

**PYC3701**

( 499150)

May/June 2017

**SOCIAL PSYCHOLOGY**

Duration 2 Hours

70 Marks

**EXAMINERS**

FIRST

SECOND

EXTERNAL

MR K MBATHA

MS E VISSER

MR MJ ABDOL

MRS K SHIRINDA-MTHOMBENI

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**Closed book examination**

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This paper consists of 14 pages, instructions for completion of a mark reading sheet, plus 1 sheet for rough work on page 15

After completing your answers, you must hand in the following

- (i) The mark reading sheet
- (ii) The examination paper (All the pages must be handed in )

This examination paper consists of seventy items Your mark will be converted by the computer to a percentage

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| <b>ENSURE THAT YOU HAVE WRITTEN YOUR STUDENT NUMBER, COURSE CODE AND UNIQUE NUMBER ON THE MARK READING SHEET</b> |
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**SECTION A**

Answer the following multiple choice questions on the mark reading sheet

Read the instructions for completing the mark reading sheet **before** answering the questions

Please make sure that you have indicated the correct **UNIQUE PAPER NUMBER** on your mark reading sheet

Use only a **SOFT PENCIL** to answer the questions.

Place the completed mark reading sheet in your script

- 1 Mental frameworks for organising and processing social information are known as
  - 1 affective states
  - 2 anchoring frameworks
  - 3 schemas
  - 4 heuristics
  
- 2 Which one of the following individuals is *most* likely to experience information overload? A person who is
  - 1 talking on a cell phone while driving a car
  - 2 singing in the shower
  - 3 dancing and talking at a party
  - 4 chatting with his wife while dressing for work.
  
- 3 One way that schemas influence social thought is by
  - 1 ensuring that inconsistent information is stored in our memories and retrieved rapidly
  2. increasing our cognitive load by activating more information from our long term memory stores
  3. activating the availability heuristic and enabling automatic priming
  - 4 acting as a filter to direct our attention towards some information and away from other information.
  
- 4 Schemas affect our use of stored memories by
  - 1 making it easier to retrieve information that is consistent with the schema
  - 2 increasing the cognitive load on our reasoning abilities, making it more difficult to search our memories
  - 3 deactivating the anchoring and adjustment process whereby we make social judgments
  - 4 not allowing the use of memories to reduce cognitive load

[TURN OVER]

- 5 Automatic mental processes have the positive effect of
- 1 focusing on information that may be useful at some future time
  - 2 priming our memories for related situations or events
  - 3 reducing the level of bias in our judgments and decisions
  - 4 reducing the effort needed for understanding the social world
- 6 In thinking about a major assignment that is due in one week, Jacey focuses on the tasks to be accomplished and how she thinks she will approach each task. She does not spend much time thinking about how long similar tasks have taken her in the past. As a result, Jacey is likely to underestimate the amount of time needed for the assignment. This is probably because Jacey has
- 1 fallen prey to the negativity bias
  - 2 activated an inappropriate schema
  - 3 engaged in magical thinking
  - 4 entered a planning or narrative mode of thought
- 7 The tendency to imagine outcomes in a situation other than what actually occurred is known as
- 1 counterfactual thinking
  - 2 reminiscence thinking
  - 3 mitigation thinking
  - 4 counterintuitive thinking
- 8 Sipho has been severely depressed for about six months and has difficulty remembering when he was not depressed. He is illustrating the effects of
- 1 mood-congruent memory
  - 2 mood-assimilation memory
  - 3 mood-deleting memory
  - 4 mood-dependent memory
- 9 Thabo is overjoyed by the fact that he received a scholarship to go to law school. As a result of his general positive and happy mood, he would be *most* likely to show an
- 1 increased level of compassion
  - 2 increase in depression
  - 3 increase in creativity
  - 4 excessively high sense of self-worth
- 10 Jason has been told that he should make sure to shake hands with the interviewer when he goes for a job interview, and that this handshake should be firm, vigorous, and last a long time. According to research (Chaplin et al., 2000), if Jason follows this advice, the interviewer may think that Jason is
- 1 slightly disagreeable but very outgoing
  - 2 outgoing and willing to try new things
  - 3 a bit neurotic and somewhat outgoing
  - 4 attempting to ingratiate himself with the interviewer

