

**HSE1501**

( 477800) October/November 2017

**CONTEXTUALISATION OF HEALTH SCIENCES EDUCATION**

Duration 2 Hours

75 Marks

**EXAMINERS**

FIRST

DR FH MFIDI

SECOND

DR MG MAKUA

Closed book examination

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue

**THIS PAPER IS AVAILABLE IN ENGLISH ONLY**

This paper consists of 16 pages plus instructions for completion of a mark-reading sheet

**Please complete the attendance register on the back page, tear off and hand it to the invigilator.**

**INSTRUCTIONS**

**This paper consists of seventy-five (75) objective-items (75 marks).**

**Answer all questions on a mark-reading sheet**

**Please read further instructions carefully. After completion of this paper, you must hand in the following:**

- **The mark-reading sheet with your answers to the 75 objective-items**
- **This examination paper.**

[TURN OVER]

FOR EACH OF THE FOLLOWING 75 OBJECTIVE-ITEMS, CHOOSE THE MOST APPROPRIATE ANSWER AND MARK YOUR CHOICE AGAINST ITEMS 1-75 ON THE MARK-READING SHEET

MATCH TO EACH OF THE ITEMS IN COLUMN A THE MOST APPROPRIATE TERMINOLOGY IN COLUMN B

COLUMN A		COLUMN B	
1	Encourages students to analyse their experiences and to learn from what they observed, felt and perceived during clinical training	1	Pedagogy
2	Demonstrated through concept maps, where students identify the effect a particular disease has on a patient	2	Andragogy
3	Development of strategies that acknowledge and respond to the stress that students experience in the clinical setting	3	Resilience
4	The art and science of helping adults to learn	4	Connection
5	Education of children	5	Reflection

- 6 The implications of the South African National Health Act (Act 61 of 2003) for health sciences education are that
- a competent persons should be recruited for health sciences education
  - b there should be a particular focus on hospital-based clinical teaching
  - c a variety of educational programmes should enable qualified practitioners to update their competencies
  - d graduates should be able to meet the health care needs of society competently
  - e students should be taught how to uphold their own democratic rights above all

- 1 a b c d e
- 2 a b c d
- 3 a c d e
- 4 a c d
- 5 b e

[TURN OVER]

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE LEVEL OF SCHOLARSHIP IN COLUMN B**

COLUMN A		COLUMN B	
7	Sharing knowledge across disciplines is emphasised	1	Discovery
8	New knowledge is generated and integrated into the discipline's existing knowledge base	2	Integration
9	Educators participate in developing an innovative curriculum that supports high quality and relevant education	3	Application
10	Educators design learning opportunities enabling students to link knowledge, actions and critical reflections	4	Teaching

11 The purpose of the South African National Health Act (Act 61 of 2003) is to

- a unite the various elements of the national health system
- b provide a system of cooperative governance and management of health services
- c establish a health system based on decentralised management
- d promote a spirit of cooperation and shared responsibility among public and private health practitioners

- 1 a d
- 2 a b c d
- 3 c d
- 4 b c d
- 5 a b c

12 Professional maturation is portrayed through the individual's

- a personal value system
- b interpersonal relationships and attitudes
- c attitude towards authority, rules and measures
- d work ethic and commitment
- e willingness to admit inadequate and faulty discretion

- 1 a b
- 2 b c
- 3 c d e
- 4 a b c d e
- 5 d e

**MATCH TO EACH OF THE ITEMS IN COLUMN A THE MOST APPROPRIATE STAGE OF STUDENTS' SOCIALISATION IN COLUMN B**

COLUMN A		COLUMN B	
13	Learning consists of finding and knowing right answers	1	Commitment
14	Acceptance of the legitimacy of diversity and uncertainty	2	Dualism
15	Recognition of the contextual and uncertain nature of knowledge	3	Multiplicity
16	Ability to take risk or affirm self-identity by accepting reality	4	Relativism

**Read the following statement regarding outcomes-based education carefully and answer items 17-24**

To plan a teaching session health sciences educators should consider the outcomes to be achieved by students. Using the following broad outcome "The student should be able to administer an intramuscular injection correctly and safely"

