

Tutorial Letter 101/3/2020

Basic Psychology

PYC1501

Semesters 1 and 2

Department of Psychology

This tutorial letter contains important information
about your module.

BARCODE

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1 INTRODUCTION TO THE MODULE

Dear student

Welcome to the module *Basic Psychology (PYC1501)*. We hope you will enjoy studying the topics we offer here, and we hope that you will find the information useful. Please do not hesitate to let us know what you like and what you do not like about this module. We need your input to improve the subject material we offer to our students.

Please note / important notes:

Read this tutorial letter first. It contains the compulsory assignments.

When you register, you receive an *Inventory letter* containing information about your tutorial matter. More details are contained in the document entitled *Study @ Unisa* which you receive with your tutorial matter. *Tutorial matter that is not available when you register will be posted to you as soon as possible but is also available on myUnisa.*

The Despatch department should supply you with the following study material for this module:

- Tutorial Letter 101 - General information and assignments
- Tutorial Letter 201 (to be supplied later) - contains feedback on assignment 01
- Tutorial Letter 202 (to be supplied later) - contains feedback on assignment 02 and 92 and the exam preparation.
- Study Guide (PYC1501).

Please note that your lecturers cannot help you with the missing study material.

You can also access study guides and tutorial letters for all modules on myUnisa at <http://my.unisa.ac.za>. These materials will be available here long before you can possibly receive it by post. We suggest that you check the site on a regular basis.

Apart from the tutorial letters mentioned above, you will receive other tutorial letters during the semester. **These will be despatched to you as soon as they are available or needed (for instance for feedback on assignments).**

This tutorial letter deals with the work covered in the module PYC1501. We urge you to read it carefully and to keep it at hand when working through the study material, preparing for the assignments, preparing for the examination and addressing questions to your lecturers. In this tutorial letter you will find the assignments as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain it. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully. Right from the start we would like to point out that you must read all the tutorial letters you receive during the semester immediately and carefully, as they always contain important and sometimes, urgent information.

We hope that you will enjoy this module and wish you all the best!

The Teaching Team

2 PURPOSE AND OUTCOMES

2.1 Purpose

Students who complete the module can demonstrate introductory knowledge about a variety of topics from the intrapersonal and health domains of psychology, and assess the acquisition, presentation and application of psychological knowledge for selected purposes. The knowledge, skills and values required for successful completion of the module are fundamental to further studies in psychology.

2.2 Outcomes

The course material will enable the students to:

- Demonstrate a critical understanding of intrapersonal psychology.
- Demonstrate a critical understanding of the acquisition of psychological knowledge
- Demonstrate a critical understanding of the presentation of information.
- Demonstrate a critical understanding of the application of psychological knowledge.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

The following lecturers are responsible for this module:

Mr Khuze Skosana (Module leader) (Tel: 012 429 - 2093)

Dr Fortunate Silinda (Tel: 012 429 - 8244)

Mrs VM Nekhavhambe (Tel: 012 429 – 8513)

Mr Sibusiso Maseko (Tel: 012 429- 3896)

The lecturers can be contacted directly at the following e-mail address: PYC1501@unisa.ac.za
Please use this e-mail address ONLY for the issues related to the learning content of the module.

3.2 Department

You can contact the teaching team for *Basic Psychology* per telephone, letter, fax, and by e-mail. We handle three different kinds of enquiries about *Basic Psychology*. As the different kinds of enquiries are handled in different ways, it is important that you decide before you contact us which category your enquiry belongs to. The categories are:

Three categories of enquiries	Category A: General administrative questions - in other words any matter addressed in this Tutorial Letter 101 for <i>Basic Psychology</i> . Category B: Administrative questions about the assignments for <i>Basic Psychology</i> . Category C: General academic questions about the content of <i>Basic Psychology</i> .
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By telephone	You can phone the department between 08:00 and 16:00 on weekdays.
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Category A and B enquiries: Ms Thandeka Thwala (012) 429 - 8216

By e-mail	Category A and B enquiries: Ms Thandeka Thwala: thwaltn@unisa.ac.za Category C enquiries: You can contact the teaching team for <i>Basic Psychology</i> on the following e-mail address: PYC1501@unisa.ac.za
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When you submit an e-mail letter please write one of the following codes in the subject line space of your e-mail:

PYC1501+Category+A or PYC1501+Category+B. The subject line code is used to route your e-mail to the proper folder for quick attention.

By Fax	The fax number for <i>Basic Psychology</i> is: (012) 429 - 3414. Please indicate in the upper left hand corner of all facsimiles whether your enquiry is a Category A or Category B or Category C enquiry.
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By letter	The postal address for <i>Basic Psychology</i> is: The Course Organiser, PYC1501 Department of Psychology, UNISA, PO Box 392, Unisa 0003
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Please indicate in the upper left hand corner of the envelope as well as in the upper left hand corner of the first page of your letter whether your enquiry is a Category A or Category B or Category C enquiry.

3.3 University

If you need to contact the University about matters not related to the content of this module, please consult the publication *Study @ Unisa* that you received with your study material. This booklet contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open). Always have your student number at hand when you contact the University.

4 RESOURCES

4.1 Prescribed book

The prescribed textbook is: Van Deventer, V., & Mojapelo-Batka, M. (2013). *A student's A-Z of Psychology*. (2nd ed.). Juta: Cape Town. The textbook is also prescribed for another module in psychology namely, *Psychology in Society* (PYC1502).

Prescribed books can be obtained from the University's official booksellers. Please refer to the list of official booksellers and their addresses in *Study @ Unisa* brochure. If you have difficulty in locating your book(s) at these booksellers, please contact the Prescribed Book Section at Tel: (012) 429 - 4152 or e-mail: vospresc@unisa.ac.za

The decision to prescribe a book written by the members of the department of psychology is informed by UNISA Code of Ethics and Conduct. The School Teaching and Learning Committee has considered the ethical implications of prescribing the book and has approved it.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

4.4 Library services and resources information

The Unisa Library offers a range of information services and resources:

- for brief information go to: <https://www.unisa.ac.za/library/libatglance>
- for more detailed Library information, go to <http://www.unisa.ac.za/sites/corporate/default/Library>
- for research support and services (e.g. Personal Librarians and literature search services), go to <http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support>

The Library has created numerous Library guides: <http://libguides.unisa.ac.za>

Recommended guides:

- request and find library material/download recommended material: <http://libguides.unisa.ac.za/request/request>
- postgraduate information services: <http://libguides.unisa.ac.za/request/postgrad>
- finding and using library resources and tools: http://libguides.unisa.ac.za/Research_skills
- Frequently asked questions about the Library: <http://libguides.unisa.ac.za/ask>
- Services to students living with disabilities:

<http://libguides.unisa.ac.za/disability>

Important contact information:

- <https://libguides.unisa.ac.za/ask> - Ask a Librarian
- Lib-help@unisa.ac.za - technical problems accessing library online services
- Library-enquiries@unisa.ac.za - general library related queries
- Library-fines@unisa.ac.za - for queries related to library fines and payments

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *Study @ Unisa*, which you received with your study material.

The *Study@Unisa* brochure is available on myUnisa: www.unisa.ac.za/brochures/studies
This brochure has all the tips and information you need to succeed at distance learning and, specifically, at Unisa.

5.1 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these is for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

5.2 Contact with fellow students

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
P O Box 392
UNISA
0003

5.3 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The *myUnisa* system is Unisa's online campus that will help you communicate with other students, your lecturers and the administrative departments of the University.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za> and then click on the 'Login to *myUnisa*' link on the right-hand side of the screen. This should take you to *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>. Please consult the publication *Study @ Unisa* which you received with you study material for more information on *myUnisa*.

