

Tutorial Letter 301/3/2018

General Tutorial Letter To All Psychology III Students

PYC3008

Semesters 1 & 2

Department of Psychology

IMPORTANT INFORMATION

This tutorial letter contains important information about your Psychology
III modules.

Note: The Psychology III modules are online modules and therefore they are available on myUnisa. However, in order to support you in your learning process, you will also receive some study material in printed format.

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1 INTRODUCTION AND WELCOME

Dear Student

It is a pleasure to welcome you as a Psychology III student in the College of Human Sciences. We sincerely hope that you will complete your Psychology III modules successfully and find them relevant to your chosen career. Psychology III is an exciting course that will help you gain deeper insight into others' and your own behaviour. We hope you will find Psychology III a fulfilling experience.

This general tutorial letter contains important information relevant to all the Psychology III modules. Please read it carefully and keep it at hand when working through the study material, preparing the assignments, studying for the examination and addressing questions to your lecturers.

Please read all the tutorial letters you receive during the semester immediately and carefully. The tutorial letters contain important information that may well be urgent. Tutorial letters may also contain additional study material that is prescribed for the examination.

Please, do not hesitate to contact us if you experience any problems or frustrations with the course. We will do our utmost to assist you.

Enjoy your studies. We wish you all the best.

Yours sincerely

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Telephone Number:	(012) 429-8270
E-mail address:	vissee@unisa.ac.za

Co-organiser:	Dr P van der Merwe
Telephone Number:	(012) 429-2118
E-mail address:	vdmerp1@unisa.ac.za

Administrative Course Coordinator:	Mrs C Nel
Telephone Number:	(012) 429-8233
E-mail address:	nelc1@unisa.ac.za

1.1 The purpose of Tutorial Letter 301

The purpose of this tutorial letter is to provide you with an orientation to open distance learning (ODL), outline a few study skills that will enable you to become a more independent and successful student and to answer some of the common questions asked by students.

1.2 Finding your way around your study packages

At the time of registration you will receive:

my Studies @ Unisa, a study package for every module for which you are registered. It contains a study guide and Tutorial Letter 101/3/2018 as well as an inventory letter that will tell you what you have received in your study package and also which items are still outstanding. Check the study material that you received in each study package against the specific inventory letter. You should have received all the items listed in the inventory unless there is a statement such as “out of stock” or “not available”. If items are missing, follow the instructions on the back of the inventory letter without delay. Lecturers cannot help you with missing tutorial matter.

You should immediately read Tutorial Letter 101/3/2018 of all the modules for which you are registered. Tutorial Letter 101 will tell you which prescribed books, if any, you need to buy. Note the submission dates of the assignment for all your modules. Then plan your study programme in such a way that you will be able to submit all your assignments on time.

On the last page of this tutorial letter we have included a study year planner (calendar). We encourage you to complete it by including important dates (e.g. submission dates of assignments and examination dates) for all the modules for which you are registered in 2018.

2 PSYCHOLOGY III – IMPORTANT INFORMATION

2.1 Module leaders and administrative course coordinator

You are welcome to contact your lecturers personally. We are here to help you with any academic problems that you may experience. We like to meet our students, but it is essential to make an appointment beforehand, we do not want to disappoint you if we are not available when you arrive at Unisa in Pretoria.

The module leaders and administrative course coordinator responsible for Psychology III are given in the table below. Please address specific enquiries to the relevant module leaders.

PYC3701 Social Psychology	Ms K Shirinda-Mthombeni tel: (012) 429-8317 E-mail: shirik@unisa.ac.za
PYC3702 Abnormal Behaviour and Mental Health	Ms L Henderson tel: (012) 429-8214 E-mail: hendeh@unisa.ac.za
PYC3703 Cognition: Memory, Thinking & Problem Solving	Prof M dos Santos tel: (012) 429-8577 E-mail: dsanmml@unisa.ac.za
PYC3704 Psychological Research	Prof P Kruger tel: (012) 429-6235 E-mail: krugep@unisa.ac.za
PYC3705 Transformative Counselling Encounters	Dr P van der Merwe tel: (012) 429-2118 E-mail: vdmerp1@unisa.ac.za
PYC3716 Community Psychology: Working for Change	Prof M E Fourie tel: (012) 429-8523 E-mail: fourime@unisa.ac.za
Administrative Course Coordinator	Mrs C Nel tel: (012) 429-8233 E-mail: nelc1@unisa.ac.za

2.2 Prescribed books

Remember to place an order at your bookseller as soon as possible. This will save you the delay and frustration experienced by those who wait too long.

*Refer to the list of official booksellers and their addresses in the **my Studies @ Unisa** brochure.*

Prescribed books can be obtained from the University's official booksellers. If you have difficulty in locating your book(s) at these booksellers, please contact the Prescribed Book Section at Tel: 012 429-2965 or email Lottea@unisa.ac.za.

The prescribed books for the various modules are as follows:

PYC3701: Social Psychology

Baron, R.A., Branscombe, N.R. (2017). *Social Psychology* (14th ed.). Pearson Education, Inc.

PYC3702: Abnormal Behaviour and Mental Health

Sue, D., Sue, D.W., Sue, D & Sue, S. (2016). *Understanding Abnormal Behavior* (11th ed.). International Version. Stamford, CT: Wadsworth Cengage Learning.

PYC3703: Cognition: Memory, Thinking and Problem Solving

Sternberg, R.J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Cengage Learning.

PYC3704: Psychological Research

There is no prescribed book for this module. The syllabus of this module is covered completely by a UNISA Study Guide named *Psychological Research*.

PYC3705: Transformative Counselling Encounters

There is no prescribed book for this module. The syllabus of this module is covered completely by a UNISA Reader named *Transformative Counselling Encounters*.

PYC3716: Community Psychology: Working for change

There are no Prescribed books for this module. The eReserves for this module are listed on the module's myUnisa page.

