Tutorial Letter 101/3/2020

Psychology in Society

PYC1502

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 *Psychology in society (PYC1502).* 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 my*Unisa.

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 (PYC1502).

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 *my*Unisa 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 PYC1502. 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: PYC1502@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 *Psychology in Society* per telephone, letter, fax, and by e-mail. We handle three different kinds of enquiries about *Psychology in Society*. 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 *Psychology in society*.

Category B: Administrative questions about the assignments for *Psychology in society*.

Category C: General academic questions about the content of *psychology in society.*

By telephone

You can phone the University between 08:00 and 16:00 on weekdays. The contact numbers are as follows:

Category A , B, and C enquiries: Ms Thandeka Thwala (012) 429 - 8216

By e-mail

You can contact the teaching team for *psychology* in society on the following e-mail addresses:

Category A, B, and C enquiries: Ms Thandeka Thwala: thwaltn@unisa.ac.za

When you submit an e-mail letter please write one of the following codes in the subject line space of your e-mail:

PYC1502+Category+A or PYC1502+Category+B or PYC1502+Category+C

The subject line code is used to route your e-mail to the proper folder for quick attention.

By Fax

The fax number for *Psychology in society* 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.

By letter

The postal address for *psychology in society* is:

The Course Organiser PYC1502
Department of Psychology, UNISA, PO Box 392, Unisa 0003

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; *Basic Psychology (PYC1501).* The prescribed book 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 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 *my*Unisa 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 *my*Unisa website, start at the main Unisa website, http://www.unisa.ac.za and then click on the 'Login to *my*Unisa' link on the right-hand side of the screen. This should take you to *my*Unisa website. You can also go there directly by typing in http://my.unisa.ac.za. Please consult the publication *my Study @ Unisa* which you received with you study material for more information on *my*Unisa.

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 *my*Unisa 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 *my*Life account to make use of this added advantage. You can identify your group site by the letter E at the end. For example: PYC1502-20-S1-4E. This means that you are registered for PYC1502 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.

