

Tutorial letter 101/3/2014

Basic Psychology PYC1501

Semesters 1 & 2

Department of Psychology

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

CONTENTS

Page

1	INTRODUCTION	3
2	PURPOSE OF AND OUTCOMES FOR THE MODULE.....	4
2.1	Purpose	4
2.2	Outcomes	4
3	LECTURER(S) AND CONTACT DETAILS.....	4
3.1	Lecturer(s)	4
3.2	Department.....	4
3.3	University	5
4	MODULE-RELATED RESOURCES.....	5
4.1	Prescribed books	5
4.2	Recommended books	6
4.3	Electronic Reserves (e-Reserves).....	6
5	STUDENT SUPPORT SERVICES FOR THE MODULE	6
5.1	Contact with fellow students.....	6
5.2	myUnisa.....	6
5.3	Discussion Classes.....	7
5.4	Tutorial classes.....	7
6	MODULE-SPECIFIC STUDY PLAN	7
7	MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING	11
8	ASSESSMENT	11
8.1	Assessment plan	11
8.2	General assignment numbers	12
8.2.1	Unique assignment numbers	12
8.2.2	Due dates for assignments	12
8.3	Submission of assignments	13
8.4	Assignments	13
9	OTHER ASSESSMENT METHODS	37
10	EXAMINATION.....	37
11	FREQUENTLY ASKED QUESTIONS	37
12	SOURCES CONSULTED	37
13	CONCLUSION.....	37
14	ADDENDUM.....	37
15	ADDITIONAL INFORMATION.....	38

1 INTRODUCTION

Dear Student

Welcome to the module in *Basic Psychology (PYC1501)*. We hope you will enjoy studying the topics we offer here, and we hope 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 *my Studies @ Unisa* which you receive with your tutorial matter. *Tutorial matter that is not available when you register will be posted to you as soon as possible, but is also available on myUnisa.*

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

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

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

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

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

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

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

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

The Teaching Team

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

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 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

The following lecturers are responsible for this module. Their contact details are as follows:

Mr Khuze G. Skosana (Module Leader)

Mrs C. Laidlaw

Mrs L. Makobe-Rabothata

Mr A. Fynn

Dr E.M. Mojapelo-Batka

All enquiries related to category A and C must be directed to Mrs Endriette Meyer:

Tel: (012) 429 - 8307

Office: Theo Van Wijk Building (5 -100)

E-mail: meyerew@unisa.ac.za

3.2 Department

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

Three categories of enquiries	Category A:	Category A: General administrative questions - in other words any matter addressed in this tutorial letter 101 for <i>Basic Psychology</i> .
	Category B:	Administrative questions about the assignments for <i>Basic Psychology</i> .
	Category C:	General academic questions about the content of <i>Basic Psychology</i> .

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

Category A and C enquiries: Mrs Endriette Meyer (012) 429-8307
 Category B enquiries: Ms Thandeka Thwala (012) 429 - 8088

By e-mail You can contact the teaching team for *Basic Psychology* on the following e-mail addresses:

Category A and C enquiries: Ms Endriette Meyer: meyerew@unisa.ac.za
 Category B 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:

PYC1501+Category+A or PYC1501+Category+B
 or PYC1501+Category+C

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

By fax Fax number for *Basic Psychology* 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 Basic Psychology is:

The Course Organiser PYC1501
 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 *my Studies @ 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 MODULE-RELATED RESOURCES

4.1 Prescribed books

There is only one prescribed textbook for this module that you have to buy. The textbook is also prescribed for another module in psychology, namely Psychology in Society (PYC1502).

The prescribed textbook is: Van Deventer, V., & Mojapelo-Batka, M. (2013). *A student's A-Z of Psychology*. Juta: Cape Town.

OR

Grieve, K., Van Deventer, V., & Mojapelo-Batka, M. (2005). *A student's A-Z of Psychology*. Juta: Cape Town.

Only the 2013 revised edition of the prescribed book will be available in the book stores.

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

Code of Ethics: Please note that the prescribed book is authored by a Unisa employee. The Unisa School Tuition Committee has considered the ethical implication of prescribing the book (as informed by the Unisa Code of Ethics and Conduct) and has approved it. The ethical clearance is based on the following principles: The process of prescribing the book is transparent and impartial; the book is peer reviewed; published by a recognised academic publisher; forms part of a study package containing a wraparound guide; is the best book available on the market, given the learning outcomes of the module, contextualisation, appropriate language level and the expertise of the author; and it is prescribed at various other higher education institutions.

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.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

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 *my Studies @ Unisa*, which you received with your study material.

5.1 Contact with fellow students

Study groups: 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

5.2 myUnisa

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

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

5.3 Discussion Classes

If discussion classes are arranged for this module, you will receive a separate tutorial letter with the relevant information soon after registration.

5.4 Tutorial classes

Face-to-face tutorial classes are offered for student support at various Unisa Learning Centres (please consult the publication *my Studies @ Unisa*, which you received with your study material).

UNISA is committed to supporting you in your studies. E-tutors have been appointed to assist you to achieve your educational goals. This module is one of those which have e-tutors available. The e-tutors will provide online support and guidance on the *myUnisa* portal. Please interact actively and participate on the tutor site as this has the dual function of providing tutorial guidance and opportunities for you to engage meaningfully with fellow students. Activate your *myLife* account to make use of this added advantage.