2.3 Assignments

The closing dates for assignments are as follows:

Module Code	Semester	Assignment	2018 Closing Dates
PYC3701	1	01 02 03	23 March 2018 – Compulsory 26 April 2018 – Compulsory 30 April 2018 – Optional (module evaluation)
	2	01 02 03	17 August 2018 – Compulsory 14 September 2018 – Compulsory 21 September 2018 – Optional (module evaluation)
PYC3702	1	01 02 91	6 March 2018 – Compulsory 10 April 2018 – Compulsory 02 May 2018 – Optional (module evaluation)
	2	01 02 91	10 August 2018 – Compulsory 10 September 2018 – Compulsory 09 October 2018 – Optional (module evaluation)
PYC3703	1	01 02	12 March 2018 – Compulsory 08 April 2018 – Compulsory
	2	01 02	13 August 2018 – Compulsory 17 September 2018 – Compulsory
PYC3704	1	01 02	16 March 2018 – Compulsory 20 April 2018 – Compulsory
	2	01 02	13 August 2018 – Compulsory 17 September 2018 – Compulsory
PYC3705	1	01 02 03	19 March 2018 – Compulsory 26 April 2018 – Compulsory Module evaluation
	2	01 02 03	22 August 2018 – Compulsory 01 October 2018 – Compulsory Module evaluation
PYC3716	1	01 02 03 (Portfolio)	16 March 2018 – Compulsory 13 April 2018 – Compulsory Any one assignment – Compulsory 15 May 2018 – Compulsory
	2	01 02 03 (Portfolio)	17 August 2018 – Compulsory 14 September 2018 – Compulsory Any one assignment – Compulsory 15 October 2018 – Compulsory

3 ORIENTATION TO ODL IN THE CONTEXT OF THE COLLEGE OF HUMAN SCIENCES

3.1 The nature of open distance learning (ODL)

You have chosen to register at Unisa, which is an open distance learning institution of higher education. What does this mean for you?

First, you might have been given access to the University because of its 'open' nature without necessarily having the skills to cope at a University; for example, because you have been long out of the education system. However, these skills can be learnt. Now that you are registered, you will have access to resources that will help you to make a success of your studies: Study guides, assignments, the library, lecturers, tutors, literacy centres, counsellors to assist with study skills, peer groups, the online learning management system *myUnisa*, and so on. You need to use these resources wisely to help yourself.

Second, distance education usually provides an independent study package. Many people are not used to studying completely in isolation and hence a number of students feel lonely and drop out. As mentioned in the previous paragraph, there are resources available to you to bridge this distance and to offer you support: Please use them.

3.2 What the College/ Department of Psychology expects of you

In this College we expect you to be able to:

- learn from predominantly written material;
- communicate what you have learnt comprehensibly in the medium of instruction;
- interpret statistics accurately;
- take responsibility for your own progress (with guided support);
- take decisions about and responsibility for your own actions;
- transfer successful learning strategies across courses;
- evaluate your performance against given criteria.

We also expect you to **plan**, **monitor** (including adapt) and **evaluate** your learning and strategies. Asking questions is one way of taking control of your own learning:

Planning: What do I already know that will help me to do this activity? What should I do first? How much time do I have and how much time do I need to learn this? What resources do I have and where can I go for help?

Monitoring: Am I on the right track? How am I doing for time? Do I need to speed up? Do I need to slow down? Do I need to (re)prioritise? What must I do because I don't understand? How can I revise my plan if it isn't working?

Evaluating: What could I have done differently? How well did I do? What did I learn that I could use in other tasks? How long did this take me? Could I have done it in less time? How?

3.3 What you can expect from the Department of Psychology

You can expect:

- up-to-date study material that helps you to:
 - prioritise the important information presented in each module;
 - understand the main ideas and debates in the areas of study;
 - learn the terms and concepts important to your chosen field;
 - apply what you are learning to relevant context;
 - integrate other media such as the textbook, *myUnisa*, CDs, etcetera;
- tutorial assistance at learning centres or online.
- opportunities to submit assignments and receive constructive feedback before the examination.

4 LEARNING STRATEGIES

This section of the tutorial letter provides you with some guidelines on estimating your time, planning/goal setting, using effective learning strategies and how to approach written and multiple-choice assignments.

4.1 Estimating your time

Students often register for more modules than they can handle given their current life circumstances. You can estimate the demands of the course and the time you have available by completing the following timesheet.

STUDENT TIMESHEET: ALL COMMITMENTS

The following timesheet guides you to estimate the amount of time you spend on regular work and life activities in a week so that you can discover the number of hours you have available for study. Each Unisa module needs at least 120 hours of study, spread across different activities.

The more accurate your calculation, the more realistic you can be about how many modules you can take at a time. Potentially, in a week, you have 168 hours.

Hours already committed each week before studies:

Sleep (e.g. seven hours a night = 49 hours)

Childcare _____

Meals _____

Personal hygiene _____

Household work (e.g. cleaning, preparing food) _____

Employment _____

Travelling _____

Errands (e.g. shopping) _____

Socialising _____

TOTAL COMMITTED: _____

Hours available for study: 168 – Total committed = _____

If you divide this number by three or four, you can estimate the maximum number of modules that you should be doing in an academic year.

Keep up the number of hours required a week. One of the big dangers in distance education is that a crisis such as a sudden illness can throw you off track; then you fall behind and drop out. If such a crisis occurs, be flexible and recalculate your time so that you can catch up. This is easier to do if you were on track before the crisis. Consult your lecturer for advice immediately if you fall behind.

Once you have estimated your time, set some short and long term goals to ensure that you manage your work efficiently.

4.2 Reading for understanding

You need to read your study package so that you can navigate your way around it successfully. Check the titles of every document you receive in the package. Your study guide is important and you should look at the table of contents that gives the high level headings and will orientate you to the scope and content of the module.

Students have differing reading speeds and abilities. How good a reader are you? You need to develop your reading skills until you can read about 250 words a minute to manage your reading load for each module. You can easily learn your current reading speed by taking a textbook or study guide and asking someone to time you for a minute while you read. Then count how many words you have read in that minute.

