

Tutorial Letter 301/4/2019

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Semester 1 and 2

Department of Anthropology & Archaeology

This tutorial letter contains important information
about your module.

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Dear Student

1 INTRODUCTION

It gives us great pleasure to welcome you as a student in this Department. If this is your first registration for anthropology and/or archaeology, we look forward to getting to know you. If you have already been a student in our Department, it will be pleasant to work with you again. We hope that you will find your studies in the year ahead both interesting and rewarding.

The title of this tutorial letter will already have given you a clue about its contents. The '**What to Do**' part of the title refers to the formal rules and regulations which you must follow in regard to the submission of assignments, communication with the University and so on. In a large university such as ours, rules and regulations are important to ensure that students' studies proceed smoothly, and you should play your part by becoming familiar with them.

The '**How to Do It**' refers to those sections of the letter in which we give you hints and suggestions which we hope will help you to study more effectively, write good assignments, achieve examination success and develop as a student. Like Tutorial letter 101 for each module which sets out your year's or semester's work, this letter is important whether you are registered for the first, second or third level modules, and it should be a constant companion throughout your studies this year. Keep it safely and refer to it often. Read the contents of this tutorial letter together with information in the brochure **my Studies @ Unisa**.

All the lecturers in this Department join me in wishing you a successful and happy year of study.

Kind regards and best wishes

LECTURERS: ANTHROPOLOGY AND ARCHAEOLOGY

2 THE IMPORTANCE OF ANTHROPOLOGY & ARCHAEOLOGY

Perhaps a good way to start this Tutorial letter is to give a brief review of the subject(s) you have chosen to study and to point out the possibilities which examination success opens up to you.

2.1 The importance of anthropology

For university students anthropology provides training in developing insight into the human condition and human problems, analytical ability, and the ability to communicate effectively. Anthropologists are increasingly involved in studying human development, solving disputes and easing relationships in the workplace, boardroom, non-governmental organisations and governments since they are knowledgeable about the values and life-styles of people in different contexts. Anthropological skills are thus of value with regard to any career which will require you to interact with other people. The anthropological experience can also greatly enrich your life by improving your understanding of the world around you.

2.2 The importance of archaeology

More than 90% of the human past can be studied only with the aid of archaeological methods. In South Africa, for example, written sources cover approximately only the past 400 years, and even these sources are often incomplete. Only archaeology can reconstruct the rich prehistory of South Africa. While archaeologists are employed mainly at universities, museums and other conservation institutions, government legislation on the protection of archaeological finds means that more and more contract work for archaeological impact studies is becoming available from private companies involved in development and industrial projects. Apart from its value with regard to possible careers, archaeology is also a culturally enriching discipline which creates greater sensitivity for the human cultural environment and historical development.

3 YOUR GOALS AND SUCCESS

Every student has a particular objective in mind when registering for a university degree. We suggest that you consider the following as well: to pass the examinations well and to develop both mentally and spiritually. Obtaining a university degree should mean that you are well equipped for your career and that your life has become richer and more meaningful. You should therefore aim at knowing and understanding the contents of your syllabus thoroughly and mastering your subject.

In practical terms, achieving these goals means hard work, sustained effort and dedication from you as a student. Admission to postgraduate study for instance, is not automatic and depends on the marks you have obtained for your third-level modules. If you wish to specialise you should achieve more than a mere pass-mark. We will give you all the assistance we can, but in the final analysis, **your success depends on yourself**.

Your study activities for a successful year's work should include the following:

- Familiarising yourself with the intended outcomes designed for the module(s) for which you have registered
- Thoroughly and regularly studying the tutorial matter (study guides, prescribed books, tutorial letters), including attempting to find solutions and answers to activities and self-testing questions where these are given in your study guides
- Answering assignments
- Communicating with your lecturers
- Forming study groups
- Using the University library
- Using my*Unisa* as the teaching and learning instrument for which it is intended
- Preparing for the examinations
- Writing the examinations.

For those of you who are able to visit the Department, a visit to our interesting Museum of Anthropology and Archaeology (Theo van Wijk Building, Level 4, Room 168) will also prove rewarding.

4 COMMUNICATION BETWEEN YOU AND YOUR LECTURERS

Ongoing communication is essential for successful study. We communicate with you mainly through study guides, tutorial letters, individually written comments on your assignments, and through the various links on myUnisa. You, on the other hand, communicate with us chiefly through the assignments you submit. However, you may also write to us about your study problems, telephone us, send us an email message or you are more than welcome to come and see us in person.

First and foremost, remember that at this university we teach, and you learn, through the written word and electronically via myUnisa. All the tutorial material we send you, all the comments on your assignments, all the information posted on myUnisa have a single purpose, namely to assist you to complete your studies successfully. Your duty is therefore **to read and study everything we send you carefully**.

We deal with the different and mutual ways of communication in more detail below.