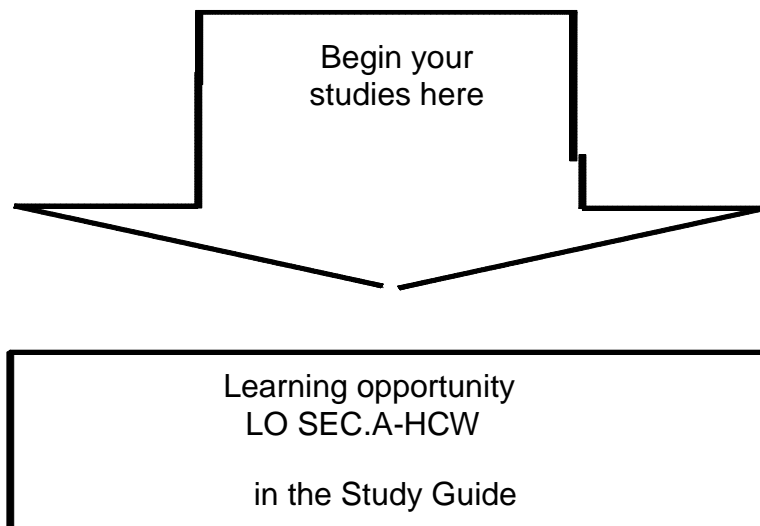
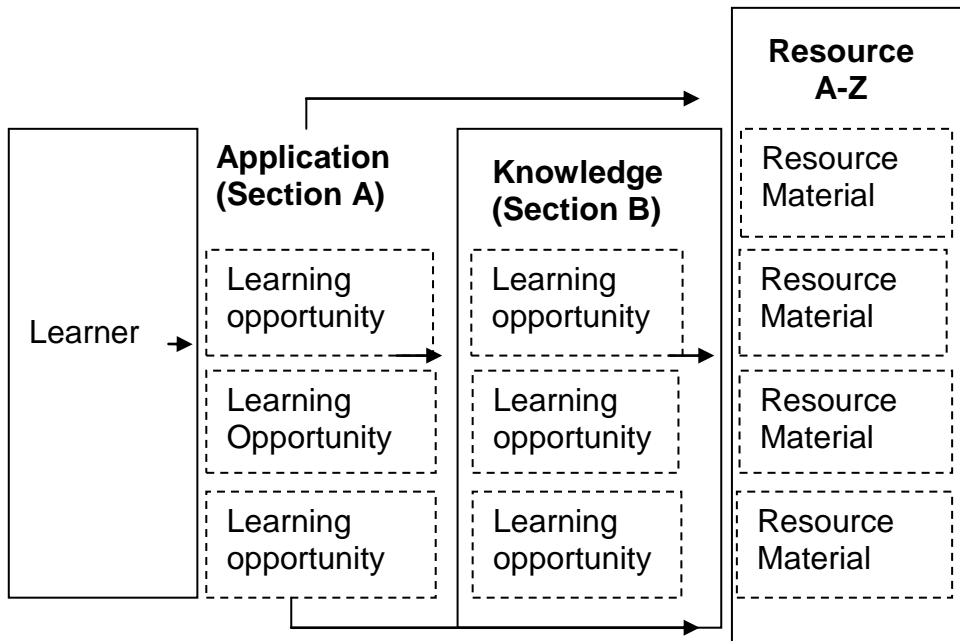
6 MODULE-SPECIFIC STUDY PLAN

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

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

Learning Opportunity	Task	Time (hours)
LO SEC.A-HCW	Learn how this course works	2
LO SEC.A-RIG	Learn to represent information in graphic form	8
LO SEC.A-CFS	Learn to chart a field of study	10
LO SEC.A-PPR	Learn to prepare a presentation	10
LO SEC.A-DPP	Learn to develop a psychological programme	20
LO SEC.A-POP	Learn to provide an expert opinion	50

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



Module components

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

The module has three main components

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

The administrative and assessment components of the module consist of:

Tutorial Letter 101: This tutorial letter explains administrative processes and procedures important for studying the module. It also contains Assignments 01, 02 and 91 as well as a mock examination paper (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 further feedback 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 is supported by the learning opportunities in Section B. All the learning opportunities are supported by the prescribed textbook (A-Z).

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

Module learning method

Learning process	The module learning method is the process that the learner should follow to achieve the module outcomes. The learning process is guided by the idea that learning happens in a more efficient and effective way if information is studied for the purpose of practical application. One learns best if knowledge is selected and applied in particular situations. One should not sit with the prescribed textbook for hours trying to learn one chapter after another without a particular goal in mind because this is not how people learn in real life. In real life people learn new things because they need to know those things in order to do something.
Learning opportunities in the Study Guide-Section A	Learning opportunities for the application of psychological knowledge are provided in Study Guide Section A. This is where the learning process starts. These learning opportunities help learners 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: <ul style="list-style-type: none">- 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 in Section A of the Study Guide PYC1501 are arranged alphabetically, in the sequence required by the study programme. The letter combination determines the alphabetical order. For example, LO SEC.A-HCW comes before LO SEC.A-POP. Learning opportunities in Section B of the Study Guide PYC 1501 are arranged numerically. Note: LO is the abbreviation for the term, learning opportunity.
- Outcome product definition The outcome product definition of the learning opportunity has the following components:
- a description that indicates the expected outcome of the learning efforts
 - a standard that indicates the minimum standards that the outcome product must comply with and,
 - assessment criteria that indicate what the learner has to do to prove his/her competency with regard to the outcome product.
- Method definition The method definition indicates a way to achieve the outcome product. The method definition of a learning opportunity has the following components:
- one or more tasks, each consisting of one or more activities and,
 - references to the resources required for the execution of the tasks.

