

## TABLE OF CONTENTS

	PAGE
DECLARATION	i
QUOTES	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
ABSTRACT	x
CHAPTER ONE INTRODUCTION	1
1.1. Socio-political context of the study	1
1.2. The need for equity and redress in South Africa	2
1.3. Aim	6
1.4. Overview of the study	6
CHAPTER TWO HIGHER EDUCATION AND ACCESS IN SOUTH AFRICA	7
2.1. Higher Education	7
2.2. Access to Higher Education	10
2.3. Access Testing	14
2.4. Placement Test in English for Educational Purposes (PTEEP)	17
2.5. Summary	20
CHAPTER THREE ACADEMIC LITERACY	22
3.1. Academic Literacy	22
3.2. The relationship between language and cognition	25
3.3. Cognitive developmental theory in young adulthood	29
3.4. Summary	34

CHAPTER FOUR	ACADEMIC SUCCESS	35
4.1.	Academic Success	35
4.1.1.	Non-cognitive variables	37
4.2.	Cognitive Predicators of Academic Success	38
4.3.	Summary	41
CHAPTER FIVE	RESEARCH METHODOLOGY	43
5.1.	Problem Formulation	43
5.2.	Method	43
5.3.	Participants	45
5.4.	Measure	46
5.4.1.	Placement Test in English for Educational Purposes (PTEEP)	46
5.5.	Procedure	48
5.6.	Data Coding	49
5.7.	Data Analysis	50
5.8.	Summary	50
CHAPTER SIX	RESULTS AND DISCUSSION	51
6.1.	Academic Literacy profile of students in the Wits Faculty of Humanities	51
6.2.	The relationship between academic literacy (PTEEP) and academic success	58
6.3.	Cognitive developmental theory in Higher Education and Entrance Testing	71
6.4.	Summary	75
CHAPTER SEVEN	CONCLUDING REMARKS	76
7.1.	Conclusion	76
7.2.	Limitations	77
7.3.	Recommendations	79

## REFERENCES

82

## APPENDIX 1

93