appeal: Week before the exam**

‘I would like to remind everyone that there is an exam next week. It will cover material from chapter \*\* to chapter \*\*. The class exam average is about \*\*% right now. It is important that everyone improve on the next test as there is only two exams left. This next test can have a major impact on your final grade so it is very important that you take it seriously. I recommend you try to do your best on this upcoming exam as it is worth \*\*% and your performance on this exam is essential to your success in this class’.

**Fear Appeal: Day of exam**

‘Today we will be taking a brief survey before our exam. I want you to answer the questions based on how you are feeling right now; there are no right or wrong responses. As I mentioned last week, this exam is worth \*\*% of your grade. It can have a major impact on your final grade so it is important for you to perform well on this exam in order to pass the class. Let’s get started. Don’t forget, this exam is worth \*\*%.

\*\* changed depending on test condition (i.e. low or high stakes)

**Efficacy Appeal: Week before the exam**

‘I would like to remind everyone that we will be having an exam coming up next week. It will cover material from chapter \*\* to chapter \*\*. I will do my best to make sure that you have all he necessary resources and information to succeed on the exam. I recommend you study and bring any questions to me. If there is anything you do not fully understand you can email me or schedule a time to meet with the professor. We will both be happy to go over the material with you and suggest ways to help you study. You should start reviewing the material as soon as possible. I am very confident in your ability and future test performance.’

**Efficacy Appeal: Day of exam**

‘Today we will be taking a survey and an exam. The survey will have questions about various feelings. I want you to answer the questions based on how you are feeling right now. I expect that everyone will do very well on the exam as you have all done well on the previous exams, and we have discussed all of the content on this exam, in class. I am highly confident in your ability to succeed on this test. Let’s get started.

## Appendix F: Study Two Ethics Approval Letter

Dear Hannah

With reference to your application for Ethical approval

**17/EDN/001 – Hannah Wilkinson, PGR - Efficacy Appeals in the Classroom: What are they, how can they be measured, and what is their impact on fear appeal appraisal, student engagement and grade? (Dave Putwain)**

**UREC decision: Approved**

The University Research Ethics Committee (UREC) has considered the above application by proportionate review.  I am pleased to inform you that ethical approval has been granted and the study can now commence.

Approval is given on the understanding that:

·         any adverse reactions/events which take place during the course of the project are reported to the Committee immediately by emailing [researchethics@ljmu.ac.uk](mailto:researchethics@ljmu.ac.uk);

·         any unforeseen ethical issues arising during the course of the project will be reported to the Committee immediately emailing [researchethics@ljmu.ac.uk](mailto:researchethics@ljmu.ac.uk);;

·         the LJMU logo is used for all documentation relating to participant recruitment and participation eg poster, information sheets, consent forms, questionnaires. The LJMU logo can be accessed at <http://www2.ljmu.ac.uk/corporatecommunications/60486.htm>

Where any substantive amendments are proposed to the protocol or study procedures further ethical approval must be sought (<https://www2.ljmu.ac.uk/RGSO/93205.htm>)

Applicants should note that where relevant appropriate gatekeeper / management permission must be obtained prior to the study commencing at the study site concerned.

Please note that ethical approval is given for a period of five years from the date granted and therefore the expiry date for this project will beJune 2021.  An application for extension of approval must be submitted if the project continues after this date.

[A blue sign with white text

Description automatically generated with medium confidence](http://www.ljmu.ac.uk/)

**Mandy Williams, Research Support Officer**

**(Research Ethics and Governance)  
Research and Innovation Services**Kingsway House, Hatton Garden, Liverpool L3 2AJ  
t: 01519046467 e: [a.f.williams@ljmu.ac.uk](mailto:a.f.williams@ljmu.ac.uk)