5.4 Discussion classes

There are no discussion classes for this module.

5.5 Tutorial classes

UNISA is committed to supporting you in your studies. E-tutors have been appointed to assist you to achieve your educational goals. This module is one of those which have e-tutors available. The e-tutors will provide online support and guidance on the *myUnisa* portal. Please interact actively and participate on the group site as this has the dual function of providing tutorial guidance and opportunities for you to engage meaningfully with fellow students. Activate your *myLife* account to make use of this added advantage. You can identify your group site by the letter E at the end. For example: PYC1501-20-S1-4E. This means that you are registered for PYC1501 in 2020 for semester 1 and you are in group 4E. Face-to-face tutorial classes are also offered for this module at various Unisa Learning Centres around the country. Please attend these tutorial classes in your area in order to benefit from them.

6 STUDY PLAN

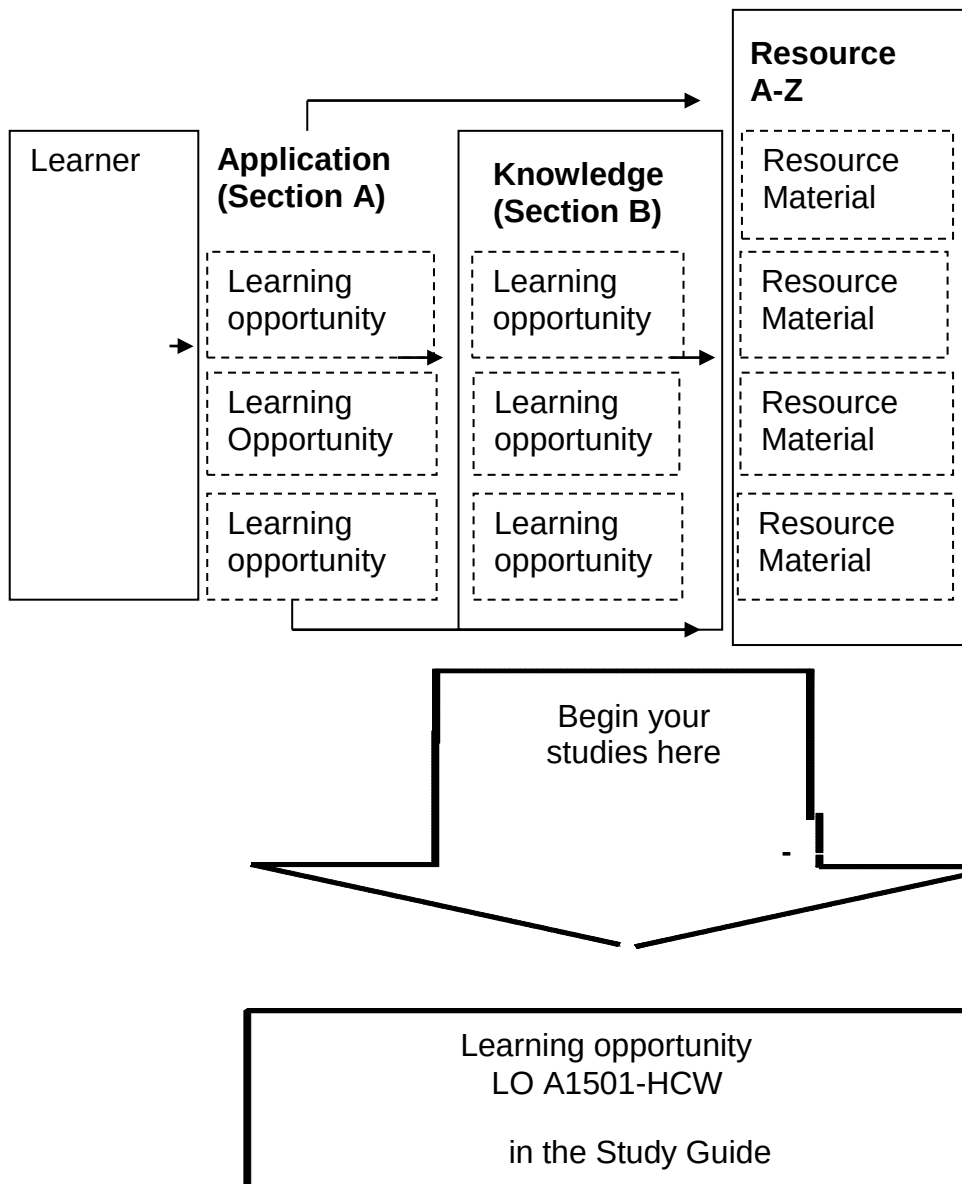
Refer to *Studies @Unisa* brochure for general time management and planning skills.

Module Name	Basic psychology
Module Code	PYC1501
A-Z	Prescribed book: <i>A student's A-Z of Psychology</i>
SG	Study Guide: Only Study Guide for PYC1501
LO	Learning opportunity (provided in the Study Guide)

Learning Opportunity	Task	Time (hours)
LO A1501-HCW	Learn how this course works	5
LO A1501-CFS	Learn to chart the field of study	5
LO A1501-PPR	Learn to prepare a presentation	15
LO A1501-POP	Learn to provide an expert opinion	15
LO A1501-DPP	Learn to develop a psychological programme	40
LO A1501-DRP	Learn to research a psychological topic	40

(The notional hours in the study guide should be 120).

You always start with learning opportunities for application of psychological knowledge. In other words, you always begin with learning opportunities from the Study Guide Section A. These learning opportunities refer you to relevant resource material and to learning opportunities in the Study Guide Section B for exploring the required resource material. The first learning opportunity you should study is learning opportunity **A1501-HCW** from the Study Guide. This learning opportunity shows you how the module works.



Module components

The module that you are about to study is called *Basic psychology*. The module has a unique module identifier. The module identifier for *Basic psychology* is PYC1501. You will notice that modules presented by the Department of Psychology start with the letters PYC. The first-year level modules are numbered in the 100 series. Thus, module identifiers for first-year level modules in psychology begin with PYC1. Modules presented during the second-year level of study are numbered in the 200 series. Therefore the module identifiers for second-year level modules begin with PYC2, and the third-year level modules begin with PYC3.

The module has three main components

1. The administrative component
2. The assessment component and
3. The instructional component

The administrative and assessment components of the module consist of:

- Tutorial Letter 101: This tutorial letter explains administrative processes and procedures important for studying the module. It also contains assignments 01, 02 and 91 as well as the examination preparation (assignment 92 or self-test).
- Tutorial Letter 201: This tutorial letter contains the answers and further feedback discussion on assignment 01.
- Tutorial Letter 202: This tutorial letter contains the answers and feedback discussions on assignment 02 and the self-test. It also contains information on examination preparation.

The instructional component of the module consists of:

Study Guide: Section A and B

Section A is an application guide. It offers learning opportunities to develop application skills in the field of psychology. Section B is a fundamental knowledge guide. It offers learning opportunities for exploring topics in the field of psychology. Knowledge about these topics is required for developing application skills. The learning opportunities offered in the Study Guide, Section A are supported by the learning opportunities in Section B. All the learning opportunities are supported by the prescribed textbook (A-Z).

Prescribed textbook: The prescribed textbook contains resource material required for executing the learning opportunities presented in the Study Guide (PYC1501).

Module learning method

Learning process	The module learning method is the process that the learner should follow to achieve the module outcomes. The learning process is guided by the idea that learning happens in a more efficient and effective way if information is studied for the purpose of practical application. One learns best if knowledge is selected and applied in particular situations. One should not sit with the prescribed textbook for hours trying to learn one chapter after another without a particular goal in mind because this is not how people learn in real life. In real life people learn new things because they need to know those things in order to do something.
Learning opportunities in the Study Guide- Section A	Learning opportunities for the application of psychological knowledge are provided in Study Guide Section A. This is where the learning process starts. These learning opportunities help the learners to master practical skills. However, these skills require knowledge of psychology. Therefore each learning opportunity refers the learner to relevant resources where the required knowledge can be found. The resource material is provided in the prescribed textbook (A-Z).

