Tutorial Letter 101/0/2023

South African Education System

SAE3701

Year module

Department of Educational Foundations

This tutorial letter contains important information about your module.

BARCODE

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Dear Student

1 INTRODUCTION

Welcome

Welcome to this module about the South African Education System (**SAE3701**). We hope you will find the content of the module both interesting and rewarding.

Although we are an open distance e-learning (ODeL) institution, this does not mean that we regard you as a mere computerised number. On the contrary – each one of you is an individual student with ideals, dreams and expectations, and you are important to us. We understand the problems of being a part-time student, who has additional obligations besides your studies. We, therefore, want to assist you academically, encourage you personally and minimise the challenges you may face along the way.

South African Education System (SAE3701) is a blended learning module. This simply means that it is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Blended learning encourages personalisation of the e-learning experience by combining the best aspects of in-person teaching with technology-based learning methods. Basically, with blended learning, online and instructor-led training are complementary and create an integrated learning environment.

Please also note that the key to success in an open distance e-learning (ODeL) environment is to start studying early in the semester, working through your study material as soon as possible and committing to completing the assignments properly and on time.

This tutorial letter (101) contains important information about the scheme of work and assignments for this module. In addition, the assessment standards, instructions for the completion and submission of assignments, the prescribed study material and all other resources are indicated in this tutorial letter. We have also included general and administrative information about this module. Read this tutorial letter carefully and keep it at

hand when working through the study material, doing the assignments, preparing for the examination and addressing queries to your lecturers.

Once the submission of Assignments 02 and 03 has closed, you will receive Tutorial Letter 201 with revision information for all your assignments and examination preparation. You should read all the tutorial letters you receive in the course of the year immediately and carefully, as they always contain important and sometimes urgent information.

We hope you will enjoy this module and wish you the best of luck!
Your lecturers
Dr ZT Shembe
Dr N Nkosi

2 PURPOSE AND OUTCOMES OF THE MODULE

2.1 Purpose

The **SAE3701** module provides a historical context to the current education system. It follows a historical trajectory across the precolonial, colonial (mission education) and apartheid education periods and the new education dispensation as implemented from the 1990s to the present. In addition, it focuses on the role of the current educator as an ethical, reflective professional.

2.2 Outcomes

After completing this module, you should be able to

- explain the content and context of historical developments in South African education
- provide the historical background of the current South African education system
- examine your own position as a future teacher within a historical context
- engage with the debates around post-1994 challenges in South African education
- explain in detail how the post-1994 South African system underwent change
- discuss the notion of teacher professionalism
- explain post-1994 teacher-related policies and their impact on teacher practice
- identify and explain concerns about values in education and the demand for quality and effective education

- critically examine your position as a teacher through self-reflection and self-management

As a student, it is your responsibility to

- read and make sure that you understand the contents of your study guide and tutorial letters
- apply the main ideas to the educational and social problems in your specific context and in the global sphere
- ensure that you understand and can explain the main concepts in the study guide

We hope that you will ultimately be able to

- reflect critically on your own teaching practice
- reflect critically on contemporary issues in education and society
- explain how to solve problems in teaching and education

3 CURRICULUM TRANSFORMATION

Unisa has implemented a transformation charter, in terms of which the university has placed curriculum transformation high on the teaching and learning agenda. Curriculum transformation includes 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 into the curriculum. All of these will be phased in at both the programme and module levels, and as a result of this you will notice a marked change in the teaching and learning strategy implemented by Unisa, together with the way in which the content is conceptualised in your modules. We encourage you to embrace these changes during your studies at Unisa in a responsive way, within the framework of transformation.

4 LECTURERS AND CONTACT DETAILS

4.1 Lecturers

You may e-mail us, phone us or make an appointment to see us. We cannot overemphasise the importance of scheduling an appointment if you wish to meet your lecturers. Some students travel long distances to Unisa in Pretoria without making an appointment and are disappointed when they learn upon arrival that the lecturer is overseas attending a

conference, or at a workshop for the entire day, or at a meeting elsewhere. Scheduling an appointment is the professional way of going about your business.