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- 11 An example of interchannel discrepancy during deception would be
- 1 blinking very often
  - 2 showing one expression quickly followed by another
  - 3 smiling more frequently and broadly than would be expected in a given situation
  - 4 managing one's facial expressions well while not making much eye contact
- 12 Which statement *best* describes the attribution process? The process by which we
- 1 seek to understand the causes of the behaviour of others and ourselves
  - 2 focus attention inward for reflection
  - 3 combine information about others into unified impressions of them
  - 4 attempt to shift blame away from ourselves
- 13 Jen and all of her friends are afraid of her neighbour's dog. However, Jen is not afraid of any other dog. The attribution that follows from this information is
- 1 a mixed one (Jen's behaviour stems from internal and external causes)
  - 2 impossible to be determined based on the information given
  - 3 an external one (about the dog)
  - 4 an internal one (about Jen)
- 14 Our tendency to perceive the actions of others as caused by their dispositions or personality rather than perceiving the cause of their actions as the situation they are in, is known as
- 1 a self-serving bias
  - 2 perceptual salience
  - 3 correspondence bias
  - 4 the actor-observer effect
- 15 Early research conducted by Solomon Asch suggests the presence of central traits, which are
- 1 relatively unimportant characteristics that interact with each other to determine our overall impression of another person
  - 2 clusters of traits that we use to try to understand and explain the behaviour of another person
  - 3 traits that strongly encourage the self-serving bias
  - 4 traits that strongly colour the way we interpret other aspects of another person
- 16 Mike is applying for a job in advertising. While he is out to dinner with the interviewer, Mike pulls out and lights an expensive cigar and offers one to the interviewer. Mike is using the tactic of - - - - - to increase his chances of getting the job
- 1 self-enhancement
  - 2 induction
  - 3 other-enhancement
  - 4 sublimation
- 17 - - - - - consists of the efforts individuals make to create favorable first impressions on others
- 1 The augmenting principle
  - 2 Distinctiveness
  - 3 Impression management
  - 4 Impression formation

[TURN OVER]

- 18 As players on a "social stage," we may wish to emphasise some personal aspect to others, as well as to ourselves. This is called
- 1 ingratiation
  - 2 self-promotion
  - 3 self-aggrandisement
  - 4 self-efficacy
- 19 The personal-social identity continuum recognises that we
- 1 see ourselves as being more consistent across situations than we really are
  - 2 can see ourselves differently, depending on circumstances
  - 3 are part of a number of different social groups
  - 4 see ourselves primarily as individuals
- 20 Research (Dijksterhuis, 2004) has shown that subliminal presentations of "I" or "me" with positive trait terms such as "nice" or "smart" will - - - - implicit self-esteem and prevent - - - - when negative false feedback is given later
- 1 reduce, increases to self-esteem
  - 2 reduce, reductions to self-esteem
  - 3 increase, increases to self-esteem
  - 4 increase, reductions to self-esteem
- 21 According to social comparison theory, we are most likely to compare our abilities to those of another person when
- 1 there is no objective measure to judge ourselves by
  - 2 the other that we are comparing ourselves to belongs to a different group
  - 3 available objective measures may result in decreased self-esteem
  - 4 available subjective measures may result in increased self-esteem
- 22 Recent research has demonstrated that women will frequently perform worse in a mathematics test when men are present than when the same test is administered to a female-only group. This finding illustrates
- 1 gender differences in math abilities
  - 2 stereotype threat
  - 3 stereotype anxiety
  - 4 performance uplift
- 23 Jackson is a former member of a street gang. He has recently started attending classes at a local community college, has made new friends who don't know about his former gang membership, and is spending time with a girl from an upper-middle-class background. Jackson heard his new friends and his girlfriend make several snide comments about gang members shortly before he took a test in one of the classes he shares with his new friends. In the light of the stereotype threat idea, this situation may cause Jackson to
- 1 perform better on the test than he otherwise might have
  - 2 perform worse on the test than he otherwise might have
  - 3 drop out of college and return to his old street life
  - 4 become prejudiced against his new friends and his girlfriend.