## Appendix G: Example of Coding for Cognitive Pretesting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scale** | **Question Type** | **Item** | **CI Question** | **Coding Guide** |
| Importance of Preparatory Practice | Frequency | How often does your teacher tell you that it’s important for you to prepare for your maths GCSE exam? | What is this question trying to find out from you? (Q2) | Does the teacher stress the importance of preparing for maths exam  Does the teacher stress the importance of working hard in lessons  Does the teacher stress the importance of working hard at home  Does the teacher stress the importance of completing homework  Does the teacher stress the importance of revising  Does the teacher stress the importance of attending revision lessons  Does the teacher stress the importance of practicing papers |
|  |  |  | Can you explain to me why you chose that answer? (Q4) | How often does my teacher talk about the importance of preparing for maths exam  How often does my teacher talk about the importance of working hard in lesson  How often does my teacher talk about the importance of working hard at home  How often does my teacher talk about the importance of completing homework  How often does my teacher talk about the importance of revising  How often does my teacher talk about the importance of attending revision lessons  How often does my teacher talk about the importance of practicing papers |
|  | Perceived Response Efficacy | Do you think if you prepare for your maths GCSE exam you can achieve your target grade? | What is this question trying to find out from you? (Q2) | Do I think that if I prepare for my maths exam, it will it help me achieve my target grade  Do I think that if I work hard in lessons, it will it help me achieve my target grade  Do I think that if I work hard at home, it will it help me achieve my target grade  Do I think that if I complete my homework, it will it help me achieve my target grade  Do I think that if I revise for my exam, it will it help me achieve my target grade  Do I think that if I attend revision lessons, it will it help me achieve my target grade  Do I think that if I practice exam papers, it will it help me achieve my target grade |
|  |  |  | Can you explain to me why you chose that answer? (Q4) | If I prepare for my maths exam then it will mean I will be able to achieve my target grade  If I work hard in lessons then it will mean I will be able to achieve my target grade  If I work hard at home then it will mean I will be able to achieve my target grade  If I complete my homework then it will mean I will be able to achieve my target grade  If I revise for my exam then it will mean I will be able to achieve my target grade  If I attend revision lessons then it will mean I will be able to achieve my target grade  If I practice exam papers then it will mean I will be able to achieve my target grade  If I don’t prepare for my maths exam then it will mean I will not be able to achieve my target grade  If I don’t work hard in lessons then it will mean I will not be able to achieve my target grade  If I don’t work hard at home then it will mean I will not be able to achieve my target grade  If I don’t complete my homework then it will mean I will not be able to achieve my target grade  If I don’t revise for my exam then it will mean I will not be able to achieve my target grade  If I don’t attend revision lessons then it will mean I will not be able to achieve my target grade  If I don’t practice exam papers then it will mean I will not be able to achieve my target grade |
|  | Perceived Self-Efficacy | How confident do you feel in your ability to prepare for your maths GCSE exam? | What is this question trying to find out from you? (Q2) | How confident do I feel that I can prepare for my maths exam  How confident do I feel that I can work hard in lessons  How confident do I feel that I can work hard at home  How confident do I feel that I can complete my homework  How confident do I feel that I can revise for my exam  How confident do I feel that I can attend revision lessons  How confident do I feel that I can practice exam papers |
|  |  |  | Can you explain to me why you chose that answer? (Q4) | Do I feel confident that I can prepare for my maths exam  Do I feel confident that I can work hard in lessons  Do I feel confident that I can work hard at home  Do I feel confident that I can complete my homework  Do I feel confident that I can revise for my exam  Do I feel confident that I can attend revision lessons  Do I feel confident that I can practice exam papers |
| Mark Allocation | Perceived Frequency | How often does your teacher tell you what marks are awarded for in your maths GCSE exam? | What is this question trying to find out from you? (Q2) | Does the teacher mention the number of marks allocated to a question when completing questions in class  Does the teacher mention the number of marks allocated to a question when going through practice exam papers  Does the teacher explain that marks are awarded for showing working out  Does the teacher provide students with a breakdown of how the exams are composed of questions of different marks  Does the teacher explain what are the most important parts of the exam for gaining marks? |
|  |  |  | Can you explain to me why you chose that answer? (Q4) | How often does my teacher mention the number of marks allocated to a question when completing questions in class  How often does my teacher mention the number of marks allocated to a question when going through practice exam papers  How often does my teacher explain that marks are awarded for showing working out  How often does my teacher provide students with a breakdown of how the exams are composed of questions of different marks  How often does my teacher explain what are the most important parts of the exam for gaining marks |
|  | Perceived Response Efficacy | Do you think knowing what marks are awarded for in your maths GCSE will help you to achieve your target grade? | What is this question trying to find out from you? (Q2) | Do I think that knowing how marks are allocated to questions we compete in class will help me to achieve my target grade  Do I think that knowing how marks are allocated for questions when we complete practice exam questions will help me to achieve my target grade  Do I think that knowing that I can gain marks for showing my working out will help me to achieve my target grade  Do I think that receiving a breakdown of how exams are comprised of questions of different marks will help me to achieve my target grade  Do I think that knowing what the most important parts of the exam are for gaining marks will help me to achieve my target grade |
|  |  |  | Can you explain to me why you chose that answer? (Q4) | If I know how marks are allocated for questions we complete in class, this will help me to achieve my target grade  If I know how marks are allocated for questions we complete for practice papers, this will help me to achieve my target grade  If I know that I will gain marks for providing working out, this will help me to achieve my target grade  If I know how exams are comprised of different questions of different marks, this will help me to achieve my target grade  If I know which parts of the exam are most important for gaining marks, this will help me to achieve my target grade |
|  | Perceived Self-Efficacy | How confident do you feel in using information from your teachers about where marks are awarded in your maths GCSE exam? | What is this question trying to find out from you? (Q2) | How confident do I feel in my knowledge of how marks are allocated for questions we complete in class  How confident do I feel in my knowledge of how marks are allocated for questions we complete from practice papers  How confident do I feel providing working out for my exam answers  How confident do I feel in my knowledge of how the different questions in my exam are allocated different marks  How confident do I feel in my knowledge of which parts of the exam are most important for gaining marks |
|  |  |  | Can you explain to me why you chose that answer? (Q4) | Do I feel confident in my knowledge of how marks are allocated for questions we complete in class  Do I feel confident in my knowledge of how marks are allocated for questions we complete from practice papers  Do I feel confident in providing working out for my exam answers  Do I feel confident in my knowledge of how the different questions in my exam are allocated different marks  Do I feel confident in my knowledge of which parts of the exam are most important for gaining marks |