The **lecturer** for this module is:

Dr ZT Shembe
Department of Educational Foundations
PO Box 392
UNISA Pretoria
0003

Take note that letters addressed to your lecturers may **not** be enclosed in your assignments. Letters should be sent by e-mail, to

E-mail: shembzt@unisa.ac.za

4.2 Department

You can contact the secretary responsible for SAE3701 in the Department of Educational Foundations:

Mrs D Tjikana
Office number 6-82
Nkoana Simon Radipere Building
Muckleneuk, Pretoria
Tel: 012 429 6009
E-mail: ndaladn1@unisa.ac.za

4.3 University

You should direct telephonic enquiries about administrative matters to the relevant department, and not to the lecturers. Please refer to the brochure *Study @ Unisa*, which you should have received with your study material. **This brochure explains how to contact the University (e.g., whom you can write to regarding different enquiries, 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. Take note that **all administrative enquiries** should be directed to:

- Fax (RSA only): 012 429 4150
- Fax (international): +27 12 429 415
- E-mail: study-info@unisa.ac.za

General administrative enquiries may be directed to the College of Education (CEDU) student information hub.

For your convenience, we have included some of the methods to contact the University:

Website: http://www.unisa.ac.za or Mobi: http://mobi.unisa.ac.za
Other administrative enquiries may also be directed to the following:

E-mail addresses	**SMS numbers**	
educare@unisa.ac.za		General College of Education (CEDU) enquiries
study-info@unisa.ac.za	43578	Applications and registrations
assign@unisa.ac.za	43584	Assignments (not for submission purposes)
exams@unisa.ac.za	43584	Examinations
despatch@unisa.ac.za	43579	Study material
finan@unisa.ac.za	31954	Student accounts
gaudeamus@unisa.ac.za	n/a	Graduation ceremonies
myUnisaHelp@unisa.ac.za	43582	myUnisa
myLifeHelp@unisa.ac.za	43582	myLife e-mail accounts

For other important enquiries, you may use the following contact details:

aegrotats@unisa.ac.za	Aegrotat exams
remark@unisa.ac.za	Remarking of papers
recheck@unisa.ac.za	Rechecking of papers
condiscipuli@unisa.ac.za	Names of fellow students
counselling@unisa.ac.za	Student counselling and career development
vospresc@unisa.ac.za	Enquiries about prescribed books
Edu-enquiries@unisa.ac.za	All CEDU student support queries

Contact addresses of the various administrative departments appear on the Unisa website: http://www.unisa.ac.za/sites/corporate/default/Contact-us/Student-enquiries.

Please include your student number in all correspondence.

5 RESOURCES

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

- *Tutorial Letter 101/0/2023* (this tutorial letter) contains the assignments for the module.
- *Tutorial Letter 201/2023*, which you will receive after the due date of Assignment 02 and which contains feedback on the assignments and examination guidelines.
- **Remember that you can also view and download the study guides and tutorial letters for your modules on the University's online campus, myUnisa, at http://my.unisa.ac.za**. Do not wait for months after registration for a postal package with the study material to arrive. To get an early start, log on to myUnisa and look for your module. In the left-hand menu, open the window for **Official Study Material** and start – **THE SOONER, THE BETTER**.
- **Go to the myUnisa web page for this module** and look under **Resources.**

5.1 Prescribed book(s)

There is no textbook for this module. All your reading material will be in the form of e-reserves.

5.2 Recommended book(s)

There are no recommended books.

5.3 Electronic reserves (e-reserves)

E-reserves can be downloaded from the library catalogue. More information is available at: http://libguides.unisa.ac.za/request/request.

Balfour, R. 2015. *Education in a new South Africa, crisis and change*. Cambridge: Cambridge University Press.

Christie, P. 1991. *The right to learn*. Johannesburg: Sached Press.

Christie, P. 2008. *Opening the doors of learning*. Cape Town: Heinemann.

Hoffman, N, Sayed, Y & Badroodien, A. 2016. Different rules for different teachers: teachers' views of professionalism and accountability in a bifurcated educated system. *Journal of Education*, 65:123-153.

Hyslop, J. 1999. *The classroom struggle: policy and resistance in South Africa, 1940 – 1990*. Durban: University of Natal Press.

Moloi, T. 2011. Bodibeng High School: black consciousness philosophy and students' demonstration, 1940s – 1976. *South African Historical Journal*, 63(1):102-126.

5.4 Library services and resources

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. the services offered by personal librarians or requesting a literature search service offered by the information search librarians), go to http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support.
- For library training for undergraduate students, go to https://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Training.