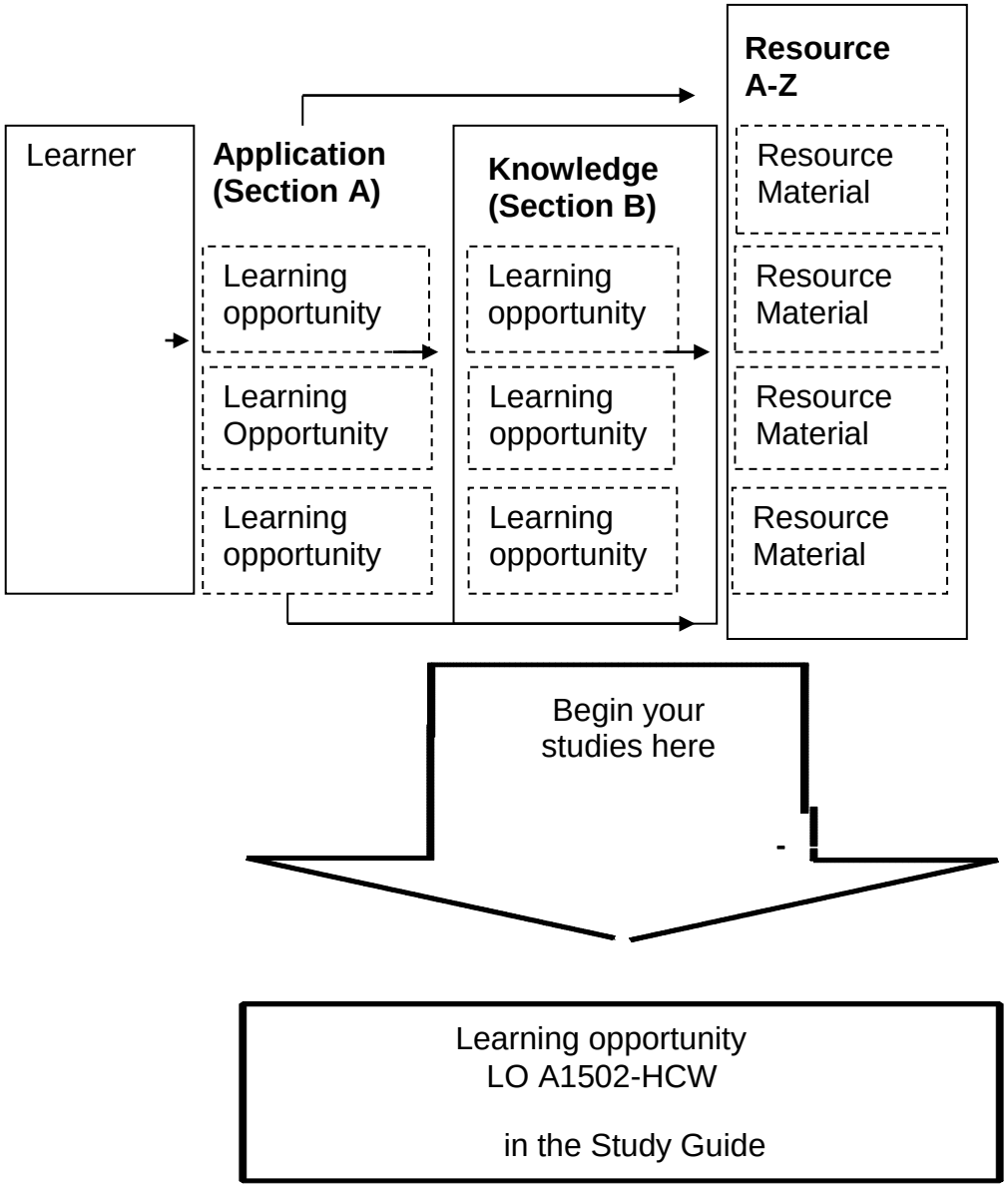
6 STUDY PLAN

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

Module Name	Psychology in Society
Module Code	PYC1502
A-Z	Prescribed book: *A student's A-Z of Psychology*
SG	Study Guide: Only Study Guide for PYC1502
LO	Learning opportunity (provided in the Study Guide)

Learning Opportunity	Task	Time (hours)
LO A1502-HCW	Learn how this course works	5
LO A1502-CFS	Learn to chart the field of study	5
LO A1502-PPR	Learn to prepare a presentation	15
LO A1502-POP	Learn to provide an expert opinion	15
LO A1502-DPP	Learn to develop a psychological programme	40
LO A1502-DRP	Learn to research a psychological topic	40

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 also 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 **A1502-HCW** from the Study Guide.
This learning opportunity shows you how the module works.



The module that you are about to study is called *Psychology in Society*. The module has a unique module identifier. The module identifier for *Psychology in Society* is PYC1502. 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

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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 exam 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 (PYC1502).

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 Methods Tasks Activities	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.

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 PYC1502, where they are arranged in the sequence required by the study programme). The letter combination determines the alphabetical order. For example, LO A1502-HCW comes before LO A1502-POP in Section A of the Study Guide PYC1502. 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 (PYC1502) for *Psychology in society*.

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 *Psychology in society.* You will find these assignments in this tutorial letter 101. Please refer to the assignment info in *my 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: A1502-HCW, and A1502-CFS.

From Study Guide Section B: B1502-COS, B1502-HMB, B1502-IPR, and B1502-NGF.

From A-Z:

- Stress
- Motivation
- Interpersonal psychology (thus, interpersonal communication, interpersonal dynamics, and interpersonal relationships).
- Groups

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: A1502-CFS, A1502-POP, A1502-DRP, and A1502-DPP.

From Study Guide Section B: B1502-NOF, B1502-NSC, A1502-NSP, A1502-POW, and B1502-SOP.

From A-Z:

- Psychological science
- Psychology of work
- Self
- Social issues
- Psychological programmes

Assignment 91: This assignment is a course-evaluation assignment. It consists of 25 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 of 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 have to submit.

Assignment	Unique number	Semester
Assignment 01	649292 728981	1 2
Assignment 02	860077 837886	1 2
Assignment 91	895177 791107	1 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.

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

8.5 Submission of assignments

Students may submit assignments completed on mark-reading sheets either by post or electronically on *my*Unisa. Assignment submission by post: The postal address is: Assignments (PYC1502), The Registrar (Academic), UNISA, PO Box 392, Unisa 0003.

Assignment submission via *my*Unisa: Visit the Unisa home page at http://www.unisa.ac.za and go to *my*Unisa 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 *my*Unisa, you may contact the help line at myUnisaHelp@unisa.ac.za

For detailed information on assignments, please refer to *my Study @ Unisa* brochure, which you received with your study package.
To submit an assignment via *my*Unisa:

- Go to *my*Unisa.
- 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: 649292)

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 General Adaptation Syndrome (GAS) of the stress process refers to . . .

1. the appraisal of our ability to cope in a stressful situation
2. the common pattern in which people react to stress
3. the contextualisation of the stress process
4. the use of unconscious processes to deal with a stressful situation

Question 2
Which of the following statement(s) explain(s) different reactions to a stressful event?

