ΠΑΜΙΒΙΑ UΠΙVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND LANGUAGES

COURSE CODE: EAP511S		COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES	
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DURATION:	3 HOURS	MARKS:	100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S):	Mr B. Kamwi
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INSTRUCTIONS
1. Answer all questions
2. Write clearly and neatly
3. Number the answers clearly

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 15 PAGES (Including this front page)

Read the following research article and answer the questions below. The original article has been adapted for assessment purposes.

Examining the 21st century skills of secondary school students: A mixed method study

By

Özlem ÖZÇAKIR SÜMEN & Hamza ÇALIŞICI

Abstract

A   (Abstract omitted)

1. Introduction

B   The 21st century skills have become especially significant in the 21st century, thanks to the rapid development of technology. The rapid development of technology leads to the rapid dissemination of information. This makes it more important for students to produce the information rather than memorise it and use the information in solving new problems (Wagner, 2008). Use of digital technologies in the 21st century is increasing throughout the world in every region, and this use has become an indispensable part of daily life. Therefore, a new generation of students has emerged, those who were born into the digital technology age, and grew up with the effect of these technologies (Şahin, 2009).

C   The rapid change and development in the 21st century make it necessary for individuals to equip themselves with certain competencies and skills. These skills, called the 21st century skills, are the combination of the knowledge, skill, literacy, and expertise that are necessary for individuals to be successful in work and in daily life (Partnership for 21st Century Skills, 2009). Basic school issues and 21st century themes are in the centre of 21st century skills. Life and career skills, learning and innovation skills, and information technologies skills are also part of the list (P21, 2009). There are also different categorisations in this field. The National Research Council categorises the 21st century skills under three headings: Cognitive skills (critical thinking, non-routine problem-solving, and systems thinking), interpersonal skills (complex communication, social skills, teamwork, cultural awareness, and appreciation for diversity), intrapersonal skills (self-management, time management, personal development, self-regulation, adaptation, and management process). Wagner (2008) identified seven

survival skills in which students need to specialise, in order to obtain a good job. These survival skills were determined as a result of interviews with many leaders from the business world. Wagner identifies them as; critical thinking and problem-solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analysing information, and curiosity and imagination. As we have seen, 21st century skills have been categorised differently; however, it is noteworthy that the particular skills related to innovation and production appear in all categorisations.

D Recently, 21st century skills have increasingly become the subject of various education studies. For example, Kang, Kim, Kim, and You (2012) developed a scale in order to measure the 21st century skills of primary school students, and categorised these skills under three fields: 1) cognitive field (information management, information construction, information use, and problem-solving), 2) affective field (self-identity, self-value, self-management, and self-responsibility), and 3) sociocultural field (social membership, social sensitiveness, socialization skills, and social accomplishments). Günüç, Odabaşı, and Kuzu (2013) determined how student teachers identify characteristics of 21st century students and categorised the characteristics under 4 themes and 10 subthemes (according to the identifications of the student teachers). These themes are: 1) personal skills (thinking freely and originally, acting in a solution-oriented manner, able to perform multiple tasks at once, determining goals according to their personal desires and skills, and being models), 2) investigative and knowledge acquisition skills (acquiring the knowledge, research, problem-solving, love of learning, curiosity about learning, effective in learning, and lifelong learner), 3) creative, innovative, and career skills (productive, creative and imaginative, handing down knowledge and lighting the way for the next generations, and adapting to the needs of the age), and 4) technological skills(using technology effectively as well as understanding the concepts that are used to learn the technology). Although all of these skills are in different forms, in different categories and appear to be very different from each other, they are proven to be connected in a complicated way when the results of related studies are connected (Lai & Viering, 2012).