The library has created numerous library guides, available at http://libguides.unisa.ac.za.
Recommended guides:

- Requesting and finding library material/downloading 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
- A-to-Z of library databases: https://libguides.unisa.ac.za/az.php

Important contact information:

- Ask a librarian: https://libguides.unisa.ac.za/ask
- Technical problems encountered in accessing library online services: Lib-help@unisa.ac.za
- General library-related queries: Library-enquiries@unisa.ac.za
- Queries related to library fines and payments: Library-fines@unisa.ac.za
- Social media channels: Facebook: UnisaLibrary, and Twitter: @UnisaLibrary

6 STUDENT SUPPORT SERVICES

The *Study @ Unisa* brochure is available on myUnisa, at www.unisa.ac.za/brochures/studies. This brochure contains important information and guidelines for successful studies through Unisa.

If you need assistance with regard to the myModules system, you are welcome to use the following contact details:

- Toll-free landline: 0800 00 1870 (Select option 07 for myModules)
- E-mail: mymodules22@unisa.ac.za or myUnisaHelp@unisa.ac.za

You can access and view short videos on topics such as how to view your calendar, how to access module content, how to view announcements for modules, how to submit assessments and how to participate in forum activities via the following link: https://dtls-qa.unisa.ac.za/course/view.php?id=32130

Registered Unisa students get a free myLife e-mail account. Important information, notices and updates are sent exclusively to this account. Please note that it can take up to 24 hours for your account to be activated after you have claimed it. Please do this immediately after registering at Unisa, by following this link: myLifeHelp@unisa.ac.za.

Your myLife account is the **only** e-mail account recognised by Unisa for official correspondence with the university and will remain the official primary e-mail address on record for you at Unisa. You remain responsible for the management of this e-mail account.

The Unisa First-Year Experience Programme

Many students find the transition from school education to tertiary education stressful. This is also true in the case of students enrolling at Unisa for the first time. Unisa is a dedicated open distance and e-learning institution, and it is very different from face-to-face/contact institutions. It is a mega university, and all our programmes are offered through either blended learning or fully online learning. It is for this reason that we thought it necessary to offer first-time students additional/extended support to help them seamlessly navigate the Unisa teaching and learning journey with as little difficulty and few barriers as possible. We therefore offer a specialised student support programme to students enrolling at Unisa for the first time – Unisa's First-Year Experience (FYE) Programme – which is designed to provide you with prompt and helpful information about the services that the institution offers and tells you how you can access information. The following FYE services are currently offered:

- FYE website: All the guides and resources you need in order to navigate through your first year at Unisa can be accessed using the following link: www.unisa.ac.za/FYE.
- FYE e-mails: You will receive regular e-mails to help you stay focused and motivated.

- FYE broadcasts: You will receive e-mails with links to broadcasts on various topics related to your first-year studies (e.g. videos on how to submit assessments online).
- FYE mailbox: For assistance with queries related to your first year of study, send an e-mail to fye@unisa.ac.za.

7 STUDY PLAN

The brochure *Study @ Unisa* contains valuable information about where to begin with your studies.

We suggest that you look at the due dates of the assignments and compile a study plan for each module accordingly. Use the following as a guideline for planning your **SAE3701** studies:

STUDY PLAN	
Time period	**Activity**
January – March 2023	• Familiarise yourself with the study material by studying Tutorial Letter 101 and reading through the study guide. • Complete the compulsory orientation assignment (**Assignment 01) (compulsory)**
April – June 2023	• Study the requirements for **Assignment 02 (compulsory).** • Do additional reading for **Assignment 02**. Remember to frequently participate in the **Discussion Forum** on myUnisa. • Complete **Assignment 02 (compulsory).** No extension of time will be granted. •

July – September 2023	• Study the requirements for **Assignment 03 (compulsory).** • Do additional reading for **Assignment 03**. Remember to frequently participate in the **Discussion Forum** on myUnisa. • Complete **Assignment 03 (compulsory).** No extension of time will be granted. • Study Tutorial Letter 201 with the examination guidelines and the feedback on the assignments. • Make a thorough study of all the relevant work explained and discussed in this module. Prepare mind maps and start studying with purpose for the examination. • Remember to participate in the **Discussion Forum** on myUnisa.
October – November 2023	• Check your examination date. • Keep on preparing for the examination. • Write the examination with confidence.