Learning opportunities in the Study Guide-Section B	Sometimes the learner has to work through a substantial amount of resource material to complete an application task. When this is the case further learning opportunities are provided to help the learner work through the resource material. These learning opportunities are provided in the Study Guide Section B.
Outcome products	Every learning opportunity has an outcome product and a method of producing the outcome product. The production method is divided into one or more tasks, each consisting of one or more activities. Activities tell the learners what to do, and in some cases they provide feedback to allow the learners to collaborate their own answers. It is a good idea to execute an activity before consulting the feedback (if provided) because this approach promotes active learning. It is a very bad idea not to do these activities and to simply try to memorise the feedback because doing so promotes passive learning. Learners who try to learn passively will not be able to achieve the competency level required to pass the module examination.
Methods	
Tasks	
Activities	

Module learning opportunity

What is a learning opportunity?	A learning opportunity is a collection of activities aimed at achieving a specific outcome. A learning opportunity consists of: - a title - a unique identifier - an outcome product definition and, - a method definition.
Title	The title is a short heading indicating the meaning and/or content of the learning opportunity.
Unique identifier	The learning opportunity's unique identifier enables the learner to locate the learning opportunity. The first part of the learning opportunity's identifier is the section of the Study Guide in which the learning opportunity appears. The second part is a unique combination of three letters. Learning opportunities are arranged alphabetically (except in section A of the Study Guide PYC1501, where they are arranged in the sequence required by the study programme). The letter combination determines the alphabetical order. For example, LO A1501-HCW comes before LO A1501-POP in Section A of the Study Guide PYC1501. Note: LO is the abbreviation for the term, learning opportunity.
Outcome product definition	The outcome product definition of the learning opportunity has the following components: • a description that indicates the expected outcome of the learning efforts • a standard that indicates the minimum standards that the outcome product must comply with and, • assessment criteria that indicate what the learner has to do to prove his/her competency with regard to the outcome product.
Method definition	The method definition indicates a way to achieve the outcome product. The method definition of a learning opportunity has the following components: one or more tasks, each consisting of one or more activities and, references to the resources required for the execution of the tasks.

Study Guide and its sections

You receive the Study Guide (PYC1501) for *Basic psychology*.

SG	CONTENT
Section A	Learning opportunities for the application of psychological knowledge
Section B	Learning opportunities for exploring topics in the field of psychology

7 PRACTICAL WORK

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment criteria

The students are assessed by means of two assignments and the examination. The value of the two assignments contributes 20% for the year-mark and the examination contributes 80% towards the final mark. The topics are assessed in terms of terminology, constructs, theory, and critical perspectives.

8.2 Assessment plan

Criteria for marking of assignments: The marking of the assignments is computerised. Assignments are seen as part of the learning material for this module. Looking at the assessment criteria given for each assignment will help you understand what is required of you more clearly.

8.3 Assignment numbers

8.3.1 General assignment numbers

There are three assignments for *Basic psychology*. You will find these assignments in this tutorial letter 101. Please refer to the assignment info in *Study @ Unisa* for general assignment information and rules.

(Please note that you have to submit the assignments ONLY for the semester you are registered. Thus, if you are registered for semester 1, then submit the assignments for semester 1 ONLY).

Assignment 01 (semester 1 and 2) - This assignment consists of 25 multiple-choice questions covering the following learning opportunities and chapters in the prescribed book:

From Study Guide Section A: SEC.A-RIG, SEC.A-CFS, SEC.A-PPR, SEC.A-DPP, and SEC.A-POP.

From Study Guide Section B: SEC.B-01, SEC.B-02, SEC.B-03, SEC.B-04, and SEC.B-05.

FROM A-Z:

- Human nervous system (4 sub-sections)
- States of consciousness
- Sensation and perception
- Cognition (3 sub-sections)

Note that you have to submit assignment 01 and at least one of the remaining assignments to gain examination admission.

Assignment 02 (semester 1 and 2) - This assignment consists of 25 multiple-choice questions covering the following learning opportunities and chapters in the prescribed book:

From Study Guide Section A: SEC.A-DPP, and SEC.A-POP,

From Study Guide Section B: SEC.B-06, SEC.B-07. SEC.B-08, and SEC.B-09.

FROM A-Z:

- Intelligence (3 sub-sections)
- Emotion (6 sub-sections)
- Learning (4 sub-sections)
- Personality (3 sub-sections)
- Memory

Assignment 91: This assignment is a course-evaluation assignment. It consists of 50 multiple-choice questions concerning your experience of the course material. The aim of the assignment is to reflect on what you have learned and why you enjoyed (or why you did not enjoy) certain learning experiences.

Assignment 92: Apart from the assignments you also receive a self-test. Do not submit the self-test for evaluation. Please use the self-test to determine how well you are prepared for the examination.

Year-mark: An average of assignments 01 and 02 counts 20% towards the year mark. This year mark will contribute towards the final mark. Assignment 91 does not contribute towards the year mark.

You will receive feedback on your assignments as well as the self-test. You get the answers to the questions, as well as further discussion on these answers. You will receive two kinds of feedback: (1) a computer printout showing your own answers, the correct answers, and the mark you obtained, (2) a tutorial letter with detailed feedback about each question. Assignment 91 does not have any feedback.

8.3.2 Unique assignment numbers

Each assignment has a unique number. Please make sure that you indicate this number according to the assignment that you submit.

Assignment	Unique number	Semester
Assignment 01	795454	1
	586900	2
Assignment 02	531676	1
	529592	2
Assignment 91	594676	1
	557357	2

8.4 Assignment due dates

Do your assignments while you study, and submit them well before the closing dates. **Do not contact the department of Psychology to request an extension of time.** This is because the marking has to resume on a set date. Credits are automatically deducted for late submissions of the assignments.

Assignment	Due date	Semester
Assignment 01	09 March 2020	1
	31 August 2020	2
Assignment 02	14 April 2020	1
	30 September 2020	2
Assignment 91	24 April 2020	1
	09 October 2020	2

8.5 Submission of assignments

Students may submit assignments completed on mark-reading sheets either by post or electronically on *myUnisa*.

Assignment submission by post: The postal address is Assignments (PYC1501), The Registrar (Academic), UNISA, PO Box 392, Unisa 0003.

Assignment submission via *myUnisa*: Visit the Unisa home page at <http://www.unisa.ac.za> and go to *myUnisa* for a detailed explanation. **Please note: assignments may not be submitted by fax or e-mail.** Should you encounter problems in submitting an assignment on *myUnisa*, you may contact the help line at: myUnisaHelp@unisa.ac.za

For detailed information on assignments, please refer to *Study @ Unisa* brochure, which you received with your study package.

To submit an assignment via *myUnisa*:

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

8.6 The assignments

(Please note that you must submit the assignments **ONLY** for the semester you are registered. Thus, if you are registered for semester 1, then submit the assignments for semester 1 **ONLY**).

SEMESTER 1 ASSIGNMENTS

Semester 1: Assignment 01	(UN: 795454)
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Note: This assignment is compulsory. You must submit this assignment to gain examination admission.

Please choose the most correct option in each question.

Question 1

Stimulus intensity is to impulse frequency as . . . is to the amplitude of the impulse.

1. a synapse
2. conduction speed
3. intensity of light stimulus
4. diameter of the nerve fibre

Question 2

The contrast between two poles of a neuron is called . . .