E Preparing individuals for life and equipping them with age-appropriate knowledge and skills are among the responsibilities of education. An education system is successful to the extent that it can equip its students with the knowledge and skills that are required in the 21st century. Cho (2012) examined the teaching methods used in a primary schooling order to equip its students with the necessary knowledge and skills for 21st century. The four main themes that were revealed in this research were 1) cultural support for implementation and cooperation, 2) effective leadership for

realising the school's vision and goals, 3) the strong nexus between the school's vision and goals and the program and its applications, and 4) the integration of technology into the classroom. A primary education program that highly emphasises technology was proposed in the research, and it was determined that project-based learning activities help students work cooperatively by improving the students' communication, problem-solving, and creativity skills. In this context, studies were carried out in different areas, such as the identification of the school, classroom, and student factors that are necessary for the development of 21st century skills, how 21st century skills are integrated into the lessons, the development of a new literacy model which includes 21st century skills, and development of a scale (Geiselhofer, 2010; Kang et al.2012; Laughlin, 2014; Ongardwanich, Kanjanawasee & Tuipae 2015; Osman, Soh & Arsad, 2010; Siddiq, Gochyyev & Wilson, 2017). Eguchi (2014) stated the importance of robotics for the development of 21st century skills. There are also studies about the importance of 21st century skills in job environment (Murphy, Greiff & Niepel, 2017), examining the development of 21st century skills in STEM and engineering education (Bell, Morrison-Love, Wooff & McLain, 2017; Stawiski, Germuth, Yarborough, Alford & Parrish, 2017), using different methods for the development of 21st century skills (Bell, 2010; O'Sullivan & Dallas, 2017; Yildiz, Petela & Mahoney, 2017) and measuring skills for 21st century learning (Silva, 2009) and detecting the 21st century skills of the secondary school students (Gülen, 2013; Karakas, 2015).The relationships between 21st century skills and digital skills were also examined and it was found that 21st century skills are broader than digital skills. In addition, in contrast to digital skills, 21st century skills are not necessarily underpinned by information and communication technologies (Laar, Deursen, Dijk & Haan, 2017). In this study, the 21st century skills of secondary school students were investigated.

2. Method

F This study is a mixed method research that is formally defined as the class of research where researchers mix or combine quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study (Johnson & Onwuegbuzie, 2004). Integrating both quantitative and qualitative data at some stage of the research process within a single study provides a better understanding of the research problem (Creswell, 2005; Creswell & Plano Clark, 2011). In this study, explanatory sequential mixed method design, consists of collecting and analysing the quantitative data in the first phase, then collecting qualitative data to help explain or **elaborate** on how the quantitative results was used (Creswell, 2015). This study aims to investigate the 21st century skill levels of secondary school students. Making general inferences about students' skills with quantitative data and examining in-depth results of their thoughts about the skills in a holistic approach were aimed at the study.

2.1. Sample

G The study was conducted in a secondary school in Turkey during the 2015-2016 academic year. The school was selected through random sampling. Students at the school are from a middle-class socio-economic background and results of national central exams show a medium level of success. It was assumed that a school with these characteristics was sufficient enough to reflect the universe. All of students at school (a total of 222 persons) participated in the quantitative study. The participants of qualitative study were selected through maximum variety sampling method purposefully from different successful levels. Semi structured interviews were conducted with 20 students from these students, 14 female and 6 male students, consisting of every 5 students from different grade levels.

2.2. Data Collection Tools

H The quantitative data was collected via scale and qualitative data was collected via semi-structured interviews in this study. 21st Century Skills Scale developed by Kang, et al. (2012) and adapted into Turkish by Karakas (2015) was used. The scale consisted of 32 5-point Likert-type items that range from strongly disagree to strongly agree. These items consisted of three subscales (first 13 items are cognitive, the items from 14-23 are affective, and the items from 24-32 are sociocultural). Cronbach alpha coefficients of the subscales were found to be .77, .70, and .67 by Karakas (2015) respectively. In this study, Cronbach alpha coefficients of the subscales were calculated to be .81, .79, and .71 respectively and the coefficient of whole scale was also found to be .93. The interview form was including open ended questions asking the students which 21st century skills they have and the effects of the technology and school environments to the development of their 21st century skills. 21st century skills identified by Wagner (2008) were used in the interview form. The questions in the form were corrected after expert opinions. Then applied to students.