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24. Thandi expresses indignation about illegal immigrants to one group of friends, but advocates for amnesty to another group. This is possible for her because
- 1 she has no substantive attitude towards illegal immigrants
  - 2 she is rewarded in one group for the former attitude and rewarded for the latter in the other group
  - 3 she measures low on self-monitoring, a stable trait
  - 4 members of the two groups never talk to each other
25. Having not met any members of a new social group, you hear a person expressing negative views regarding that group. Your attitude toward the new group would most likely not be influenced by hearing this negative message if
- 1 you like the person expressing the view, but believe his or her view to be unsubstantiated
  - 2 you do not expect to be meeting any members of the new social group in the near future
  - 3 the person expressing the attitude is someone you dislike and is dissimilar to yourself
  - 4 you are generally oriented toward taking contrarian views
26. Fishbein and Ajzen's theory of planned behaviour suggests that the choice of whether or not to engage in a specific behaviour is determined
- 1 perceptually
  - 2 by observing others
  - 3 rationally
  - 4 subconsciously
27. In what health context might positive messages be much better than fear-inducing messages for effecting behaviour change? When
- 1 health officials want to get children to see the school nurse
  - 2 males are worried about painful examinations or tests
  - 3 the message's health concern is not serious and does not involve a prescription
  - 4 the message's health concern is very serious or fatal.
28. Ntombi has been listening to a political speaker who is encouraging people to support a law that would require all people to recycle aluminum cans, and severely penalise those who do not recycle. The speaker is giving strong arguments in favour of this proposed law and is couching his appeal in moral and ethical language. As a result, Ntombi is becoming increasingly annoyed and resentful of the speaker and his arguments. She may be experiencing
- 1 biased assimilation
  - 2 cognitive dissonance
  - 3 reactance
  - 4 counterfactual thinking

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- 29 Arlene was always averse to physical contact with pigs, because she thought pigs were essentially dirty animals. Despite her concerns, she was induced to kiss a clean-looking pig on the snout for only R1 00 while appearing on a television game show. As a result, Arlene has become a staunch advocate of pigs, and soon plans to have one as a pet. The most probable explanation for this change in attitude is the
- 1 third-person trivialisation effect
  - 2 less-leads-to-more effect
  - 3 elaboration likelihood model effect
  - 4 attitude-to-behaviour process effect
- 30 Providing members of a group with less favourable treatment because of their group membership is known as
- 1 stereotyping
  - 2 prejudice
  - 3 discrimination
  - 4 tokenism
- 31 The stereotype for women shows them as being relatively high on - - - - and relatively low on - - - -
- 1 warmth, competence
  - 2 competence, warmth
  - 3 self-confidence, friendliness
  - 4 sensitivity, promptness
- 32 Palesa has worked her way up in her organisation and is now a mid-level manager. She has treated her subordinates the same way her male counterparts treat theirs. Recently, Palesa has been passed over for several promotions. The jobs went to male coworkers who were possibly not quite as well qualified as Palesa. This situation probably represents
- 1 shifting standards
  - 2 the glass ceiling effect
  3. gender stereotypes
  - 4 tokenism
- 33 Some experts have suggested that different types of prejudice may arise because of different emotional responses to the target group. From this perspective, prejudice arising from *anger* may result in behaviours that try to
- 1 protect the in-group's status position
  - 2 camouflage the prejudice to the extent possible
  - 3 avoid contact with the out-group
  - 4 harm the out-group directly
- 34 Very brief exposures to faces of people from different ethnic backgrounds (about whom one has a negative attitude) frequently causes people to respond faster to words with negative meanings than to words with positive meanings. This technique or type of research is known as
- 1 a bogus pipeline
  - 2 category activation
  - 3 the superordinate memory effect
  - 4 the bona fide pipeline