1. an action potential
2. potential difference
3. resting membrane potential
4. a postsynaptic potential

Question 3

The electrical charge resulting from the difference between the positive and negative ions outside and inside the cell membrane results in . . .

1. a threshold
2. the action potential
3. the resting membrane potential
4. the refractory period

Question 4

During the group discussion on myUnisa group site, one student mentions that neurons can send impulses continuously. This statement is . . .

1. correct, because neurons are never inactive
2. incorrect, because the resting potential must be restored before another impulse can fire
3. incorrect, because impulses cannot be conducted during the absolute refractory period
4. correct, because the refractory period prevents over-stimulation of the nervous system

Question 5

Which term refers to the period whereby no neural impulse can be generated, even with intense stimulation?

1. Action potential
2. Absolute refractory period
3. Relative refractory period
4. Resting membrane potential

Question 6

The peripheral nervous system is made up of the . . .

1. brain and spinal cord
2. neurons and organs that lie beyond the brain
3. central nervous system and sympathetic nervous system
4. somatic nervous system and autonomic nervous system

Question 7

The autonomic nervous system is made up of the . . .

1. brain and spinal cord
2. organs and glands
3. sympathetic and parasympathetic nervous system
4. central nervous system and somatic nervous system

Question 8

When the sympathetic nervous system is activated . . .

1. the body inhibits digestion and lungs expand to absorb more oxygen
2. the digestive processes increase and there is decreased lung action
3. the pupils contract and muscles relax
4. the body restores blood supply to the skin and reduces blood pressure

Question 9

The relationship between emotion and autonomic physiological arousal forms the basis for the use of a polygraph (lie detector) test. A polygraph . . .

1. measures the lies told by the person being tested
2. records psychological changes in relation to the lies being told
3. makes people respond differently during questioning
4. monitors the physiological changes when a person lies

Question 10

The . . . lobe produces more generalised and integrated behaviours.

1. frontal
2. temporal
3. parietal
4. occipital

Question 11

Which sleep stage is characterised by poor motor coordination when a person is woken up?

1. Phase 2 sleep
2. Phase 3 sleep
3. Phase 4 sleep
4. D-sleep

Question 12

Which sleep disorder refers to a condition when a person has breathing difficulties during sleep and wakes up gasping for breath?

1. Insomnia
2. Catalepsy
3. Sleep apnea
4. Narcolepsy

Question 13

A sleep disorder called narcolepsy is characterised by an inability to move, which occurs just before one falls asleep or when waking up in the morning. This answer is . . .

1. correct
2. ncorrect. The statement refers to catalepsy
3. incorrect. Narcolepsy is characterized by breathing difficulties during sleep
4. incorrect. Narcolepsy is characterized by an overwhelming need to sleep

Question 14

Opiate drugs are . . . and work by . . . in the body.

1. timulants; decreasing the action of inhibitory neurons
2. depressants; producing nausea and insensitivity to pain
3. stimulants; mimicking other drugs
4. hallucinogens; increasing the release of dopamine

Question 15

James took drugs and after a few minutes he entered a dreamlike state. He had distorted sensory experiences, imaginary visions and realities. What type of drugs induces this kind of mental state?

1. Inhalants
2. Stimulants
3. Hallucinogens
4. Depressants

Question 16

During your group discussion on MyUnisa, Peter says that he understands why some people tend to steal to make a living. Upon reading this, Susan then claims that Peter is in favour of stealing. What kind of reasoning fallacy is displayed by Susan?

1. Using a slightly changed version of someone else's point of view as a basis for reasoning
2. Trying to discredit the issue by discrediting the person who supports the issue
3. Playing on someone's sympathy to get something done
4. Relying on the characteristics of a certain group to gain support for a particular conclusion

Question 17

When a person sees one aspect of a problem and ignores others, this is an example of an . . . barrier to problem-solving.

1. emotional
2. perceptual
3. cultural
4. learned

Question 18

The difference between informal and formal reasoning is that “formal reasoning is logical whereas informal reasoning is illogical.” This answer is . . .

1. correct, because formal reasoning is based on premises and conclusions
2. correct, because formal reasoning is based on inductive and deductive reasoning
3. partially correct, because the difference lies in the topic that is being discussed
4. incorrect, the difference is that premises and conclusions are explicitly stated in formal reasoning but usually not so in informal reasoning

Question 19

Mr. Wood believes his children are out of control and the only solution is to use physical punishment to get them back on track as his parents and grandparents did in their time. This is an example of . . . a(n) barrier to problem-solving.

1. emotional
2. cultural
3. perceptual
4. psychological

Question 20

The tutor gives your group a task to explain what problem-solving is. Which of the following statements should be included in the explanation?

- A. Problem-solving requires two phases to successfully solve a problem
- B. Problem-solving is a process with distinct steps and various strategies
- C. Problems are universal, and it does not matter how the problem is defined
- D. Each potential solution to a problem may give rise to other problems

The correct answer is . . .

1. A, B, and C
2. A, B, and D
3. B, C, and D
4. All of the above

Question 21

Which of the following statement(s) refer(s) to the orienting reaction?

1. The orienting reaction occurs when a stimulus is recognised or given meaning
2. The orienting reaction follows a sudden change in environmental stimulation
3. Habituation refers to the re-appearance of the orienting reaction
4. All of the above

Question 22

Which principle refers to the tendency to group elements that are the same in shape, colour, or texture as though they represent a figure?

1. Principle of symmetry
2. Principle of proximity
3. Principle of similarity
4. Principle of continuity

Question 23

When you are talking to someone at a party, you are able to focus on the voice of that person and screen out the background noise. This is an example of which law of perceptual organisation?

1. Closure
2. Figure and ground
3. Proximity
4. Grouping

Question 24

Which of the following statements about attention is correct?

1. Attention is an automatic process that takes place below the awareness level
2. Parallel processing is easier when two or more tasks require an individual to pay close attention
3. People cannot pay attention to more than one thing at a time
4. There are external and internal determinants of attention

Question 25

The brain's ability to process incoming information rapidly and without any level of awareness to enable a person to respond quickly to potentially important events is called . . .

1. sensation
2. perceptual organization
3. generator potential
4. monitoring

End of assignment 01

Semester 1: Assignment 02	(UN: 531676)
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Note: You must submit assignment 01 before you can submit this assignment.

Please choose the most correct option in each question.

Question 1

Mathlodi loves composing and performing music. This is an example of . . . intelligence.

1. spatial
2. linguistic
3. musical
4. experiential

Question 2

The triarchic theory of intelligence consists of three aspects of intelligence. These are . . .

1. Biological processes, planning processes and attention processes
2. Information processes, planning processes and attentional processes
3. Componential intelligence, experiential intelligence and contextual intelligence
4. Componential intelligence, naturalistic intelligence and experiential intelligence

Question 3

Mmabatho is 8 years old and has just completed an intelligence test at school. She correctly answered all the questions that 8-year-old children can answer and has also correctly answered half of the questions that 9-year-old children can answer. On the basis of the above-mentioned scenario, what is Mmabatho's mental age?

1. 7 years
2. 7 years, 8 months
3. 8 years, 6 months
4. 9 years, 6 months

Question 4

Mmabatho's mother asks why her daughter is having difficulties at school while her step-sister, who lives in the same house, does not. Based on this scenario, you explain to Mmabatho's mother that children who have . . . are less likely to obtain similar scores on an intelligence test.

1. the same genetic composition and are raised in similar environments
2. different genetic compositions and are raised in the same environment
3. the same genetic composition and are raised in different environments
4. different genetic compositions and are raised in different environments

Question 5

Which of the following statements is a possible explanation for the finding that highly creative people often do not perform well on traditional tests of intelligence?