2.3. Data Analysis

I Firstly, in the data analysis, the normal distribution of the data was checked. According to the results, it was determined that while the scores of the whole scale were normally distributed (p=.200 in Kolmogorov-Smirnov test and kurtosis and skewness values were at normal values), the scores of the subscales were not distributed normally. The Kolmogorov-Smirnov test results of the subscales were p=.012 for cognitive subscale, p=.000 for affective subscale and p=.002 for sociocultural subscale. Therefore, the appropriate parametric and nonparametric tests were used in the data analysis. The data was analysed by SPSS 17.0 software. .05 significance level criterion was considered in the data analysis. The qualitative data were analysed by descriptive analysis. After transcripting the interviews, all data was read and encoded. Then similar statements brought together, and the codes were

determined. The frequencies of the students' answers according to the research problems were counted and presented in the tables. Direct quotations from students' opinions were also presented in the results.

3. Discussion

J This study investigated the 21st century skills of secondary school students, and the quantitative results revealed that their 21st century skills are at a high level. Furthermore, their subscales' scores that are the cognitive, affective, and sociocultural, were also found to be at high levels. It was determined that the results are in line with the literature. Similarly, Karakas (2015) asserted that 8th grade students were found to have 21st century skills at a high level. Also, Gülen (2013) ascertained that the 21st century learning skills of students are at an adequate level. In the interviews, the students stated which 21st century skills they have, and it was determined that most of their 21st century skills are imagination and curiosity, cooperation, and leadership skills, and at least the skill they possess is accessing and analysing information. These results indicate that the 21st century skills of the students at the secondary school level have improved and the students have the skills required in this age.

K Another research question is whether the students' 21st century skills differed according to gender. The results revealed that the 21st century skills of female students are significantly higher than those of male students. Moreover, the scores of female students were higher than those of male students in the cognitive and affective subscales, while no significant difference was found in the sociocultural subscale. In this regard, in the literature there are similar results as well as different results. Karakas (2005) stated that the 21st century skills differ significantly according to gender, and female students have higher averages than male students in the cognitive, affective, and sociocultural dimensions. On the other hand, Abdullah and Osman (2010) stated that among the subscales of the 21st century skills, female students are more advanced regarding curiosity and risk-taking, male students are better in problem-management and adjustment, but no significant difference was found regarding self-management and creativity.

L When the scores of secondary school students according to the grade level were compared, it was seen that the 5th grade students' 21st century skills and their cognitive, affective, and sociocultural scores are significantly higher than the scores of other grade levels. However, the analysis results prevent deriving a general conclusion about how the scores would differ as the grade level increases. 5th grade students are generally ahead of other grade levels in 21st century skills, but the skill level does not decrease regularly as the class level increases. As a result, it is seen that secondary school education decreases their skill levels when 5th and 8th grade 21st century skill scores of the students are examined. This result is also supported by student expressions.

6

M While all 5th grade students stated that activities were held in the school to support the development of 21st century skills, 7th and 8th grade students stated that they did not take place enough in such activities. **They** even stated that the courses should not be firmly committed to the curriculum, and that additional activities should be organised to highlight individual differences for development of 21st century skills. This study also showed that 21st century skills of the secondary school students do not differ according to their daily computer usage time. Thus, it can be said that the computer usage time is not effective in the development of the students' 21st century skills. Royal (2012) highlighted the importance of the educational technologies in the development of 21st century skills. Gülen (2013) found that there is a positive significant relationship between 21st century learning skills of secondary school students and the level of support for these learning skills, regarding information technology.

N This indicates that the quality of the time, not the duration of the time that the students are exposed to information technology affects the development of their 21st century skills. In the interviews, the students also point out that computers can have positive and negative effects on the development of 21st century skills. They said daily computer usage has positive effects on ability such as accessing and analysing the data, communication, strategic thinking, and adversely affecting skills such as socialisation. As a result, it can be said that the use of computers that are not overly prolonged is not a negative influence on the development of 21st century skills of students.

4. Recommendations

O The 21st century skill levels of the secondary students were found to be high; however, 21st century skill levels of students training at other school levels remain unclear. This study can be improved by considering varied participant groups, grade levels, and variables. It is noteworthy that there is a need for studies about the effects of information technologies on the development of 21st century skills. Moreover, it is recommended that further studies be conducted to investigate what kind of activities students engage in computer, in addition to their computer usage times, and the effect of these activities on the development of 21st century skills. It will also be beneficial to make additional activities for the development of the 21st century skills of students.

