



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Educational Psychology
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: EDUCATION STUDIES. (EDUSTB2)
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: November Exam 2020

<u>ASSESSOR(S)</u>	: DR L MUNONGI		
<u>MODERATOR</u>	: DR VM DWARIKA (UJ)		
<u>DURATION</u>	: 72 HOURS / SUBMISSION	<u>MARKS</u>	: 100

NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly.
 3. Include all your details including your cell phone number on the cover page.
 4. Use Ariel, **font size 12**.
 5. Convert your exam into **PDF** before submission.
 6. Submit your **signed anti-plagiarism form** on Blackboard.
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QUESTION 1

During the semester you have learnt quite a lot about reading in the Intermediate Phase and the challenges that are associated with teaching reading in the South African classrooms. You have been tasked to give a presentation to teachers from various schools who are teaching learners from various socio-economic backgrounds with various learning (dis)abilities. The presentation is on how to teach components of reading in the Intermediate Phase, focusing on reading in Grade 4. Present your responses in **essay format** by answering the questions below. Draw from **a variety of resources/literature** to support your responses and reference in proper APA referencing style. **Use a minimum of ten sources.** Duplicating lecture slides will be considered as plagiarism. Consequently, **Lecture slides will not be accepted as references.**

Refer to the rubric for guidelines and mark allocation for different sections.

Please submit your exam together with the signed plagiarism declaration form on the Blackboard link. Make sure your document is converted to PDF.

- 1.1 Drawing from Chall's stages of reading, describe and discuss in detail the stages of reading and the components of reading by pointing out the characteristics as well as implications for classroom teaching. **(20)**
- 1.2 Drawing from literature, describe and discuss in detail the components of reading by pointing out the characteristics as well as implications for classroom teaching **(20)**
- 1.3 With reference to literature, critically discuss in detail how the teachers should consider the following factors when planning to teach reading. **(20)**
 - Time allocation on the timetable.
 - Number of learners in the class.
 - Reading stages of the learners. Here you need to refer to any two of the stages of reading as examples.

- Materials or resources to be used for teaching reading.
- Disabilities that affect reading progress in South African classrooms.

1.4 Discuss any five possible challenges that teachers may come across in teaching reading and suggest how they can overcome such challenges. Include the teaching strategies that the teacher can adopt in the process. Use literature to support and substantiate your ideas. **(20)**

TOTAL: 100

RUBRIC FOR ASSESSMENT

CATEGORY	Inadequate	Partial	Satisfactory	Meritorious
Description and discussion of Chall's stages of reading [20]	None or one aspect of Chall's stages is outlined. Implications for teaching are not discussed. (0-4)	Three Chall's stages are outlined with some omissions of important aspects. Implications for teaching are partially discussed. (5-9)	Four Chall's stages are clearly outlined in detail. Implications for teaching are satisfactorily discussed. (10-15)	Five to six Chall's stages are clearly described and discussed in detail. Implications for teaching are discussed in detail. (16-20)
Description and discussion of components of reading. [20]	None or one factor is discussed but not in detail. None or very few ways in which teachers can teach reading components have been illustrated with very few or no implication for teaching included in the discussion. (0-4)	Two factors are critically discussed in detail. Ways in which teachers can teach reading components have been illustrated with very few implications for teaching included in the discussion. (5-9)	Three to four factors are critically discussed in detail. Ways in which teachers can teach reading components have been clearly illustrated with reasonable implications for teaching included in the discussion. (10-15)	All five components are critically discussed in detail. Ways in which teachers can teach reading components have been clearly illustrated with many implications for teaching included in the discussion. (16-20)
Critical discussion of factors to consider when planning to teach reading. [20]	None or very little has been written. It includes none or one factor discussed. (0-4)	Partly answered. Factors have been partially discussed and there is little evidence of critical thinking. (5-9)	Mostly answered. It includes all factors and they have been satisfactorily discussed but have a few lapses. (10-15)	The entire discussion is critical and related to the assigned topic. It includes all five factors and shows evidence of independent and critical thinking. (16-20)
Discussion of challenges to teaching reading and possible solutions/ Strategies. [20]	None or very little has been written. It includes none or one challenge that is anticipated and none or one relevant suggestion/ strategies on how to deal with the challenge. (0-4)	Partly answered. It includes two challenges that are anticipated and two relevant suggestions/ strategies on how to deal with them. (5-9)	Mostly answered. It includes three to four challenges that are anticipated and relevant suggestions/ strategies on how to deal with them. (10-15)	The entire discussion is critical and related to the assigned topic. It includes five challenges that are anticipated and relevant suggestions/ Strategies on how to deal with them. (16-20)

Ability to reference correctly both in text and in the reference list [10]	None or one sources are accurately referenced in text and in the reference list. (0-2)	Two or more sources are accurately referenced, but many are not in the desired format. (3-4)	All sources are accurately referenced, but one or two are not in the desired format. (5-7)	All sources are accurately referenced in the desired format. (8-10)
Language and technicalities [10]	Many grammatical, spelling, or punctuation errors. Work has not been thoroughly revised. Presentation is not neat and there are no paragraphs. Sub-headings are not relevant. Correct font size and type has not been used throughout (0-2)	A few grammatical, spelling, or punctuation errors. Work has some evidence of revision but with some errors. Presentation is in paragraphs but with some lapses. Correct font size and type has been used. (3-4)	Almost no grammatical, spelling or punctuation errors. Work has evidence of revision. Presentation is in neat and in reasonable paragraphs with relevant sub-headings. Correct font size and type has been used throughout (5-7)	No grammatical, spelling or punctuation errors. Work has evidence of thorough revision. Presentation is in neat and distinct paragraphs with relevant sub-headings. Correct font size and type has been used throughout (8-10)
Total mark				100