Study Guide and its sections

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

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

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 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.

8.2 General assignment numbers

There are three assignments for *Basic Psychology*. You will find these assignments in this Tutorial Letter 101. Please refer to the assignment info in *my Studies @ Unisa* for general assignment information and rules.

Assignments 01 and 02: Each of these assignments consists of 25 multiple-choice questions covering section B of the Study Guide.

Note that you have to submit the first assignment, and at least one of the remaining assignments to receive examination admission.

Assignment 91: This assignment consists of 50 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. You cannot submit the self-test for evaluation. The self-test covers the entire syllabus. Please use the self-test to determine how well you are prepared for the examination.

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

You receive feedback on your assignments as well as the self-test. Feedback on Assignment 01 is provided in Tutorial Letter 201. Feedback on Assignment 02 and the self-test is provided in Tutorial Letter 202. You get the answers to the questions, as well as further discussion of these answers. Assignment 91 does not have any feedback. You 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.

8.2.1 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.

Assignments	Unique number	Semester
Assignment 01	894673	1
	863702	2
Assignment 02	820768	1
	899681	2
Assignment 91	879921	1
	790400	2

8.2.2 Due dates for assignments

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

Assignments	Due date	Semester
Assignment 01	12 March 2014	1
	03 September 2014	2
Assignment 02	10 April 2014	1
	01 October 2014	2
Assignment 91	23 April 2014	1
	08 October 2014	2

8.3 Submission of assignments

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

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

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

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

To submit an assignment via *myUnisa*:

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

8.4 Assignments

Assignment 01

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

Questions 1 – 6 refer to the following scenario:

A tutor for the first-year psychology group is dealing with the topic of impulse conduction in the human nervous system. The tutor gives the students the following questions to test their knowledge of the study material they were asked to prepare for the class.

Question 1

The part(s) of the neuron that (is) are responsible for receiving information signals, (is) are called . . .

1. myelin
2. boutons
3. dendrites
4. all of the above.

Question 2

The part of the neuron that facilitates synaptic transmission of a signal to another neuron is . . .

1. dendrite
2. terminal bouton
3. soma
4. myelin sheath.

Question 3

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

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

Question 4

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

1. Endorphin
2. GABA
3. Acetylcholine
4. Dopamine

Question 5

The opening across which one neuron communicates with another neuron is known as the . . .

1. threshold
2. channel
3. synaptic cleft
4. membrane.

Question 6

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

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

Question 7

The tutor asks the group to draw up a flow chart to illustrate the process of synaptic transmission. Is the use of a flow chart appropriate to illustrate synaptic transmission?

1. No, because a diagram should be used to represent the process
2. Yes, because a flow chart should provide a great deal of detailed information
3. Yes, because a flow chart should provide an overview of the process it illustrates
4. Yes, because the flow of information goes in one direction only

Question 8

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

1. Nerve impulse stimulates bouton, neurotransmitter diffuses across synaptic cleft, vesicles attach to presynaptic membrane
2. Nerve impulse stimulates bouton, transmitter deactivated by bouton, electrical changes in receiving cell
3. Nerve impulse stimulates bouton, vesicles attach to membrane, neurotransmitters released and attach to receptors on postsynaptic membrane
4. Nerve impulse stimulates bouton, neurotransmitters attach to receptors, neurotransmitters cross synaptic cleft.

Question 9

During synaptic transmission, several excitatory inputs are required to overcome resistance and produce an impulse in the postsynaptic neuron. The tutor asks the students to select the correct term used to describe the occurrence when such an impulse is produced by simultaneous inputs from different neurons.

1. Spatial summation
2. Inhibition
3. Temporal summation
4. Excitation.

Question 10

The tutor asks students what determines whether a neurotransmitter will have an inhibitory or excitatory effect. One student answers that it depends on the nature of the neurotransmitter. This statement . . .

1. does not provide the correct answer because it is too vague
2. is correct because the effect depends on the quantity of the neurotransmitter in relation to the enzyme that destroys it
3. is partially correct, because other factors also play a role
4. is not correct because the effect depends on the ratio of inhibitory to excitatory neurotransmitters in a specific synapse.

Question 11

This neurotransmitter is released by sympathetic nerves and acts on the heart, blood vessels, large skeletal muscles and accelerates metabolism.

1. Acetylcholine
2. Serotonin
3. Adrenalin
4. Endorphin.

Question 12

Drugs work through their effects on synaptic processes. The effects are brought about because drugs . . . neurotransmitters.