1. People use different coping strategies
2. What one person sees as a personal event, another sees it as a micro event
3. Personality factors play a role in the manner in which a situation is appraised
4. All of the above

Question 3
John read in the newspaper that the economic recession is hitting many countries and companies are retrenching people. This scenario is an example of . . . stressor.

1. personal
2. micro
3. community
4. universal

Question 4
Which of the following statements about burnout is incorrect?

1. Burnout occurs due to prolonged exposure to stress
2. Feelings of being emotionally drained and emptiness are common during burnout
3. The development of burnout is rapid and easy to identify
4. Burnout is associated with a decreased level of performance in a task

Question 5
There are physiological changes that take place when people experience stress. The . . . increases the degree of physical tension in the body, whereas . . . decreases it.

1. sympathetic stimulation, parasympathetic stimulation
2. primary appraisal, secondary appraisal
3. parasympathetic stimulation, sympathetic stimulation
4. psychosomatic stimulation, psycho-physiological stimulation

Question 6
According to Jordaan (1998), the contextual stress model consists of . . . phases that explain the process of stress.

1. two
2. three
3. four
4. five

Question 7
According to Maslow's hierarchy of needs, which type of needs relate to one's desire to receive and give affection and to feel that one contributes to the group and the society?

1. Needs for love and belongingness
2. Safety needs
3. Physiological needs
4. Needs for self-esteem

Question 8
According to the . . . theory, human behaviour is largely motivated by unconscious factors.

1. hierarchy of needs
2. psychoanalytic
3. cognitive
4. behavioural

Question 9
After traveling in the scorching desert for a long time, Paul started to experience fatigue and dehydration. According to Maslow's hierarchy of needs, what kind of need does Paul experience in this scenario?

1. Physiological need
2. Safety need
3. Love and belonging need
4. Self-esteem need

Question 10
The statement "We all have a need to realise our highest potential" is a reflection of which theoretical approach to motivation?

1. Psychoanalytic approach
2. Behaviourist approach
3. Biological approach
4. Humanist approach

Question 11
Which theory states that motivated behaviour is mainly focused on reducing bodily tension?

1. Psychoanalytic theory
2. Homeostasis theory
3. Optimum arousal theory
4. Humanistic theory

Question 12
John and Sarah are deeply in love. Their friends describe them as intimate, full of passion, and showing commitment to each other. This is an example of . . . love.

1. companionate
2. romantic
3. fatuous
4. consummate

Question 13
Mr. Naidoo does not like it when the neighbours' children play on his lawn. Mr. Naidoo's behaviour is related to . . .

1. emotional problems
2. territoriality
3. crowding
4. issues of control

Question 14
Which of the following basic elements of communication would mostly be required in determining the meaning, relevance, and appropriateness of the conveyed message?

1. Content
2. Pattern
3. Context
4. Level

Question 15
Which of the following is <u>not</u> a characteristic of close relationships?

1. interdependence
2. emotional attachment
3. psychological need
4. contracted interactions

Question 16
Research indicates that children who watch violent and aggressive movies tend to act aggressively towards others. This is an example of attaining aggressive behaviour through . . .

1. conditional learning
2. frustration-aggression
3. observational learning
4. instinctive behaviour

Question 17
Which of the following statements about interpersonal communication is incorrect?

1. The meaning of a message is independent of the context in which the communication occurs
2. Communication is a pattern within an ongoing process
3. It is impossible not to communicate because people may use body language to convey a particular message
4. Communication occurs at different levels, including the meta-communicative level

Question 18
Union members are on strike for higher wages. The members strongly identify with the union because they are working towards a common goal. This is an example of group . . .

1. norm
2. structure
3. cohesion
4. conformity

Question 19
Social categorisation can be described as the process of . . .

1. wanting to belong to a particular social group in order to have positive self-esteem
2. thinking in an oversimplified and biased manner about members of the out-group
3. grouping individuals on the basis of their similarities and differences on some characteristics
4. developing and maintaining common interests and values for group members

Question 20
The tutor asks the group to do an assignment. The group members disagree with regard to work allocation. This situation may result in . . .

1. group conflict
2. a new group norm
3. groupthink
4. group cohesion

Question 21
Which of the following statements refers to a group's socio-metric structure?

1. Group members believe that the benefits of membership outweigh the disadvantages of membership
2. There are patterns of liking and disliking among the group members
3. The strength of the relationship among group members is forced from the inside as well as the outside of the group
4. Individual's opinions, views, and ideas become more extreme during a discussion and may shift from a moderate to a more radical position

Question 22
In groups that are highly cohesive, group members may become overly aligned with the group's goals. This can lead to a phenomenon known as . . .