8 PRACTICAL WORK

No practical work is required for this module.

9 ASSESSMENT

For general information about the assignment and the requirements for assignments, see the brochure *Study @ Unisa*.

9.1 Assessment criteria

You can deduce the assessment criteria from the module outcomes. Keep the following outcomes in mind when you prepare for the examination:

- Explain the concepts in the context of education.

- Explain the connection between concepts.
- Describe and apply the steps in problem-solving.
- Formulate a problem statement for a research proposal.
- Argue a point.
- Explain the difference between value and factual statements.
- Explain and apply the research process.

9.2 Assessment plan

- To complete this module, you will be required to submit 3 (three) assessments. All three assessments are compulsory. Assessment 1 (one) is a multiple-choice type of assessment that will be available on myModules. Assessment 2 (two) and 3 (three) are found in this tutorial letter.
- All information about when and where to submit your assessments will be made available to you via the myModules site for this module.
- The due dates for the assessments, as well as the actual assessments, are available on the myModules site for this module.
- **To gain admission to the examination, you will be required to submit Assignment 01.**
- **To gain admission to the examination, you need to obtain a year mark average of 50% for the assignments.**
- The assignment weighting for the module is 20% of your final mark.
- You will receive information on the examination via your myModules sites. Please watch out for announcements on how the examinations for the modules for which you are registered will be conducted.
- The examination will count 80% towards the final module mark.

9.3 Assessment due dates

- The due dates for the assignments are not included in this tutorial letter.
- The due dates for the assignments will be made available to you on the myUnisa landing page for this module. We envisage that the due dates will be available to you upon registration.
- Please start working on your assessments as soon as you register for the module.

- Log on to the myUnisa site for this module to obtain more information on the due dates for the submission of the assessments.

9.4 Submission of assessments

- Unisa, as a comprehensive open distance e-learning institution (**CODeL**), is moving towards becoming an online institution. You will therefore see that all your study material, assessments and engagements with your lecturer and fellow students will take place online. We use myUnisa as our virtual campus.
- The myUnisa virtual campus will offer you access to the **myModules** site, where your learning material will be available online and where your assessments should be completed. This is an online system that is used to administer, document, and deliver educational material to students and support engagement between academics and students.
- The myUnisa platform can be accessed via https://my.unisa.ac.za. Click on the **myModules** 2023 button to access the online sites for the modules that you are registered for.
- The university undertakes to communicate clearly and as frequently as is necessary to ensure that you obtain the greatest benefit from the use of the **myModules** learning management system. Please access the announcements on your **myModules** site regularly, as this is where your lecturer will post important information to be shared with you.
- When you access **your myModules** site for the module/s for which you are registered, you will see a welcome message posted by your lecturer. Below the welcome message you will see the assessment shells for the assessments that you need to complete. Some assessments may be multiple-choice assessments, some tests, others written assessments, some forum discussions, and so on. All assessments must be completed in the assessment shells available on the respective module platforms.
- To complete quiz assessments, please log on to the module site where you need to complete the assessment. Click on the relevant assessment shell (Assessment 01, Assessment 02, etc). There will be a date on which the assessment will open for you. When the assessment is open, access the quiz online and complete it within the time available to you. Quiz assessment questions are not included in this tutorial letter (Tutorial Letter 101), and are only made available online. You must therefore access the quiz online and complete it online where the questions have been created.

- It is not advisable to use a cellphone to complete the quiz. Please use a desktop computer, tablet or laptop when completing the quiz. Students who use a cellphone find it difficult to navigate the **Online Assessment** tool on the small screen and often struggle to navigate between questions and successfully complete the quizzes. In addition, cellphones are more vulnerable to dropped internet connections than other devices. **If at all possible, please do not use a cellphone for this assessment type**.
- For written assessments, please note the due date by which the assessment must be submitted. Ensure that you follow the guidelines given by your lecturer to complete the assessment. Click on the submission button on the relevant assessment shell on myModules. You will then be able to upload your written assessment on to the myModules site. Before you finalise the upload, double-check that you have selected the correct file for uploading. Remember, no marks can be allocated for incorrectly submitted assessments.

9.5 The assessments

As indicated in section 9.2, you need to complete 3 (three) assessments for this module. Assessment 01 is a quiz. It is available online on SAE3701 module site. Details on the assessments' due dates and unique numbers will be made available to you on myModules for this module. We envisage that the due dates will be available to you upon registration.