1. inhibit
2. facilitate
3. mimic
4. all of the above.

Question 13

Low serotonin level is associated with . . . just as dopamine deficiency is associated with Parkinson's disease.

1. muscular spasms
2. suppression of pain
3. seasonal depression
4. mania.

Question 14

The main function of this structure is to distribute motor fibres to the muscles and to convey Somato-sensory information to the brain. It can work independently of the brain as a result of reflexive control circuits. This is a description of the . . .

1. thalamus
2. spinal cord
3. somatic nervous system
4. spinal afferent nerves

Question 15

The part of the brain concerned with visual perception is the . . . lobe.

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

Question 16

The part of the brain responsible for the integration of sensory-motor information is the . . . lobe.

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

Question 17

People with damage to the part of this lobe can hear the words spoken to them but the spoken words have no meaning for them.

1. Frontal lobe
2. Temporal lobe
3. Parietal lobe
4. Occipital lobe

Question 18

People with damage to the part of this lobe can understand words but have problems with the expression (motor control) of meaningful speech.

1. Frontal lobes
2. Temporal lobes
3. Parietal lobes
4. Occipital lobes

Question 19

Within the parts of the hindbrain, the part that prevents the brain from over-stimulation and maintains an optimal arousal level for brain functioning is called . . .

1. medulla oblongata
2. Cerebellum
3. pons
4. reticular formation.

Question 20

Which of the following structure(s) of the brain is/are involved in movement?

1. Tegmentum
2. Basal ganglia
3. Cerebellum
4. All of the above.

Question 21

The hypothalamus is concerned with . . .

1. regulation of basic survival needs
2. memory
3. planning
4. relaying sensory information.

Question 22

The . . . is the relay station for sensory information on its way to the cortex.

1. hypothalamus
2. thalamus
3. hippocampus
4. reticular formation

Question 23

The . . . is sometimes called the small brain because it looks like a miniature cerebral cortex.

1. hypothalamus
2. cerebellum
3. basal ganglia
4. limbic system

Question 24

Some students indicate that they are still confused and ask the tutor to provide a different kind of representation of the nervous system that would make matters clearer. You think that the information can best be represented in . . .

- A. a flow chart, showing how the different structures are related
- B. a flow chart, illustrating the process of how the brain works
- C. an expandable tree structure, indicating the hierarchical nature of the nervous system

- D. an expandable tree structure, because different branches can be expanded when more detail is required
 - E. a flow chart, because detailed information can be presented at the outset
 - F. an expandable tree structure, because complex information cannot be represented in a flow chart.
-
- 1. A, B and C
 - 2. C, D and F
 - 3. A and E
 - 4. C and D.

Question 25

The group is discussing the peripheral nervous system and the tutor asks the students to complete the following statement by choosing the correct options from the list below: "The . . . activates the body while the . . . restores normal functioning".

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

End of Assignment 01

Assignment 02

Note: You have to submit Assignment 01 before you can submit this assignment.

Question 1

A youth group leader is concerned about the increasing problem of drug abuse in the community. He wants to organise a workshop for the youth group to provide information about drugs in the hope that this will reduce the incidence of drug abuse. He asks you to give a presentation on the effects of drugs on behaviour.

1. The aim of the presentation is to prevent drug abuse
2. The target audience is young people in the community
3. The area of interest is the effect of drugs on behavior
4. All of the above.

Question 2

A suitable title for your presentation would be . . .

1. the prevention of drug abuse
2. states of consciousness: drug effects
3. the drug problem faced by the youth today
4. the behavioural effects of drugs.

Question 3

You explain that the main effect of depressants is to decrease arousal levels. One young person in the group asks for an example of a depressant. What should your answer be?

1. Alcohol
2. Cocaine
3. Marijuana
4. All of the above.

Question 4

At the next study group, you are asked to provide information about other altered states of consciousness, such as sleep and hypnosis. One of the nurses asks you whether sleep apnea is a characteristic of narcolepsy. You reply . . .

1. no, because narcolepsy is characterised by an overwhelming need to sleep
2. no, because insomnia is the main characteristic of narcolepsy
3. no, because narcolepsy is characterised by an inability to move
4. no, because sleep apnea is a characteristic of insomnia.

Question 5

When discussing sleep, you are asked the following question: When you wake up and clearly remember what you were dreaming about, what stage of sleep have you woken up from? Your answer is . . .

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

At the next study group, another student psychologist presents information on sensation and perception. The senior psychologist prepares a quiz to test your knowledge on the topic (questions 6 - 10).

Question 6

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

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

Question 7

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

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

Question 8

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

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

Question 9

The theory that explains colour vision on the basis of red, green and blue retinal systems is called . . .

1. Hering theory
2. Retinex theory
3. Opponent-process theory
4. Trichromatic theory.

Question 10

Which of the following statements about attention is correct?

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

Many of the people you see at the clinic have relationship problems. You realise that many of these problems result from difficulties with reasoning, problem solving and communication. Questions 11 – 13 deal with this topic.

Question 11

You use the following example to illustrate faulty reasoning:

Peter is driving too fast and gets caught in a speeding trap. He does not want to pay the heavy fine and argues with the traffic officer: "I cannot afford to pay for this! If I do, my family will have nothing to eat for a week. Moreover, I still have to pay for my electricity account and an instalment on my TV. Please sir, help me out." What kind of fallacious reasoning is Peter using here?