4.1 Tutorial matter

When you register for a particular module, you will be given tutorial matter such as study guides and tutorial letters. With these items you will also receive an **inventory for the current academic year**. You should receive all the items on this inventory unless of course, the inventory specifically states that a particular item will be sent to you later. If any items are missing follow the instructions given on the back of the inventory immediately. Apart from the material supplied to you by the University, you may also have to buy prescribed textbooks or request recommended books from the Unisa library.

4.1.1 Study guides and textbooks

Some of the **study guides** contain frequent and specific references to sections of **textbooks** (prescribed or recommended books) that must be studied together with the relevant section of the study guide.

If you previously studied at another university, we advise you to go through the **current** study guides of preceding courses at Unisa to familiarise yourself with their content as well as our approach. This also applies if you have had a long interruption in your studies. Study guides are revised at regular intervals and may, therefore, contain new information not appearing in earlier ones. Contact the Chair of the Department if you wish to buy study guides for courses preceding the one for which you are registered.

4.1.2 Tutorial letters

Apart from Tutorial letter 101 for each course or module which sets out the semester's or year's work and which you receive at registration, we will periodically send you tutorial letters in connection with assignments, the examination and other relevant matters. Because tutorial letters convey important information and suggestions, they form an integral part of your entire study package. Failure to read tutorial letters carefully and to act on the instructions, information or suggestions they contain will lead you to make unnecessary and expensive mistakes which, in turn, may impede your success in the examinations. **File all tutorial letters carefully and study them conscientiously**. Tutorial letters 201 are only printed, and posted if they are longer than 20 pages. You must therefore download these from myUnisa.

All tutorial matter can be accessed on *myUnisa* via the *Official Study Material* tab.

Several modules in the department make extensive use of *myUnisa* – please go online for study material, feedback and grades at least once a week.

4.2 Discussing your problems

Advise your lecturer(s) of any problems you encounter as soon as possible. You may write, e-mail, telephone or make an appointment to see the lecturer concerned. Please remember to **give your student number when you make any query**. The ways in which you can contact us are given below:

4.2.1 By letter

When writing to us about any study problems, please follow these guidelines:

- Address your letter to the **Chair of the Department** and not to a lecturer personally. This avoids delays in dealing with your problem should the lecturer in question be away. Always supply your **student number** and the **code for the module** about which you are enquiring.
- Confine the contents of your letter to problems you are encountering in a particular module. Inclusion of problems encountered in different modules or subjects in a single letter may cause delay since the letter may then have to be sent from one lecturer to another or from Department to Department. You may enclose more than one letter in the same envelope provided each letter is clearly marked for the attention of the lecturer or module leader concerned.
- State your problems as clearly and as specifically as possible. The lecturer concerned will then be better able to assist you.

4.2.2 By telephone

You are welcome to telephone us at the office to discuss your study problems, but please bear the following in mind:

- A particular lecturer may not be available on the day that you call. In such cases you may contact a Departmental administrative assistant at (012) 429 6418/6067 (08:00-13:00, 13:45-16:00) who will then refer you to another lecturer or arrange a lecturer to return your call.
- The telephone numbers of the lecturers for your module are given in each Tutorial letter 101 and are also listed below.
- If you have a number of problems it would be better either to write to us or to make an appointment to visit a lecturer.

With regard to **registration** and **administrative problems**, please consult the brochure **Studies @ Unisa** for the procedure you should follow.

4.2.3 By e-mail

The e-mail addresses of the lecturers for your module are given in this tutorial letter and in the 101 tutorial letter for your module.

4.2.4 In a personal interview

If it is possible and convenient for you to come to the Department for a personal interview with your lecturer, either telephone or email your lecturer in good time to make a specific appointment. This is to ensure that the person you wish to see will be available.

We wish to reassure you that we are ready and willing to help you with your study problems. We know that some students receive instruction and guidance from persons not associated with this University or with our Department. **Such 'coaching' does not replace our teaching** and often has to be paid for. Rather discuss your problems with your lecturers who will support and guide you at **no extra cost**.

The following table indicates the telephone numbers and e-mail addresses of members of the Department as well as the Departmental fax number and web address.