One way to read more efficiently is to skim the text first, reading high level headings, the first sentence of every paragraph and looking at any diagrams to build up an overall sense of the meaning. Then make a summary of the information. Once you have the big picture or main ideas, you can read and understand the detail more easily. Other effective reading strategies are to self-question, re-read, paraphrase to understand, link to prior knowledge, look for topic sentences, make outlines, draw diagrams, form study groups, flag to ask a lecturer, etcetera.

4.3 Making your own glossary

A glossary is like a dictionary: It gives you a word or phrase and the meaning of that phrase. You could create an alphabetical list of new terms that are explained in the study guide or textbook and add examples to make the meaning even clearer. You might even wish to write an explanation in your own language if you are using English as an additional language.

Gloss 'terms of art': Words that are important to your field of study. Also gloss academic words such as 'data', 'phenomenon', 'critical thinking', etcetera.

4.4 Re-using effective learning strategies

Some learning strategies may work for you, and others may not, leaving you feeling that you will never understand and therefore you have to memorise and reproduce information. However, memorisation is itself a strategy. If memorisation is your main strategy, and you keep failing, you need to realise that it isn't working. If writing your own glossary helps you to learn, use it in all your modules. If skimming helps you to learn more successfully, use it on all your texts. Keep a note of strategies that work for you so that you can re-use them directly or in an adapted format.

4.5 Assessments

4.5.1 The value of assignments

The importance of doing assignments cannot be over-emphasised. Assignments and the activities in the study guides form an extremely important part of the learning in each module. Assignments are important since they allow you to determine the standard the Department of Psychology sets for its students and the quality of work it expects. Comments on assignments are usually detailed. If you read these comments and relate them to what you wrote in your assignment, you will benefit when revising the work for examination purposes. Assignments also prepare you for the examinations by giving you a chance to practise for final assessment.

Your assignments also contribute to

- examination admission;
- a year mark.

General guidelines and suggestions (e.g. on understanding the assignment and researching the assignment topic) are of equal importance in approaching written and multiple-choice assignments.

The purposes of the assignments (and the activities in the study guide, online discussion forums, etc.) are as follows:

- We want you to engage actively and learn through 'doing' and receiving feedback.
- We want to motivate you to work through all the study material and achieve all the outcomes.
- You need to acquire the reading and writing skills expected of a future professional.
- We want you to practise synthesising from various sources; that is, combining different ideas and arguments in a single answer.
- You need to practise gathering material and presenting ideas/arguments in a logical, ordered fashion using convincing arguments (merely copying the study material is not acceptable).
- You need to learn to use assessment criteria and feedback on assignments to increase your ability to self-assess. When you enter the world of work, you will have to evaluate your own arguments and submissions and you should, therefore, acquire this skill as soon as possible.

In the College of Human Sciences/Department of Psychology we require you to present and structure your essay-type assignments according to a particular method. This tutorial letter is intended to help you to do this correctly. This tutorial letter should be studied in conjunction with Tutorial Letter 101 for each module for which you registered for in 2018.

Your assignment answers must satisfy certain requirements for scientific and academic writing. It is, therefore, important that you read this tutorial letter before attempting to write an assignment answer. As you progress with your studies, you will have to become increasingly careful in the application of the scientific method for writing assignments. Please note that you will be penalised if your assignment answers do not comply with these requirements. Read this tutorial letter again when you receive a marked assignment from us, so that you can understand the lecturer's comments better.

4.5.2 Understanding the assignment

This section deals with the interpretation of the assignment topic. The problem statement proceeds from the interpretation of the topic. These aspects will be raised again in sub-section 4.5.7.2.1 of this tutorial letter where we deal with the introductory part of your assignment answer.

4.5.3 Reading the assignment questions

It is very important that you read the assignment questions carefully and make sure that you understand what is required. Read them several times to make sure that you do not misinterpret

them. Look up any unfamiliar words in a dictionary. Remember the internet can be a valuable source of information. All important subject terms should be defined in your study guide and prescribed textbook, so it is very important to consult these as well.

Important information is conveyed in the way in which the assignment is worded as well as through the instructions, assessment criteria and guidelines provided with the assignment.

4.5.4 Finding the keywords

What is the function of a key? It helps you to unlock something so that you can open it. A keyword helps you to open up ideas. So, the next step is to identify exactly what the subject is and what aspects of this subject are covered by the assignment topic. To do this, you must find the keywords (i.e. the most important words) in the assignment topic. The keywords enable you to understand what the assignment requires you to do.

The reason why you should identify keywords is that they guide you when you are reading about the topic and gathering information on the central theme. However, the fact that you have identified keywords does not mean that you should look at each word separately and say something about each in your assignment answer.

The question words that are used in assignments tell the kind of answers that could be given. The following are examples of question words that are usually found in assignments. These words enable you to decide on the focus of the assignment.

Based on the list below, use the question words in the assignment to understand what you are expected to do.

Question (Instruction)Word	Meaning
Mention or Name	Compile a list of names or items of information relating to a specific category. No discussion or explanation is required.
Explain	Provide a fairly detailed answer. Write as if you were explaining the matter to a reader who is unfamiliar with the subject. Concrete examples are useful in this case.
Indicate	Provide proof or evidence in support of a statement or viewpoint.
Characterise	Describe the most outstanding or salient feature/s of the matter.
Compare	Point out similarities <i>and</i> differences. (Students frequently make the mistake of indicating similarities while disregarding differences, or <i>vice versa</i> .)
Contrast	Point out differences.
Distinguish	Point out particulars or characteristics that will enable the reader to understand the difference/s between two or more concepts.

Justify	Provide reasons for your answer.
Define	State concisely and precisely, the meaning of a term.
Substantiate	State facts or arguments to support what you have said.
Discuss	Consider the matter from <i>various angles</i> and supply supportive evidence for each point of view. <i>Unless asked to do so, you need not synthesise the various points of view.</i>
Describe	Conjure an image that will enable your reader to see whatever it is you are describing. A description requires a systematic, clear and logical exposition.
Report	This generally applies to research. Specify <i>the purpose of the research</i> , explain the <i>research procedure</i> and refer to the <i>results</i> .
Outline	Provide a framework consisting of main ideas (a few words) and supportive information (concise sentences).
Evaluate	Assess the value on the basis of <i>supplied</i> or <i>self-formulated criteria</i> . This is not an easy task, since you must clearly stipulate the bases for your value judgment. An evaluation usually ends with a summary containing your conclusions
Classify	Arrange information in categories. Sometimes the categories are supplied, sometimes you are required to supply them.
Identify	Recognise a phenomenon or concept, and name the particular class to which it belongs.
Abstract	Extract the essence of a subject under discussion and formulate it in your own words. Express your answer in terms of general principles, not concrete examples.