**MATCH TO EACH OF THE SPECIFIC OUTCOMES IN COLUMN A THE MOST APPROPRIATE EXPECTED ASPECTS OF COMPETENCIES IN THE LEARNING PROCESS IN COLUMN B (CONCEPTS IN COLUMN B MAY BE USED MORE THAN ONCE)**

COLUMN A		COLUMN B	
17	Students will be able to describe the principles of pharmaco-kinetics and pharmaco-dynamics	1	Attitude
18	Students will be able to identify and describe the anatomic sites for administration of intramuscular injection	2	Practical skill
19	Students will be able to calculate the dosages for injections	3	Knowledge
20	Students will be able to administer an intramuscular injection	4	Cognitive skill
21	Students will be able to demonstrate empathy towards the patient while administering intramuscular injection		

[TURN OVER]

22 The above broad outcome can best be achieved by a combination of the following teaching strategies

- a lecture
- b simulated demonstration
- c laboratory practice sessions
- d group discussion
- e concept mapping

- 1 a b c d e
- 2 a c d
- 3 b c d e
- 4 a b c
- 5 b d e

23 The assessment criteria for the above skill will include

- a accurate description of the pharmacological action of the specific medication
- b selection of the correct needle and syringe
- c drawing the correct dosage into the syringe
- d maintaining aseptic technique throughout the procedure
- e communicating with the patient in a reassuring manner

- 1 a c d
- 2 a b c d e
- 3 b c d e
- 4 a b c
- 5 b d e

24 Learning assessment is

- a an integral component of teaching
- b guided by pre-stated outcomes
- c conducted to decide on the competency of learners
- d conducted to determine if students are able to apply knowledge
- e conducted to determine if knowledge have been absorbed

- 1 a b e
- 2 a c e
- 3 c d e
- 4 b d e
- 5 a b c d

- 25 A formal teaching environment conducive to the empowerment of students must meet the following criteria, except
- 1 adequate space for the type of activity to be performed
  - 2 good acoustics and audibility
  - 3 furniture that is durable, functional and movable
  - 4 educators who emphasise discipline
  - 5 adequate storage spaces for the safe keeping of equipment
- 26 The essential components of the curriculum include
- a aims and specific objectives
  - b organisation of the content
  - c strategies for teaching and learning
  - d an evaluation programme to measure outcomes
- 1 a b c d
  - 2 b c d
  - 3 a c d
  - 4 a b
  - 5 a c

**Read the following scenario carefully and then answer questions 27-34**

You are a nurse educator who wants to establish a private nursing school in your area where the 4-year diploma nursing programme would be offered. You want to attract nurse educators with the necessary qualifications and support them with in-service education.

- 27 Which of the following legislation should be considered to approve the nursing school and mandate its functioning?
- a Health-related legislation (Medicines and Related Substances Act (Act 101 of 1965))
  - b RSA Constitution of 1996
  - c Higher Education Legislation (Act 101 of 1997)
  - d Nursing Act (Act 33 of 2005)
- 1 a b c d
  - 2 b c d
  - 3 a b c
  - 4 a c
  - 5 a b d

- 28 Which of the following structures should approve the learning programme to be offered at the proposed school?
- a College Senate
  - b College Council
  - c Faculty Board
  - d University Senate
- 1 a b c d  
2 b c d  
3 b c  
4 a b d  
5 a c
- 29 Which of the following will be responsible for the overall control of the school's budget?
- 1 Health authority
  - 2 South African Nursing Council (SANC)
  - 3 University of affiliation
  - 4 College head
- 30 Which of the following procedures for accreditation of the proposed nursing school should be followed?
- a Apply in writing to the SANC for accreditation
  - b Submit to SANC the information on the education and training programme to be provided
  - c State to SANC how the prescribed standards and conditions for education and training will be met
  - d Pay the prescribed fee to the SANC
  - e Furnish the Council of Higher Education with the purpose of the accreditation
- 1 a b c d e  
2 a b c d  
3 a b e  
4 c d e  
5 a c
- 31 At which NQF level will the proposed qualification be offered?
- 1 level 5
  - 2 level 6
  - 3 level 7
  - 4 level 8