1. Relying on group characteristics to gain support for his conclusion
2. False analogy
3. Playing on sympathy to support his conclusion
4. Trying to discredit the issue by discrediting the person who supports it.

Question 12

Difficulties often arise when a person assesses a problem from one point of view only and does not look at alternatives. This is an example of . . .

1. restricted thinking
2. an emotional barrier to problem solving
3. a perceptual barrier to problem solving
4. 1 & 3.

Question 13

The student psychologist is asked to explain how informal reasoning differs from formal reasoning. The answer provided is: "formal reasoning is logical whereas informal reasoning is illogical". Evaluate this answer.

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

Question 14

A young mother brings her 10 year-old son to the clinic because he is failing at school. You suggest that the son should take an intelligence test and the mother asks the following questions (14 - 17) about intelligence.

What is the average mental age of 10 year-old children?

1. 12 years
2. 10 years
3. 11 years
4. 10,5 years.

Question 15

She asks how intelligence tests are drawn up and you explain that intelligence tests are based on theories of intelligence. You know, for example, that according to Spearman's theory, performance in intellectual tasks is determined by . . .

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

Question 16

The mother asks why her son is having difficulties while his friend, who lives in the same community, does not. Your explanation is based on the findings that children who are **less likely** to obtain similar scores on an intelligence test are children who have . . .

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

Question 17

The mother does not believe in intelligence tests because she knows someone who is a very creative and successful artist but performed poorly on intelligence test at school. Which of the following is a possible explanation for the finding that highly creative people often do not perform well on traditional tests of intelligence?

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

The community nursery school asks you to give a presentation to the teachers on the nature of learning. You decide to use the following questions (18 - 23) to open up the discussion.

Question 18

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

1. Social learning
2. Classical and operant conditioning
3. Gaining knowledge and cognitive learning
4. 1 & 2.

Question 19

In operant conditioning terms, reinforcement refers to . . .

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

Question 20

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

1. To pick up a glass of water, then a spoon and then a dish-cloth lying on the floor
2. To dive from a high diving-board
3. To get the rugby ball from the scrum and pass it to the fly-half
4. To cut a diamond to show off its beauty.

Question 21

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

1. Operant social learning
2. Social observation learning
3. Cognitive learning
4. None of the above.

Question 22

Remembering how to ride a bicycle many years after you first learned to ride, is an example of . . .

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

Question 23

A teacher asks you the name of the part of the brain involved in storing long-term memories. You say "I cannot think of the name now but I'll remember it in a minute or so." This indicates a problem with . . .

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

Question 24

Which of the following statement(s) about emotions and motivation is (are) **not** true?

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

Question 25

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

1. response specificity
2. biological homeostasis
3. Type A personalities
4. hardy personalities.

End of Assignment 02

Assignment 91 (Course evaluation)

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.

Here follow various statements about the learning opportunities, the course in its entirety, and the learning tasks in general. In each case indicate whether you definitely agree, agree, feel uncertain, disagree or definitely disagree with the statement. In other words:

- Mark 1 if you *definitely agree* with the statement
- Mark 2 if you *agree* with the statement
- Mark 3 if you *feel 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 the course works

1	I found this learning opportunity interesting	1	2	3	4	5
2	I thought most of 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 most of 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 most of 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 most of 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 most of 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 represent information in graphic form

26	I found this learning opportunity interesting	1	2	3	4	5
27	I thought most of 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
- indicate your student number on the mark sheet
- submit the mark reading sheet as Assignment 91

End of Assignment 91

Assignment 92 (The self-test)

Note: This assignment serves as an exam preparation. Do not submit this assignment for marking.

The tutor for the first-year psychology group gives a presentation on the nature of impulse conduction in the human nervous system. Questions 1 - 6 refer to this scenario.

Question 1

You make notes during the presentation and when you look at your notes some time afterwards, you wonder whether you wrote down all the information correctly. Which of the following statements about the nature of impulse conduction are correct? The process of impulse conduction . . .

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

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

Question 2

The tutor writes the following three statements on the board and asks which constitute the best description of the refractory period. During the refractory period . . .

- 1. there is a balance of ions across the cell membrane
- 2. impulse conduction proceeds in one direction only
- 3. the ion imbalance is insufficient to create a resting membrane potential
- 4. 1 & 2.

Question 3

The tutor explains the nature of impulse transmission in the form of analogical reasoning and asks you to complete the following sentence: Stimulus intensity is to impulse frequency as . . . is to the amplitude of the impulse.

- 1. conduction speed
- 2. diameter of the nerve fibre
- 3. light stimulus intensity
- 4. height of the wave.

Question 4

The tutor asks the students to check their knowledge on the parts of the neuron and their functions by asking each other some questions. Your friend asks you "What part of the neuron conducts information signals over a long distance?"

- 1. Soma
- 2. Axon
- 3. Boutons
- 4. Cell bodies.

Question 5

The tutor asks students to give examples of the functions of neurotransmitters. Which one of the following examples is **not** correct?