1. group polarization
2. group conflict
3. group structure
4. groupthink

Question 23
Your tutor asks your group to do an assignment in order to obtain a group mark. Your groupmate Sipho disagrees with this, claiming that some people do not put in enough effort into group work and get undeserved marks. When people do not put enough effort into group work, this phenomenon is called . .

1. groupthink
2. social stereotype
3. group conflict
4. social loafing

Question 24
Which one of the following describes the shared expectations about the kind of behaviours that are required from all group members, and the rules that prescribe and forbid certain behaviours?

1. Group norms
2. Group cohesion
3. Group structure
4. Group membership

Question 25
The . . . leadership approach postulates that leaders have special characteristics such as integrity and honesty.

1. charismatic
2. personal-trait
3. super
4. transformational

End of assignment 01

Semester 1: Assignment 02 (UN: 860077)

Note: You must submit assignment 01 before you can submit this assignment.

Please choose the most correct option in each question.

Question 1
The . . . component of scientific thinking refers to the knowledge people have about the object of study.

1. ontological
2. methodological
3. ideological
4. epistemological

Question 2
All research studies go through definite phases. To avoid struggling to design the research study, the researcher must first and foremost . . .

1. decide what information to collect for the study
2. identify the research topic
3. decide how to analyse and interpret the collected information
4. formulate the research problem

Question 3
After you have conceptualised and operationalised the key concepts of the problem of your study, the next step is to . . . which needs you to explain among other things, where, when and how the study will be conducted and who the research participants will be.

1. formulate a research problem
2. collect information
3. plan and design the study
4. analysis and interpret the information

Question 4
The notion that people should not waste and consume more than they need to satisfy their basic needs is part of the . . .

1. sense of personal responsibility
2. protestant work ethic
3. post-industrial work ethic
4. external locus control of an individual

Question 5
The shift towards self-agency and greater self-reliance reflects a change in work ethic, from a . . .

1. feudal ethic to a market ethic
2. feudal ethic to a mechanistic ethic
3. market ethic to an ethic of self-development
4. mechanistic ethic to an ethic of self-development

Question 6
Ms. Tshabalala turns down a full-time job at a security company because she is studying towards a Psychology degree and taking the job would mean giving up her dream career. Her behaviour is motivated by . . .

1. the need for financial security
2. the need for achievement and self-actualisation
3. an external locus of control
4. the need for love and belonging

Question 7
People exhibit different behaviours at work than they do in their social environments. Behaviour in the workplace can be explained in terms of . . .

A. the fulfilment of personal needs
B. people's intention and choices
C. the way in which individuals regulate their own behaviour
D. personal responsibility

The correct answer is. . .

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

Question 8
Lundberg and Peterson (1994) are of the view that personal meaning in understanding work motivation has three domains, namely:

1. Work centrality, social norms, and valued work goals
2. Work centrality, valued work goals, and expectancy
3. Instrumentality, valence, and expectancy
4. Valence, instrumentality, and self-regulation

Question 9
Which of the following statements are correct about the factors that influence the psychology of work ethic?

A. The awareness of personal responsibility which includes the desire to be autonomous
B. The fulfilment of human needs like self-development, achievement, and self-actualization
C. The locus of control of the individual, where the external locus is associated with a Protestant work ethic
D. These factors are linked and are influenced by socio-political and cultural contexts

The correct answer is. . .

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

Question 10
The world of work has evolved considerably from the agricultural phase to the information-processing phase. Which of the following are the characteristics of the information-processing phase in the development of the world of work?

A. Hierarchical job structures, and managers to oversee work performance
B. Multi-skilled instead of narrowly specialised workers
C. The distinction between production and the management of production
D. The integration of the industrial capacities of the world's countries into a single global economy-

The correct answer is. . .

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

Question 11
The mechanistic ethic of work was successful from a production point of view. However, it had a major flaw in that . . .

1. it was changed to an ethic of self-development
2. it only sought individuals with an internal locus of control
3. it was based on the belief that one must earn what one wants to use
4. it negated individualism and the psychological needs of people

Question 12
Self-regard refers to. . .

1. a general feeling people have about their self-worth
2. being autonomous and independent from others
3. identification of and with the self
4. the degree of insight people have about themselves

Question 13
Which one of the following foundations describes the self as a product of a process of consciousness?

1. Physical domain
2. Biological domain
3. Interpersonal domain
4. Intrapersonal domain

Question 14
Which of the following is <u>not</u> one of the dimensions of the self identified by Jordaan (1998)?