NAME (Alphabetical)	TEL (012)	E-MAIL ADDRESS
Adigun, J Dr [AGE3703, AGE3705, AGE4802, Honours, Masters and Doctoral Degrees]	429 6477	adigujs@unisa.ac.za
Behrens, JP Ms [AGE1501 semester 1, AGE3701, AGE4804, Honours and Master's degrees]	429 6846	behrejp@unisa.ac.za
Coetsee, FP Mr [Curator: Museum] [AGE2601, AGE4803, Honours degrees]	429 6297	coetzfp@unisa.ac.za
Hlabangane, NL Dr [APY3705, APY4803, Honours, Masters and Doctoral degrees]	429 6557	hlabanl@unisa.ac.za
Karodia-Khan, S Ms [AGE3702, AGE4804, Honours and Masters degrees]	TBA	TBA
Malala, MJ Ms [APY2602, APY4801, Honours and Masters degrees]	429 6479	emalalm@unisa.ac.za
Maripane, MRI Ms [AGE1502 semester 2, AGE3704, Honours & Masters degree]	429 6477	maripmri@unisa.ac.za
Marais, IE Dr [APY1501, HRAAR81 for anthropology students Honours, Masters and Doctoral degrees]	429 6479	maraiie@unisa.ac.za
Maree, GH Mr [APY1501, Honours and Masters degrees]	429 6448	mareegh@unisa.ac.za
Mehnert, AH Mrs [Assistant Curator: Museum]	429 2080	mehneah@unisa.ac.za
Pharumele, PS [APY1502, APY3705, APY4813 Honours degree]	429 3372	epharups@unisa.ac.za
Pretorius, AM Ms (Administrative Officer)	429 6067	pretoam@unisa.ac.za
Prince, L Mx [APY2613, APY4802, Honours and Masters degree]	429 6544	princl@unisa.ac.za
Radebe, NZ Ms [APY2601, APY3701, Honours and Masters degree]	429 4171	radebnz@unisa.ac.za
Skosana, DM Ms (Administrative Officer)	429 6418	skosadm@unisa.ac.za
Swanepoel NJ Dr [AGE1502, AGE2601, AGE4801 Honours, Masters and Doctoral degrees]	429 6348	swanenj@unisa.ac.za
van Vuuren, CJ Prof [APY3703, APY3704, APY4802, Honours, Masters and Doctoral degrees]	429 6620	vvuurcj@unisa.ac.za
Van Wyk, Stephan [APY4813, Honours and Masters degrees]	429 6715	vawykjs@unisa.ac.za
Wouters, J Ms [APY3702, APY3703, APY4804, Honours and Masters Degrees]	429 6519	woutejmf@unisa.ac.za

PLEASE NOTE: STUDENTS ARE NOT PERMITTED TO SUBMIT ASSIGNMENTS BY E-MAIL, but you may use my*Unisa*.

Complete information on how to use the function appears in the Studies @ Unisa brochure.

5 THE STUDY PROCESS

During the study process you are dependent mostly upon yourself. You need to develop a method of study that suits you, while remembering that information cannot be passively absorbed - you need to become actively involved with the tutorial matter in order to make it your own. We offer some ideas below which you may find helpful.

5.2 Form a study group

Arrange for a group of students who have registered for the same module to meet regularly. This offers the opportunity to discuss particular problems and to exchange ideas with fellow students. **However, study groups are an aid, and not a substitute for independent study.** Examination success depends only on you, not on others.

We have found that five or six persons is an ideal number for a study group. Try to keep discussions **informal** but do also plan and prepare for sessions together. It is useful to divide the study material amongst the members of the group so that each has the opportunity to present a summary of a part of the work. The summaries can then be critically discussed by the rest of the group. You will find that this helps you to identify problem areas in your understanding of the tutorial matter.

Your lecturers' role in study groups is small; we are available to provide you with guidance if you wish. Furthermore, the group may either collectively or through a representative, contact a lecturer about study problems. We cannot undertake to visit a group, but study groups are welcome to make an appointment to visit lecturers if they wish to do so.

Students themselves have to take the initiative in forming study groups. Send an email message to study-info@unisa.ac.za to request assistance.

Second or third-year students in areas where there are too few students enrolled for the same module, may find it useful to join a group of first-year students since this may refresh their memory of the content of previous modules.

Students can also form Whatsapp groups on *myUnisa* and students in large courses will be assigned a tutor and a group of 200 fellow students. You are encouraged to make full use of this facility to the benefit of your studies.

5.2 Plan your time

The key to successful study is self-discipline. Drawing up a programme of work for the year is an important aid in maintaining self-discipline, provided that you follow the programme as closely as possible. By planning your time carefully, your assignments will be done on time and you will be properly prepared for the examination.

A programme of work should allow time for:

- systematic study of all tutorial matter
- preparation for assignments
- accessing various links on myUnisa
- intensive examination preparation.

Systematic study of the tutorial matter includes time for first reading through all the material as well as time for thorough study of each section of the work. *Preparation of assignments* includes preliminary study of the work prescribed for the assignment, making notes, writing a first and second draft and then completing and sending the assignment to reach the University before the due date. *Intensive examination preparation* requires time for adequate revision of the study guides, prescribed books, tutorial letters and assignments. Your programme should, therefore, allow for long-range planning for the year but should include shorter time periods such as weekly study schedules as well.

5.3 Hints how to study

Successful study implies gaining understanding of your subject, mastering it, and being able to pass on the information you have learned to others. There are three main activities involved in studying, namely reading, writing and memorising.

Reading for study purposes differs from leisure reading. For instance, it involves an ability to follow the sequence of ideas in texts, to draw connections between different parts of texts and to compare one author's views with those of another. Academic reading therefore requires that you are able to analyse, integrate and criticise the material in the texts you are studying. However, reading, like any other activity, improves with practice. So, if you feel you lack these particular reading skills, read as much as you can on the subject you are studying and make a conscious effort to read critically and with understanding. At the end of each study guide, you will find a list of sources consulted during the compilation of the guide concerned. Make time to read as many of these sources as you can.