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- 35 One approach to reducing prejudice and bias is to encourage individuals to recategorise out-group members and in-group members as both being part of a larger single social entity. This approach is known as the
- 1 common in-group identity model
  - 2 inclusiveness model
  - 3 shifting standards model
  - 4 in-group differentiation model
- 36 Individuals who are in stressful situations frequently experience an increase in their need to affiliate with others in a similar situation. This may be because
- 1 affiliation with others in similar situations may increase our sense of belongingness
  - 2 such affiliations provide opportunities for social comparisons
  - 3 affiliation with others in similar situations may increase our sense of isolation
  - 4 others who are in similar situations may better know what to do
- 37 The repeated exposure effect is *least* likely to generate positive evaluations when the
- 1 individual being exposed has a relatively strong need for structure
  - 2 stimulus initially generates strong negative affect
  - 3 individual is consciously processing information about the stimulus
  - 4 individual is not aware that exposure has taken place
- 38 The proportion of similarity is predictive of the degree of attraction between two people
- 1 when discussions are between females and females
  - 2 when discussions are between males and females
  - 3 regardless of the importance of the topics they discuss
  - 4 when discussions are of topics that are important to the individuals
39. Lerato has relationships with men in which she feels worthy, but inevitably has low expectations of the relationship, leading her to fear genuine closeness. Lerato has a - - - - attachment style
- 1 dismissing
  - 2 fearful-avoidant
  3. secure
  - 4 preoccupied-fearful
- 40 A person's attachment style
1. may change with relationship experience
  - 2 will remain stable throughout his or her life
  - 3 will become less pronounced after one has children
  4. is accentuated with age.

[TURN OVER]

- 41 A minority group that wants to influence the majority must be consistent in their opposition to majority opinion, avoid appearing rigid and dogmatic, and
- 1 display greater concern for being part of the majority
  - 2 explain how their beliefs apply in ambiguous and complex social situations
  - 3 encourage majority members to think heuristically
  - 4 consider the general social context when formulating its arguments for change
- 42 One of the factors associated with compliance is social validation. This is because we
- 1 want to be correct, and one way to do so is to emulate the behaviours of others whom we see as similar to ourselves in some way
  - 2 are more willing to comply with requests from friends or from those we like than with requests from strangers or people we dislike
  - 3 are more willing to comply with requests that call attention to scarcity than to those that do not
  - 4 are more likely to comply with requests that come from those who hold a position of authority over us
- 43 One way in which symbolic social influence may work is by allowing the psychological presence of others to trigger goals with which the other persons are associated. This may, in turn, influence our
- 1 performance on tasks and our commitment to reaching these goals
  - 2 effort to achieve particular goals and meet behavioural standards
  - 3 *liking for these persons and our willingness to exert effort on their behalf*
  - 4 cognitions about our behaviours and activate heuristic thinking
- 44 One reason that people are willing to obey persons in authority who order them to engage in destructive behaviours is that
- 1 the authority figure represents a significant threat to those who do not obey
  - 2 authority figures may inadvertently stimulate heuristic mental processes that limit our ability to think about what we are doing
  - 3 authority figures are selected on the basis of their superior knowledge and understanding in most situations
  - 4 persons in authority often possess visible signs of their status which remind us of the social norm for obedience to authorities
- 45 According to your prescribed book, Kin selection refers to the idea that
- 1 natural selection favours those who engage in prosocial behaviour and disfavors those who do not
  - 2 natural selection applies to behaviours that benefit other individuals with whom we share genes
  - 3 behaviour is based on both our genetic endowment and our past learning experiences
  - 4 behaviour is driven by genetic attributes that evolved because they enhance the probability of transmitting one's genes to future generations
- 46 Based on Burnstein's research, if a person were confronted with rescuing a person or animal in a burning building, s/he would more likely rescue a - - - - - than a - - - - -
- 1 non-relative, distant relative
  - 2 young male, young female
  - 3 dog, young male human
  - 4 young female close relative, middle-age female close relative

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- 47 Which statement *best* describes the decision making model of helping behaviour developed by Latane and Darley?
1. Fallacies in our thinking make it difficult for us to make rational decisions regarding prosocial behaviour
  2. People are more likely to help during an emergency when there are relatively few bystanders
  3. The person confronted by an emergency situation must make five crucial decisions before helping
  4. Whether we perform prosocial behaviour depends on whether we have been primed to do so.
- 48 In one study students were made to experience social exclusion or social inclusion by being told they would likely be alone in later life or that they would have a future rich in personal relationships. Results indicate participants who were
1. told they would be alone were less willing to help a fellow student
  2. already guaranteed a future rich in personal relationships did not bother to help a fellow student because they did not need any more friends
  3. told they would be alone were more willing to help a fellow student to try to make friends
  4. already guaranteed a future rich in personal relationships were unable to experience empathy for someone who needed help
- 49 Thanatos is
1. Baron's idea that evolution is one of several causes of human aggression
  2. Hilton's idea that males aggress against other males but less so against females
  3. Lorenz's idea of a fighting instinct in human males
  4. Freud's idea of a death wish that becomes redirected towards others as aggression.
- 50 After watching wrestling on TV for an hour, five-year-old Samuel went outside to play. When five-year-old Jamie, who lives next door, came outside, Samuel shoved him and tried to get him in a head-lock. This situation can *best* be explained by
1. the Type A behaviour pattern
  2. excitation transfer theory
  3. instrumental aggression
  4. the social learning perspective.
- 51 The frustration-aggression hypothesis suggests that
1. frustration leads to the arousal of an aggression drive
  2. both frustration and aggression are innate human drives that cannot be easily controlled or eliminated
  3. males aggress against other males in order to obtain access to females
  4. frustration causes the activation of our fighting instincts
- 52 A person who has experienced an arousing event
1. experiences collateral frustration
  2. always reduces the tension through aggression
  3. tends to avoid that situation and similar situations
  4. may transfer that arousal to another situation