1. Creativity and intelligence are unrelated abilities
2. Creative people are convergent thinkers
3. Performance on intelligence tests relies on convergent thinking
4. Creative people do not have above average intelligence

Question 6

According to Gardner's theory, performance in intellectual tasks is determined by . . .

1. a general intellectual ability
2. unique specific abilities
3. multiple intelligences
4. contextual intelligence

Question 7

What are the two important characteristics of a psychological test?

1. reliability and mental age
2. validity and reliability
3. intelligence and validity
4. creativity and intelligence

Question 8

George was traveling with his father in a car when the car suddenly broke down. George's father had to fix the car and George watched closely at how his father fixed the car. Watching his father fix the car encouraged him to enrol for a mechanical engineering programme. Which element of observational learning is evident in the scenario?

1. Reproduction
2. Attention
3. Motivation
4. Retention

Question 9

In Classical conditioning, the term stimulus generalisation refers to the . . .

1. disappearance of a previously learned response
2. tendency to respond the same way to similar but not identical stimuli
3. reappearance of a response which seems to have been extinguished
4. strengthening of a likelihood of a response

Question 10

What kind of learning is traditionally classified as learning by association?

1. Social learning
2. Operant learning
3. Cognitive learning
4. Observation learning

Question 11

In operant conditioning terms, reinforcement refers to the . . .

1. tendency to respond to similar but not identical stimuli
2. unpleasant consequences of a response
3. process that occurs when a pleasant or desirable reinforcer follows a response
4. reappearance of a response which seems to have been extinguished

Question 12

Which of the following is not by definition a learned perceptual-motor skill?

1. To pick up a glass
2. To dive from a high diving-board
3. To get the rugby ball from the scrum and pass it to the fly-half
4. To cut a diamond to show off its beauty

Question 13

Mahlori's parents are worried because he has started using bad language at home and at school. They decide to stop this behaviour by taking 50 cents off Mahlari's pocket money every time he swears. Within a month Mahlari's swearing disappeared. What form of learning is illustrated in this example?

1. Operant social learning
2. Social observation learning
3. Cognitive learning
4. Discovery learning

Question 14

Remembering how to drive a car many years after you first learned to drive is an example of . . .

1. semantic memory
2. procedural memory
3. explicit memory
4. episodic memory

Question 15

Which one of the following criteria is incorrect for identifying primary emotions?

1. They must be evident in all cultures
2. They must contribute to the survival of the species
3. They must be evident in human species only
4. They must be associated with distinct facial expression

Question 16

You just received a low mark for PYC1501 assignment and suddenly feel discouraged. What kind of emotion are you experiencing?

1. Secondary emotion
2. Primary emotion
3. Positive emotion
4. Negative emotion

Question 17

Which of the following statement(s) about emotions and motivation is (are) incorrect?

1. Emotions and motivation are both triggered by some kind of stimuli
2. Emotions and motivation activate and affect behaviour
3. We can predict the kind of behaviour that can be produced by both emotions and motivation
4. All of the above

Question 18

According to the two-factor theory of emotion, which of the following provides the correct sequence in the experience of emotion?

1. Stimulation – arousal – cognitive appraisal – emotion – behaviour
2. Stimulation – appraisal – differentiation of emotion – arousal
3. Stimulation – appraisal – differentiation of emotion – aroused behaviour
4. Stimulation – arousal – appraisal – emotion – appraisal – behaviour

Question 19

The method of improving memory by summarising aloud while you are learning is called . . .

1. organisation
2. recitation
3. whole learning
4. spaced practice

Question 20

Your friend asks you what you had for supper yesterday evening and you say: "I cannot think of what I ate now, but I will remember in a minute or so." This indicates a problem with . . .

1. recognition
2. retrieval
3. decay of information
4. storage of information

Question 21

The term . . . refers to the process of being unable to retrieve the information we have stored in memory.

1. memory decay
2. forgetting
3. rehearsal
4. interference

Question 22

The . . . memory system deals with actions, conditioned responses and implicit memories and . . . memory system refers to the store of explicit and factual information.

1. declarative, non-declarative
2. non-declarative, declarative
3. semantic, declarative
4. long-term, short-term

Question 23

The . . . monitors and regulates the information needed for reasoning and problem-solving.

1. visuospatial sketchpad
2. phonological loop
3. executive control system
4. long-term memory

Question 24

People who are able to cope with stress by means of personal commitment, taking control over their situation and seeing challenges rather than problems, can be described as having . . .

1. Type B personalities
2. Type C personalities
3. Type A personalities
4. Hardy personalities

Question 25

In terms of Psychoanalytic approach, personality is shaped by . . .

1. the power struggle between the id, ego, and superego
2. attempts to keep a balance between self-image and actions
3. learning in the form of operant and classical conditioning
4. hereditary factors that account for individual differences in personality

End of assignment 02

SEMESTER 2 ASSIGNMENTS**Semester 2: Assignment 01****(UN: 586900)**

Note: This assignment is compulsory. You must submit this assignment to gain examination admission.

Please choose the most correct option in each question.

Question 1

The part of a neuron that is responsible for receiving information signals from other neurons is called the . . .

1. myelin sheath
2. boutons
3. dendrites
4. soma

Question 2

During impulse conduction the resting membrane potential occurs when the sodium ions are . . . charged and the potassium ions are . . . charged. The total electrical charge on the inside of the membrane is . . .

1. positively, negatively, negative
2. negatively, positively, negative
3. positively, positively, negative
4. positively, positively, positive

Question 3

Which of the following combination of statements about the nature of impulse conduction are correct?

- A. Impulse conduction is a basis for all human behaviour
- B. Impulse conduction can contribute to individual differences in behaviour
- C. Impulse conduction allows sensory energy to be conducted to the brain
- D. Impulse conduction communicates information from the external and internal environments
- E. Impulse conduction depends on the presence or absence of neurotransmitters

The correct answer is . . .

1. A, B, D, and E
2. B, C, D, and E
3. A, B, C, and E
4. A, C, D, and E

Question 4

Which term refers to the period whereby no neural impulse can be generated, even with intense stimulation?

1. Action potential
2. Relative refractory period
3. Resting membrane potential
4. Absolute refractory period

Question 5

Which of the following illustrates the correct sequence of events in the process of synaptic transmission?

1. Nerve impulse stimulates the terminal bouton - Neurotransmitter diffuses across synaptic cleft - Vesicles attach to the presynaptic membrane
2. Nerve impulse stimulates the terminal bouton - Transmitter deactivated by bouton - Electrical changes in receiving cell
3. Nerve impulse stimulates terminal bouton - Neurotransmitters attach to receptors - Neurotransmitters cross the synaptic cleft
4. Nerve impulse stimulates terminal bouton - Vesicles attach to the membrane - Neurotransmitters are released - Neurotransmitters attach to receptors on the postsynaptic membrane

Question 6

Which one of the following neurotransmitters helps to control aggression and appetite?

1. Endorphin
2. Gamma-aminobutyric acid
3. Acetylcholine
4. Dopamine

Question 7

The . . . activates the body while the . . . restores normal functioning.

1. autonomic nervous system; peripheral nervous system
2. autonomic nervous system; homeostasis
3. sympathetic nervous system; parasympathetic nervous system
4. sympathetic nervous system; somatic nervous system

Question 8

What effect do endorphins have on the body?

1. They regulate sleep and waking cycles
2. They regulate aggression and muscle tone
3. They regulate motor behaviour
4. They suppress pain

Question 9

The main function of the . . . is to regulate sleep and wakefulness.

1. cerebellum
2. thalamus
3. pons
4. spinal cord

Question 10

Which one of the following statements about the brain is correct?