1. Self-disregard
2. Self-criticism
3. Self-alienation
4. Self-deception

Question 15
Erik Erikson describes the self as . . .

1. the core of our being
2. the totality of our experience
3. a process through which people realise their potential, therefore one is not delivered to one's circumstances
4. the stable core that differentiates itself through one having to resolve conflicting situations by committing oneself to particular beliefs and values

Question 16
According to Johari window . . . knowledge reflects the degree of correspondence between self-knowledge and the knowledge others have about an individual.

1. blinded
2. open
3. hidden
4. unavailable

Question 17
What do the concepts of privacy, territoriality, personal space, and crowding have in common?

1. They indicate a desire to be alone
2. They relate to the environment as a social system
3. They indicate people's desire to make social contact
4. They relate to authority over environmental space

Question 18
Which of the following are the three aspects of community membership?

A. Boundaries
B. Advantages of membership
C. Behaviour related to territoriality
D. Investment

The correct answer is. . .

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

Question 19
In some of the countries in the world, women are not allowed to hold presidential positions. This is an example of . . .

1. a patriarchal ideology
2. a gender phobia
3. a matriarchal ideology
4. anti-social behaviour

Question 20
The socio-biological approach explains violence in terms of innate survival strategy. This statement is . .

1. correct
2. incorrect, it is the frustration-aggression approach
3. incorrect, it is the psychoanalytic approach
4. incorrect, it is the observational learning approach

Question 21
According to Jordaan (1998), modern racism can manifest itself in the following ways:

A. Implementing non-racial policies, but withholding vital enablers of performance
B. Maintaining distance in interpersonal situations
C. it is expressed in unhealthy behaviours towards others
D. Passively resisting support for another person by withholding normal supportive actions

The correct answer is. . .

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

Question 22
Which one of the following statements is incorrect about communities?

1. A community is more than a physical or geographical entity
2. There is a transactional relationship between a community and its members
3. The identity of the community is determined by its members
4. A community always co-operate when it comes to issues concerning the community at large.

Question 23
Which one of the following statements is incorrect about the elements of a training programme?

1. Target population refers to the people that would benefit from the programme
2. Content refers to things required to run the programme
3. Method refers to the way the programme conveys its content
4. Objective refers to an indication of what the programme aims to achieve

Questions 24 to 25 are based on the following scenario:

Scenario

Your team conducted a study on stress and work absenteeism in government departments and the results indicate a significant correlation between the number of days an employee at entry level is absent from work and his/her stress score. On the basis of these results, National Treasury asked you to design a stress management training programmed to be implemented throughout government departments because they have experienced low productivity and a high rate of stress and work absenteeism from the entry level employees

Question 24
What would the objective (s) of this programme be?

1. Decrease employee absenteeism
2. Increase employees' ability to handle stress
3. Increase productivity
4. All of the above

Question 25
Who would be the target population for this programme?

1. Directors at National treasury
2. Employees at entry level
3. Everyone in all government departments
4. 1 and 2

End of assignment 02

Assignment 91 (Course-evaluation)

Semester 1: (UN: 895177)	**Semester 2: (UN: 791107)**

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 *definitely agree* with the statement
Mark 2 if you *agree* with the statement
Mark 3 if you are *uncertain* whether you agree or disagree with the statement
Mark 4 if you *disagree* with the statement
Mark 5 if you *definitely disagree* with the statement

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

SEMESTER 2 ASSIGNMENTS

Semester 2: Assignment 01 (UN: 728981)

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

Stress affects people in different ways and may lead to burnout. Which of the following is associated with burnout?

1. Burnout may develop when people are subjected to chronic stress
2. Burnt-out people tend to feel emotionally drained and alienated from others
3. Feelings of inadequacy and having achieved nothing are common with burnout
4. All of the above

Question 2

Which one of the following statements about burnout is incorrect?

1. Burnout arises from prolonged exposure to stress
2. Feelings of alienation and emptiness are common with burnout
3. The development of burnout is rapid and easy to identify
4. Burnout is associated with a decreased level of performance

Question 3
During which phase of the General Adaptation Syndrome (GAS) stress process does a person become physically ill due to prolonged exposure to the stressor?

1. The alarm and mobilization phase
2. The resistance phase
3. The exhaustion phase
4. All of the above

Question 4
Which of the following is not one of the assumptions of the contextual model of stress?

1. An event does not have universal meaning independent of the perceiver
2. There is a pattern in the way people react to stress regardless of the nature of the stressors
3. The meaning of an event goes through a non-linear process that classifies it as a stressor
4. Events are processed as positive, negative, neutral or ambiguous

Question 5
The company that Peter works for asked him to relocate to another branch so that he can keep his job. Peter does not want to leave his family behind. What kind of stressor is experienced by Peter?

