More than one answer may be correct.

The correct answers are highlighted in yellow.

1. **According to the South African Schools Act Amendment (2011), it is compulsory for a child to enter formal schooling:**

1. after the have turned 5
2. if they turn 6 in the first three months of the year they start school
3. if they have turned 6 before July of the year they start school
4. only if they turn 6 in the last three months of the year they start school
5. before they turn 7

2**. In his 2015 study Janse van Rensberg reported that 49% of children entering Grade 1 in were failing school readiness assessments. In which province was this study conducted:**

1. North west
2. Eastern Cape
3. Limpopo
4. Gauteng
5. Western Cape

3. **Which researchers found that differences exist in parents’ knowledge of school readiness as well as their abilities to determine their children’s’ development in relation to school-readiness.**

1. Wesley & Buysse
2. Baldwin
3. Cochrane
4. De Rousie and Durham
5. None of the above

4.**The following to documents were used to develop the questionnaire used in this study:**

**Revised National Curriculum Statement (RNCS) to the Curriculum and Assessment** Policy Statements (CAPS) with amendments for Grade R through to Grade 12.

1. True
2. False

5. **Which of the following aspects were included in the questionnaire to examine the parents/caregivers knowledge of school readiness:**

1. Age of the child
2. Gender of the child
3. Listening skills;
4. Reading and viewing skills;
5. Numerical skills;
6. Thinking and Reasoning;
7. Language structure and use; Motor abilities,
8. Life Skills and Activities of Daily Living
9. i and ii
10. i to vii
11. iii to viii
12. ii to vii
13. all of the above

6). **What sample size was considered representative of the population in this study according to Cochranes power calculation**?

1. 300
2. 186
3. 196
4. 252
5. None of the above

7). **For what purpose was the Kushkal Wallis ANOVA analysis used in this study.**

1. To determine if the underestimation found with the different learning areas was significant
2. To determine if the overestimation found with the different learning areas was significant
3. To determine if there was agreement between the results found in one learning were associated with results found in other learning areas.
4. To determine if there was an association between any of the demographic characteristics of the sample and their knowledge of school readiness.

8. **Within the learning area of Activities of daily living**

1. Participants had the most accurate idea of what ADL their children should be able to do on entering school.
2. Participants had the least accurate idea of what ADL their children should be able to do on entering school.
3. They overestimated their child’s abilities in all areas of ADL
4. They underestimated their child’s abilities in many areas of ADL
5. None of the above

9. **In the Reading and viewing learning area** which of the following variable did parents/caregivers overestimate their children’s abilities.

1. Points to words while reading
2. Predicts a story from a book cover
3. Interprets graphs and figures
4. Can Rhyme
5. Recognises the alphabet

10. A statistically significant difference found in this sample for the incorrect estimation of school-readiness variables and the mother’s highest level of education and which of the following leaning area variables

1. Listening skills,
2. Reading and viewing,
3. ADL
4. Writing
5. Language structure and use