## 

## Appendix H: Example of Inter-Rater Coding

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Question** | **Response** | **Coding Guide** | **1st Coder** | **2nd Coder** | **Coding Outcome** |
| 1. How often does you teacher tell you that it’s important for you to prepare for your maths GCSE exam? | What is the question trying to find out from you? | It’s trying to ask do your teachers’ remind you that you have actually got a GCSE that you have got to prepare for it. | Does the teacher stress the importance of preparing for maths exam  Does the teacher stress the importance of working hard in lessons  Does the teacher stress the importance of working hard at home  Does the teacher stress the importance of completing homework  Does the teacher stress the importance of revising  Does the teacher stress the importance of attending revision lessons  Does the teacher stress the importance of practicing papers | Does the teacher stress the importance of preparing for maths exam | Reminder/implied match - Does the teacher stress the importance of preparing for maths exam | Strong Match |
|  | Which answer would you choose as the right answer for you? | Most lessons |  |  |  |  |
|  | Can you explain to me why you chose that answer? | Every lesson, or near enough every lesson, so I’d put it as most lessons, our teacher, always asks whether you’ve done revision, homework, or you’re ready to do your test. We get given past papers every week or two, so you’ve got to answer them and then you’ve got to do your homework. | How often does my teacher talk about the importance of preparing for maths exam  How often does my teacher talk about the importance of working hard in lesson  How often does my teacher talk about the importance of working hard at home  How often does my teacher talk about the importance of completing homework  How often does my teacher talk about the importance of revising  How often does my teacher talk about the importance of attending revision lessons  How often does my teacher talk about the importance of practicing papers | How often does my teacher talk about the importance of working hard at home  How often does my teacher talk about the importance of completing homework  How often does my teacher talk about the importance of revising  How often does my teacher talk about the importance of practicing papers | How often does my teacher talk about the importance of working hard in lesson  How often does my teacher talk about the importance of practicing papers  ow often does my teacher talk about the importance of completing homework  How often does my teacher talk about the importance of revising | Strong match |
| 2. Do you think if you prepare for your maths GCSE exam you can achieve your target grade? | What is the question trying to find out from you? | It’s trying to ask, if you don’t achieve, say if you just turn up, it’s trying to say if you don’t actually prepare for it, then you’re not going to get anywhere. | Do I think that if I prepare for my maths exam, it will it help me achieve my target grade  Do I think that if I work hard in lessons, it will it help me achieve my target grade  Do I think that if I work hard at home, it will it help me achieve my target grade  Do I think that if I complete my homework, it will it help me achieve my target grade  Do I think that if I revise for my exam, it will it help me achieve my target grade  Do I think that if I attend revision lessons, it will it help me achieve my target grade  Do I think that if I practice exam papers, it will it help me achieve my target grade | Do I think that if I prepare for my maths exam, it will it help me achieve my target grade | Implied match | No match |
|  | Which answer would you choose as the right answer for you? | Strongly agree |  |  |  |  |
|  | Can you explain to me why you chose that answer? | If you just turn up, you’re not going to get anything, whereas if you do prepare you’ll get the benefit from it, you’ll see a difference. | If I prepare for my maths exam then it will mean I will be able to achieve my target grade  If I work hard in lessons then it will mean I will be able to achieve my target grade  If I work hard at home then it will mean I will be able to achieve my target grade  If I complete my homework then it will mean I will be able to achieve my target grade  If I revise for my exam then it will mean I will be able to achieve my target grade  If I attend revision lessons then it will mean I will be able to achieve my target grade  If I practice exam papers then it will mean I will be able to achieve my target grade  If I don’t prepare for my maths exam then it will mean I will not be able to achieve my target grade  If I don’t work hard in lessons then it will mean I will not be able to achieve my target grade  If I don’t work hard at home then it will mean I will not be able to achieve my target grade  If I don’t complete my homework then it will mean I will not be able to achieve my target grade  If I don’t revise for my exam then it will mean I will not be able to achieve my target grade  If I don’t attend revision lessons then it will mean I will not be able to achieve my target grade  If I don’t practice exam papers then it will mean I will not be able to achieve my target grade | If I prepare for my maths exam then it will mean I will be able to achieve my target grade | If I prepare for my maths exam then it will mean I will be able to achieve my target grade  If I don’t prepare for my maths exam then it will mean I will not be able to achieve my target grade | Match |
| 3. How confident do you feel in your ability to prepare for your maths GCSE exam? | What is the question trying to find out from you? |  | How confident do I feel that I can prepare for my maths exam  How confident do I feel that I can work hard in lessons  How confident do I feel that I can work hard at home  How confident do I feel that I can complete my homework  How confident do I feel that I can revise for my exam  How confident do I feel that I can attend revision lessons  How confident do I feel that I can practice exam papers |  |  |  |
|  | Which answer would you choose as the right answer for you? | Confident |  |  |  |  |