1. A micro stressor
2. A community stressor
3. A universal stressor
4. A personal stressor

Question 6
In relation to stress, what does the Yerkes-Dodson law refer to?

1. Burnout arises from prolonged exposure to stress
2. As arousal increases, so does performance up to a certain point
3. The amount of time it takes to learn increases over time
4. Attention is associated with decreased levels of performance

Question 7
Which term refers to the unique way in which individuals react to stress that adversely affects their health?

1. General adaptation syndrome (GAS)
2. Response specificity
3. Primary appraisal
4. Burnout

Question 8
Mrs. Khumalo works very hard to be able to buy a house for her family. Her behaviour is motivated by . .

1. a physiological need
2. the need for love and belonging
3. the need for self-esteem
4. the need for a safe and secure environment

Question 9
Which theory describes motivation as a matter of actively seeking stimulation to maintain levels of arousal that are particular to each of us?

1. Cognitive theory
2. Homeostasis theory
3. Optimal arousal theory
4. Psychoanalysis theory

Question 10
Theories that explain motivation as the maintenance of homeostasis are referred to as. . . theories.

1. optimal arousal
2. cognitive
3. instinctive
4. drive-reduction

Question 11
Which theory states that motivated behaviour is mainly focused on reducing bodily tension?

1. Psychoanalytic theory
2. Homeostasis theory
3. Optimum arousal theory
4. Cognitive theory

Question 12
According to psychoanalytic theory, people that act without realising the reasons for their actions are usually motivated by . . . factors.

1. unconscious
2. extrinsic
3. cognitive
4. biological

Question 13
According to Sigmund Freud, which one of the following statements relates to an impetus of an instinct?

1. The experience of satisfaction that results from the reduction or removal of the biological stimulation
2. Anything that mediates the reduction of the biological stimulation and offers psychological gratification
3. The intensity or driving force
4. The part of the body where biological stimulation occurs

Question 14
When James sees somebody getting his way by acting aggressively, he is more likely to imitate this behaviour when he finds himself in a similar situation. This is an example of attaining aggressive behaviour through . . .

1. conditioning
2. frustration-aggression
3. observational learning
4. instinctive learning

Question 15
Mary and Joseph work in the same department. They regularly visit each other in the office to talk about work. This is an example of a . . . relationship.

1. friendship
2. casual
3. love
4. family

Question 16
Which one of the following statements about interpersonal communication is incorrect?

1. The meaning of a message is independent of the context in which it occurs
2. Communication is a pattern within an ongoing process
3. It is impossible not to communicate because people may use body language to convey a message
4. Communication occurs at different levels, including the meta-communicative level

Question 17
The network determines the hierarchy, the frequency, and the number of people involved in the communication. This statement describes group communication . . .

1. strategy
2. complexity
3. patterns
4. process

Question 18
Which one of the following statements about communication is incorrect?

1. Communication involves rules that determine how information is encoded and decoded
2. Cultural differences may cause encoding - decoding difficulties
3. Clear communication always occurs between people that come from the same cultural background
4. Communication requires clear transmission and occurs in particular contexts

Question 19
Which of the following is not a characteristic of close relationships?

1. interdependence
2. emotional attachment
3. psychological need
4. contracted interactions

Question 20
The tutor asks the group to do an assignment. The group members disagree with regard to work allocation. This situation may result in . . .

1. group conflict
2. a new group norm
3. groupthink
4. group cohesion

Question 21
The term . . . describes the shared expectations about the behaviours and the rules that allow and forbid certain behaviours of group members.

1. group polarisation
2. socio-metric structure
3. group norm
4. groupthink

Question 22
The . . . leadership approach postulates that leaders have special characteristics such as integrity and honesty to lead.

1. charismatic
2. personal-trait
3. super
4. transformational

Question 23
In groups that are highly cohesive, group members may become overly aligned with the goals of the group. This can lead to . . .

1. group polarization
2. group conflict
3. group structure
4. groupthink

Question 24
The term social stereotype refers to the process of . . .

1. wanting to belong to a particular social group in order to have a positive self-esteem
2. thinking in an oversimplified and biased manner about members of other groups
3. grouping individuals on the basis of their similarities and differences on some characteristics
4. developing and maintaining common interests and values for group members

Question 25
Which one of the following statements does <u>not</u> relate to the circular relationship between a group and its members?

