



FACULTY	EDUCATION AND HUMAN SCIENCES
SCHOOL	EDUCATION
DEPARTMENT	INTERMEDIATE AND VOCATIONAL EDUCATION/ EARLY CHILDHOOD EDUCATION AND CARE
SUBJECT	LEARNING SUPPORT IN READING AND WRITING
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FIRST OPPORTUNITY EXAMINATION

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INSTRUCTIONS TO CANDIDATE:

- 1. Read the case study "The Reading Crisis at Okavango Primary School" carefully**
- 2. Answer ALL questions in the spaces provided**
- 3. Number your answers clearly**
- 4. Use examples from the case study to support your responses where requested**

UNIVERSITY OF NAMIBIA EXAMINATION QUESTION PAPER

Read the case study "The Reading Crisis at Okavango Primary School" below and answer the questions that follow carefully.

The Reading Crisis at Okavango Primary School

Ms. Nauyoma teaches Grade 4 at Okavango Primary School, located 80 kilometers from Rundu. The school serves 280 from rural villages, with children walking up to five kilometers daily to attend classes. Her classroom has 45 Learners but only twelve English textbooks, no library, and frequent power outages.

The community is predominantly Rukwangali-speaking (65%), with Thimbukushu (20%), Gciriku (10%), and other languages (5%). Most parents have limited formal education and homes lack reading materials. The transition from mother tongue instruction in earlier grades to English in Grade 4 creates significant challenges.

Ms. Nauyoma's recent assessments revealed alarming results: 27 of her 45 Learners cannot read Grade 2 level texts fluently. Most read word-by-word without comprehension, and their writing shows poor spelling, grammar errors reflecting home language patterns, and illegible handwriting.

Three Critical Cases:

Ndapewa (Age 10) lives with her grandmother and walks 4km to school daily. Only Rukwangali is spoken at home. She recognizes few sight words and cannot match letters to sounds, but excels at oral storytelling in Rukwangali. Her writing sample: "My gogo is good. She make food nice. I walk school far."

Mukoya (Age 11) is repeating Grade 4 and frequently misses school to help his fisherman father. He can decode simple words slowly but shows poor comprehension. When he read a story about children playing soccer correctly, he couldn't answer "Where were passive participation. Parents feel helpless to support homework they don't understand.the children playing?" His writing is largely illegible with mixed upper/lowercase letters.

Kaveto (Age 9) lives with both parents, has good attendance, and shows motivation. His mother completed Grade 10 and sometimes speaks English at home. He recognizes sight words and reads simple sentences mechanically but struggles with longer texts. His writing shows better organization: "I like my school. My teacher is nice. We learn many things."

The Challenge Deepens

Recent district assessments showed 80% of Ms. Nauyoma's class scoring "below basic" in reading comprehension. Learners are becoming discouraged, with increased absenteeism and passive participation. Parents feel helpless to support homework they don't understand.

However, Ms. Nauyoma noticed positive signs: learners engage more when local stories are used, comprehension improves when they discuss passages in home languages first, and peer tutoring shows promise with Grade 7 learners helping younger ones.

Ms. Nauyoma faces a critical question: How can she implement effective, culturally responsive literacy interventions with limited resources while honoring her learners' linguistic backgrounds and building the English skills they need for academic success?

Question 1 Multiple choice questions [Total Marks: 10]

Answer the following multiple choice questions by selecting the correct response and write it next to the number. E.g. 1 K

1. In Ms. Nauyoma's class, the transition from mother tongue to English caused major reading barriers. Which theory best explains this? (1)
A) Behaviourist Theory
B) Sociocultural Theory
C) Information Processing Theory
D) Nativist Theory
2. Ndapewa's difficulty with matching letters to sounds can be classified as: (1)
A) A comprehension difficulty
B) A decoding/phonics difficulty
C) A handwriting difficulty
D) A socio-emotional difficulty
3. Which of the following is an assessment approach suitable for Mukoya's case? (1)
A) Classroom observation and work samples
B) Peer evaluation only
C) National census data
D) Oral interviews with parents only
4. Using Response to Intervention (RTI), learners like Kaveto who need moderate support should be placed in: (1)
A) Tier 1
B) Tier 2
C) Tier 3
D) Gifted enrichment program
5. Which enrichment strategy would best support a gifted learner in Ms. Nauyoma's class? (1)
A) Give them more homework of the same type
B) Provide acceleration and enrichment tasks
C) Ask them to tutor weaker learners only
D) Allow them to skip reading completely