(Source: SÜMEN, O., & ÇALIŞICI, H. 2017. Examining the 21st century skills of secondary school students: A mixed method study. *Journal of Education & Social Policy,* 4(4), 92-100).

Part 1: Comprehension [20 marks]

1. According to paragraph B, why have the 21st century skills become important? (2)

2. State two characteristics of the new generation of students as presented in paragraph B. (4)

3. Identify one other 21st century skill besides cognitive skills and intrapersonal skills, according to paragraph C. (2)

4. Choose True/False in the following sentence:
   The various skills and themes presented in paragraph D have a lot in common. (2)

5. Why is education important, according to paragraph E? (2)

6. Give a synonym of the word 'elaborate' (in bold) as used in paragraph F. (2)

7. Identify two linking words or cohesive devices that have been used in paragraph I. (2)

8. Identify one linking word or cohesive device which has been used to express comparison in paragraph J. (2)

9. Who does the pronoun 'They' (in bold) in paragraph M refer to? (2)

Part 2: Language usage [10 marks]

1. Observe the following extract from the comprehension passage and do the tasks that follow.

Use of digital technologies in the 21st century is increasing throughout the world in every region, and this use has become an indispensable part of daily life. Therefore, a new generation of students has emerged, those who were born into the digital technology age, and grew up with the effect of these technologies (Şahin, 2009).

a) Identify one compound word from the text (1)

b) Write the word **indispensable** in its constituent morphemes. (1)

c) What part of speech are the words below as used in the text? (3)

   i) Digital

   ii) Emerged

   iii) New

d) Choose True / False in the following sentences:

i) The word 'technologies' has a derivational morpheme. (1)

8

ii)   The word 'generation' has an inflectional morpheme.   (1)

2. State the type of word formation for the word **SPSS** in paragraph I. Choose one

of the following: (1)

  A. Borrowing

  B. Coining

  C. Acronym

  D. Blending

3. Write the correct form of the word in bold by adding a suitable suffix.

  a) NSFAF failed to settle all the students' tuition fees because of its (**bureaucracy**) system.

                                                                             (1)

  b) The court found her (**legal**) bound to pay compensation to the affected community.   (1)

Part 3: Research analysis questions   **[10 marks]**

  1. What was the purpose of the study?   (2)

  2. Why is the study classified as mixed research?   (2)

  3. How does the explanatory sequential mixed method design work?   (2)

  4. Where and when was the study conducted?   (2)

  5. How was the data for the study collected?   (2)

SECTION B: ACADEMIC WRITING   **[60]**

PART 1: Report writing questions   **[15 marks]**

Read the newspaper report below (adapted from The Namibian).

Africa takes stock of ocean conservation
News - National | 2022-09-27Page no: 6
by Absalom Shigwedha
AN expert on climate change and green growth at the African Development Bank says growing coastal populations and lack of planning and sanitation are putting pressure on oceans and marine resources in Africa.
Constance Adeniyi said there are 38 coastal countries in Africa, six of which are small islands covering 40 000 km and comprising a population of 100 million people.

Adeniyi made a presentation on the progress African countries have made towards achieving Goal 14 (life below water) of the 17 United Nations Sustainable Development Goals (SDGs) at a two-day Experts Group Meeting for the 2022 African Sustainable Development Goals held in Windhoek recently.

Besides looking at the progress Africa has made towards achieving the SDGs, the meeting reviewed and assessed five of the SDGs contained in the report, including Goal 14. Adeniyi explained that oceans in Africa have the potential to build climate change resilience, but the continent faces problems of coastal flooding, coastal erosion, and disruption of coastal economies and services. He said the report has recommended that for Africa to achieve Goal 14, it should be aligned to the Africa Agenda.

According to him, Africa has made moderate improvements in the protection and sustainable use of ocean resources, which has led to improved ocean health, and 70% protection of marine biodiversity. However, there was little data available on how to assess progress made regarding reducing marine pollution from land-based sources as well as the reduction of coastal erosion. "There is a need to use an ecosystem-based approach," he said.

He further said Angola, as a major oil producing country in Africa, needs to do more on reducing ocean acidification.