1. Curare causes paralysis because it functions as an antagonist which suppresses the action of acetylcholine
2. High levels of acetylcholine may explain deteriorating cognitive functions in Alzheimer's disease
3. Severe depression is associated with low levels of noradrenaline in the brain and manic condition is associated with very high levels
4. High levels of dopamine are associated with schizophrenia.

Question 6

The tutor wants to help the students understand the information by presenting it diagrammatically. A flow chart would be the best way to organise information if you want to . . .

1. indicate the differences between all-or-nothing and graded potentials
2. indicate the differences between resting and action potentials
3. explain what a refractory period is
4. explain synaptic transmission of impulses.

The tutor organises a quiz to test the students' knowledge of the nervous system and asks students to draw up four questions and give them to the person sitting next to them. You are given the following four questions (questions 7 to 10) to answer.

Questions 7

The functions of this lobe allow you to recognise elements of an object in the visual field and integrate them into a meaningful whole.

1. Frontal
2. Temporal
3. Parietal
4. Occipital.

Question 8

This lobe regulates voluntary movements such as moving a fork or spoon from the plate to the mouth and to use a map by synthesizing spatial co-ordinates.

1. Frontal
2. Temporal
3. Parietal
4. Occipital.

Question 9

Which one of the following is associated with the co-ordination of movement and the maintenance of the body's equilibrium during movement?

1. Pons
2. Medulla
3. Cerebellum
4. Tegmentum.

Question 10

The somatic nervous system comprises of . . .

1. sensory nerves such as the optic nerve
2. the sensory and motor components of the mixed spinal nerves
3. the motor nerves, such as the oculomotor nerve for movements of the eyeball
4. all of the above.

Question 11

One of the students gives a brief description on the nature of sleep. After the presentation, the tutor thanks the student but says that one or two of the facts were not quite correct. The tutor asks you to identify which of the following statements about sleep is correct.

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

Question 12

While discussing hypnosis, one of the students says she would like to go to a hypnotist's show and be hypnotised on stage. However, she is afraid that the hypnotist will make her do something she does not want to do. This statement is . . .

1. correct, because hypnosis is defined as a situation in which people's behaviours are involuntary
2. correct, because hypnosis empowers people to do things they would otherwise not do
3. not correct, because hypnosis is merely an altered state of consciousness
4. not correct, because people have to participate willingly for hypnosis to succeed.

Question 13

The tutor explains that the drug cocaine works by decreasing the activity of neurons that inhibit other neurons. Cocaine is therefore classified as a . . .

1. stimulant
2. depressant
3. hallucinogen
4. glutamate facilitator.

Question 14

While dealing with the topic of learning and memory the tutor uses the following example: Andrew has developed a psychological programme to help students who did not get a pass mark for their assignment, to identify the reason for their lack of success in studying. He wants to present the programme as a series of workshops and decides that the length of the programme should be a period of two weeks. In this scenario, the period of two weeks is . . .

1. an attribute of the programme
2. a basic element of the programme
3. a value of an attribute
4. a programme method.

Question 15

The tutor asks one of the students to make a presentation to fellow classmates on the role of the hippocampus in memory. The student decides that a graphic representation will be helpful. What would be the best way to organise this information graphically?

1. An expandable tree structure showing the structures of the central nervous system
2. An expandable tree structure showing the structures involved in the memory process
3. A flow chart illustrating the memory process
4. A flow chart illustrating the central nervous system.

The tutor gives the students a test on the topic of sensation and perception. Questions 16 - 24 comprise the test.

Question 16

Which of the following correctly group together a sensory system, the appropriate sensory modality and the body organ involved?

1. Somaesthetic; vestibular; muscles
2. Chemical; kinaesthetic; nose
3. Proprioceptive; kinaesthetic; muscles
4. Vision; balance; retina.

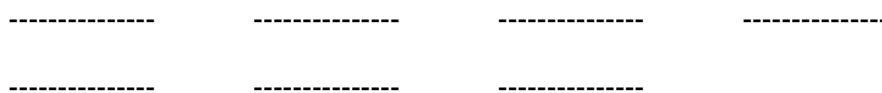
Question 17

The ciliary muscles of the eye . . .

1. control the size of the pupil
2. keep the retina in position
3. alter the shape of the lens
4. move the eye.

Question 18

When you look at the following lines, you tend to see them as three sets of two lines and one line, rather than as random lines. Which law of perceptual organisation accounts for this?



1. Contour
2. Similarity
3. Closure
4. Proximity.

Question 19

All of us grow accustomed to the continuous ticking of a clock and eventually, in time we no longer hear it. For some reason we become aware when the clock stops ticking. This increased awareness can best be explained in terms of . . .

1. dishabituation following habituation
2. habituation following dishabituation
3. stimulus change following dishabituation
4. orienting reaction following dishabituation.

Question 20

In the human visual system, cones are responsible for . . .

1. accommodation
2. colour vision
3. dark adaptation
4. 1 & 2.

Question 21

In the human visual pathway, information is relayed from . . .

1. the left halves of both eyes to the left visual cortex
2. the right halves of both eyes to the right visual cortex
3. both of the above
4. neither of the above.

Question 22

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

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

Question 23

With reference to visual perception, which of the following statements describes the process of accommodation?