Do not just ignore any terms in the tutorial matter which you do not understand. If you find any parts of the texts obscure, obtain help from us to clarify them. Learn the content of anthropological and/or archaeological terms so that you become completely familiar with them. Use your dictionary to check the meaning of words. In essence, therefore, become actively involved with the text you are reading: read, re-read and grapple with it until the meaning is clear to you. This will enable you to become conversant with the relevant information.

Writing is an essential part of your study process. Writing about a topic makes you think about it and focus on it. This both tests and improves your understanding. Writing thus promotes learning and understanding. There are various ways in which you can use writing as a study technique. For example,

- jot down brief notes in your own words when you have studied a section of the work
- test your comprehension of what you are reading by making concise summaries
- write the answers to activities and self-test questions where these are included in your study guides, again using your own words.

Not only must you understand the tutorial matter, you must also be able to discuss it in the examination. This requires that you memorise main points and details. Here too you must discover which memory techniques suit you best. **Now let us look at some more specific suggestions to help you to cope with the tutorial matter.**

- ▶ Begin studying as soon as you receive your tutorial matter. Draw up your time-table and start your studies by reading through the study guides to obtain an **overall impression** of the syllabus of the modules for which you are registered. You should first just **skim through** the study guides, and then read them again more slowly, paying more attention to detail. This procedure should give you a good general impression of the syllabus.
- ▶ The next stage involves intensive and systematic study. Try the following techniques:
 - As you systematically work through the various sections, divide each into a few main divisions. The table of contents in each study guide will help you here. Memorise these divisions.
 - Work through each of these main divisions separately, continually asking yourself whether you understand and can repeat what you have read in your own words. Imagine that you are explaining the text to someone who knows nothing about it. If you find you cannot do this, read again. **UNDERLINE** what seems important to enable you to recognise these sections easily. To do this, identify the key idea in each paragraph. **NUMBER** each main point, statement or important fact so that you know immediately how many points need to be remembered in connection with a particular topic. Use a soft pencil for underlining and making notes in your study guide so that you can easily make alterations. Underlining with coloured pens cannot be deleted if you change your mind. **MEMORISE** the main points and **write them down in your own words**. This process gives you a framework of information on a particular section which contains the most important facts regarding the topic concerned. Having this framework makes it much simpler at a later stage to add the details to each main point you have written down.
 - When you know and understand all the points dealt with and can present them in your own words, begin studying the relevant compulsory sections of the textbooks if you must use prescribed books. Using the same procedure as above, incorporate the information from the textbook into your framework of ideas. In this way the information from the textbooks will be integrated with that of the study guides. This makes it much easier for you to memorise it as a whole.

In order to incorporate the information from the prescribed textbooks, make short summaries of the data which add to or clarify the information in the study guide. You may find it useful to insert these summaries where they belong in the study guide. One way of doing this is to loosen the pages of your study guide, and place them, and your summaries from the prescribed textbooks in a file. This will give you, as it were, a complete study package between two covers. Do, however, make sure that you are using a strong file and that the pages of your study guide cannot get lost.

As you work through each section, continue to test your ability to relay the information point by point **IN YOUR OWN WORDS**. As well as answering your self-testing questions in writing, a useful technique is to answer these questions aloud. Use both these techniques continuously. As well as helping you to memorise the material, they provide good practice in arranging your ideas on the subject and in presenting them in a logical way. You will remember that we pointed out earlier that successful study also means that you are able to relay the information you have learned to others. Assignments, of course, are a particularly good test of your understanding of a certain section of the tutorial matter and your ability to convey this understanding to others.

Another technique which you should use is to look continually for links between different sections of the tutorial matter. This will enable you to see a relation between the various parts of the syllabus and again make it easier for you to memorise the information. Make notes in the margins of your study guide, giving cross references to related sections of the guide or prescribed textbook. Draw up a 'mind map' in which you show the relationships you have discovered. This provides a synthesis of the information. All this helps you to become thoroughly involved with the subject and provides a greater depth of understanding.

- When you are able to review the tutorial matter without having to refer to the text itself you should then proceed to deal with any problems you may have encountered along the way. Try to identify and formulate any problems as accurately as you can. Just doing this can sometimes give you the answer you have been looking for. However, do not just ignore sections you find confusing or which have given you problems. Contact your lecturers without delay.

TO SUMMARISE: the various stages of the study process are:

- First, read through the tutorial matter quickly
- Second, read it again giving more attention to detail
- Third, study each section intensively. This should involve:
 - analysis
 - classification (arranging the information)
 - summary synthesis (linking information)
 - self-testing.

If you follow these suggestions, you will not need to wonder whether you are ready for the examination. You will know that you are.

Do remember that some modules in our Department does not make use of exams – please consult the tutorial matter carefully with what you need to do *for each module*.