On the sustainable use of fisheries activities, Adeniyi said many countries have done well. He singled out Mozambique and Gabon as some of the countries that have put in place blue economy strategies supporting aquaculture.

Adeniyi said for Africa to reduce pressure on marine fishing, there is a need to diversify fishing with aquaculture. "The diversification of fish resources will achieve sustainability," he said.

On the conservation of marine protected areas, Adeniyi said degradation of protected marine areas is high in countries such as Ivory Coast, but it was found to be low in The Comoros. However, he said, good progress has been recorded with regard to curbing illegal fishing from 2018 to 2020. Progress, he said, was mainly recorded in Central Africa and North Africa, where illegal fishing has greatly been reduced. The report found that across Africa, many countries have put in place legal instruments to curb illegal fisheries activities.

The report, according to Adeniyi, recommends the need for more finance, data and commitment to achieve the conservation and sustainable use of marine resources. It also recommended that to move towards an inclusive sustainable development pathway, aquaculture should be developed and promoted. There is also a need to raise community awareness on the importance of marine resources.

Furthermore, the report recommends the need to enhance investment in ocean and marine research institutions as well as ocean system observations, and modelling. Goal 14 calls for the conservation and sustainable use of oceans, seas and marine resources. The United Nations established the SDGs in 2015 and they are to be achieved by 2030.

You attended the Experts Group Meeting mentioned above and have you to submit an Information Report on the ocean health challenges faced by African countries in 2022 to your Environmental Studies professor. You have decided to focus your report content on (1) Pollution of the ocean caused by coastal populations, (2) Environmental degradation and disasters at coasts, and (3) Illegal and unsustainable fishing.

Write this Information Report, showing your **report title, as well as the Introduction and Conclusion sections ONLY**. Pay attention to correct format, paragraph structure and the content required for the Information and Conclusion sections of a report.

Part 2: Academic writing [20 marks]

1. Study the illustrations/pictures that follow and state which stage of the writing process each represents. Write the letters a-c and the answer next to each letter. (3)
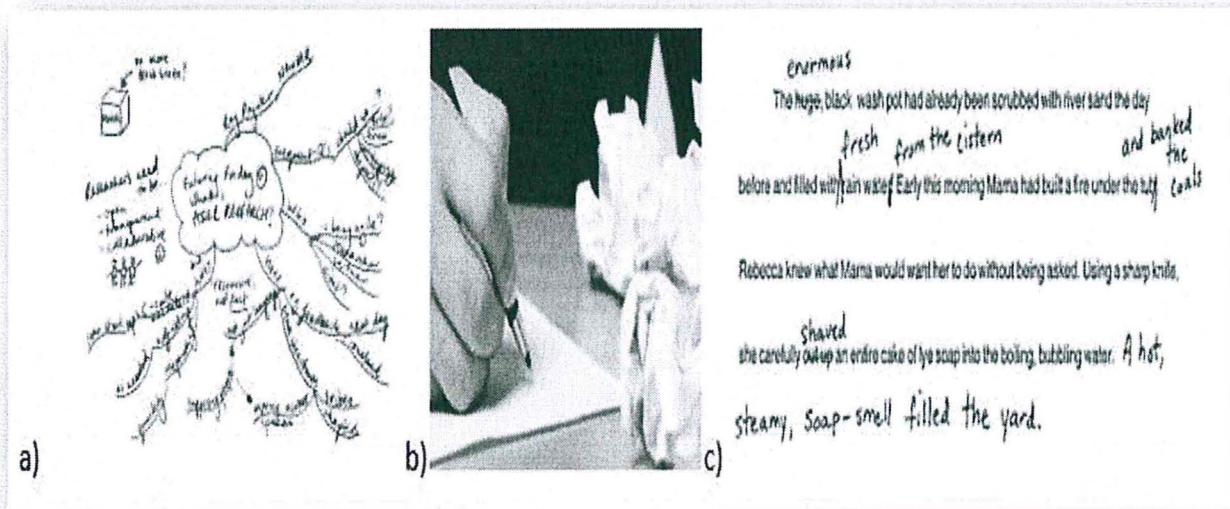
2. Read the paragraph below and answer the questions that follow.