The instructions given with each assignment should make it quite clear what is required. If you do not understand an assignment, contact your lecturer or tutor, who will gladly help you to solve any problems you may have. However, do not do this until you have read extensively on the assignment topic, as an assignment topic often becomes clearer once you have done some reading.

4.5.5 Compiling a list of things to find out

After you have read the assignment, compile a list of things to find out. Ask yourself questions. This will help you to concentrate on the most relevant aspects of the topic and will also ensure that you do not leave out important points.

4.5.6 Researching the assignment topic(s)

4.5.6.1 Finding the information

4.5.6.1.1 Study guide and prescribed textbook

Read the relevant sections in your Unisa Study guide and prescribed textbook or Unisa reader, if there is one. This will give you a broad outline of the important aspects of the topic. Subject terms with which you are unfamiliar will usually be defined in the study guide, prescribed textbook and recommended sources.

4.5.6.1.2 Other recommended sources

Once you have a general idea of the topic, you should consult some of the other recommended sources if any are listed in Tutorial Letter 101 for the assignment topic. Use the tables of contents and indexes in books to find the relevant sections. A **table of contents** is at the beginning of the book and gives the headings and subheadings of each chapter. This will guide you as to which chapters are likely to be relevant. The **index** is at the back of the book and is an alphabetical list of topics, with the page numbers where the topics are discussed in the book.

In order to understand the content and meaning of the text, bear the following in mind:

- Headings and sub-headings indicate what the text is about. These will help you to anticipate which aspects are dealt with in a particular section, and to select the sections of a book or article that are relevant to your topic.
- Try to find the key sentence of each paragraph in order to identify the main points. (**Do not underline or write in library books, even with a pencil or highlighter.**) The key sentence opens up the meaning of the rest of the paragraph. It is often but not always the first sentence of a paragraph. If you skim a text – that is, read only the first sentence of each paragraph – you should have a good idea of what the broad outline of that reading is.

4.5.6.2 Selecting relevant information

Once you have decided that a source will be useful for a particular assignment, you can set about collecting the relevant information. This means you must select information that relates specifically to the assignment question(s). As you read, make notes on sheets of paper.

Bear in mind that the author of the book or article is not necessarily concentrating on your particular topic. S/He may include too much detail on matters that are not directly relevant to your requirements. When reading, you must select and write only the information that is relevant to the assignment topic. This information will help you to substantiate (i.e. support) your point of view about the topic. Leave out all matters that do not contribute directly to the subject of your assignment.

4.5.6.2.1 How to make notes

Here are a few hints on how to make notes on the information obtained from literature sources:

Step 1 Put together all the information sources you have obtained for writing the assignment, including the study guide, reader, articles, and the prescribed textbook. Read the relevant sections in the study guide, articles, case law and prescribed textbook first, and then the recommended works and any other sources that you may have obtained.

Step 2 Identify the aspects of the information that are relevant to the assignment topic(s) and note them as follows:

- Use a separate sheet of paper for each aspect that you think should be considered. Write a suitable heading for each particular issue at the top of each sheet.

Step 3 Draw **two** parallel margins on the left side of each sheet of paper to create two columns. Give these columns the following headings: 'Source' for the first column on the left, and 'Page number' for the one next to it.

Step 4 Start making notes as you read through your information sources. For instance, if you have a definition of research on page 4 of the recommended book, take the sheet of paper bearing the heading 'Definitions: **Research**'. Write 'Recommended book' in the column on the left, and '4' in the column next to it. Then note the essence of the definition that you have found in the book. If you have also found a definition for research on page 18 of an article, return to the sheet bearing the heading 'Definitions: research'. Write the author(s) of the article in the left-hand column, and '18' in the one next to it. Write the essence of the particular author's definition. Once you have completed your reading, the sheet 'Definitions: Research' may contain quite a number of definitions, as provided by various authors.

- Remember that if you copy a sentence or passage word for word from any information source, you must put it in quotation marks even when merely taking notes. (A sentence or passage which is copied word for word from a source is called a 'verbatim quotation'.) More information on the proper citation and reference methods to use in the assignment will be provided later in this tutorial letter.

Step 5 Once you have completed your note taking, look at the information noted on all the sheets. Let us again take the sheet bearing the heading 'Definitions: Research' as an example. Study all the definitions you have gathered and see whether some differ from others. One author may, for instance, emphasise a particular point in his or her definition that is not mentioned by another or may offer a completely different definition. These points should be noted on the sheet of paper. (If you can indicate such differences in your assignment answer and use this information as a basis for formulating your own definition, you will have shown evidence of 'critical thinking', that will enable you to score higher marks.)

You will compile your assignment answer from these notes. It is therefore important that you write the name of the source and the page numbers correctly.

4.5.6.3 Assessing sources

When you do your reading, do not automatically accept everything the author states as true. You must be alert to the difference between a fact and an opinion. A fact is a generally accepted truth, such as 'Unisa was founded in 1873'. An opinion is a deduction made by an individual author, for example 'Unisa is the best University'. Facts are objective; opinions are subjective.

Authors often view issues from different perspectives and therefore have different opinions. Do not let this confuse you. Refer to different sources and compare them. Decide which opinions you think are the best supported, or the most logically argued and hence the most valid. You are not, however, required to decide whether a viewpoint is 'right' or 'wrong'. It is more important that you notice these differences of opinion and point them out in your assignment answer. You might also need to choose a perspective most appropriate to a particular context.