[TURN OVER]

- 53 Lefa is a relatively easy-going person who never seems to be in a hurry. He tends to avoid direct competition with others, preferring to set and meet goals and standards for himself without considering what others are doing or achieving. He is always patient with those who move more slowly than he does or who get in his way. Lefa probably has a
- 1 Type A personality
  - 2 holistic approach to aggression
  - 3 non-hostile attributional bias
  - 4 Type B personality
- 54 Programs that are intended to reduce bullying in schools or in prisons
- 1 can be effective if a 12-step program is used as the basis for treating the problem
  - 2 are more effective in collectivist societies than they are in individualistic societies
  - 3 are rarely effective in any but the most unusual set of circumstances
  - 4 can be effective if bullying is recognised as a serious problem and organisations take strong and appropriate steps to correct it
- 55 The catharsis hypothesis suggests that providing people with an opportunity to express aggressive impulses in a safe manner will decrease their tendencies to engage in unacceptable forms of aggressive behaviour. What does research on this hypothesis demonstrate/suggest?
- 1 Catharsis is effective with children but not with adults
  - 2 Catharsis decreases inappropriate aggressive behaviour
  - 3 Catharsis has no effect on aggressive behaviour
  - 4 Catharsis may actually increase aggressive behaviour
- 56 Members of a - - - - group are linked by face to face interaction
- 1 common-bond
  - 2 common-identity
  - 3 national
  - 4 collectivist
- 57 Sibusiso, in his professional association, serves informally as a kind of "father confessor," listening attentively to members of his group. This best reflects - - - - in the group
- 1 his role
  - 2 the status he has attained
  - 3 an unstated norm
  - 4 his formal assigned task
- 58 According to social facilitation theories, people's thoughts, feelings, and behaviours can be affected by the
- 1 presence of others
  - 2 presence of attractive others
  - 3 presence of higher-status others
  - 4 sudden presence of a stranger

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- 59 Superordinate goals are goals that
- 1 both sides to a conflict seek and that tie the two sides' interests together
  - 2 are so important to one or another group that compromise is not possible
  - 3 individual group members think are more important than their group's overall goals
  - 4 are ordinarily achieved by bridging
- 60 Distributive justice refers to individuals' judgments
- 1 about the individuals who decide which group members receive rewards and the ways in which those rewards are presented
  - 2 about whether the rewards they receive are proportionate to the contributions they have made
  - 3 concerning the fairness of the procedures used to distribute available rewards to group members
  - 4 about whether the rewards they receive are the same as the rewards received by other group members
- 61 Group polarisation involves the tendency of
- 1 some group members to shift from one extreme position to another, depending on the views of the group's leadership
  2. group members to shift toward more extreme positions than those they initially held as a result of group discussion
  - 3 groups to attract members who initially agree with the group's position, and then to take that agreement to extreme levels
  4. some individuals to take a charismatic leadership position within a group
- 62 When it comes to decisions, Ilene thinks she is bolder than her coworkers. In a recent meeting, she discovered that other workers in the office favored even bolder decisions. As a result, Ilene shifted toward an even bolder position herself. The process underlying Ilene's change is
- 1 groupthink
  - 2 a lack of understanding about the content of the decisions
  - 3 evaluation apprehension
  4. social comparison
- 63 In the South African study by Moore (2000), where student's attribution regarding their academic success and failures were measured, mean scores indicated a tendency towards
- 1 a correspondence bias
  - 2 an actor-observer effect
  - 3 a dissonance bias
  - 4 a self-abusing bias
- 64 Regarding attribution style and coping abilities for positive events, which of the following respondents were found by the South African researchers Spangenberg and Lategan (1993) to cope the best? Those with
- 1 internal, stable and global attribution styles
  2. external, unstable and specific attribution styles
  - 3 internal, unstable and dissonant attribution styles
  - 4 external, stable and consonant attribution styles.