|  | Can you explain to me why you chose that answer? | I am good at maths, but some areas I struggle in, like everyone does, with some things. But I feel confident that I’ll be able to get at least a B in my GCSE maths | Do I feel confident that I can prepare for my maths exam  Do I feel confident that I can work hard in lessons  Do I feel confident that I can work hard at home  Do I feel confident that I can complete my homework  Do I feel confident that I can revise for my exam  Do I feel confident that I can attend revision lessons  Do I feel confident that I can practice exam papers | No Match – seems to miss the point | Implied understanding - Do I feel confident that I can revise for my exam | No match |
| 4. How often does your teacher tell you what marks are awarded for in your maths GCSE exam? | What is the question trying to find out from you? |  | Does the teacher mention the number of marks allocated to a question when completing questions in class  Does the teacher mention the number of marks allocated to a question when going through practice exam papers  Does the teacher explain that marks are awarded for showing working out  Does the teacher provide students with a breakdown of how the exams are composed of questions of different marks  Does the teacher explain what are the most important parts of the exam for gaining marks? |  |  |  |
|  | Which answer would you choose as the right answer for you? | Every lesson |  |  |  |  |
|  | Can you explain to me why you chose that answer? | If there’s like a certain, say if we’re just doing normal work in the class, like the other day we were doing radius and diameter, then we get told, whether we’re doing well. So you put your hand up and then they’ll tick it for you, and then they’ll say and you’ll just think, well that’s not very good if it isn’t so you’ve got to improve, and if it is then obviously you don’t need to improve, but you might have to sometimes go onto something else. | How often does my teacher mention the number of marks allocated to a question when completing questions in class  How often does my teacher mention the number of marks allocated to a question when going through practice exam papers  How often does my teacher explain that marks are awarded for showing working out  How often does my teacher provide students with a breakdown of how the exams are composed of questions of different marks  How often does my teacher explain what are the most important parts of the exam for gaining marks | No Match – can sort of see that he may get it, but it isn’t completely clear | No match – Implied understanding through teachers use of feedback. | Strong match |
| 5. Do you think knowing what marks are awarded for in your maths GCSE will help you to achieve your target grade? | What is the question trying to find out from you? |  | Do I think that knowing how marks are allocated to questions we compete in class will help me to achieve my target grade  Do I think that knowing how marks are allocated for questions when we complete practice exam questions will help me to achieve my target grade  Do I think that knowing that I can gain marks for showing my working out will help me to achieve my target grade  Do I think that receiving a breakdown of how exams are comprised of questions of different marks will help me to achieve my target grade  Do I think that knowing what the most important parts of the exam are for gaining marks will help me to achieve my target grade |  |  |  |
|  | Which answer would you choose as the right answer for you? | Strongly agree |  |  |  |  |
|  | Can you explain to me why you chose that answer? | If you do that, like I said before with doing the past papers at the moment, so, if we know how much we’re getting in them, they are the equivalent of what we’re doing in the actual GCSE test, so if we do average on them, we’ll possibly might do average on the actual exam, but if we do bad in them then we might do bad in the exam, but if we do very well then we’ll probably do good in the exam, because they are very very similar to the past papers. | If I know how marks are allocated for questions we complete in class, this will help me to achieve my target grade  If I know how marks are allocated for questions we complete for practice papers, this will help me to achieve my target grade  If I know that I will gain marks for providing working out, this will help me to achieve my target grade  If I know how exams are comprised of different questions of different marks, this will help me to achieve my target grade  If I know which parts of the exam are most important for gaining marks, this will help me to achieve my target grade | If I know how marks are allocated for questions we complete for practice papers, this will help me to achieve my target grade | Implied – If student know how many marks they get on past paper they will know what they would get on exam paper (comparison)  If I know how marks are allocated for questions we complete for practice papers, this will help me to achieve my target grade | Strong match |
| 6. How confident do you feel in using information from your teachers about where marks are awarded in your maths GCSE exam? | What is the question trying to find out from you? |  | How confident do I feel in my knowledge of how marks are allocated for questions we complete in class  How confident do I feel in my knowledge of how marks are allocated for questions we complete from practice papers  How confident do I feel providing working out for my exam answers  How confident do I feel in my knowledge of how the different questions in my exam are allocated different marks  How confident do I feel in my knowledge of which parts of the exam are most important for gaining marks |  |  |  |
|  | Which answer would you choose as the right answer for you? | Confident |  |  |  |  |
|  | Can you explain to me why you chose that answer? | Because, here [the school], after every test we do each learning cycle, we’ve got a little crib sheet and it’s got what marks you got, how many marks it was, and then you ‘RAG’ it, which is Red/Amber/Green. So if you got red, that’s obviously bad, if you got green then that’s brilliant, if you got amber that’s sort of, you are doing well, but you’ve not got full marks so you can improve. | Do I feel confident in my knowledge of how marks are allocated for questions we complete in class  Do I feel confident in my knowledge of how marks are allocated for questions we complete from practice papers  Do I feel confident in providing working out for my exam answers  Do I feel confident in my knowledge of how the different questions in my exam are allocated different marks  Do I feel confident in my knowledge of which parts of the exam are most important for gaining marks | Do I feel confident in my knowledge of how marks are allocated for questions we complete from practice papers | No match | No match |