1. Adaptation of the lens to the distance of the object from the eye
2. The absorption of light and the breaking up of rhodopsin into two components
3. The phenomenon that a movement or dull light in the dark is more easily seen from the corner of the eye
4. Change in the size of the pupil opening to control the amount of light let in.

Question 24

Advertisements are intended to attract people's attention and to motivate them to buy the advertised product. The best results are obtained by advertisements that . . .

1. contain large and unusual or eye-catching elements
2. appeal to subjective needs and wishes
3. rely on external more than internal determinants of attention
4. 1 & 2.

Question 25

Mr Kgaladi makes a very successful presentation on conflict resolution to a group of executive directors of major companies in Johannesburg. The following week he is asked to address a group of Grade 7 learners on conflict resolution and because he is pressurised for time, he decides to use the same presentation. Unfortunately this time the presentation is not so successful. What mistake did Mr Kgaladi make?

1. he did not take the characteristics of his audience into account
2. he did not ensure that he knew his subject matter
3. he did not prepare the presentation thoroughly
4. 1 & 3.

The tutor group is debating the issues of thinking, reasoning and problem-solving. Questions 26 to 31 refer to this topic.

Question 26

Conceptual errors can lead to errors of thinking. Which of the following is **not** an example of conceptual error?

1. All-or-nothing thought
2. Stereotypes
3. Prototypes
4. Oversimplification of complex concepts.

Question 27

Consider the statements below. Which of the following statement(s) indicate(s) inner speech?

- A. Peter shouts at John: "Do as you please, but don't come to me crying when things go wrong"
 - B. James thinks angrily to himself: "Jack, you blighter, you better watch out."
 - C. Cindy reflects sadly: "I will never see my darling Jimmy ever again. This time he won't come back as he did on numerous previous occasions."
1. A, B & C
 2. C
 3. B
 4. B & C.

Question 28

Which of the following statements is an example (are examples) of inductive reasoning?

1. On the basis of the high humidity I deduce that it could rain later today
2. After making some observations at the scene of the crime, the detective Sherlock Holmes formed a theory about who might have committed the crime
3. If Emily studies harder, she will pass her psychology exam. She studies very hard. Therefore it is certain that she will pass
4. 1 & 2.

Question 29

Mathapelo wants to see the movie that starts at 20:00. She reasons that she must be in the queue at about 19:00 to get a front seat. She also works out that it will take her about 15 minutes to find parking and another five minutes to walk from the parking area to the cinema and 30 minutes to drive from her home to the parking area. So she works out that she must leave home around 18:00 to get to the ticket office before 19:00. Which one of the following heuristic methods she applied to solve her problem of exact time calculation?

1. Analogic analysis
2. Analysing the available means to attain the desired goal
3. Analysing the steps necessary to attain the desired goal
4. Checklist analysis.

Question 30

Sarie's baby cries a great deal at night with the result that Sarie does not sleep well and cannot cope with her daily work and studies. What is the first thing Sarie should do to rectify the situation?

1. Adopt a trial-and-error strategy until she finds a solution
2. Try the most likely solution first
3. Recognise and define the problem
4. Decide on the advantages of different solutions.

Question 31

Critical reasoning consists of a variety of attitudes, procedures and skills. Which one of the following **cannot** be seen as part of critical reasoning?

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

Question 32

One of the students makes the following statements about the nature of intelligence. Which of the statements is/are not correct?

- A. Intelligence refers to the ability to adapt successfully to the demands of life
- B. Intelligence can be measured objectively
- C. What is regarded as intelligent behaviour varies from one context to another
- D. The concept of intelligence includes speed of task performance.

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

Question 33

Another student makes the statement that when intellectual development is normal, IQ increases gradually over the lifespan. You have to evaluate this statement and you decide that it is . . .

1. not correct, because mental age increases more rapidly than chronological age
2. not correct, because IQ increases up to the age of sixteen and then decreases gradually
3. not correct, because mental age and intellectual ability increase annually more or less up to the age of sixteen
4. correct, because mental age increases with chronological age.

Question 34

The tutor asks you to identify the main difference between the theories of intelligence proposed by Spearman and Thurston. Which of the following is correct?

1. Initially Thurstone could not identify the existence of a general ability
2. Thurstone identified more s factors than Spearman
3. Thurstone rejected the notion that intelligence is based on a general factor
4. Thurstone singled out interpersonal skills as part of intelligence.

Question 35

You want to write an essay on the relation between age and intelligence. A good essay should have a well-formulated introduction in which the topic is contextualised. Which of the following contextualises the topic?

1. You indicate that your standpoint is that intelligence does not necessarily decline with age
2. You indicate that you are going to deal with the topic by covering the definitions of the concepts of ageing and intelligence, then discussing the relation between the two and then drawing your conclusion with reference to research findings
3. You provide background information on the effects of ageing and the nature of intelligence
4. All of the above.

Question 36

As a test of your creativity, you are asked to think of different possible uses for a pencil. You suggest that a pencil could be used as a lever. This is an example of . . .

1. divergent thinking
2. cognitive complexity
3. convergent thinking
4. insight.

During the discussion on learning and memory, the tutor poses the following questions: (Questions 37 - 42) to the class.