5.4 Additional assistance with your studies

While you need to develop your own study method, help is available from us and also from the **Bureau for Student Counselling and Career Development** of the University. Detailed information is available in the publication **my Studies @ Unisa**.

5.5 E-tutoring

In 2013 the University introduced a system of e-tutoring for all students who registered for modules at NQF level 5 and 6. There are e-tutors in the following modules:

- APY1501
- APY2602
- APY2613

We encourage you to participate in this process if you have access to the Internet and myUnisa. E-tutoring is designed and intended to facilitate your studies during the course of a semester or a year.

5.6 Access to the Internet

There are computers for access to the Internet and myUnisa at all regional centres, as well as tele-centres with which Unisa has agreements. Please find the most up to date information on tele-centres in your myUnisa study brochures. Students in urban areas are also reminded that many municipalities now provide free Internet access in public spaces. Students are encouraged to make use of this facility as well. Please contact your local municipality to find out more on this service.

Unisa also has agreements with some of the mobile service providers for you to access myUnisa for free from your mobile device. This means that even if you do not have data, you can access myUnisa.

6 ASSIGNMENTS

In this section we describe how you should approach your assignments and the rules and regulations connected with their submission. Assignments in this Department may take the form of essays or short paragraphs, multiple-choice questions, portfolios or online assessments. The instructions for completing multiple-choice assignments are set out in **my Studies @ Unisa**. Please consult this booklet and follow the instructions given there.

6.1 The purpose and value of assignments

6.1.1 Purpose

Assignments are very valuable as a learning process. They help you to test your own understanding of a section of the work and to identify problem areas. Assignments also help you to develop particular academic skills such as the ability to:

- analyse questions
- establish connections between items of information
- integrate information from the study guides with information from prescribed reading
- select relevant details
- apply and illustrate principles or perspectives with appropriate examples
- express ideas clearly and systematically in your own words.

The Department of Higher Education and Training requires all universities to provide proof before a specified date of the numbers of registered students who are actively involved in the learning process. The first assignment for each of the undergraduate Anthropology and Archaeology modules are **COMPULSORY ASSIGNMENTS** and will be taken into account when the University reports to the Department of Higher Education and when examination admission is finalised. **Please adhere strictly** to the **SUBMISSION DATES AND INSTRUCTIONS** supplied in each 101 Tutorial Letter.

6.1.2 Value

From the lecturer's point of view, assignments are a valuable way of assessing your ability to collect material relevant to a particular topic, to consolidate it according to general scientific principles and to present it in a logical, structured way. By examining the way you have presented your assignment, the lecturer is able to assess whether or not you have understood the work. Assignments are thus used to pinpoint your problems so that you can be given appropriate assistance and guidance. They are an important means of mutual communication since they provide the means by which your lecturers can give you individual attention.

In our experience the most common assignment errors made by students are the following:

- Inadequate analysis of questions, with the result that answers are not relevant to the question asked
- Poor presentation of answers in that the meaning of sentences is obscure and ideas do not follow each other logically
- Copying answers directly from the tutorial material (plagiarism).

We now examine some ways in which these problems can be prevented.

6.2 Approach to assignments

6.2.1 Analysing questions

The first step to a successful assignment is **to understand what you are being asked to do! In the case of assignments requiring written answers**, read the question a number of times and underline the key words. Look out for action words which tell you how the lecturer expects you to approach the topic. Consider the following:

ACTION WORD	PROCEDURE TO BE FOLLOWED
critically evaluate	consider all information relevant to the subject point out all arguments or reasons for and against the subject being evaluated, give your own opinion and assessment of the subject
define	give a short and concise description to identify the phenomenon concerned
describe	name or set out the characteristics of the phenomenon to be described; present the information in a logical well-structured manner
discuss	select appropriate information interpret information critically integrate details come to a conclusion (NOTE: A discussion implies more than a description.)
explain	clarify the subject with descriptions; give a simple, logical and detailed exposition of appropriate information
illustrate	explain theoretical principles with examples
name	identify names, characteristics, facts, items or key ideas
write notes on	present key/primary information in a brief, logical and systematic manner

In the case of **multiple-choice questions**, it is essential to understand what the stem (ie. word, phrase or sentence leading into the options) of the question requires. Here, too, underline the key words and ensure that you know the meaning of each word or phrase before deciding which of the options offered is/are correct.

6.2.2 Preparing to answer a question

The first rule in the case of questions requiring written answers or multiple-choice questions is that you study the sections of the tutorial matter prescribed for the assignment thoroughly. Allow time for this intensive study when planning your assignment.

► **Selecting appropriate information**

Usually students have more material at their disposal to answer an essay-type question than they will need, but are keen to include all the material in an answer. **It is, however, vital to distinguish between essential and non-essential information.** The way a question is formulated is a guide to the information you should include. Until you know the section thoroughly, however, you cannot distinguish essential/non-essential information and answer the question correctly.