## Appendix I: TEACHE Item Original vs Updated After Cognitive Pretesting

|  |  |  |
| --- | --- | --- |
| **Question Number** | **Original Item** | **Updated Item** |
| 1 | How often does your teacher tell you that it’s important for you to prepare for your maths GCSE exam? | How often does your teacher tell you that it is important to prepare for your maths GCSE exam? |
| 2 | Do you think if you prepare for your maths GCSE exam you can achieve your target grade? | Do you think if you prepare for your Maths GCSE exam you can achieve your target grade? |
| 3 | How confident do you feel in your ability to prepare for your maths GCSE exam? | How confident do you feel preparing for your Maths GCSE exam? |
| 4 | How often does your teacher tell you what marks are awarded for in your maths GCSE exam? | How often does your teacher explain how marks are awarded in your maths GCSE exam? |
| 5 | Do you think knowing what marks are awarded for in your maths GCSE will help you to achieve your target grade? | Do you think knowing how marks are awarded in your maths GCSE exam will help you to achieve your target grade? |
| 6 | How confident do you feel in using information from your teachers about where marks are awarded in your maths GCSE exam? | How confident do you feel using information from your teacher about how marks are awarded in your maths GCSE exam? |
| 7 | How often does your teacher explain the marking criteria for your maths GCSE exam? | How often does your teacher explain the marking criteria for your maths GCSE exam? |
| 8 | Do you think knowing the marking criteria for your maths GCSE exam will help you to achieve your target grade? | Do you think knowing the marking criteria for your maths GCSE exam will help you to achieve your target grade? |
| 9 | How confident do you feel in using information from your teacher about the marking criteria in your maths GCSE exam? | How confident do you feel using information from your teacher about the marking criteria in your maths GCSE exam? |
| 10 | How often does your teacher tell you that certain questions or topics may come up on your maths GCSE exam? | How often does your teacher say that certain questions or topics may come up on your maths GCSE exam? |
| 11 | Do you think receiving advice on what may come up on your maths GCSE exam will help you to achieve your target grade? | Do you think receiving advice on what questions or topics may come up on your maths GCSE exam will help you to achieve your target grade? |
| 12 | How confident do you feel in using your teacher’s advice on potential exam content for your maths GCSE exam? | How confident do you feel using information from your teacher on possible exam questions and topics for your maths GCSE exam? |
| 13 | How often do you go through practice GCSE questions in your maths class? | How often do you go through practice GCSE questions in your maths class? |
| 14 | Do you think that practising GCSE questions in class will help you to achieve your target grade in your maths GCSE exam? | Do you think that practising GCSE questions in your maths class will help you to achieve your target grade? |
| 15 | How confident do you feel that practising GCSE questions will help you in your maths GCSE exam? | How confident do you feel that practising GCSE questions will help you in your maths exam? |
| 16 | How often does your teacher explain how you should answer questions if they come up in your maths GCSE exam? | How often does your teacher explain how you should answer questions if they come up in your maths GCSE exam? |
| 17 | Do you think that following your teacher’s recommended answers will help you to achieve your target grade in your maths GCSE exam? | Do you think that following teacher’s recommended answers will help you to achieve your target grade in your maths GCSE exam? |
| 18 | How confident do you feel about reproducing your teacher’s recommended answers in your maths GCSE exam? | How confident do you feel reproducing your teacher’s recommended answers in your maths GCSE exam? |
| 19 | How often does your teacher give you hints and tips on how to achieve your target grade in your maths GCSE exam? | How often does your teacher give you hints and tips on how to achieve your target grade in your maths GCSE exam? |
| 20 | Do you think following your teacher’s advice on exam strategy will help you achieve your target grade in your maths GCSE exam? | Do you think following teacher’s hints and tips will help you achieve your target grade in your maths GCSE exam? |
| 21 | How confident do you feel about following your teacher’s advice on exam strategy in your maths GCSE exam? | How confident do you feel following your teacher’s hints and tips for your maths GCSE exam? |
| 22 | How often does your teacher provide you with revision tips on how best to prepare for your maths GCSE exam? | How often does your teacher give you revision tips for preparing for your maths GCSE exam? |
| 23 | Do you think following your teacher’s revision tips will help you to achieve your target grade in your maths GCSE exam? | Do you think following teacher’s revision tips will help you to achieve your target grade in your maths GCSE exam? |
| 24 | How confident do you feel about following the revision tips your teacher gives when preparing for your maths GCSE exam? | How confident do you feel following your teacher’s revision tips when preparing for your maths GCSE exam? |
| 25 | How often does your teacher tell you how long you should be spending on specific questions in your maths GCSE exam? | How often does your teacher explain how long to spend on specific questions in your maths GCSE exam? |
| 26 | Do you think following your teacher’s advice on how long you should spend on specific questions in your maths GCSE exam will help you to achieve your target grade? | Do you think knowing how long you should spend on specific questions in your maths GCSE exam will help you to achieve your target grade? |
| 27 | How confident do you feel about following your teacher’s advice about how long you should be spending on specific questions in your maths GCSE exam? | How confident do you feel using information from your teacher about how long to spend on specific questions in your maths GCSE exam? |
| 28 | How often does your teacher give you guidance on how you should spend your time effectively in your maths GCSE exam? | How often does your teacher give you advice on how to spend your time effectively during your maths GCSE exam? |
| 29 | Do you think following your teacher’s recommendations of how to use your time effectively in your maths GCSE exam will help you to achieve your target grade? | Do you think that knowing how to use your time effectively during your maths GCSE exam will help you to achieve your target grade? |
| 30 | How confident do you feel about following your teacher’s advice about how to use your time effectively in your maths GCSE exam? | How confident do you feel using information from your teacher about how to spend your time effectively during your maths GCSE exam? |
| 31 | How often does your teacher explain how you can pick up marks in your maths GCSE exam? | How often does your teacher explain how you can pick up marks in your maths GCSE exam? |
| 32 | Do you think knowing where you can pick marks up in your maths GCSE exam will help you to achieve your target grade? | Do you think knowing where you can pick marks up in your maths GCSE exam will help you to achieve your target grade? |
| 33 | How confident do you feel in being able to use your teacher’s advice about where to gain marks in your maths GCSE exam? | How confident do you feel using information from your teacher about how to pick up marks in your maths GCSE exam? |
| 34 | How often does your teacher tell you that if you implement their advice on preparing for and taking your maths GCSE exams then you will be able to achieve your target grade? | How often does your teacher tell you that following their advice will help you achieve your target grade in your maths GCSE exam? |
| 35 | Do you think that implementing your teacher’s advice on preparing for and taking your maths GCSE exam then you will be able to achieve your target grade? | Do you think that following teacher’s advice will help you achieve your target grade in your maths GCSE exam? |
| 36 | How confident do you feel about implementing your teacher’s advice on preparing for and taking your maths GCSE exam? | How confident do you feel following your teacher’s advice in your maths GCSE exam? |

## Appendix J: Teacher Script

Dear Teacher,

Thank you for your cooperation in facilitating this research project. Please read the information below to students before they commence completion of the questionnaires.

We have found in the past when asking students to do similar questionnaires that if they are allowed to complete them in an informal way they a) take forever and b) start comparing answers. In order to get the questionnaires done relatively quickly and individually, it is probably better to treat as a relatively formal exercise to be completed as quietly as possible.

Once the students have completed the questionnaire, please collect them in and return them to the designated member of staff. Thank you for your assistance with this project.

Kind Regards,

Hannah Wilkinson

Postgraduate Researcher, LJMU.

--------------------------------------------------------------------------------------------------------------------

Dear Students,

You have been invited to participate in a research project looking at how teachers help you to prepare for your Maths GCSE examinations. If you would like to participate in the research, then you will be asked to read the information given to you and to complete the attached questionnaire. You do not have to participate if you do not wish to do so, and you may stop at any time.

The questionnaire is not a test and there are no right or wrong answers. Although there is no time limit, try not to spend too long thinking about each question. Your individual responses are anonymous and will not be seen by anyone at school.

If you would like to participate in the research, please complete all the information and return the questionnaire to your teacher when you have finished. Thank you for taking the time to take part in the research.

## Appendix K: Study Two Participant Material

cid:image006.jpg@01CE26F4.32127830

Dear Year 10 [school name] student,

You are invited to take part in a research project conducted at your school, looking at how your teachers help you to prepare for your Maths GCSE exam.

It would be greatly appreciated if you could complete the attached questionnaire. The questionnaire is not a test and there are no right or wrong answers. Although your form tutor is collecting the data, your individual responses are anonymous, so there is no way of linking your answers to you. Your answers will not be seen or discussed by **anyone** at the school.

If you do not want to complete the questionnaire you have no obligation to do so and you do not have to give a reason. If you complete the questionnaire, but at a later date decide you change your mind, then please tell your form tutor who can inform us to destroy your data.