[1] In the wake of COVID-19, there is a significant trend in education systems to embrace remote instruction using digital technologies witch invariably include virtual learning platforms **(Hodges et al., 2020)**. [2] There is a sudden need to change education and to integrate virtual learning platforms that emphasises collaborative learning, real-time interactions and discussions between educators and learners, online lectures (live and recorded) accessible via mobile devices, and immediate feedback (Dhawan, 2020). [3] In other words, traditional pedacogy had to be replaced with remote instruction and learning (Hodges et al., 2020), in order to radically revolutionise teaching and learning, educational institutions are using the transformative power of technology and effective collaborative tools to deliver instruction, for example Google Classroom, Microsoft Teams, Zoom, Cisco Webex Meetings, Adobe Connect and Blackboard. [4] While there are debates on efficacy of online learning in the mist of a pandemic. [5] Educators are focusing on the flexibility of the platforms in delivering content and resources, student centeredness and their suitability for complementing traditional education (Allo, 2020; Coman et al., 2020; Dhawan, 2020).

2.1 Identify three (3) spelling errors in the paragraph. Write letters a-c and write the misspelt word and the correctly spelt one next to it. (6)

2.2 Identify sentences which exemplify the following (a-d) errors. Write the letter of each error and next

to it the number of the sentence that exemplifies the error.   (8)

a) sentence fragment

b) comma misplacement

c) pronoun referent disagreement

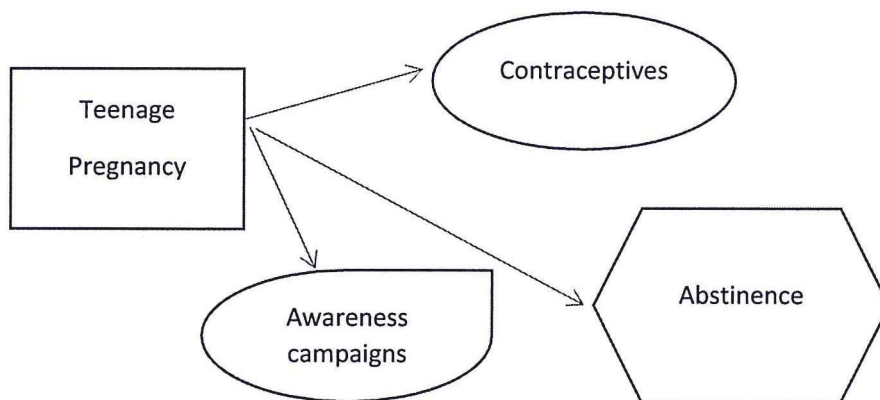d) lack of subject-verb agreement

3. Which method of incorporating other authors' ideas in one's own work is least used in this paragraph?   (2)

4. Which academic writing convention is exemplified by the information in bold in the paragraph? (1)

Part 3: Text structure   **[10 marks]**

Use the following annotated diagram to construct a paragraph.

Your paragraph should include the following.

1) Topic sentence   (1)
2) Supporting details   (3)
3) Concluding sentence   (2)
4) Three text structure cohesive devices   (3)
5) Identify the pattern of organisation used to communicate information in the paragraph. (1)

Part 4: Citation and reference (APA 7ᵀᴴ edition)   **[15 marks]**

1. Identify the correct in-text citation for a quote from Nutrition and Mental Health by Ruth Leyse-Wallace, 2019.   (1)

   a) "Levels and ratios of essential fatty acids appear to be linked to anger, violence, hostility, and aggressive behavior."

   b) Leyse-Wallace (2019) notes that "levels and ratios of essential fatty acids appear to be linked to anger, violence, hostility, and aggressive behavior" (p. 31).

   c) Leyse-Wallace notes that "levels and ratios of essential fatty acids appear to be linked to anger, violence, hostility, and aggressive behavior" (2019, p. 31).

   d) Leyse-Wallace (2019) notes that "levels and ratios of essential fatty acids appear to be linked to anger, violence, hostility, and aggressive behavior."