- 32 The lowest qualification requirements of nurse educators recruited for the proposed school should be at NQF
- 1 level 7
  - 2 level 8
  - 3 level 9
  - 4 level 10
- 33 Which of the following Acts would guide you with regard to the planning and implementation of in-service education in the proposed college?
- a Skills Development Act (Act 97 of 1998)
  - b Higher Education Act (Act 101 of 1997)
  - c National Health Act (Act 61 of 2003)
  - d Nursing Act (Act 33 of 2005)
- 1 a b
  - 2 a b c
  - 3 b c d
  - 4 a c d
  - 5 b d
- 34 To motivate the recruited nurse educators about further education, you inform them that Continuing Professional Development is
- a a life-long learning process
  - b an ongoing development of professional knowledge, skills and attitudes
  - c all informal learning activities before professional registration
  - d learning undertaken to improve the efficient functioning of practitioners
  - e a deliberately planned process designed to meet specific needs
- 1 a b
  - 2 b c e
  - 3 a c d
  - 4 a b d e
  - 5 c d e
- 35 Professional socialisation refers to
- a professional knowledge, skills, attitudes and values
  - b inculcation of a professional culture and value system
  - c development of a professional identity
  - d an once-off process during students' basic education
  - e a process preparing students for role change
- 1 a b
  - 2 b d e
  - 3 a c d
  - 4 a b c e
  - 5 c d e



**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE ITEM IN COLUMN B**

<b>COLUMN A</b>	<b>COLUMN B</b>
36 Setting learning objectives	1 Professional practice
37 Respecting the views of others	2 Relationships with colleagues and students
38 Conducting research about teaching	3 Scholarship
39 Understanding institutional structure, policies and procedures	4 Service and faculty governance
40 Having the ability to influence change in nursing	5 Curriculum development

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE LEGISLATIVE ITEM IN COLUMN B (ITEMS IN COLUMN B MAY BE USED MORE THAN ONCE)**

<b>COLUMN A</b>	<b>COLUMN B</b>
41 Is concerned with the development of programmes leading to qualifications that will meet the country's employment needs	1 Higher Education Act (Act 101 of 1997)
42 Is concerned with the promotion of critical and creative thinking, tolerance and commitment through appropriate teaching methods	2 South African Qualifications Authority (SAQA)
43 This act has been repealed by the National Qualification Framework (NQF) Act (Act 67 of 2008)	3 Skills Development Act (Act 97 of 1998)
44 Ensures equal access and fair chances for success to all students	4 South African Qualifications Authority Act (Act 58 of 1995)
45 Entitles all citizens to continuous education	
46 Is accountable to the Minister of Higher Education and Training	

[TURN OVER]

**Read the following scenario and answer questions 47-58**

You are the acting head of a newly established nursing college assigned with both management and facilitation roles in the teaching and learning process of a student population with a diverse profile and varying learning needs and expectations

47 Which of the following competencies related to curriculum development are crucial for exercising your teaching role?

- a being knowledgeable about the content area
- b setting learning objectives and designing learning activities
- c selecting and using appropriate learning strategies
- d understanding and using theories of teaching and learning
- e developing appropriate evaluation measures and evaluating fairly

- 1 a b c d
- 2 a b c d e
- 3 c d
- 4 b e
- 5 a e

48 Which of the following management styles in accordance with the health sector in South Africa, would you use?

- a democratic
- b autocratic
- c participant
- d authoritative

- 1 a b
- 2 a b d
- 3 c d
- 4 a c
- 5 a b c d

- 49 As a nurse education, in which of the following committees will you be involved?
- a curriculum development committee
  - b tuition committee
  - c recruitment and selection committee
  - d quality assurance committee
  - e grievance handling committee
- 1 a b c d e  
2 a b d e  
3 b c d  
4 a b d  
5 a c e
- 50 Which of the following statements are true of the nursing college?
- a Students are selected by the SANC
  - b Learning programmes are developed in co-operation with a university
  - c Qualifications offered are endorsed by the collaborating university
  - d The college head is responsible to the college council and the SANC
  - e Students write theoretical examinations set by the SANC
- 1 a e  
2 b c d  
3 a d e  
4 a b c  
5 a b c d e
- 51 Which of the following functions of the facilitators of learning in your college would you oversee?
- a needs analyses
  - b impartation of authoritative knowledge
  - c developing learning material
  - d assessing students
  - e designing learning opportunities
- 1 a b c d e  
2 a c d e  
3 b d e  
4 a b c  
5 c d e