If you agree with a particular author's viewpoint, you may say so in your assignment answer, as long as you indicate that you have considered other interpretations and explain why you have accepted a particular point of view. If you include your own opinions you must substantiate (give reasons for) them. For example, it is not enough to say 'Censorship is bad'. You must also state **why** you hold this viewpoint: 'Censorship is bad because it violates one of the basic principles of information science; namely, that information should be freely available to all'.

4.5.7 Answering the assignment

You have now read the assignment carefully and decided what is required in your answer. You have also read various sources and made notes. Now you can begin to write your assignment answer.

There are several stages to completing an essay-type assignment:

- planning your assignment answer;
- writing a first draft of your assignment answer;
- evaluating this draft yourself based on the given assessment criteria;
- redrafting the answer for submission to the lecturer.

4.5.7.1 Planning your assignment answer

Before you start writing your assignment answer, you need to plan how you are going to turn your notes into a scientific and academic discussion. The following suggestions may help.

First:

- Read the assignment topic again to refresh your memory.
- Look at the headings, subheadings and other details you wrote in your notes, and consider whether these will help you to compile an answer. If not, you need to return to your sources to find more information.

Second:

- Now you are ready to work out your rough plan. Write the heading 'Introduction' at the top of a page, leave a few lines, write the heading 'Main discussion' and then leave most of the sheet empty. A few lines from the bottom of the page, write the heading 'Conclusion'.

- Every assignment answer consists of these three main sections: An introduction, a main discussion and a conclusion.
- You will now fill the spaces under these three main headings by transferring the ideas in your notes onto this planning sheet.
- Read through your notes carefully. Start placing headings and subheadings from your notes in a logical order.
- Write these headings in a logical order under the heading 'Main discussion' on your planning sheet. (Only write the headings and subheadings, not your notes and references.)
- By arranging these headings in a logical order like this, you have worked out a framework from which to write the discussion part of the assignment.

Third:

- Consider whether these headings and subheadings are sufficient for and/or appropriate to a discussion of the assignment topic.

4.5.7.2 Writing your assignment answer

You will now use your plan and your notes to write your assignment answer. Write the number and topic of the assignment as they appear in Tutorial Letter 101 before starting with the introduction.

4.5.7.2.1 Introduction

Start the introduction with an interpretation of the topic (a short explanation **in your own words** of your understanding of the field of study of the assignment: that is, the task that must be executed). A mere repetition or paraphrase of the topic as it appears in **Tutorial Letter 101** would, therefore, give no indication of **your own understanding** of the topic.

The reason why you must interpret the topic is to make sure that you understand exactly what you have to do, so that while you are gathering information and making notes, you will be certain that you are concentrating on matters that are relevant to the topic. A good interpretation

- outlines the main field of study of the topic;
- focuses directly on the assignment topic.

The introduction could include a problem statement. The purpose of the problem statement is to

- put the topic in proper context;
- state what the central point of dispute is;
- indicate the steps to be followed in the investigation or discussion of the topic.

4.5.7.2.2 Main discussion

The 'main discussion' forms the biggest part of your assignment answer. The problems that you have identified in the problem statement are now discussed. It is here that you will develop your main argument and give reasons for your answer. The 'main discussion' of your assignment answer should be divided into sections according to the headings and subheadings that you

have already identified in your rough plan. (Do not use 'main discussion' as a heading in your essay.) For each main point you should have a heading and, if necessary, subheadings. Headings and subheadings must be numbered. Use Arabic numbers (1, 2, 3, etc.) and decimal points for numbering subheadings (1.1, 1.2, etc.).

Your discussion under each heading must be divided into paragraphs. A good paragraph

- deals with one main idea or topic, preferably stated in the first sentence;
- contains all the explanations, details and examples that support the main idea;
- shows how the information is linked to the assignment topic;
- does not contain irrelevant information and does not repeat information.

Do not copy word for word from your sources, although you may use short, fully referenced quotations within your essay ('short' being defined as between a phrase of two or three words up to about three lines). Unless you use your own words, we cannot judge whether or not you have understood your sources. It is not possible to obtain a pass mark for an answer in which too much use has been made of passages copied from sources, even if the copied passages are correctly acknowledged by means of references. (How to acknowledge work consulted is explained later in this tutorial letter under 5 below.) A verbatim (word for word) quotation is only used when you want to emphasise a point that you have made in your assignment answer. The quotation must then be enclosed between quotation marks. But keep direct quotations to the minimum and always ensure that you acknowledge your source **even if you are not quoting from it directly**.

If you quote the **title** of an information source in your text, you must underline the title in a written text and put it in italics in a computer-generated document.

4.5.7.2.3 Conclusion

The conclusion is the last paragraph of your essay. It should relate to the topic(s) of the assignment.

The main points of the assignment answer may be summarised here but **no new information should be included in the conclusion**. Here you should also state the impressions you have gained and the conclusions you have arrived at on the strength of the preceding discussion.

A good conclusion

- summarises the main argument and content of your essay;
- comments on the problem statement;
- provides your own informed impressions or the outcomes of your research.

4.5.8 Technical details of assignments

The following must also be included in your assignment answer:

- table of contents;
- acknowledgment of works consulted (within text);
- list of works consulted (References).

4.5.8.1 Table of contents

A table of contents is a list of all the headings and sub-headings, and should follow immediately after the title of your assignment. You indicate a subheading by using the number allocated to the main heading, for example 3, and then adding a decimal point for the sub-heading, for example 3.1. The numbers, headings and sub-headings must be the same as those used in the text of your assignment answer.

Number the pages of your assignment and include the relevant page numbers in the table of contents. A table of contents is incomplete if it does not indicate the page numbers on which the headings and sub-headings appear in the text.

4.5.8.2 Acknowledgement of works consulted

As we said earlier, you must acknowledge the sources of your information in the **text** on your assignment answer. You must do this even if you are not quoting directly from the source. **Quotations** must be kept to a minimum. All quotations must be **accurate** and fully **acknowledged**. Please refer to 5.2 in this tutorial letter that deals with referencing style.