6. Which branch of psychology emphasizes the role of social interaction and culture in literacy? (1)

- A) Behaviourism
- B) Cognitivism
- C) Sociocultural psychology
- D) Psychoanalysis

7. The fact that comprehension improves when learners first discuss texts in their home language supports: (1)

- A) Translanguaging approaches
- B) Monolingual instruction
- C) Silent reading only
- D) Pure grammar drills

8. Which learner from the case study shows signs of dysgraphia (handwriting problems)? (1)

- A) Ndapewa
- B) Mukoya
- C) Kaveto
- D) All three learners

9. The role of peer tutoring in literacy aligns with which teaching approach? (1)

- A) Cooperative learning approach
- B) Drill-and-practice
- C) Direct instruction only
- D) Punitive correction

10. Which is NOT a common reading and writing difficulty? (1)

- A) Phonics deficits
- B) Poor comprehension
- C) Vocabulary challenges
- D) Fast and accurate reading with good comprehension

Question 2 True and false questions [10]

State whether the following statements are true or false. Just write the question number and "True" or "False" in your answer book.

1. Ndapewa's oral storytelling ability in Rukwangali is a strength that can be built upon for literacy learning. (1)
2. Poor attendance has no effect on reading development. (1)
3. Legible handwriting is part of writing competence. (1)
4. Assessment data can help determine if learners need Tier 2 or Tier 3 interventions. (1)
5. Parents with limited education cannot contribute meaningfully to literacy support. (1)

6. Using local stories improved learner engagement in Ms. Nauyoma's class. (1)
7. Theories of psychology have no relevance in understanding reading difficulties. (1)
8. Early intervention is more effective than waiting until secondary school. (1)
9. The Utah 3-Tier Model belongs to the Response to Intervention (RTI) approach. (1)
10. Gifted learners do not require learning support. (1)

Question 3 Matching question [20]

Match the concepts in Column A with the correct definitions/explanations in Column B. Write the correct letter (A–J) next to each number.

Column A (Concepts)	Column B (Definitions/Explanations)
1. Dyslexia	A. Writing disorder that affects handwriting, spelling, and written expression
2. Dysgraphia	B. Reading disorder marked by difficulty in decoding and word recognition
3. Response to Intervention (RTI)	C. A structured teaching model with Tier 1, Tier 2, and Tier 3 support
4. Formative Assessment	D. Ongoing assessment to monitor learning and guide instruction
5. Summative Assessment	E. End-of-unit or term evaluation of learner achievement
6. Sociocultural Theory (Vygotsky)	F. Literacy development is supported by social interaction and cultural context
7. Information Processing Theory	G. Explains learning as input, processing, storage, and retrieval of information
8. Enrichment Strategies	H. Additional challenges and opportunities provided to gifted learners
9. Phonics Instruction	I. Teaching method focusing on letter-sound relationships for decoding
10. Comprehension Strategy	J. Techniques such as questioning, predicting, and summarising to understand texts

Question 4 Short answer questions [30]

- 4.1 Discuss two possible causes of reading difficulties in rural contexts like Okavango Primary School. (6)
- 4.2 Briefly explain how oral language skills influence reading and writing. (6)
- 4.3 Identify and describe two common difficulties in writing shown in the case study learners. (6)
- 4.4 Explain two assessment methods teachers can use to support struggling readers. (6)

4.5 Suggest two classroom strategies that Ms. Nauyoma can apply to improve learner engagement in reading. (6)

Question 5 Application and analysis questions [30]

1. Explain how psychological theories (e.g., sociocultural theory, information processing theory) can guide interventions in Ms. Nauyoma's class. Focus on 2 theories. (6)

2. Identify and discuss how you would manage three reading difficulties presented in the case study (e.g., decoding, comprehension, handwriting). (9)

3. Design an assessment plan for Mukoya that includes diagnostic and formative assessments. (6)

4. Propose enrichment strategies for a gifted learner in Ms. Nauyoma's class while ensuring inclusivity. (9)

End of paper!

Total: 100