ALWAYS USE THE STUDY GUIDE AS A STARTING POINT IN YOUR SELECTION PROCESS and supplement this with readings from prescribed or recommended books if required. The study guide often provides a framework according to which you can select information from the textbooks. If there is no such framework, compile one for yourself and select information accordingly.

One method which you can use in the selection process is to jot down information relevant to the question on sheets of A4 paper as you work through the reading prescribed for the assignment. Use your own words and make your notes brief. (You will find it useful to add the relevant page reference to each note you make.) You can then separate the brief notes from each other by cutting through the sheets of paper. In this way you will have a mass of information on the topic, all on separate pieces of paper. This allows you to shuffle the notes around into any order you wish and, of course, allows you to change their position until you are satisfied that they are arranged in logical order. Dealing with information in this way also means it is easier to group together items that belong together. Having done this, it will be much simpler to find headings and subheadings which appropriately describe the information you have selected. The end result is that you have a framework with items of information arranged logically under headings and subheadings which you can use to guide your writing task.

► **Writing the essay**

A good assignment essay is one that answers the question that was asked and which allows the reader of the essay to understand the discussion clearly. A useful exercise is to imagine that you are explaining the topic concerned to someone who knows nothing about it and to plan your essay so that your reader will understand it fully. You need to produce a **structured, logical and integrated** text. Let us briefly examine what these terms imply:

- **'Structured'**

By this we mean that the essay should have a framework according to which the information is arranged. It should have an introduction, body and conclusion, and the information it contains should be presented under suitable headings and subheadings.

The function of an **introduction** is to introduce the main discussion to follow. Introductions should be concise and to the point and are intended to indicate to the reader **what you are going to discuss and how you intend to set about it.**

The **body of the essay** describes that part of your discussion in which you set out the main part of your argument supported by appropriate details and examples. It contains, as it were, the 'meat' of the essay. Present your discussion under suitable subheadings.

The **conclusion** should be short and should relate directly to the question which was asked. In the conclusion you briefly summarise your argument or discussion. Your conclusion should not include information to which you have not already referred in the body of your essay.

A **heading** or **subheading** should clearly point to the information which is to be presented under it. Remember though, that while the terms 'Introduction' and 'Conclusion' can be used as headings for those parts of the essay, the term 'Body' cannot.

Provide a **table of contents** at the beginning of your essay in which you give its title and the various headings and subheadings, together with the page upon which they appear.

- **'Logical'**

Very simply, this means that the ideas in the essay should follow in a sequence that allows the reader to follow and understand your discussion.

- **'Integrated'**

This means that the information given in the essay is linked so that the essay forms a whole. Each paragraph should have a central idea to which the other ideas in the paragraph are connected. Paragraphs presented under subheadings should relate directly to the subheadings in question. Briefly, an integrated essay is one in which the information presented belongs together.

It is not possible to produce a satisfactory essay without first going through the process of writing in at least one or two rough drafts. Allow sufficient time for this.

When writing the essay **express your ideas in your own words** and **do not exceed the length restrictions** on the answer. These are **rules** regarding assignments that we explain in more detail under 5.3 below (ie. 4. INSTRUCTIONS REGARDING SUBMISSION OF ASSIGNMENTS). With regard to other aspects of language use, avoid using long, complicated sentences. Clear, brief sentences are preferable. Finally, check your essay for correct spelling and grammar.

► **Acknowledgement of sources**

Besides a separate table of contents which must appear before your actual essay, you must also provide a list of **literature cited** at the end of your answer in which you acknowledge the sources you consulted. (Also see 5.3 in this regard.)

Because authors' work remains their own property, information which you cite in the body of your answer, whether it is a direct quotation or translated, paraphrased or altered, should be acknowledged in the answer by giving the name of the author, date of publication, and page number **in brackets immediately after the statement concerned**: for example (Smith 2012:54). Ensure that the page numbers that you give are accurate so that we can decide whether or not you have correctly understood the material you have cited in its context.

Complete references to all the sources you consult must be given at the end of each assignment in the following way: Name of author, date of publication, title (underlined or in italics), place of publication, and publisher. You will find examples in the bibliographies of the study guides and in the list of compulsory textbooks in Tutorial letter 101 of modules where this applies. Also provide a complete reference to the study guides you have consulted. Note the following examples and pay particular attention to the way they are punctuated:

LITERATURE CITED

Ramphela, M 2008. *Laying ghosts to rest: dilemmas of the transformation in South Africa*. Cape Town: Tafelberg.

Helman, CG 2006. Why medical anthropology matters in *Anthropology Today*. 22(1).

University of South Africa 2013. *Anthropology: Only study guide for APY2601*. Pretoria: University of South Africa.

6.2.3 Plagiarism

The University takes plagiarism or the copying of information very seriously.