2. Identify the correct in-text citation for the following summary from this source: "Multituberculates of the Lac Pelletier Lower Fauna, Late Eocene (Duchesnean), of Saskatchewan" by John E. Storer, 1993, Canadian Journal of Earth Sciences, v. 30, iss. 8, pages 1613-1617.   (1)

   a) Two species of multituberculate mammals were present in Saskatchewan in the Late Eocene (1993).

   b) Two species of multituberculate mammals were present in Saskatchewan in the Late Eocene (Storer, p. 1617).

   c) Two species of multituberculate mammals were present in Saskatchewan in the Late Eocene (Storer, 1993).

   d) Two species of multituberculate mammals were present in Saskatchewan in the Late Eocene.

3. Identify the correct reference format for this book: Jellyfish: A Natural History by Lisa-Ann Gershwin, 2016, University of Chicago Press, Chicago.   (2)

   a) Gershwin, L. (2016). *Jellyfish: A natural history*. The University of Chicago Press.

   b) Gershwin, Lisa-Ann. (2016). Jellyfish: A natural history. Chicago: The University of Chicago Press.

c) Gershwin, Lisa-Ann. Jellyfish: A natural history. Chicago: The University of Chicago Press, 2016.

d) Gershwin, L. 2016. Jellyfish: A natural history. The University of Chicago Press.

4. Identify the correct reference format for this journal article: "Visualization of a lost painting by Vincent van Gogh using synchrotron radiation-based X-ray fluorescence elemental mapping" by J. Dik, K. Janssens, G. Van der Snickt, L. van der Loeff, K. Rickers, & M. Cotte in Analytical Chemistry, 2008, v. 80, iss. 16, pages 6436-6442.   (2)

a) Dik, J. et al. (2008). Visualization of a lost painting by Vincent van Gogh using synchrotron radiation-based X-ray fluorescence elemental mapping. *Analytical Chemistry*, *80*(16), 6436-6442.

b) Dik, J., Janssens, K., Van der Snickt, G., van der Loeff, L., Rickers, K., & Cotte, M. (2008). Visualization of a lost painting by Vincent van Gogh using synchrotron radiation-based X-ray fluorescence elemental mapping. *Analytical Chemistry, 80*(16), 6436-6442.

c) Dik, J., Janssens, K., Van der Snickt, G., van der Loeff, L., Rickers, K., & Cotte, M. (2008). Visualization of a lost painting by vincent van gogh using synchrotron radiation-based X-ray fluorescence elemental mapping. *Analytical Chemistry*, 80.

d) Dik, J., Janssens, K., Van der Snickt, G., van der Loeff, L., Rickers, K., & Cotte, M. (2008). "Visualization of a lost painting by vincent van gogh using synchrotron radiation-based X-ray fluorescence elemental mapping." *Analytical Chemistry*, 80(16), 6436-6442. Web. 30 Aug. 2016.

5. A scientific process is explained in a journal article you are reading for an assignment. You would like to include an explanation of this process in your assignment to highlight a point. In the journal article, the process is explained in five paragraphs. What is the best way you can include this information in your assignment?   (2)

a) Describe the process in your own words and don't include a citation.

b) Directly quote from the original text and provide a citation.

c) Paraphrase the original text and provide a citation.

d) Provide the page number and tell the professor that he/she can find the explanation of that process at that page.

6. You are discussing an idea that has been mentioned by various authors. You are expressing it in your own word but need some evidence to back up your arguments. What is the best way to do this? (1)

    a) Directly quote from the original texts and provide a citation.
    b) Paraphrase each of the sources separately and provide a citation.
    c) Provide a summary of the idea in your own words and provide a synthesis citation to all the sources you've found.
    d) Describe the information in your own words and don't include a citation.

7. The information given below is from the first page of a journal article that Anna used to write her assignment on reading interventions. She accessed the article through a database. Study the information given and assist Anna to write a reference entry for this journal article. (6)

Reading for Writing: A Meta-Analysis of the Impact of Reading Interventions on Writing
Author(s): Steve Graham, Xinghua Liu, Brendan Bartlett, Clarence Ng, Karen R. Harris, Angelique Aitken, Ashley Barkel, Colin Kavanaugh and Joy Talukdar
Source: *Review of Educational Research*, Vol. 88, No. 2 (April 2018), pp. 243-284
Published by: American Educational Research Association
Stable URL: https://www.jstor.org/stable/44667700
Accessed: 19-09-2022 09:53 UTC

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