1. Both hemispheres have to work together for the effective use of language
2. The cerebral hemispheres are connected by the cerebral cortex
3. The left hemisphere regulates the logical and holistic organisation of information
4. The blood-brain barrier protects the brain from being bumped

Question 11

Hypnosis has been used in various settings by psychologists and therapists for specific purposes. The chief characteristic of hypnosis is . . .

1. increased suggestibility
2. enhanced creativity
3. heightened arousal
4. heightened ability to concentrate

Question 12

Stimulants act by increasing alertness, boost energy and activity and produce a pleasant feeling. Which of the following is a stimulant?

1. Marijuana
2. Alcohol
3. Ecstasy
4. Caffeine

Question 13

Which of the following statements about sleep is correct?

1. During sleep, people do not respond to things happening around them
2. Dreaming occurs during the fourth stage of S-sleep
3. The function of S-sleep is to allow the brain to re-organise information and prevent overload
4. Sleep deprivation can lead to deterioration in cognitive functioning

Question 14

Which sleep stage is characterised by poor motor coordination when a person is woken up?

1. Phase 2 sleep
2. Phase 3 sleep
3. Phase 4 sleep
4. D-sleep

Question 15

Consciousness is . . .

1. the awareness of sensations, thoughts and feels at a particular time
2. the body's ability to maintain a hormonal balance
3. the mind being susceptible to increased suggestibility
4. being able to relax concentrate and produce temporary changes in behaviour

Question 16

Michael drove over a red robot and was stopped by the traffic officer. Michael does not want to pay the fine and pleads with the traffic officer: "If I pay the fine, my family will have nothing to eat for the whole week. I still have to pay for my electricity account. Please, help me out." What kind of fallacious reasoning is Michael using here?

1. Using a slightly changed version of someone else's point of view as a basis for reasoning
2. Trying to discredit the issue by discrediting the person who supports the issue
3. Playing on someone's sympathy to get something done
4. Relying on the characteristics of a certain group to gain support for a particular conclusion

Question 17

In order to help the students to understand the process of impulse conduction, the tutor uses the following example: *"Each neuron is like an electrical battery, with positive and negative poles. When the battery is charged, there is a large potential difference between the two poles. As the battery becomes flat there is no potential difference between the two poles."* This is an example of . . . reasoning.

1. critical
2. inductive
3. analogical
4. deductive

Question 18

Which of the following statements is not part of critical reasoning?

1. Identifying the problem
2. Being open-minded about an issue under consideration
3. Finding the one right answer
4. Developing collective thinking in a task-oriented group

Question 19

When John came back from a party in the middle of the night, he found that the electricity was off in the house. Because the doorway was dark, John decided to try each key to open the door. In this case, John used . . . to open the door.

1. heuristic strategy
2. trial-and-error strategy
3. insight
4. inductive reasoning

Question 20

The tutor gives your group a task to explain what problem-solving is. Which of the following statements should be included in the explanation?

- A. Problem-solving requires two phases to successfully solve a problem
 - B. Problem-solving is a process with distinct steps and various strategies
 - C. Problems are universal and it does not matter how the problem is defined
 - D. Each potential solution to a problem may give rise to other problems
1. A, B, and C
 2. A, B, and D
 3. B, C, and D
 4. All of the above

Question 21

Which one of the following statements about attention is correct?

1. Attention is an automatic process that takes place below the level of awareness
2. People cannot attend to more than one thing at a time
3. There are internal and external determinants of attention
4. Parallel processing is easier when both tasks require an individual to pay close attention

Question 22

When sensory information is received in the brain, the process of interpreting and making meaning is called . . .

1. sensation
2. adaptation
3. transduction
4. perception

Question 23

The system that provides people with information about the environment immediately outside the skin is called the . . .

1. chemical system
2. visual system
3. proprioceptive system
4. somaesthetic system

Question 24

Which type of perceptual constancy explains the fact that a piece of charcoal is always black, whether you look at it in the light or in the shadow?

1. Constant colour
2. Constant shape
3. Constant form
4. Constant size

Question 25

A process of perceptual organisation that refers to our tendency to group elements in a way that creates a balanced figure refers to the principle of . . .

1. symmetry
2. contour
3. continuity
4. similarity

End of assignment 01

Semester 2: Assignment 02	(UN: 529592)
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Note: You must submit assignment 01 before you can submit this assignment.

Please choose the most correct option in each question.

Question 1

Mukhethwa finds using maps and visual aids easier. This is an example of . . . intelligence.

1. emotional
2. spatial
3. linguistic
4. experiential

Question 2

The cognitive processing approach consists of three components of intelligence. These are . . .

1. biological processes, planning processes and attention processes
2. information processes, planning processes and attentional processes
3. componential intelligence, experiential intelligence and contextual intelligence
4. componential intelligence, naturalistic intelligence and experiential intelligence

Question 3

Which of the following statements about emotional intelligence is incorrect? People with high emotional intelligence are able to . . .

1. manage their emotions well
2. recognise the emotions in others
3. control their impulses and delay gratification
4. understand the needs of others without necessarily knowing what motivates their own behaviour

Question 4

Your neighbour just found out that you are studying psychology at Unisa. She asked you to explain the probability or chances that her twin daughters would get different scores on an intelligence test. Your explanation is based on the research findings that children who are more likely to obtain different scores on an intelligence test are . . .

1. fraternal twins that are raised in similar environments
2. identical twins that are raised in similar environments
3. identical twins that are raised in different environments
4. fraternal twins that are raised in different environments

Question 5

According to Spearman's theory, performance in intellectual tasks is determined by . . .

1. a general intellectual ability
2. unique specific abilities
3. multiple intelligences
4. componential intelligence

Question 6

What type of learning is traditionally considered as learning that involves thinking?

1. Social learning
2. Cognitive learning
3. Classical conditioning
4. Observational learning

Question 7

What type of learning is traditionally classified as learning by association?

1. Social learning
2. Cognitive learning
3. Classical conditioning
4. Observational learning

Question 8

According to Pavlov, some animal behaviours are learned by means of association between stimuli. In Pavlov's experiment with dogs, the unpaired ringing of the bell was the . . .

1. unconditioned stimulus
2. unconditioned response
3. conditioned response
4. conditioned stimulus

Question 9

In Classical conditioning, the term extinction refers to . . .

1. the disappearance of a previously learned response
2. the tendency to respond the same way to similar but not identical stimuli
3. the reappearance of a response which seems to have been extinguished
4. the strengthening of a likelihood of a response

Question 10

Which of the following occurs when making a response removes an unpleasant event?

1. Positive reinforcement
2. Generalisation
3. Negative reinforcement
4. Extinction

Question 11

The term . . . can be defined as any relatively permanent change in behavior brought about by experience or practice.

1. conditioning
2. reinforcement
3. learning
4. punishment

Question 12

Sipho was traveling with his father when the car suddenly broke down, and he watched closely how his father fixed the car. When Sipho was driving alone, the car broke down again. Sipho then used the same techniques his father used to fix the car. Which element of observational learning is evident in this scenario?

1. Reproduction
2. Attention
3. Motivation
4. Retention

Question 13

During the psychology examination Jabu's script was confiscated because he was found cheating by the invigilator. In the next examination Jabu ensured that he prepared thoroughly and he never cheated again. What kind of learning has occurred in this case?

1. Operant social learning
2. Cognitive learning
3. Latent learning
4. Imitative learning

Question 14

People use a number of strategies to recall information. Which of the following can be used as a strategy to remember information?

1. Encoding
2. Rehearsal
3. Retrieval
4. Storage

Question 15

In which part of the memory is factual information stored?

1. Declarative memory
2. Sensory memory
3. Short-term memory
4. Non-declarative memory

Question 16

You have been asked to prepare a speech for your friend's birthday party. As you rehearse your speech aloud you also imagine the reaction of your audience. Which parts of memory are you using to process the information?