4.5.8.3 List of sources consulted (References)

Provide your assignment with an **alphabetically-ordered** reference list (**all the sources you consulted even if you did not refer to them**). This is usually placed directly after the conclusion. When an assignment answer includes appendices, the appendices are placed directly after the conclusion and the list of sources consulted would then be placed after the appendices. Please refer to 5.2.2 in this tutorial letter.

4.5.9 Some editing tips

- Write the number and topic of the assignment on the first page and ensure that your assignment answer contains the following:
 - a table of contents;
 - an introduction;
 - main discussion;
 - a conclusion;
 - a list of sources consulted.
- Check your grammar as well as you are able. If you are using on a computer, use its grammar and spelling check.
 - Try to write in short sentences as far as possible (about twenty words maximum).
 - Make use of commas to separate ideas.
 - Write in complete sentences.
 - Start each sentence with a capital letter and end with a full stop.
- Check your spelling, especially of names.
- Make use of headings and sub-headings in your text.
- Divide your essay into paragraphs.

- Ensure that each paragraph has a main idea.
- Ensure that each main idea is supported with examples, arguments, data, etc.
- Acknowledge your sources.
- Please ensure that your name, address, student number, module code and assignment number appear on the cover of the assignment and at the top of the first page of your answer; **this information must be correct**. Every successive page should show at least your student number and the module code.
- Number your pages.
- Ensure that the pages of your answer are stapled together properly. Do not join answers to different assignments together.
- **Foreign language expressions** must either be underlined or typed in italics.
- We restrict the length of assignment answers to teach you to write concise and logical arguments. It is very easy to write a long, rambling answer but such an answer does not earn good marks. You must learn to summarise your research findings so that you can answer a question in a factually correct, concise and logical manner.
- Please do **NOT** write on both sides of the page.
- Answers to all the questions in the assignment should be submitted simultaneously.
- Students who use word processors should consult the brochure *my Studies @ Unisa* about the format and paper to be used for assignments. If at all possible, the assignment should be typed, in at least 1.5 spacing. If you are not able to submit a typewritten answer, you may submit a **NEAT AND LEGIBLE** handwritten answer.
- It is wise to **make a copy of the assignment** before submitting it, in case it gets lost in the post.

PLEASE NOTE

Students often find it rewarding to work in a group when preparing an assignment. Unisa encourages you to work together as it can improve learning. Please note, though, that you must give your **own interpretation** of what you have learnt in the group when completing assignments. **Identical assignments** by different members of a group are **not acceptable**. **Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, each student must submit his or her own work. It is unacceptable for students to submit identical assignments on the basis that they worked together. This will amount to plagiarism and none of these assignments will be marked. Furthermore, these students may be penalised or subjected to University disciplinary proceedings.**

4.5.10 How to approach multiple-choice questions

See the brochure *my Studies @ Unisa* for instructions on how to complete a mark-reading sheet for multiple-choice questions. Please read through the following remarks on answering multiple-choice questions and think about them. Of course, you don't need to learn them, but please make sure that you understand what is being said.

A multiple-choice question is the type of short question that gives students alternative answers from which they must choose. The following is a simple example of a multiple-choice question:

Which **one** of the following statements applies to “Ukuthwasa”? (PYC3702)

1. An unhealthy “calling” by the ancestors to become a traditional healer.
2. An illness caused by bewitchment and breaking of customs.
3. An illness following the positive “calling” by ancestors to become a traditional healer.
4. A psychotic disorder whereby an individual manifests with hallucinations, delusions, and reclusiveness.

The multiple-choice question consists of the following:

Problem statement or question

Which **one** of the following statements applies to “Ukuthwasa”?

Alternatives

Correct answer →	<ol style="list-style-type: none"> 1. An unhealthy “calling” by the ancestors to become a traditional healer. 2. An illness caused by bewitchment and breaking of customs. 3. An illness following the positive “calling” by ancestors to become a traditional healer. 4. A psychotic disorder whereby an individual manifests with hallucinations, delusions, and reclusiveness.
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The problem statement or question provides the perspective from which, or the context within which, you have to work to find the most correct alternative. It gives an indication of how to approach the question. Therefore, always read and consider the problem statement carefully. The function of the problem statement is to ensure that one alternative is more correct than another.

What is the perspective from which, or the context within which, you have to work to find the most correct alternative or answer to the question in the above example?

The key words are **which statement applies** and “**Ukuthwasa**”.

It is important to consider **all** the alternatives from the perspective provided by the problem statement or question. Sometimes students choose one of the first alternatives without even looking at the rest. Bear in mind that the distracters in a multiple-choice question are not necessarily completely wrong. They are called ‘distractors’ because they often contain some appropriate information, so it is easy to make a wrong choice if you do not know the subject well or if you do not read all the alternatives carefully before you choose your answer. You must choose the **most correct** alternative.

4.6 Preparing for the examination

4.6.1 Planning and revising

Planning is the essence in preparing for the examination. Keeping good notes, doing all the assignments, keeping on track with your study programme, all contribute to success in the

examination. Work back from the examination date and plan your study time prior to the examination. If you are doing more than one module, plan whether you will try to study a little on each module each day or if you are going to plan their time differently. Prioritise your studies by asking yourself a series of questions:

What do I clearly understand?
What am I uncertain about?
What don't I understand?
How am I going to address my lack of understanding?

- Study the guide/ textbook again and take more notes
- Work through the assignments and feedback again
- Ask the tutor/ lecturer
- Work in groups with other students

It goes without saying that to achieve success in any examination there is no substitute for a sound knowledge of the subject, which can be attained only by making a thorough study of the study guide and other prescribed material; interacting with other students in person or online; interacting with tutors; using the Library and other resources; completing assignments and taking note of feedback.

4.6.2 In the examination venue

Our experience has, however, been that students who apparently have a good knowledge of the subject sometimes fail to obtain a pass mark. Every year we come across scripts which indicate that students devoted far too much time to the first few questions (for which they earned good marks) and were unable to answer the entire paper because time caught up with them.

It is a good idea to first read carefully through the paper, to specifically note the maximum number of marks allotted to each question, and then to decide on the maximum amount of time that should be devoted to each question.

