



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Educational Psychology
<b><u>CAMPUS</u></b>	: SWC
<b><u>MODULE</u></b>	: EDUCATION STUDIES. (EDUSTB2)
<b><u>SEMESTER</u></b>	: Second
<b><u>EXAM</u></b>	: Supplementary January 2021

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

---

NUMBER OF PAGES: 4 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
  2. Number your answers clearly.
  3. Include all your details including I 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.
-

### **QUESTION 1**

During the semester you have learnt about writing in primary school and the challenges that are associated with teaching learners how to write competently in the South African classrooms. As a teacher, you will teach learners from various socio-economic backgrounds with various learning (dis)abilities.

You need to respond to the questions below on how to teach writing in the Intermediate Phase, focusing on reading and writing in Grade 4. Your response should be in essay format. 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 form** on the Blackboard link. Make sure your document is converted to **PDF**.

- 1.1 With reference to literature, describe and discuss in detail the stages of writing pointing out the implications for classroom teaching for each stage. **(20)**
- 1.2 Discuss how you as a teacher would teach Grade 4 learners to write. Include the aspects of guided writing, ideation and the cognitive processes involved in writing. Describe and discuss the factors to consider when teaching writing. You will need to give practical examples of how you would implement your ideas and use literature to support your points. **(30)**
- 1.3 Since writing is a complex process, explain some of the challenges that are associated with teaching writing in the South African classrooms. Suggest possible solutions to deal with the challenges you have mentioned. **(20)**
- 1.4 Explain how you can integrate the aspects of reading and handwriting when teaching writing to your learners. **(10)**

**TOTAL: 100****RUBRIC FOR ASSESSMENT**

<b>CATEGORY</b>	<b>Inadequate</b>	<b>Partial</b>	<b>Satisfactory</b>	<b>Meritorious</b>
<b>Description and discussion of stages of writing</b> [20]	None or one aspect of the stages is outlined. Implications for teaching are not discussed.  (0-4)	Three stages are outlined with some omissions of important aspects. Implications for teaching are partially discussed.  (5-9)	Four to five stages are clearly outlined in detail. Implications for teaching are satisfactorily discussed.  (10-15)	Six to seven stages are clearly described and discussed in detail. Implications for teaching are discussed in detail.  (16-20)
<b>Discussion of how to teach writing.</b> [30]	None or two aspect is discussed but not in detail. None or very few ways in which teachers can teach writing have been illustrated with very few or no practical examples included in the discussion.  (0-9)	Three to four aspects are critically discussed in detail. Ways in which teachers can teach writing have been illustrated with very few practical examples included in the discussion.  (10-17)	Five to six aspects are critically discussed in detail. Ways in which teachers can teach writing have been clearly illustrated with reasonable practical examples included in the discussion.  (18-24)	All aspects are critically discussed in detail. Ways in which teachers can teach writing have been clearly illustrated with many practical examples included in the discussion.  (25-30)
<b>Discussion of challenges to teaching writing and possible solutions/ Strategies.</b> [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)

<b>Explanation of integrating reading and handwriting.</b> [10]	None or very little has been written. It includes none or one aspect on integration of writing and reading. (0-2)	Partly answered. Integration of writing and reading has been partially discussed and there is little evidence of critical thinking. (3-4)	Mostly answered. Integration of writing and reading has been satisfactorily discussed but have a few lapses. (5-7)	The entire discussion is critical and related to the assigned topic. Integration of writing and reading shows evidence of independent and critical thinking. (8-10)
<b>Ability to reference correctly both in text and in the reference list</b> [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)
<b>Language and technicalities</b> [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)
<b>Total mark</b>				<b>100</b>