If you agree to participate, please complete the questionnaire.

Thank you for your assistance,

Hannah Wilkinson

cid:image006.jpg@01CE26F4.32127830

**Participant Information**

**Please complete the following information:**

Gender (please circle) Male Female Other

Age Years

What is your Maths group? 10a1Pascal 10b1Pascal

(please circle)

10a2Fermat 10b2Fermat

10a2Euclid 10b2Euclid

10a3Gauss 10b3Gauss

10a3Turing 10b3Turing

10a4Newton 10b4Newton

Ethnic Background Asian Black White Other

(please circle)

(if you consider yourself dual heritage please circle two backgrounds)

cid:image006.jpg@01CE26F4.32127830

**Questionnaire**

**There are 3 sets of questions, please complete them all. This is not a test, there are no right or wrong answers, we just want to know what you think, so simply choose the one which best suits what you think.**

**Please select one answer for each question, by crossing or circling the number you agree with most.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | How often does your teacher tell you that it is important to prepare for your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 1a | Do you think if you prepare for your Maths GCSE exam you can achieve your target grade? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 1b | How confident do you feel preparing for your Maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 2 | How often does your teacher explain how marks are awarded in your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 2a | Do you think knowing how marks are awarded in your maths GCSE exam will help you to achieve your target grade? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 2b | How confident do you feel using information from your teacher about how marks are awarded in your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 3 | How often does your teacher explain the marking criteria for your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 3a | Do you think knowing the marking criteria for your maths GCSE exam will help you to achieve your target grade? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
| 3b | How confident do you feel using information from your teacher about the marking criteria in your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 4 | How often does your teacher say that certain questions or topics may come up on your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 4a | Do you think receiving advice on what questions or topics may come up on your maths GCSE exam will help you to achieve your target grade? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 4b | How confident do you feel using information from your teacher on possible exam questions and topics for your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 5 | How often do you go through practice GCSE questions in your maths class? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 5a | Do you think that practising GCSE questions in your maths class will help you to achieve your target grade? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 5b | How confident do you feel that practising GCSE questions will help you in your maths exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **We do not practice questions**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 6 | How often does your teacher explain how you should answer questions if they come up in your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 6a | Do you think that following teacher’s recommended answers will help you to achieve your target grade in your maths GCSE exam? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 6b | How confident do you feel reproducing your teacher’s recommended answers in your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 7 | How often does your teacher give you hints and tips on how to achieve your target grade in your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 7a | Do you think following teacher’s hints and tips will help you achieve your target grade in your maths GCSE exam? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 7b | How confident do you feel following your teacher’s hints and tips for your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 8 | How often does your teacher give you revision tips for preparing for your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 8a | Do you think following teacher’s revision tips will help you to achieve your target grade in your maths GCSE exam? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 8b | How confident do you feel following your teacher’s revision tips when preparing for your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 9 | How often does your teacher explain how long to spend on specific questions in your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 9a | Do you think knowing how long you should spend on specific questions in your maths GCSE exam will help you to achieve your target grade? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 9b | How confident do you feel using information from your teacher about how long to spend on specific questions in your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 10 | How often does your teacher give you advice on how to spend your time effectively during your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 10a | Do you think that knowing how to use your time effectively during your maths GCSE exam will help you to achieve your target grade? | | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 10b | How confident do you feel using information from your teacher about how to spend your time effectively during your maths GCSE exam? | | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 11 | How often does your teacher explain how you can pick up marks in your maths GCSE exam? | | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  | |  |  |  |  |  |  |
| 11a | | Do you think knowing where you can pick marks up in your maths GCSE exam will help you to achieve your target grade? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  | |  |  |  |  |  |  |  |
| 11b | | How confident do you feel using information from your teacher about how to pick up marks in your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  | |  |  |  |  |  |  |  |
| 12 | | How often does your teacher tell you that following their advice will help you achieve your target grade in your maths GCSE exam? | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  | |  |  |  |  |  |  |  |
| 12a | | Do you think that following teacher’s advice will help you achieve your target grade in your maths GCSE exam? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  | |  |  |  |  |  |  |  |
| 12b | | How confident do you feel following your teacher’s advice in your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Disagree Strongly | Disagree | Disagree Somewhat | Neither Agree nor Disagree | Agree Somewhat | Agree | Agree Strongly |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PLEASE CIRCLE ONE NUMBER FOR EACH STATEMENT** | | Disagree  Strongly | | | | | | | | | Agree Strongly | | | | |
|  | | | | | | | | | | | | | | | |
| 1 | If I try hard, I believe I can do my work in maths well | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 2 | When I don’t do so well in my maths class, I’m often not sure how to avoid that happening again | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 3 | If I can’t understand my math work at first, I keep going over it until I do | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 4 | When exams and assignments in math are coming up, I worry a lot | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 5 | If I don’t give up, I believe I can do difficult work in maths | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 6 | I worry about failing math exams and assignments | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 7 | When I get a good mark in maths, I’m often not sure how I’m going to get that mark again | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 8 | When I’m taught something in maths that doesn’t make sense, I spend time trying to understand it | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 9 | If I have enough time, I believe I can do well in my math work | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 10 | When I do tests or exams in maths, I don’t feel very good | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 11 | When I get a bad mark in maths, I’m often unsure how I’m going to avoid getting that mark again | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 12 | If my math homework is difficult, I keep working at it, trying to figure it out | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 13 | I’ll keep working at difficult math work until I think I’ve worked it out | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 14 | I’m often unsure how I can avoid doing poorly in maths | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 15 | If I work hard enough, I believe I can get on top of my math work | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |
| 16 | In terms of work in maths, I’d call myself a worrier | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | **6** |  | **7** |

