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Appendix A

Twelfth-grade mathematics teachers' interview guide – 2019

1. How would you characterize a student with difficulties in learning mathematics? What are their characteristics, things they do and cannot do in the mathematics lesson?
2. From your observation, what is the average of students with difficulties in learning in your classes?
3. What are the characteristics of the following students in terms of things they do and what they cannot do in math class? How is their performance? What support do you give them?
4. What do you do once you identify that learner A or B is experiencing difficulties or struggling in learning mathematics?
5. Do you think it is important for teachers to support students with difficulties in learning mathematics?
6. Do you think there are influences on the national curriculum in relation to teaching students with difficulties in learning?

Twelfth-grade students' follow-up interview guide – 2019

1. How has your performance been in grade 12 mathematics lessons?
2. How do you realize that you know a specific mathematics concept?
3. Why do you want to learn mathematics?
4. What does mathematics include? How do you study these in order to understand them?
5. Do you think you have difficulties in learning mathematics?
6. What are your weaknesses and strengths in learning grade 12 Mathematics? Which topics were you good at in grade 12 math? Which topics were you not as good as you wanted to be? What are the reasons for being good at ... and not good at ...?
7. Based on your observations and experiences, why do you think some high school students have difficulties in learning mathematics? Can you elaborate? Are there school-related factors? What are they?
8. What factors influence your learning of mathematics in grade 12?
9. Comparing last year to this year, what kind of changes do you identify in your mathematics achievement?

NB: Probing or follow-up questions will be asked to explore the issues raised during the interview discussion.