Question 37

A person who had eaten a tin of bad sardines feels slightly nauseous whenever she sees a tin of sardines. Which of the following describe(s) this state of affairs?

1. The sight of a tin of sardines acts as an unconditioned stimulus for becoming nauseous
2. Eating the tin of bad sardines was the unconditioned stimulus for becoming nauseous
3. Becoming nauseous at the sight of a tin of sardines is a classically conditioned response
4. 2 & 3.

Question 38

When the original CS serves as a US to start a new CS, this process is known as . . .

1. stimulus generalisation
2. higher-order conditioning
3. stimulus discrimination
4. none of the above.

Question 39

Which of the following are examples of operant conditioning?

- A. Jane does not eat curry because she knows she gets a stomachache when she eats spicy food.
- B. Abram will not get on the boat because he knows he gets sea sick.
- C. The teacher forces Lindi, who is left handed, to write with her right hand.
- D. The dog is praised for sitting when his owner says "Sit!"
- E. Donald did not pass the exam because he only started studying the day before the exam.

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

Question 40

Yolanda has entered a gymnastics competition. She and her coach talk about the different movements that Yolanda will include on the floor exercise so that when she has worked out her plan and practiced the movements, she can produce a co-ordinated performance. The verbal plan is an example of . . .

1. discovery learning
2. a cognitive map
3. the cognitive component of a perceptual-motor skill
4. an intellectual skill.

Question 41

You are teaching your dog to catch a ball and bring it back to you. On every third occasion that the dog brings the ball back, you give him a biscuit as a reward. What kind of reinforcement schedule are you using?

1. Fixed interval schedule
2. Variable interval schedule
3. Fixed ratio schedule
4. Variable ratio schedule.

Question 42

Which of the following refer(s) to information stored in long-term semantic memory?

- A. X vividly recalls his first day in school and what his teacher looked like.
 - B. X knows that South Africa has nine provinces.
 - C. X knows the rules of arithmetic.
 - D. X knows what formula should be used to calculate the area of a circle.
 - E. X knows exactly where and when he kissed a girl for the first time.
1. A
 2. B & D
 3. A & E
 4. B, C & D.

After discussing emotion and personality, the tutor sets the following questions (question 43 - 50) for the students.

Question 43

Whenever Thembi has a stressful time at work, she develops low back pain. This symptom is an example of . . .

1. psychosomatic disease
2. response specificity
3. emotional tension
4. all the above.

Question 44

Which of the following statements about emotional intelligence is/are true? People high in emotional intelligence . . .

1. are able to manage their emotions well
2. can understand the needs of others without necessarily knowing what motivates their own behaviour
3. have high IQs
4. all of the above.

Question 45

Which of the following is an example of the way emotions can contribute to individual differences?

1. The people you work with influence your opinions
2. You get a headache when music is played very loudly
3. You are very shy and don't mix easily with other people
4. Your brother died violently and you get very upset by violent films.

Question 46

Emotions are usually expressed in body language or non-verbal behavior. This is an example of . . . of emotion.

1. cognitive- perceptual component
2. physiological component
3. social component
4. behavioural component.

Question 47

Which statement provides the best definition of personality?

1. The individual characteristics that influence behaviour
2. The heredity aspects of a person's emotional nature
3. Stable qualities that a person shows in most situations
4. A person's evaluation of himself or herself.

Question 48

Which of the following describes Cattell's trait theory of personality?

1. An important aspect is the way traits are organised or related to each other
2. People have cardinal, central and secondary traits
3. Source traits represent an underlying personality characteristic
4. 1 & 3.

Question 49

In terms of the psychoanalytic approach, personality is shaped by . . .

1. the power struggle between the id, ego and superego
2. attempts to keep a balance between self-image and actions
3. unconscious processes
4. 1 & 3.

Question 50

Which of the following statements regarding the criteria for psychological disorders is most correct?

1. Behaviour is abnormal when it differs from what is considered to be typical
2. Disordered behaviour is behaviour which is abnormal, maladaptive or personally distressing
3. Behaviour that meets the criteria for psychological disorders has to be considered in context
4. Abnormality is a sufficient criterion for determining the presence of a psychological disorder.

End of Assignment 92

9 OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

10 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 also have received a self-test that can be regarded as an example of what the examination paper will be like. Further information about the examination and the self-test is provided in Tutorial Letter 202, which you will receive later. Refer to the <i>my Studies @ Unisa</i> brochure for general examination guidelines and examination preparation guidelines.
Examination admission	You need to submit the compulsory Assignment 01 to be allowed to sit for the examination. We, however, strongly advise you to complete and submit all the assignments because the assignments are designed to help you in your studies.
Pass mark	The marks you earn in the examination paper are converted to a percentage point (a mark out of 100). You must obtain at least 50 percent 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 modules 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 <i>my Registration @ Unisa</i> for general information and rules and for full details of examination regulations.

11 FREQUENTLY ASKED QUESTIONS

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

12 SOURCES CONSULTED

The source for this module is the prescribed textbook.

13 CONCLUSION

Tutorial letters contain important information about your 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.

14 ADDENDUM

You will be notified if any addendum is available for this module.

15 ADDITIONAL INFORMATION

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 Unisa 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>.