52 Which of the following will be the nurse educator's daily administrative functions?

- a keeping individual student records up to date
- b coordinating students' allocation in clinical settings
- c establishing a teaching schedule
- d securing access to classrooms and educational equipment
- e recruiting and selecting students

- 1 a b c d
- 2 a b d e
- 3 b c d
- 4 a b d
- 5 a c e

53 To cater for the diverse learning needs and expectations of students, the role of the facilitators in your college will include

- a designing flexible educational programmes to cater for a variety of learning styles
- b establishing adequate support services for students
- c supporting and nurturing professional growth and development
- d considering different generation groups and their unique characteristics

- 1 a b c d
- 2 c d
- 3 a b c
- 4 b c d
- 5 a b d

54 Which of the following aspects will you consider when working with adult students?

- a self-concept of students
- b responsibility of educators
- c learning opportunities
- d accumulated life experiences
- e purpose students have in mind for their own studies

- 1 a b c
- 2 a d e
- 3 c d e
- 4 b d e
- 5 b c d

- 55 The fear of failure among adult students can be minimised by
- a demonstrating respect and trust
  - b allowing students to learn on their own
  - c designing learning activities that are as close as possible to actual practice
  - d designing activities that will stimulate reflection on past experiences
  - e facilitating student empowerment
- 1 a c d  
2 b d e  
3 b c e  
4 a b d e  
5 a b c d e
- 56 In considering the learning styles of the individual student, the nurse educator should
- a recognise each student's developed learning style
  - b understand that learning experiences of the nursing course may not be congruent with learning style
  - c realise the students' potential to alter certain learning styles to suite learning experiences
  - d be aware that some strategies may not match the students' learning styles
  - e consider that different strategies complement different learning styles
- 1 a c d  
2 b d e  
3 b c e  
4 a b d e  
5 a b c d e
- 57 As a mentor to newly qualified nurse educators you should
- a be enthusiastic about the subject and life as well
  - b be knowledgeable and experienced in the specific discipline
  - c communicate well and display a sense of humour
  - d exhibit a genuine caring concern
  - e continuously take initiative in the mentoring process
- 1 c d e  
2 a b e  
3 a b c d  
4 b c d  
5 a b d e

58 The formal mentoring programme you designed for newly appointed nurse educators can contribute towards

- a increasing the nurse educator's knowledge of the mentoring process
- b refining the nurse educator's role as a mentor
- c assisting the nurse educator to overcome challenges
- d encouraging outcomes of dependent functioning
- e empowering and nurturing an individual personally and professionally

- 1 c d e
- 2 a b e
- 3 a b c e
- 4 c d
- 5 a b d

**MATCH TO EACH OF THE DESCRIPTIONS IN COLUMN A THE MOST APPROPRIATE CONCEPT IN COLUMN B (CONCEPTS IN COLUMN B MAY BE USED MORE THAN ONCE)**

COLUMN A		COLUMN B	
59	Sensing others' nonverbal signal	1	Primal empathy
60	Ability to decode social signals	2	Attunement
61	Offering another person your full attention through sustained involvement which facilitates rapport	3	Empathic accuracy
62	An explicit understanding of another person's feelings, thoughts and intentions	4	Social cognition
63	An immediate intuitive, gut-level ability to sense the emotions of others		
64	Listening with full receptivity		
65	Knowing expectations in a social situation		

[TURN OVER]

66 The objectives of the NQF that support the transformation process include

- a recognising and valuing learning
- b broadening learning opportunities for all students
- c improving the quality of learning experiences
- d building a community that is active and informed
- e fully developing communities' potential