1. Phonological loop and visual sketchpad
2. Phonological loop and executive control system
3. Phonological loop and sensory memory
4. Sensory memory and long-term knowledge store

Question 17

During your friend's birthday party, her mother gave a speech and reflected upon the time that your friend was born. She also made reference to how your friend grew up and spoke about specific events that touched her. Which memory system is she using to remember these events?

1. Short-term memory
2. Episodic memory
3. Semantic memory
4. Procedural memory

Question 18

Your tutor asks you the name of the player who won the Masters Tournament held in Georgia in 2019 and you say “I cannot think of the name now but I will remember it in a minute or so.” This indicates a problem with . . .

1. recognition
2. retrieval
3. rehearsal
4. interference

Question 19

You have just received encouraging feedback from your lecturer for the PYC1501 assignment. You suddenly want to explore more content about the module and see yourself growing within the psychology discipline. What kind of emotion are you experiencing?

1. Secondary emotion
2. Primary emotion
3. Positive emotion
4. Negative emotion

Question 20

The term . . . refers to an internal state that activates and gives directions to our thoughts, behaviours, and feelings.

1. motivation
2. emotional intelligence
3. temperament
4. emotion

Question 21

Which one of the following is not associated with the cognitive appraisal theory of emotion?

1. The experience of physiological arousal is dependent on environmental cues
2. The experience of emotion involves interpreting physiological appraisal with reference to cognitive content
3. Primary and secondary appraisals are integral components of the experience of an emotion
4. People think before they feel

Question 22

The results of the personality test indicate that Mmabatho is an extrovert. Extroversion describes Mmabatho's . . .

1. temperament
2. personality type
3. character
4. self-concept

Question 23

The term *character* refers to . . .

1. people who have several traits in common.
2. people's emotions and the way in which they deal and express those emotions
3. stable qualities that mostly remain consistent in various and changing situations
4. aspects of personality involving a person's values and his/her ability to behave according to those values

Question 24

If you describe your friend as "optimistic, reserved and friendly," which personality approach are you using?

1. Humanistic approach
2. Trait approach
3. Psychodynamic approach
4. Psychoanalytic approach

Question 25

Which personality theory holds the belief that rewards and punishments shape personality development?

1. Humanistic
2. Behaviorist
3. Person-centered
4. Psychoanalytic

End of assignment 02

Assignment 91 (Course-evaluation)

Semester 1: (UN: 594676)	Semester 2: (UN: 557357)																																			
Note: You have to submit assignments 01 and 02 before you can submit this assignment. This assignment does not have any feedback and does not contribute towards a year-mark. The following statements are about the learning tasks in general for the whole course. In each case please indicate your response to each of these statements. In other words: Mark 1 if you <i>definitely agree</i> with the statement Mark 2 if you <i>agree</i> with the statement Mark 3 if you are <i>uncertain</i> whether you agree or disagree with the statement Mark 4 if you <i>disagree</i> with the statement Mark 5 if you <i>definitely disagree</i> with the statement A Please indicate how you feel about each of the learning opportunities listed below <table><tr><td>1</td><td>Learn how this course works</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1</td><td>I found this learning opportunity interesting</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>2</td><td>I thought this learning opportunity was a waste of time</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>3</td><td>I thought this learning opportunity was difficult</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>4</td><td>I think I can use in future what I have learnt in this learning opportunity</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>		1	Learn how this course works						1	I found this learning opportunity interesting	1	2	3	4	5	2	I thought this learning opportunity was a waste of time	1	2	3	4	5	3	I thought this learning opportunity was difficult	1	2	3	4	5	4	I think I can use in future what I have learnt in this learning opportunity	1	2	3	4	5
1	Learn how this course works																																			
1	I found this learning opportunity interesting	1	2	3	4	5																														
2	I thought this learning opportunity was a waste of time	1	2	3	4	5																														
3	I thought this learning opportunity was difficult	1	2	3	4	5																														
4	I think I can use in future what I have learnt in this learning opportunity	1	2	3	4	5																														

A Please indicate how you feel about each of the learning opportunities listed below

- 1 Learn how this course works

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | I found this learning opportunity interesting | 1 | 2 | 3 | 4 | 5 |
| 2 | I thought this learning opportunity was a waste of time | 1 | 2 | 3 | 4 | 5 |
| 3 | I thought this learning opportunity was difficult | 1 | 2 | 3 | 4 | 5 |
| 4 | I think I can use in future what I have learnt in this learning opportunity | 1 | 2 | 3 | 4 | 5 |

5	I cannot see why I had to do this learning opportunity in a psychology course	1	2	3	4	5
2	Learn to chart a field of study					
6	I found this learning opportunity interesting	1	2	3	4	5
7	I thought this learning opportunity was a waste of time	1	2	3	4	5
8	I thought this learning opportunity was difficult	1	2	3	4	5
9	I think I can use in future what I have learnt in this learning opportunity	1	2	3	4	5
10	I cannot see why I had to do this learning opportunity in a psychology course	1	2	3	4	5
3	Learn to prepare a presentation					
11	I found this learning opportunity interesting	1	2	3	4	5
12	I thought this learning opportunity was a waste of time	1	2	3	4	5
13	I thought this learning opportunity was difficult	1	2	3	4	5
14	I think I can use in future what I have learnt in this learning opportunity	1	2	3	4	5
15	I cannot see why I had to do this learning opportunity in a psychology course	1	2	3	4	5
4	Learn to provide an expert opinion					
16	I found this learning opportunity interesting	1	2	3	4	5
17	I thought this learning opportunity was a waste of time	1	2	3	4	5
18	I thought this learning opportunity was difficult	1	2	3	4	5
19	I think I can use in future what I have learnt in this learning opportunity	1	2	3	4	5
20	I cannot see why I had to do this learning opportunity in a psychology course	1	2	3	4	5
5	Learn to develop a psychological programme					
21	I found this learning opportunity interesting	1	2	3	4	5
22	I thought this learning opportunity was a waste of time	1	2	3	4	5
23	I thought this learning opportunity was difficult	1	2	3	4	5
24	I think I can use in future what I have learnt in this learning opportunity	1	2	3	4	5
25	I cannot see why I had to do this learning opportunity in a psychology course	1	2	3	4	5
6	Learn to research a psychological topic					
26	I found this learning opportunity interesting	1	2	3	4	5
27	I thought this learning opportunity was a waste of time	1	2	3	4	5
28	I thought this learning opportunity was difficult	1	2	3	4	5
29	I think I can use in future what I have learnt in this learning opportunity	1	2	3	4	5
30	I cannot see why I had to do this learning opportunity in a psychology course	1	2	3	4	5

B Please indicate how you feel about the course in general

31	It was difficult to figure out how the course works	1	2	3	4	5
32	After I figured out how the course was structured I coped well with my studies	1	2	3	4	5
33	I could not figure out how the course was structured, and still do not know	1	2	3	4	5
34	The course material did not explain how one should study the material	1	2	3	4	5
35	I found the course really very difficult	1	2	3	4	5
36	I though this course was well-organised	1	2	3	4	5
37	I learned a lot from this course	1	2	3	4	5
38	I completed all the learning tasks	1	2	3	4	5
39	I did not have enough time to complete all the learning tasks	1	2	3	4	5
40	I can't see the point of the learning tasks - All I need is the prescribed book	1	2	3	4	5

C Please give us your ideas about the learning tasks in general

In general the learning tasks . . .