**Please select one answer for each question, by crossing or circling the number you agree with most.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Never Always | | | | |
| 1 | My maths teacher talks enthusiastically about maths | ⓪ | ① | ② | ③ | ④ |
| 2 | My maths teacher explains things clearly | ⓪ | ① | ② | ③ | ④ |
| 3 | My maths teacher holds our attention | ⓪ | ① | ② | ③ | ④ |
| 4 | My maths teacher knows everything that goes on in the classroom | ⓪ | ① | ② | ③ | ④ |
| 5 | My maths teacher is a good leader | ⓪ | ① | ② | ③ | ④ |
| 6 | My maths teacher acts confidently | ⓪ | ① | ② | ③ | ④ |

**END OF QUESTIONNAIRE**

**THANK YOU**

## Appendix L: Study Three Ethics Approval Letter

Dear Hannah

With reference to your application for Ethical Approval

**Hannah Wilkinson, PGR - Efficacy Appeals in the Classroom: What are they, how can they be measured, and what is their impact on fear appeal appraisal, student engagement and grade? (Dave Putwain)**

**UREC decision: Approved**

**UREC reference: 19/EDC/010**

The University Research Ethics Committee (UREC) has considered the above application.  I am pleased to inform you that ethical approval has been granted and the study can now commence.

Approval is given on the understanding that:

·         any adverse reactions/events which take place during the course of the project are reported to the Committee immediately by emailing [researchethics@ljmu.ac.uk](mailto:researchethics@ljmu.ac.uk);

·         any unforeseen ethical issues arising during the course of the project will be reported to the Committee immediately emailing [researchethics@ljmu.ac.uk](mailto:researchethics@ljmu.ac.uk);

·         the LJMU logo is used for all documentation relating to participant recruitment and participation e.g. poster, information sheets, consent forms, questionnaires. The LJMU logo can be accessed at <http://www2.ljmu.ac.uk/corporatecommunications/60486.htm>;

·         The study consent forms, data, information etc. will be accessible on request to a student’s supervisory team and/or to responsible members of Liverpool John Moores University for monitoring, auditing and data authenticity purposes.

Where any substantive amendments are proposed to the protocol or study procedures further ethical approval must be sought (<https://www2.ljmu.ac.uk/RGSO/93205.htm>)

Applicants should note that where relevant appropriate gatekeeper / management permission must be obtained prior to the study commencing at the study site concerned.

Please note that ethical approval is given for a period of five years from the date granted (25/09/2019) and therefore the expiry date for this project will be5 years from the approval date. An application for extension of approval must be submitted if the project continues after this date.

Yours sincerely

A blue sign with white text

Description automatically generated with medium confidence

**Mandy Williams, Research Support Officer**

**(Research Ethics and Governance)  
Research and Innovation Services  
Exchange Station, Tithebarn Street, L2 2QP  
t: 01519046467 e:**[**a.f.williams@ljmu.ac.uk**](mailto:a.f.williams@ljmu.ac.uk)

[**https://www2.ljmu.ac.uk/RGSO/93042.htm**](https://www2.ljmu.ac.uk/RGSO/93042.htm)

[**https://twitter.com/LJMUEthics**](https://twitter.com/LJMUEthics)

## Appendix M: Study Three Participant Material

cid:image006.jpg@01CE26F4.32127830

Dear Year 11 [insert school name here] student,

You are invited to take part in a research project conducted at your school, looking at how your teachers help you to prepare for your Maths GCSE exam.

It would be greatly appreciated if you could complete the attached questionnaire. Your individual responses are anonymous as we do not ask for your name, so there is no way of linking your answers to you. Your answers will not be seen or discussed by **anyone** at the school.

If you do not want to complete the questionnaire you have no obligation to do so and you do not have to give a reason. If you complete the questionnaire, but at a later date decide you change your mind, then please tell your teacher or form tutor who can inform us to destroy your data.

If you agree to participate, please complete the questionnaire.

Thank you for your assistance,

Hannah Wilkinson

cid:image006.jpg@01CE26F4.32127830

**Participant Information**

**Please complete the following information:**

Gender (please circle) Male Female Other

Age Years

What is your Maths group? [insert options here]

(please circle)

Ethnic Background Asian Black White Other

(please circle)

(if you consider yourself dual heritage please circle two backgrounds)



**Questionnaire**

**Please complete all pages of questions. This is not a test, there are no right or wrong answers, we just want to know what you think, so simply choose the one which best suits what you think.**