- 1 a b c
- 2 b c d
- 3 c d e
- 4 a b d
- 5 a b c d e

67 Outcomes-based education should comply with

- a manpower needs of the country
- b learning needs of students
- c professional needs of professions
- d competency requirements in the workplace
- e health needs of the society

- 1 a b c d e
- 2 a b d e
- 3 b c d
- 4 a b d
- 5 a c e

68 Outcomes should reflect

- a what the students know
- b what the students can actually do with what they know
- c the rules of learning
- d the students' confidence and motivation in demonstration of what they know
- e clear direction for both the educators and students

- 1 b c d
- 2 a e
- 3 b d
- 4 a b d e
- 5 c d e

**MATCH TO EACH OF THE ITEMS IN COLUMN A THE MOST APPROPRIATE CONCEPT IN COLUMN B (CONCEPTS IN COLUMN B MAY BE USED MORE THAN ONCE)**

COLUMN A		COLUMN B	
69	Passive relationship for both parties	1	Role modelling
70	Formal orientation with a more active relationship of both parties	2	Mentorship
71	Involves coaching, teaching and supervision	3	Preceptorship
72	One member guides and counsels		
73	Sharing of personal and professional goals		

74 The critical cross-field education and training outcomes indicate that students should primarily be taught to

- a memorise facts
- b find simplistic solutions to problems
- c gather, interpret and apply information
- d apply critical thinking skills
- e rely on educators to transmit relevant information to them

- 1 a e
- 2 d e
- 3 c d
- 4 a d
- 5 a b e

75 Which statements are true about the accreditation of nursing education institutions?

- a The institutions are re-evaluated three years after accreditation has been granted
- b The SANC is responsible for accreditation
- c The institutions will receive a monitoring visit after five years following the accreditation
- d The institutions will be audited at least once during the accreditation period
- e Accredited institutions may offer nursing education for the whole duration of their existence

- 1 b d
- 2 a c d
- 3 a c e
- 4 a b e
- 5 b c d e

**TOTAL: [75]**



**PART 1 (GENERAL/ALGEMEEN) DEEL 1**

STUDY UNIT e.g. PSY100 X  
 STUDIE EENHEID BY PSY100 X

①

INITIALS AND SURNAME  
 VOORLETTERS EN VAN

③

DATE OF EXAMINATION  
 DATUM VAN EKSAMEN

④

PAPER NUMBER  
 VRAESTELNOMMER

②

EXAMINATION CENTRE (E.G. PRETORIA)  
 EKSAMENSENTRUM (BY PRETORIA)

⑤

STUDENT NUMBER  
 STUDENTENOMMER

⑥

UNIQUE PAPER NO.  
 UNIEKE VRAESTEL NR.

⑧

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For use by examination invigilator  
 Vir gebruik deur eksamenopsiener

**IMPORTANT**

- 1 USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
- 2 MARK LIKE THIS →
- 3 CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
- 4 ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
- 5 CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
- 6 CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
- 7 CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
- 8 DO NOT FOLD

**BELANGRIK**

- 1 GEBUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
- 2 MERK AS VOLG →
- 3 KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
- 4 VUL U STUDENTENOMMER VAN LINKS NA REGS IN
- 5 KONTROLEER DAT U DIF KORREKTE STUDENTENOMMER VERSTREK HET
- 6 KONTROLEER DAT DIE UNIEKE NUMMER REG INGEVUL IS
- 7 MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
- 8 MOENIE VOU NIE