Do make sure that you stick to the **relevant** points for each question. Our experience is that students sometimes add information that is not really relevant to a particular question, in the hope that they will somehow earn marks. It does not work that way. Our questions are very specific and no marks can be earned by 'throwing in' additional material not required.

We try to ensure that examination papers are not too long. However, at the risk of repetition, we wish to emphasise that proper time planning is of great importance in writing an examination.

In dealing with a problem question (i.e. if a question relates to a hypothetical factual situation, to which you must provide the solution), it is inadvisable to go directly to the solution. It is better first to make sure of the principles that are relevant in seeking a solution, to briefly describe these and then to state your ideas on the solution of the problem. Even if your eventual conclusion is not absolutely correct, your statement of principles (if done correctly) will earn you valuable marks. If the solution is also correct, you will obviously be rewarded for that as well.

When you are required to **define** certain concepts or **state** certain principles or criteria, you should be brief and to the point. It will not be necessary to discuss or comment in detail on these, unless you are specifically asked to do so.

Please structure your answers into short paragraphs. It is difficult for us to read through pages and pages of 'unbroken' text. If you have begun your answer and are moving on to a new point or aspect, please make use of a new paragraph. Some of you actually number specific points and paragraphs and that is very helpful. Subheadings and underlining can be equally helpful in marking scripts. If you quote the names of authors of books or articles, do underline their names.

Please use a pen that will produce a bold and legible script. Sometimes the script produced by an 'overused' ballpoint pen is barely legible. Take a back-up pen to the examination hall just in case.

We try at all times to set a paper that will test your knowledge in a fair and proper manner and to maintain sound standards. Students who have obtained a degree from this University may take pride in their achievement.

4.6.3 Supplementary/aegrotat examination

Please note that should the University grant you a **supplementary examination, your year mark will not count towards your final mark**. In other words, your examination will count 100% of your final mark and you will have to achieve a mark of at least 50% in the supplementary examination to pass the module.

However, this arrangement will not affect students who write the **aegrotat examination (that is, an examination given to people who were ill and whose condition is supported with a medical certificate)**. Their year mark will count towards their final mark.

5 ETHICAL BEHAVIOUR AS A STUDENT

5.1 Plagiarism

Plagiarism is the act of taking words, ideas and thoughts of others and using them as if they were your own. It involves a number of dishonest academic activities such as copying the work of other students, copying from textbooks or study guides without giving the source, copying in the examination, etcetera.

The *Disciplinary Code for Students* (2004) is given to all students at registration. You are advised to study the Code, especially Sections 2.1.13 and 2.1.4 (2004, pp. 3-4). Kindly read the University's *Policy on Copyright Infringement and Plagiarism* as well.

5.2 Referencing techniques and citing of sources

All the sources used for answering an assignment should be properly acknowledged. Although there are various referencing systems, the Department of Psychology requires you to follow the system used by the Psychological Association of South Africa. This system, which is similar to the systems used by British and American psychologists, is summarised below.

5.2.1 Literature citations in the text

- Cite the author's name and date of publication:

Recent evidence (Brown, 1987) was discussed by Able (1988) ...

- Multiple authors are all cited the first time a reference occurs:

Brown, Smith, and Jones (1986) found ... was reported recently (Brown, Able & Marsh, 1986).

- However, for subsequent references to **three or more** authors, et al., is used:

Brown et al., (1987) subsequently found ...

- A page reference must be given for direct quotations from both journals and books. The page number(s) is/are preceded by "p." or "pp." for example: Jones (1988, p. 123).
- Refer only to sources that appear in your reference list. If you wish to refer to an author discussed in a secondary source, write, for example: "Freud maintains that....." (Jones, 1980).
- Check the names and dates cited in the text carefully to ensure that they agree with those in the reference list.

5.2.2 List of references

Supply a list of sources at the end of the assignment, under the heading "References" (*not* "Bibliography"). Give the particulars as in the following examples. Entries should be arranged in alphabetical order according to the authors' surnames. Multiple authors are joined by an ampersand (&). Second and following lines should be indented three spaces.

- *Reference to a book:*

Jordaan, W.J., & Jordaan, J.J. (1984). *Man in context*. Johannesburg: McGraw-Hill.

- *Reference to a journal article:*

Visser, D. (1987). Sex differences in adolescent mathematics behaviour. *South African Journal of Psychology*, **17**(2), 137-144.

■ *Reference to an article in a book:*

Viljoen, H.G. (1985). Aggression and violence: A social psychological perspective. In W.S. Vorster (Ed.) *Views on violence*. Pretoria: University of South Africa.

This summary of our referencing system should be seen as merely a guide until you are able to study the appropriate manual. The reference for this is:

South African Journal of Psychology: Guide to authors. (1987). Pretoria: Psychological Association of South Africa.

This manual is available from:

**The Psychological Association of South Africa
P.O. Box 989
HOUGHTON
2041**

6 FREQUENTLY ASKED QUESTIONS

We receive many calls from students asking the same questions over and over again. We have therefore decided to include these frequently asked questions in this tutorial letter. Please do not make an unnecessary telephone call asking one of the following questions:

6.1 What is Tutorial Letter 101 (Tut101)?

You will receive a Tut101 for every module for which you are registered. The Tut101 contains essential information such as information on administrative matters, assignment details such as submission dates and the actual assignment questions, as well as the prescribed sources for that specific module. **It is essential that you read carefully through the Tut101 for each module.**

6.2 Are there assignments that I need to complete? Do I have to submit the assignments?

Refer to 2.3 in this Tutorial letter. Each Psychology III module has two compulsory assignments that you need to complete and submit by the due dates mentioned in your Tut101. **As explained in your Tut101, no extensions whatsoever will be granted for the submission of the assignments and you are requested not to apply for extensions under any circumstances.**

6.3 Do I have to buy any prescribed textbooks? Can you recommend any further reading material?

If you are required to buy any textbook(s) for your module, particulars will be given in the section 'Study material' in the Tut101. The same applies to recommended reading(s).