**Please select one answer for each question, by crossing or circling the number you agree with most.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | How often does your teacher explain the marking criteria for your maths GCSE exam? | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 2 | Do you think knowing the marking criteria for your maths GCSE exam will help you to achieve your target grade? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 3 | How confident do you feel using information from your teacher about the marking criteria in your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 4 | How often does your teacher say that certain questions or topics may come up on your maths GCSE exam? | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 5 | Do you think receiving advice on what questions or topics may come up on your maths GCSE exam will help you to achieve your target grade? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 6 | How confident do you feel using information from your teacher on possible exam questions and topics for your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
| 7 | How often does your teacher explain how you should answer questions if they come up in your maths GCSE exam? | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 8 | Do you think that following teacher’s recommended answers will help you to achieve your target grade in your maths GCSE exam? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 9 | How confident do you feel reproducing your teacher’s recommended answers in your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 10 | How often does your teacher give you revision tips for preparing for your maths GCSE exam? | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 11 | Do you think following teacher’s revision tips will help you to achieve your target grade in your maths GCSE exam? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 12 | How confident do you feel following your teacher’s revision tips when preparing for your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 13 | How often does your teacher explain how long to spend on specific questions in your maths GCSE exam? | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 14 | Do you think knowing how long you should spend on specific questions in your maths GCSE exam will help you to achieve your target grade? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 15 | How confident do you feel using information from your teacher about how long to spend on specific questions in your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 16 | How often does your teacher explain how you can pick up marks in your maths GCSE exam? | **Never** |  | **Some lessons** |  | **Every lesson** |  |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |
| 17 | Do you think knowing where you can pick marks up in your maths GCSE exam will help you to achieve your target grade? | **Strongly disagree** |  | **Neither** |  | **Strongly agree** |  |
| ① | ② | ③ | ④ | ⑤ |
|  | | | | | | | |
| 18 | How confident do you feel using information from your teacher about how to pick up marks in your maths GCSE exam? | **Not at all confident** |  | **Neither** |  | **Very confident** | **My teacher does not say this**  **[ ]** |
| ① | ② | ③ | ④ | ⑤ |
|  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YOUR ATTITUDE TOWARDS GCSE MATHS CLASS** | | | | | | | | | | | | | | | | | | |
| **Please think about your GCSE maths classes and circle the number that indicates your opinion.** | | | | | | | | | | | | | | | | | | |
| **Strongly**  **Disagree** | | | **Disagree** | | **Disagree Somewhat** | **Neither Agree nor**  **Disagree** | | **Agree Somewhat** | | | **Agree** | | | | **Strongly Agree** | | | |
| ➀ | | ➁ | | ➂ | | | ➃ | | ➄ | ⑥ | | | | | | ⑦ | | |
| 1. | If I can’t understand my math work at first, I keep going until I do | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 2. | I get it clear in my head what I am going to do when I sit down to study maths | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 3. | When I study for maths, I usually study in places where I can concentrate | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 4. | If my math homework is difficult, I keep working at it, trying to figure it out | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 5. | When I study for maths, I usually organise my study area to help me study best | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 6. | When I study for maths, I usually organise my study area to help me study best | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 7. | When I’m taught something that doesn’t make sense in maths, I spend time trying to understand it | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 8. | I try to plan things out before I start working on my maths homework | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 9. | When I study for maths, I usually try to find a place where I can study well | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 10. | I’ll keep working at difficult math work until I think I’ve worked it out | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 11. | I usually stick to a study timetable or study plan for maths | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |
| 12. | When I study for maths, I usually study at times when I can concentrate best | | | | | | | | ➀ | ➁ | | ➂ | ➃ | ➄ | | | ⑥ | ⑦ |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YOUR ATTITUDE TOWARDS GCSE MATHS CLASS** | | | | | | | | | |
| **Please think about your GCSE maths classes and circle the number that indicates your opinion.** | | | | | | | | | |
| **Strongly**  **Disagree** | | **Disagree** | **Neither Agree nor**  **Disagree** | **Agree** | **Strongly**  **Agree** | | | | |
| ➀ | | ➁ | ➂ | ➃ | ➄ | | | | |
| 1. | I try hard to do well in my GCSE maths class. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 2. | In my GCSE maths class, I work as hard as I can. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 3. | I participate in the activities and tasks in my GCSE maths class. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 4. | I pay attention in my GCSE maths class. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 5. | When I’m in my GCSE maths class, I listen very carefully. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YOUR RELATIONSHIP WITH YOUR GCSE MATHS TEACHER** | | | | | | | | | |
| **Please think about your relationship with your maths teacher and circle the appropriate number.** | | | | | | | | | |
| **Strongly**  **Disagree** | | **Disagree** | **Neither Agree nor**  **Disagree** | **Agree** | **Strongly**  **Agree** | | | | |
| ➀ | | ➁ | ➂ | ➃ | ➄ | | | | |
| 1. | My maths teacher really cares about me. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 2. | My maths teacher wants me to do my best maths work. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 3. | My maths teacher treats me in a friendly manner. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 4. | My maths teacher likes to help me learn. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 5. | My maths teacher cares about my feelings. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 6. | My maths teacher wants me to learn as much as I can in every lesson. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 7. | My maths teacher likes me as much as he/she likes other students. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 8. | My maths teacher cares about how much I learn. | | | | ➀ | ➁ | ➂ | ➃ | ➄ |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WHAT DOES YOUR TEACHER TELL YOU ABOUT MATHS GCSE?** | | | | | | | | | |
| **Please think about what your teacher tells you about maths GCSE and**  **circle the number that indicates your opinion. Take care to answer every question.** | | | | | | | | | |
| **Never** | | **Occasionally** | **Sometimes** | **Quite a lot of the time** | **Most of the time** | | | | |
| ➀ | | ➁ | ➂ | ➃ | ➄ | | | | |
| 1. | How often does your maths teacher tell your class that **unless you work hard you will not pass your maths GCSE and be able to go to college or 6th form?** | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
|  | If your maths teacher says this, do you… | | | |  |  |  |  |  |
| 2. | think “I need to work hard to pass GCSE maths” | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 3. | think “there’s no point, I’m unlikely to pass GCSE maths no matter how hard I try” | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 4. | feel inspired to work hard to pass GCSE maths | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 5. | feel worried about the possibility of failing GCSE maths even if you work hard | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 6. | How often does your maths teacher tell your class that **unless you work hard you will fail your maths GCSE?** | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
|  | If your maths teacher says this, do you… | | | |  |  |  |  |  |
| 7. | feel worried by the possibility of failing GCSE maths | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 8. | feel encouraged that by making an effort you can pass GCSE maths | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 9. | think “I am going to fail GCSE maths no matter how much effort I make” | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 10. | think “if I make an effort I will pass GCSE maths” | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 11. | How often does your maths teacher tell your class that **you will find it difficult to get a good job if you fail GCSE maths?** | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
|  | If your maths teacher says this, do you… | | | |  |  |  |  |  |
| 12. | feel worried about failing GCSE maths | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 13. | think “this isn’t a problem for me, I know that I can pass GCSE maths” | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 14. | feel hopeful that with effort you will pass GCSE maths | | | | ➀ | ➁ | ➂ | ➃ | ➄ |
| 15. | think “this will be a real struggle for me, I’m not sure I can pass GCSE maths” | | | | ➀ | ➁ | ➂ | ➃ | ➄ |

**Thank you for completing this questionnaire.**