1. The group's characteristics come from the characteristics of its members
2. There is a group norm that determines the membership of a group
3. There is a certain level of cohesion among the members of a group
4. Certain members of a group interact more strongly with other members of the group

End of assignment 01

Semester 2: Assignment 02 (UN: 837886)

Note: You must submit assignment 01 before you can submit this assignment.

Please choose the most correct option in each question.

Question 1
Which one of the following statements is incorrect about psychology as a discipline?

1. Psychology is a collection of popular beliefs about science
2. Psychology consists of a body of scientific knowledge
3. Psychology is made up of theories that attempt to explain human behaviour
4. Psychological statements are based on knowledge that has been carefully researched

Question 2
You suggest to psychology students that they struggle to design the research study properly because they have not. . .

1. decided to analyse and interpret the collected information
2. decided what information to collect for the study
3. identified the research topic
4. formulated the research problem

Question 3
You want to conduct a study on the effects of drugs in the community. To do this, you need to explain, among other things: where, when and how the study will be conducted and who the research participants will be. This relates to . . .

1. formulating a research problem for the study
2. planning and designing a research study
3. collection of research information
4. identifying a researchable topic

Question 4
According to Lundberg and Peterson (1994), motivation at work depends on three factors. These are; work centrality, social norms, and . . .

1. valued work goals
2. self-actualization
3. need-fulfilment
4. sense of self-worth

Question 5
The notions such as qualification, job-description, selection, training, and management began with the . . . phase of work.

1. information
2. agricultural
3. industrial
4. protestant

Question 6
Miriam works Monday to Friday at two different homes as a domestic worker to ensure that her family has enough food and clothes. Her behaviour is motivated by . . .

1. physiological needs
2. the need for self-esteem
3. the need for safety
4. the need for love and belongingness

Question 7
The . . . theories are more concerned with the individual's agency and will, while… theories focus on the way in which people decide to act in order to achieve the desired outcomes.

1. cognitive-choice; self-regulation
2. cognitive-choice; need-fulfilment
3. self-regulation; cognitive-choice
4. need-fulfilment; self-regulation

Question 8
The mechanistic ethic of work was successful from a production point of view. However, it had a major flaw in that . . .

1. it was changed to an ethic of self-development
2. it only sought individuals with an internal locus of control
3. it was based on the belief that one must earn what one wants to use
4. it negated individualism and the psychological needs of people

Question 9
Which of the following are the characteristics of the information-processing phase in the development of the world of work?

A. Hierarchical job structures and managers, to oversee work performance
B. Multi-skilled instead of narrowly specialised workers
C. The distinction between production and the management of production
D. The integration of the industrial capacities of the world's countries into a single global economy

The correct answer is. . .

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

Question 10
Which of the following psychological factors contribute to a strong work ethic?

A. External locus of control
B. The need for achievement
C. The need for self-actualisation
D. The awareness of responsibility

The correct answer is. . .

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

Question 11
One of the mysteries of the self is that we do not know whether the self is (i) a core that experiences or (ii) a core that results from experience. This problem concerns the difference between . . .

1. a stable self and a changing self
2. self-insight and self-deception
3. self-identity and self-alienation
4. the self-concept and the concept of self

Question 12
The double self implies that "I" . . .

1. remain constant and changing
2. am both object and subject
3. am both thinker and actor
4. all of the above

Question 13
Michael realised that he did not act properly in his interaction with Bob but, afterward he tried to convince himself that what he did was not bad. This illustrates the . . . dimension of the self.

1. self-identity vs self-alienation
2. self-regard vs self disregard
3. self insight vs self-disregard
4. self-insight vs self-deception

Question 14
The self that is inclusive of others and finds its worth in relation to others is known as the . . .

1. double self
2. alienated self
3. collective self
4. changing self

Question 15
Self-regard refers to. . .

1. a general feeling people have about their self-worth
2. being autonomous and independent from others
3. identification of and with the self
4. the degree of insight people have about themselves

Question 16
The interpersonal foundation of the self describes the self as a product of consciousness. This answer is . . .

1. correct
2. incorrect, it is the physical foundation
3. incorrect, it is the biological foundation
4. incorrect, it is the intrapersonal foundation

Question 17
The lack of service delivery experienced by the poor communities in the society is an example of . . . violence.

1. structural
2. psychological
3. interpersonal
4. domestic

Question 18
Which theoretical approach takes into consideration the effect of violence on the individual, group, community, and the societal level?

1. Instinct approach
2. Frustration-aggression approach
3. Ecological approach
4. Observational learning approach

Question 19
In some organisations women are treated as inferior to men. They are given lower-level positions that have fewer responsibilities. This is an example of . . .