**PART 2 (ANSWERS/ANTWOORDE) DEEL 2**

1	( ) ( ) ( ) ( ) ( )	36	( ) ( ) ( ) ( ) ( )	71	( ) ( ) ( ) ( ) ( )	106	( ) ( ) ( ) ( ) ( )
2	( ) ( ) ( ) ( ) ( )	37	( ) ( ) ( ) ( ) ( )	72	( ) ( ) ( ) ( ) ( )	107	( ) ( ) ( ) ( ) ( )
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7	( ) ( ) ( ) ( ) ( )	42	( ) ( ) ( ) ( ) ( )	77	( ) ( ) ( ) ( ) ( )	112	( ) ( ) ( ) ( ) ( )
8	( ) ( ) ( ) ( ) ( )	43	( ) ( ) ( ) ( ) ( )	78	( ) ( ) ( ) ( ) ( )	113	( ) ( ) ( ) ( ) ( )
9	( ) ( ) ( ) ( ) ( )	44	( ) ( ) ( ) ( ) ( )	79	( ) ( ) ( ) ( ) ( )	114	( ) ( ) ( ) ( ) ( )
10	( ) ( ) ( ) ( ) ( )	45	( ) ( ) ( ) ( ) ( )	80	( ) ( ) ( ) ( ) ( )	115	( ) ( ) ( ) ( ) ( )
11	( ) ( ) ( ) ( ) ( )	46	( ) ( ) ( ) ( ) ( )	81	( ) ( ) ( ) ( ) ( )	116	( ) ( ) ( ) ( ) ( )
12	( ) ( ) ( ) ( ) ( )	47	( ) ( ) ( ) ( ) ( )	82	( ) ( ) ( ) ( ) ( )	117	( ) ( ) ( ) ( ) ( )
13	( ) ( ) ( ) ( ) ( )	48	( ) ( ) ( ) ( ) ( )	83	( ) ( ) ( ) ( ) ( )	118	( ) ( ) ( ) ( ) ( )
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22	( ) ( ) ( ) ( ) ( )	57	( ) ( ) ( ) ( ) ( )	92	( ) ( ) ( ) ( ) ( )	127	( ) ( ) ( ) ( ) ( )
23	( ) ( ) ( ) ( ) ( )	58	( ) ( ) ( ) ( ) ( )	93	( ) ( ) ( ) ( ) ( )	128	( ) ( ) ( ) ( ) ( )
24	( ) ( ) ( ) ( ) ( )	59	( ) ( ) ( ) ( ) ( )	94	( ) ( ) ( ) ( ) ( )	129	( ) ( ) ( ) ( ) ( )
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35	( ) ( ) ( ) ( ) ( )	70	( ) ( ) ( ) ( ) ( )	105	( ) ( ) ( ) ( ) ( )	140	( ) ( ) ( ) ( ) ( )

Specimen only

## MARK READING SHEET INSTRUCTIONS

Your mark reading sheet is marked by computer and should therefore be filled in thoroughly and correctly

### USE ONLY AN HB PENCIL TO COMPLETE YOUR MARK READING SHEET

*PLEASE DO NOT FOLD OR DAMAGE YOUR MARK READING SHEET*

Consult the illustration of a mark reading sheet on the reverse of this page and follow the instructions step by step when working on your sheet

Instruction numbers ① to ⑩ refer to spaces on your mark reading sheet which you should fill in as follows

- ① Write your paper code in these eight squares, for instance

P	S	Y	1	0	0	-	X
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- ② The paper number pertains only to first-level courses consisting of two papers

WRITE 

0	1
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 for the first paper and 

0	2
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 for the second. If only one paper, then leave blank

- ③ Fill in your initials and surname
- ④ Fill in the date of the examination
- ⑤ Fill in the name of the examination centre
- ⑥ WRITE the digits of your student number HORIZONTALLY (from left to right). Begin by filling in the first digit of your student number in the first square on the left, then fill in the other digits, each one in a separate square
- ⑦ In each vertical column mark the digit that corresponds to the digit in your student number as follows [-]
- ⑧ WRITE your unique paper number HORIZONTALLY  
NB Your unique paper number appears at the top of your examination paper and consists only of digits (e.g. 403326)
- ⑨ In each vertical column mark the digit that corresponds to the digit number in your unique paper number as follows [-]
- ⑩ Question numbers 1 to 140 indicate corresponding question numbers in your examination paper. The five spaces with digits 1 to 5 next to each question number indicate an alternative answer to each question. The spaces of which the number correspond to the answer you have chosen for each question and should be marked as follows [-]
- ◆ For official use by the invigilator. Do not fill in any information here