41	were clear and easy to understand	1	2	3	4	5
42	were interesting and stimulated my thinking about things	1	2	3	4	5
43	were too time-consuming	1	2	3	4	5
44	helped me to develop practical skills	1	2	3	4	5
45	helped me to improve my knowledge of psychology	1	2	3	4	5
46	required too much reading	1	2	3	4	5
47	helped me to improve my problem solving and thinking skills	1	2	3	4	5
48	encouraged me to be creative and to develop my own ideas	1	2	3	4	5
49	helped me to conduct my studies in a structured and organised manner	1	2	3	4	5
50	were boring	1	2	3	4	5

Remember to:

- indicate your answers on a mark reading sheet
- provide the assignment's unique number on the mark reading sheet
- write your student number on the mark sheet
- submit the mark reading sheet as Assignment 91

End of assignment 91

Assignment 92 (Self-test)

This is a self-test assignment. Do not submit this assignment for evaluation.

Please choose the most correct option in each question.

Question 1

You logged onto the internet because you wanted to book a holiday. Your phone rings and you talk for 10 minutes with an old friend. After the conversation, you don't remember what you wanted to do on the internet. The reason that you forgot is due to . . .

1. interference
2. ineffective selection
3. lack of rehearsal
4. poor organisation

Question 2

A strong smell may seem less intense as time passes by. This is because receptor cells get tired of firing in response to continuous presence of a stimulus. This process is called . . .

1. habituation
2. sensory adaptation
3. transduction
4. sensation

Question 3

In Classical conditioning, the term extinction refers to . . .

1. the disappearance of a previously learned response
2. the tendency to respond to similar but not identical stimuli
3. the strengthening of a likelihood of a response
4. the reappearance of a response which seems to have been extinguished

Question 4

Emotions are usually expressed in body language, whereby bodily gestures and facial expressions are used to show a variety of emotions. This is a . . . component of emotions.

1. physiological
2. psychological
3. cognitive-perceptual
4. behavioural

Question 5

Many researchers use four criteria to identify primary emotions. Which of the following is not a criterion for identifying primary emotions?

1. Emotions must be evident in all cultures
2. Emotions must be associated with distinct facial expression
3. Emotions must be evident only in human species
4. Emotions must contribute to the survival of the species

Question 6

Thandi is 13-years old. The intelligence test results show that Thandi can perform all the tasks designed for children of 14 years old, half of the tasks for children of 15 years old. Therefore, Thandi's mental age is . . .

1. 13 years
2. 13 years, 6 months
3. 14 years
4. 14 years, 6 months

Question 7

The term character refers to . . .

1. the heredity aspects of a person's emotional nature
2. stable qualities that a person shows in most situations
3. the individual characteristics that influence behaviour
4. a person's values and the ability to behave according to those values

Question 8

The trigger point at which a neuron will "fire" is called . . .

1. postsynaptic gap
2. threshold
3. action potential
4. resting potential

Question 9

Formal conceptual hierarchies are based on . . .

1. the denotative meanings of concepts
2. the connotative meanings of concepts
3. conceptual rules
4. 1 & 3

Question 10

Which of the following refers to the condition of breathing difficulties during sleep, whereby an individual wakes up gasping for breath?

1. Insomnia
2. Catalepsy
3. Sleep apnea
4. Narcolepsy

End of assignment 92

8.7 OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

8.8 THE EXAMINATION

The nature of the examination paper	The examination is a two-hour paper consisting of 50 multiple-choice questions based on the information provided in the Study Guide as well as the prescribed resource textbook (A-Z). You have also received a self-test that can be regarded as an example of what the examination paper will be like. Further information about the examination and the self-test is provided in Tutorial Letter 202, which you will receive later. Refer to the <i>Study@Unisa</i> brochure for general examination guidelines and examination preparation guidelines.
Examination admission	You need to submit the compulsory assignment 01 to be allowed to sit for the examination. We, however, strongly advise you to complete and submit all the assignments because the assignments are designed to help you in your studies.
Pass mark	The marks you score in the examination paper are converted to a percentage point (a mark out of 100). You must obtain at least 50% to pass the examination. Note that the final mark is an average of 20% year mark and 80% examination mark.

What if I fail? Examinations for first semester are written in May/June with the supplementary examinations being written in October/November. Examinations for the second semester are written in October/November with the supplementary examinations being written in May/June of the following year. Please see *Study@Unisa* containing general Information and rules for full details of examination regulations.

9 FREQUENTLY ASKED QUESTIONS

The *Study@Unisa* contains an A – Z guide of the most relevant study information. Please refer to this brochure for any other questions.

10 SOURCES CONSULTED

The source for this module is the prescribed textbook.

11 IN CLOSING

Tutorial letters contain important information about studies. It is therefore, important to read all tutorial letters when you receive them and to keep them in a safe place. This first tutorial letter (Tutorial letter 101) contains valuable general information for this module. Keep this tutorial letter at hand – you will have to use it more often. The other tutorial letters contain information about feedback on assignments, and examination information.

12 ADDENDUM

Dear Student

As part of this tutorial letter, we wish to inform you that Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have also placed curriculum transformation high on the agenda. For your information, curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at both the programme and module levels, as a phased-in approach. You will notice the implementation thereof in your modules, and we encourage you to fully embrace these changes during your studies at Unisa.

13 ADDITIONAL INFORMATION

13.1 Invitation to visit the website of *New Voices in Psychology*

New Voices in Psychology is a peer-reviewed innovative publication that is published twice a year by the Psychology Department. It has become firmly established as a journal that concentrates on entry-level articles, giving first-time academic authors the opportunity to publish their work. The challenge has always been to do this without compromising on academic quality, while fostering cutting-edge, innovative work. Apart from publishing empirical and theoretical articles, the journal publishes conference reports, book reviews, DVD reviews as well

as essays under the heading Tips, Tools, Reflections and Conversations. For access to the online publications of issues of the journal, information on how to submit manuscripts and information about various new projects and initiatives, visit the journal's website: <https://sites.google.com/a/unisa.ac.za/new-voices-in-psychology/home>.

13.2 Previous examination papers

Previous exam papers are made available on *myUnisa* at certain times. Therefore, we suggest that you make use of the previous examination papers in terms of familiarizing yourself with the structure of the examination when preparing for the examinations. Please note that past examination papers do not form part of your 2020 syllabus. Therefore we do NOT discuss previous examination papers and we do NOT provide model answers for these papers. Also, please note that we cannot take responsibility for changes in syllabi emphasis or content not reflected in past papers.

13.3 Professional communication

Make sure your communication is professional	The ability to communicate in a professional manner is an important aspect of graduateness. Professional communication means: ○ to know exactly what your enquiry is about ○ to make an effort to ensure you contact the right person, and ○ to communicate in a formal, friendly and courteous manner.
	It is unprofessional: ○ to start a telephone conversation with: "Hi, I wonder whether you could help me . . .", or: "Oh, finally you answer your phone", or "Just quickly tell me . . ." ○ to write an email without indicating who the message is addressed to ○ to launch into accusations without first establishing the facts of the matter ○ to use threatening, derogatory and abusive language
Unprofessional communication is not acceptable	Please note that the teaching team will not accept unprofessional communication. Such communication will be returned with an indication that the communication is unprofessional and therefore unacceptable.

13.4 Other contact details

You will find general Unisa contact details in the *Study@Unisa* brochure. The first point of contact for any enquiry regarding administrative support should be directed to the contact points listed below.

DESCRIPTION OF ENQUIRY	SMS NUMBER	E-MAIL ADDRESS
Applications and registrations	43578	study-info@unisa.ac.za
Assignments	43584	assign@unisa.ac.za
Examinations	43584	exam@unisa.ac.za
Study material	43579	despatch@unisa.ac.za
Student accounts	31954	finan@unisa.ac.za
myUnisa	43582	myUnisaHelp@unisa.ac.za
myLife e-mail	43582	myLifeHelp@unisa.ac.za
Book request (Library)	AirPAC	vospresc@unisa.ac.za