1. discrimination against women
2. prejudice against women
3. negative stereotypes about women
4. all of the above

Question 20
The difference between traditional racism and modern racism is described as symptomatic change because . . .

A. it is a symptom of the legacy of racial discrimination
B. it indicates no change of the underlying attitudes
C. it is expressed in unhealthy behaviours toward others
D. it is a change in the way racism is expressed

The correct answer is. . .

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

Question 21
Privacy can fulfil a number of functions in our lives. Which of the following is not a function of privacy?

1. It establishes boundaries between us and others
2. It enables us to control how much other people should know about us
3. It allows us the opportunity for self-reflection
4. It isolates us from the world

Question 22
There are basic elements that any psychological programme should have in order to be implementable. A psychological programme can be implementable if . . .

A. the set target population needs are comprehensive and relevant
B. the set of programme objectives meets the needs of the target population
C. the programme is accessible to the target population
D. the required resources are available

The correct answer is. . .

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

Question 23
Which of the following statements is/are true about all training programmes?

A. Training length is the same for all training programmes
B. Training programmes are developed for individuals
C. Training programmes have attributes
D. The attributes of training programmes have values

The correct answer is . . .

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

Questions 24 and 25 are based on the following scenario:

Scenario
The Chief Executive Officer (CEO) and managers of GoldMine Industries realized that the company was not doing well on international trade. The company needed some form of appraisal system to improve the work performance of the employees at entry level. During the board meeting, it was decided that a team of psychologists should design the Advanced Performance Management System (APMS) in order to monitor each employee's output. The psychologists were to design and implement a training programme to help employees improve their output. The implementation of the training programme was a challenge. Employees did not understand how the programme exactly worked. During its implementation, it was evident that the APMS was not popular among the employees and negative feelings about its value and use were common. The union representatives maintained that the performance management system was not appropriate and fair to some of the employees due to the nature of their jobs.

Question 24
Based on the scenario, the programme's target population is the team of psychologists. This answer is . .

1. correct
2. incorrect, the target population is the team of psychologists and the managers of GoldMine Industries
3. incorrect, the target population are the entry-level employees of GoldMine Industries
4. incorrect, the target population are the trade union representatives and the team of psychologists

Question 25
The training programme's objective is to . . .

1. reduce negative feelings towards the APMS
2. provide information about the performance management system
3. encourage employees to meet their deadlines
4. enable employees to improve their output

End of assignment 02

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
Sarah and Jack have been married for 10 years. Before she got married Sarah was working as an auditor. She stopped working after the birth of their first child. Jack asked Sarah not to work anymore and that he would provide for the family. This is an example of . . . model of marriage.

1. partnership
2. patriarchal
3. egalitarian
4. none of the above

Question 2
Which of the following is not a practical framework for intergroup co-operation?

1. Maintain interpersonal contact
2. Maintain co-operative activities
3. Social stereotyping
4. Creation of a social norm

Question 3
Mr. Smith does not like it when three or more people occupy his office. Mr. Smith's behaviour reflects . . .

1. a concern for personal space
2. antisocial behaviour
3. a concern for the environment as physical space
4. group phobia

Question 4
Lundberg and Peterson (1994) are of the view that personal meaning in understanding work motivation has three domains, namely:

1. Work centrality, social norms, and valued work goals
2. Work centrality, valued work goals, and expectancy
3. Instrumentality, valence, and expectancy
4. Valence, instrumentality, and self-regulation

Question 5
In some of the African countries, women are not allowed to become presidents. This is an example of . . .
1. matriarchal behaviour
2. antisocial behaviour
3. patriarchal ideology
4. gender phobia

Question 6
Which of the following is not a function of privacy?

1. It establishes boundaries between us and others
2. It enables us to control how much others know about us
3. It allows for the opportunity for self-reflection
4. It isolates you from the world

Question 7
The tendency of group members to take decisions in an unconsidered and uncritical way reflects the process of . . .

1. Group conflict
2. Groupthink
3. Group interaction
4. Group development

Question 8
According to Maslow's hierarchy of needs, basic needs that people must fulfil are . . .

1. safety needs
2. needs for love
3. physiological needs
4. self-esteem needs

Question 9
During which phase of the General Adaptation Syndrome (GAS) of the stress process does a person become physically ill due to prolonged exposure to the stressor?

1. The exhaustion phase
2. The alarm and mobilization phase
3. The resistance phase
4. The reaction phase

Question 10
Introspection means that self-constructing is founded in . . .

1. the biological body
2. language
3. consciousness
4. all of the above

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 *Study@Unisa* 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