[TURN OVER]

- 65 In the Bandawe and Foster (1996) study investigating factors influencing the intention of Malawian school students to engage in low-risk AIDS-related behaviours, results showed that intentions to use condoms and to stick to the same sexual partner were *predominantly* under
- 1 perceived behavioural control
  - 2 behavioural intention control
  - 3 self-serving control
  - 4 attitudinal control
- 66 South African attitude studies show that intergroup attitudes generally
- 1 change relatively easily over the long run
  - 2 do not change easily over the long run
  - 3 serves an ego-defensive function
  - 4 illustrates our self-complexity
- 67 With the South African study by Spangenberg and Lategan (1993) in mind, which one of the following statements is correct?
- 1 Masculine oriented women will be in a better position to cope with contemporary demands to be both professionals and homemakers simultaneously
  - 2 Androgynous women will be in a better position to cope with contemporary demands to be both professionals and homemakers simultaneously
  - 3 Undifferentiated women will be in a better position to cope with contemporary demands to be both professionals and homemakers simultaneously
  - 4 Feminine women breaking through the glass-ceiling will be in a better position to cope with contemporary demands to be both professionals and homemakers simultaneously
- 68 In the South African study investigating masculine and feminine stereotypes, Prinsloo (1992) found that his black respondents tended to define masculinity in terms of
- 1 dominance
  - 2 an absence of emotional traits
  - 3 outwardly visible traits
  - 4 adventurousness
- 69 In the South African study investigating stereotypes among students from the University of Colorado and the University of Bloemfontein, the basic finding was that a strong and consistent
- 1 in-group homogeneity effect existed
  - 2 masculine bias existed
  - 3 out-group homogeneity effect existed
  - 4 femininity bias existed

[TURN OVER]

70 Duckitt (1991), after measuring authoritarianism in an alternative way, concluded that norms of prejudice and individual psychological factors such as authoritarianism have - - - - roles in determining the levels of prejudice in societies such as South Africa or the southern parts of the United States

- 1 complementary
- 2 opposite
- 3 poignant
- 4 divergent

**TOTAL: [70]**

**DID YOU WRITE YOUR STUDENT NUMBER, COURSE CODE AND UNIQUE NUMBER ON THE MARK READING SHEET?**

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

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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. GEBRUIK 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 DIT KORREKTE STUDENTENOMMER VERSTRYK HET
6. KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
7. MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
8. MOENIE VOU NIE

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

|    |     |     |     |     |     |
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| 1  | (1) | (2) | (3) | (4) | (5) |
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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 

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 for the first paper and 

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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

Tear

attendance register UNISA  
(university copy)

Fill-in/MCQ



Examination period

Student number

Surname

First Names

Subject

Code of paper

Number of paper

Centre

Date

This is to certify that I have read the rules governing the examinations as set out on the inside cover of this examination answer book and in the examination instructions

That the information supplied by me in this answer book is correct and valid

I undertake to adhere to the procedures rules and regulations of the University of South Africa as published in the official brochures

Signature of candidate

ID Number

Batch No  
28092015MCQ

Signature of invigilator

UNISA invigilator's personnel number

NOTE Not a valid document if not completed by the invigilator

Tear

attendance register UNISA  
(student copy)

Fill-in/MCQ



Examination period

Student number

Surname

First Names

Subject

Code of paper

Number of paper

Centre

Date

This is to certify that I have read the rules governing the examinations as set out on the inside cover of this examination answer book and in the examination instructions

That the information supplied by me in this answer book is correct and valid

I undertake to adhere to the procedures, rules and regulations of the University of South Africa as published in the official brochures

Signature of candidate

ID Number

Batch No  
28092015MCQ

Signature of invigilator

UNISA invigilator's personnel number

NOTE Not a valid document if not completed by the invigilator