9.5.1 Assignment 02

ASSIGNMENT 02 (Essay and paragraph-type questions; COMPULSORY)
Submission date: 16 May 2023
Unique number: 852604

QUESTION 1

The Soweto uprising in 1976 contributed largely in changing, among other things, the landscape of the education system in South Africa.

Write an essay to respond to the question: What can we learn from the youth of 1976, and are these lessons still applicable to the youth of today?

Consult Hyslop, 1999. *The classroom struggle: policy and resistance in South Africa 1940-1990* for a start. You are free to consult other works on this topic.

Please note the following:

- Please note that your essay has to be divided into an introduction, body and conclusion.
- Your essay must not exceed 6 (six) typed pages.
- Please acknowledge the sources of your information.
- Do not copy directly from the sources – paraphrase.
- Provide your essay with a bibliography.
- The bibliography must be in alphabetical order, for example:

Higgs, P & Smith, J. 2016. *Philosophy of education today: an introduction*. Cape Town: Juta.

Mkhabela, Q & Luthuli, PC. 1997. *Towards an African philosophy of education*. Pretoria.

[50]

QUESTION 2

1. Distinguish between formal and informal learning in the pre-colonial context. (5)
2. How would you explain the social activities in which song and dance played a significant role in the pre-colonial societies? (5)
3. Mention FIVE of the main activities which were carried out at mission schools. (5)
4. Briefly discuss each of the following THREE aspects for which mission education was often criticised:
   - 4.1 Industrial and manual education (4)
   - 4.2 Racism and subordination (4)
   - 4.3 Sexism and women's subordination (4)
5. Describe the THREE factors that constrained the National Party (NP) of the 1950s from providing adequate finance for black education. (6)
6. What was the reason given by state officials for advocating four years of schooling for black children? (2)

[35]

QUESTION 3

1. Indicate the two ways through which education of indigenous people was transmitted. (4)
2. What aspects of social life did pre-colonial education embrace? (5)
3. Besides missionaries being the main teachers of blacks in South Africa, what were the other three aims as they went about their work? (6)

[15]

TOTAL: [100]

9.5.2 ASSIGNMENT 03

ASSIGNMENT 03 (Essay and paragraph-type questions; COMPULSORY)

Submission date: 20 June 2023

Unique number: 852771

QUESTION 1

THE PROBLEM

There is evidence that teachers do not behave professionally in South African schools. The issues range from absenteeism, to not honouring teaching periods etc.

As a principal, you are advised to develop a strategy to instil values of accountability and professionalism in the teachers at your school.

Use the following guidelines when writing your essay:

1. Provide a heading for your essay. (3)
2. Write an introduction. (5)
3. Discuss the different types of unprofessional behaviour experienced in schools. (5)
4. Lay out your strategy to help teachers be accountable and act professionally. (10)
5. Conclusion (5)
6. Bibliography (2)

Please note the following:

- Your essay must not exceed 6 (six) typed pages.
- Please acknowledge the sources of your information.
- Do not copy directly from the sources – paraphrase.
- Provide your essay with a bibliography.
- The bibliography must be in alphabetical order, for example:

Higgs, P & Smith, J. 2016. *Philosophy of education today: An introduction*. Cape Town: Juta.
Mkhabela, Q & Luthuli, C. 1997. *Towards an African philosophy of education*. Pretoria.

(30)

QUESTION 2

The education system changed after the demise of the apartheid regime. The South African Constitution places education among the basic human rights.

Write an essay responding to the following question:
What are your views on education in the democratic era in terms of quality, accessibility, equality and affordability?

Consult Balfour, 2016. *Education in a new South Africa*. You can also consult other sources. Remember to acknowledge all sources to avoid plagiarism.

(20)

QUESTION 3

1. Briefly discuss the impact the Black Consciousness philosophy and other political influences infused by teachers, such as Matsepe, had on students in Bodibeng. (6)
2. Discuss the powers granted to schools by the South African Schools Act of 1996. (6)
   The decline in the number of state schools has been examined and reasons were proposed for this phenomenon. Briefly give some of the reasons for this decline. (4)
3. What is the significance of an ethics of care in education? (4)

(20)

QUESTION 4

1. Hyslop discusses the impact of educational restructuring in the 1970s. Why does Hyslop argue that this was a major factor contributing to the outbreak of the student revolt in the 1976? (8)
2. Indicate one of the different views held by mission educators on what black students should learn at secondary and teacher training schools. (2)
3. What are the major differences between 'fortified' schools and schools that are 'exposed sites'? (6)
4. Discuss the various aspects to the commitment to the ethics of intellectual rigour. (6)
5. What is meant by an ethics of civility? (4)
6. School boards and committees were used to play an ideological role. Give the main reason why Verwoerd called for blacks' participation in the educational administration of their children. (4)

(30)

TOTAL: 100

9.6 Other assessment methods

Not applicable.