6.4 What do I do if I experience problems with the content of the study material?

Contact one of the lecturers responsible for the module immediately. Please do not hesitate to contact us. You can **phone** any of the lecturers during the mornings, **make an appointment to come and see us personally**, or send an **e-mail**.

6.5 I have not yet received my study material. Can you send it to me?

No, unfortunately **the study material is kept at a different department**. Please contact the Despatch Department by sending an e-mail to despatch@unisa.ac.za or send an sms to 43579 and ask whether the specific item has been dispatched. If it has been dispatched and you have not received it after a reasonable period of time, ask for another copy to be dispatched.

You can also find your study material on *myUnisa*. Refer to your Tut101 on how to access *myUnisa*.

6.6 When and where am I writing the examination?

Should you have any enquiries about the examination date, time and venue for (module code), please **contact** exams@unisa.ac.za or send an sms to 43584. When you register, select an examine centre that is convenient to you. If you need to change venues, inform the Directorate: Student Assessment Administration in good time so that they can make provision for you at the other centre.

6.7 When will the examination results be released?

An announcement will be released on *myUnisa*.

6.8 Where do I find my examination results?

You will be able to obtain your results from the following places on the day the examination results are released:

SMS

Kindly forward the following message to the following MTN number:

083 1421 0119

Results [space] + student number

If there are results available, a SMS containing your results will be sent to you.

Web-link

[Click her](#) to view your results

Email

Register on myUnisa and indicate on your application if you would like to receive your results by email.

Voice response system (MTN)

Dial the following voice response system number:

083 1234

Posted

Hard copies of the examination results are mailed to each candidate after the official date of release/printing.

Please note that examination results may not be made available by e-mail or telephone.

6.9 How do I apply for my examination script to be remarked or rechecked?

If you are not happy with your exam results, you may request a remark of your examination script:

Procedures for the remarking of examination scripts are sent to students together with the examination results. Rechecking of an answer book is an administrative procedure to ensure that all questions were marked and that the final mark was calculated correctly.

A **written application** (together with the **prescribed fee**) for rechecking of an answer book must reach the Examination Administration Division before or on the closing date. See amount payable under “Miscellaneous fees” under Study fees on the *myUnisa* website. An answer book that only consists of an examination mark reading sheet will NOT be rechecked as these are marked electronically.

You may apply at any of the Unisa offices. Applications must NOT be directed to academic staff. Or via e-mail recheck@unisa.ac.za the student number must be indicated in the subject heading. No late applications will be considered.

Rechecking results will be made known approximately 3 to 4 weeks after the closing date. The mark awarded after rechecking will be the final result. The fee paid for the rechecking process will be refunded if, as a result of the rechecking process, you obtain a higher mark. A student will not necessarily be entitled to a further supplementary examination (if applicable) on grounds of a recheck result.

Refer to Unisa website for closing dates for applications.

6.10 What is *myUnisa*?

myUnisa is the University’s online learning management system. You can find your study guides and tutorial letters in PDF format on the website for your module. You can communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the Internet. You need to have an Internet enabled computer to use *myUnisa*.

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 under the *myUnisa* heading on the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>. Please consult the publication **my Studies @ Unisa** that you received with your study material for more information on *myUnisa*.

6.11 What is satellite delivery?

At Unisa, satellite transmission is used for the live presentation of lectures, tutorials or training programmes to learners using a television screen at Unisa regional centres. You will be informed by SMS about the satellite broadcasts for any modules for which you are registered.

6.12 What is RPL?

Recognition of prior learning (RPL) is the recognition by Unisa of any non-accredited learning of tertiary level related to a Unisa discipline that occurred before you decided to register for an academic qualification.

- The RPL programme at Unisa enables you to gain recognition and credit for what you already know and are able to do at a level equivalent to University study.
- You receive credit for what you have learned from experience, training courses, etcetera. For example, if you have worked as a police official for ten years, you will have learned a vast number of skills, such as how to effect an arrest, how to write a statement, how to negotiate. If you have started and run your own successful business, you will be experienced in budgeting, stocktaking and preparing proposals for clients. If you have completed research and written research reports, you could request credits in the field of research.

RPL makes it possible for you to earn credits towards a UNISA qualification, thereby shortening your study time, and decreasing your study fees.

Applications or enquiries can be directed to: rpl@unisa.ac.za

6.13 I want to transfer credits from another University. How do I do this?

Send an e-mail to study-info@unisa.ac.za or an SMS to 43578.

6.14 I want to work with other students. How can I do this?

You can ask Unisa to connect you to other students in your area so that you can form a study network. The Directorate for Counselling, Career and Academic Development also trains senior students to offer peer collaborative learning at the learning centres.

6.15 What can I do if I am not a confident reader or writer?

The Directorate for Counselling, Career and Academic Development offers literacy support at many of the regional learning centres. They can also assist you to improve your study skills:

- E-mail a counsellor: counselling@unisa.ac.za
- E-mail for Academic Literacies: acalit@unisa.ac.za

6.16 What if I have received a CD or DVD and I don't have the equipment to play it?

Many regional learning centres have computers that students may use. Regional offices can also give you details of Multi-Purpose Community Centres that might have equipment that you can use.

6.17 Where can I obtain financial aid?

Directorate of Student Funding (NSFAS)

Tel: 012 441 5460/1/2/3

Fax: 012 441 5449

E-mail: dsf@unisa.ac.za

7 ADMISSION TO THE PSYCHOLOGY HONOURS COURSE

The following admission requirements apply to the Honours degree in Psychology:

- An **average mark of 60%** or higher for Psychology III.

If you do not obtain an average mark of 60% the first time you do Psychology III, you will not be granted a further opportunity to better your marks. You will not be allowed to repeat, for non-degree purposes (NDP), Psychology III or individual modules in order to better your average mark. The university does not have a mechanism for NDP to upgrade Psychology III marks anymore.

- You must apply for each new qualification even if you already have a Unisa student number. Reapply online. If you do not reapply you will not be able to register for the Psychology Honours course. Refer to the Unisa website (Study) for application and admission dates.

We trust that you will enjoy your studies and we wish you every success!

Mrs E Visser

Dr P van der Merwe