Referencing and Plagiarism

Prepared by Dr N Swanepoel

Students often lose valuable marks for not providing in-text citations and correct reference details. It is a requirement of academic writing to acknowledge the authors and additional sources of information (such as websites) in your essay. **You MUST cite the source of your information, even if you rewrite the ideas in your own words.**

Therefore, the first rule of in-text referencing is to reference EVERYTHING. This counts if the information comes from the study guide, the textbook, a book, an internet website or an article. That is, if you use a piece of information or point of view from a particular source you indicate it by means of an in-text reference (author date: p.#), for example (Swanepoel 2012: 33). This not only applies to direct quotes but to ALL information obtained somewhere other than your personal experience and observation. While you may be using your own words, if you are using someone else's ideas you need to acknowledge this. You place the in-text reference at the end of the sentence where you refer to the source. If you are drawing on one source for most of the paragraph you need only reference it once or twice but make it clear that you are referring to that source.

Why do we reference? First, it is good academic practice and it is a form of academic honesty. This is because someone else has gone and put in all the work to gather the information that you are including in your assignment. If you continue to an honours, masters or doctoral degree one day you will do your own research project. You will spend months and years formulating a research question, collecting the data and then writing up your original conclusions. Imagine now if someone came along, took all of your ideas that are the result of all the work that you did and then published on it without acknowledging you. How would you feel? You would feel that someone had stolen from you. If a person copied from you like that in an exam would be failed for cheating. The same applies to not including in-text references in your written work, it is a form of academic 'cheating'. While your assignments are not published articles what we are trying to teach you is good academic ethics and practice that you can then put into place as you proceed in academia.

As an added bonus, good in-text referencing means that if you one day want to include that piece of information again in a publication or paper years later, you don't have to sit and wonder where you found it, you can simply use your in-text reference to trace it back to the original source. Your readers use in-text referencing in the same way, to direct themselves to your sources if they need further information.

This is the second reason why we provide references. Your in-text references need to relate to what is in your reference list. Think of in-text references as GPS co-ordinates that direct the reader to where they can find the information in its original form. The in-text reference refers to the item on the reference list and the reference list refers to where the information is obtainable. Thus not only is thorough and accurate referencing academically honest behaviour (it means that you don't take credit for work that is not yours), it is also a courtesy to your reader who may be seeking additional information on one of the topics that you discuss.

For archaeology, the correct method of in-text citation is (author surname year: page number/s) - so for example a reference would look like this: (Smith 2009: 143) or (Smith 2009: 143-146).

Your Archaeology Study Guide will provide you with examples of proper citations within a reference list. Take particular note of the positioning of commas and full-stops. Book titles should be in italics (or underlined in the case of hand-written essays). In the case of articles featured in journals, the title of the article should be in normal print, while the name of the journal in which it is published should be in italics. Examples:

Mitchell, P.J. 2002. *The Archaeology of Southern Africa*. Cambridge: Cambridge University Press.

Huffman, T.N. 1998. Presidential address: The antiquity of lobola. *The South African Archaeological Bulletin* 53 (168): 57-62.

Huffman, T.N. 1986. Iron Age settlement patterns and the origins of class distinction in southern Africa. In Wendorf, F. & Close, A.E. (eds) *Advances in World Archaeology*, Vol. 5: 291-338. New York: Academic Press.

6.3 Instructions regarding submission of assignments

The following are formal rules which must be followed with regard to the submission of assignments:

- ▶ Address assignment answers to the Registrar, not to the Department or to individual lecturers, or submit them via myUnisa.
- ▶ Do not include letters concerning administrative matters with your answers.
- ▶ Submit your work in time. **Work received after a closing date may be returned unmarked.** Late registration does not mean that a student can submit an assignment after the due date. Students who live far from Pretoria must allow for the time it takes for post to reach the University. Note that corrected assignments will only be returned after the closing date for submission.
- ▶ **Your assignment answers must be presented in your own words.** MARKS WILL BE SUBTRACTED FOR PASSAGES WHICH CORRESPOND WORD FOR WORD WITH PASSAGES IN STUDY GUIDES OR OTHER SOURCES. (Brief quotations are only permitted if a student explains or discusses the quotation concerned.) Presentation in your own words is important for two reasons. In the first place, plagiarism is unacceptable since published writings are protected by laws of copyright. In the second place, a lecturer cannot assess such work and therefore cannot tell whether or not a student has understood it. This makes it impossible for the lecturer to assist students with their problems.