9.7 The examination

Information about the examination and details on the format of the examination will be made available to you online via the myUnisa site. Look out for information that will be shared with you by your lecturer and e-tutors (where relevant), and for communication from the university.

10 ACADEMIC DISHONESTY

Unisa has zero tolerance for academic dishonesty and students who are guilty of these acts will be disciplined according to the university's policies.

10.1 Plagiarism

Plagiarism is the act of taking the words, ideas and thoughts of others and presenting them as your own. It is a form of theft. Plagiarism includes the following forms of academic dishonesty:

- Copying and pasting from any source without acknowledging the source
- Not including references or deliberately inserting incorrect bibliographic information
- Paraphrasing without acknowledging the original source of the information

10.2 Cheating

Cheating includes, but is not limited to, the following:

- Completing assessments on behalf of another student, copying the work of another student during an assessment, or allowing another student to copy your work
- Using social media (e.g. WhatsApp, Telegram) or other platforms to disseminate assessment information
- Submitting corrupt or irrelevant files in contravention of examination guidelines
- Buying completed answers from so-called “tutors” or internet sites (contract cheating)

10.3 More information about plagiarism

For more information about plagiarism, follow the link below:
https://www.unisa.ac.za/sites/myunisa/default/Study-@-Unisa/Student-values-and-rules

11 STUDENTS LIVING WITH DISABILITIES

The Advocacy and Resource Centre for Students with Disabilities (ARCSWiD) provides an opportunity for staff to interact with first-time and returning students with disabilities.

If you are a student with a disability and would like additional support or need additional time for assessments, you are invited to contact us – Dr ZT Shembe at shembzt@unisa.ac.za or Dr N Ngcobo at engcobn1@unisa.ac.za – to discuss the assistance that you need.

12 FREQUENTLY ASKED QUESTIONS

The brochure *Study @ Unisa* is an A-to-Z compendium of the most relevant information.

Frequently asked questions in this module are the following:

Question: May I have more time to complete my assignment?

Answer: It is not possible to extend the due date by more than a week. If your circumstances compel you to hand in the essay-type assignments late, you have to ask for permission to do so **before** the due date. No extensions can be granted for multiple-choice question assignments.

Question: What if I do not have internet access?

Answer: You can access the internet at all of Unisa's regional offices or dedicated internet cafés.

Question: When will the group discussions be presented?

Answer: No group discussion classes have been scheduled at this stage.

Question: Will I gain admission to the examination if I submit only Assignment 02?

Answer: No. Examination admission is based on the submission of Assignment 01.

Question: Do both assignments contribute to my year mark?

Answer: Yes.

Question: What do I have to study for the examination?

Answer: See Tutorial Letter 201 for examination guidelines.

Important e-mail addresses that you might need are the following:

- General enquiries: info@unisa.ac.za
- Application and registration-related enquiries (for prospective and registered students): study-info@unisa.ac.za
- Assignment enquiries: assign@unisa.ac.za
- Examination enquiries: exams@unisa.ac.za
- Study material enquiries: despatch@unisa.ac.za
- Student account enquiries: finan@unisa.ac.za
- Graduation enquiries: gaudeamus@unisa.ac.za
- Assistance with myUnisa: myUnisaHelp@unisa.ac.za
- Assistance with myLife e-mail accounts: myLifeHelp@unisa.ac.za

13 SOURCES CONSULTED

No extra sources have been consulted.

14 IN CLOSING

Please feel free to contact us, your lecturers, for academic guidance and support. You can also participate in the myUnisa **Discussion Forum** should you encounter any major challenges or feel the need to discuss any matters related to **SAE3701**. We hope that you will enjoy this module and wish you the best of luck with your studies!

ALL THE BEST!

Dr T Shembe
Dr N Nkosi