- ▶ **Restrict your answers to the length prescribed for your assignment.** Such restrictions are not intended to hamper you in any way, but are intended to challenge you to present a well-considered, accurate, and concise answer. If you have followed the suggestions given above and given careful consideration to the selection and arrangement of relevant information you should not have too much difficulty in keeping to the required length. Remember too, that these restrictions are good practice for the examinations where you will be limited as to the amount of time you can spend on any one question.
- ▶ **Your answers should be your own work.** Sometimes students work together on an assignment and submit work that is identical. Such answers are not acceptable as lecturers do not know who should get the credit for them. They will therefore be severely penalised. Study together by all means, but do the actual writing of an assignment on your own.
- ▶ **In order for your work to qualify for marking it must be properly presented. Note the following:**
 - In the case of assignments consisting of multiple-choice questions, use the prescribed mark-reading sheet and assignment covers supplied by the University and supply all the information called for on the mark-reading sheet and the cover. Check that you have written this information correctly.
 - Give an assignment the same number as the one your lecturer has given it in the relevant tutorial letter.
 - Make sure that you enter the correct unique number of your assignment in the space provided on the mark-reading sheet or assignment cover sheet.
 - Write on one side of each sheet only and leave space for lecturers' comments in the margin as indicated on the assignment pad.
 - Write legibly or submit typed answers. Illegible work will be returned to you unmarked.
 - Number the pages of your answer.
 - Include a list of literature cited at the end of your assignment answer. See above in this connection.
 - Fasten your assignment answer securely in correct page number sequence at the position shown on the assignment cover.
 - Where possible submit your assignment electronically in PDF format via *myUnisa* for lecturers to mark it onscreen.
- ▶ Your answers must show that you are able to find the relevant material and to deal with it in a concise, systematic, and intelligent way.
- ▶ If you handed in via *myUnisa*, please make sure to check your myLife email for your marked assignment.
- ▶ If you have any administrative enquiries about assignments (e.g. whether the University has received or returned an assignment) address these to the Assignments Section: **assign@unisa.ac.za**.

Specify the code of the paper or module, your student number and the relevant assignment number when making such enquiries.

When handing in a typed assignment – please make sure to have your SURNAME and STUDENT NUMBER, as well as the module code as a header on every page. Save the file with your student number before uploading to *myUnisa*.

7 EXAMINATIONS

The examination is the culmination of your semester's or year's work. It is important for you to realise that you will have to know all the prescribed tutorial matter and cannot expect any particular question or type of question as examiners have complete freedom to set questions within the limits of the syllabus. The paper need not necessarily, for instance, include subjects dealt with in assignments, nor questions included in examination papers of previous years. The safe rule is therefore: do not 'spot' examination questions - make sure that you know the contents of the syllabus thoroughly. If you have worked consistently and know or are conversant with the material you should feel confident of success. However, if you feel you will not pass, we urge you not to give up hope but to answer the examination as well as you can. You may find that you actually know more than you thought you did. We hope that you find the information we provide below useful.

7.1 Pass and distinction marks

The pass mark for a module is 50%, and the mark for a distinction is 75%. Note that your year or semester mark (ie. the mark obtained for your assignment(s)) also contributes to your final mark. This emphasises the importance of submitting all your assignments during the course of the semester or year.

7.2 The role of examiners

The role of examiners often contributes to a student's tension. Let us set your minds at ease in this regard. Provision is made for at least one first **AND** one second examiner for all modules and you can rest assured that only academic considerations play a role in the moderation of examination papers and the marking of your script.

7.3 Common examination errors

The experience we have gained in marking examination papers over the years has shown that the most common mistakes leading to poor results are the following:

- Questions are not carefully analysed (see what we have said about this under 5.2.1. This means that if irrelevant or unnecessary information is presented in an answer no marks will be awarded of it.
- Too little detail is presented. Although the method of presentation and size of handwriting differ from student to student, one written page as an answer to an essay-type question is hardly sufficient to earn 20 or 25 marks. State a principle or main point and then ensure that you define or explain it by means of finer detail and, where relevant, provide examples.
- In answers to essay-type questions information is often presented unsystematically and students repeat ideas or present unconnected data. This indicates confusion and lack of comprehension. You will find that the use of headings helps to eliminate such problems.
- The meaning of statements is vague or ambiguous. Credit cannot be given for your intended meaning. Ensure that your reader can follow your ideas.

- Ideas are presented as generalisations. 'Waffling' during the examination serves little purpose and merely shows that a student is not adequately prepared.

7.4 Preparation

The mistakes mentioned above can be eliminated if you are properly prepared for the examination. Consistent study, consistent practice in writing notes and doing assignments, and consistently familiarising yourself with the tutorial material throughout the year are keys to success.

A good mark in one or all of the assignments is important but does not guarantee a pass mark in the examination. You need to know your work thoroughly as well as understand it. Similarly, reading the study guides and tutorial letters over and over is insufficient to ensure success (see **THE STUDY PROCESS** above.)

Do not be content to aim for a mere pass. Rather, make sure that you are sufficiently well prepared to be able to obtain a high mark, or better still, aim at a distinction.

7.5 Writing the examination

7.5.1 Multiple-choice questions

Hints on answering multiple-choice questions are given elsewhere. However, note the following points:

- Read the stem of the question carefully, underline the key words and make sure you understand what the question requires.
- Do not merely quickly read through the options to decide which one is correct. Read and consider each option carefully in relation to the stem of the question. Eliminate those that are incorrect as you come to them. Repeat the whole exercise to ensure that you have selected the correct option. You should always be able to explain your reasons for selecting a particular option.

7.5.2 Questions requiring written answers

For questions that require answers of one or more paragraphs or an essay, keep the following in mind in the examination room:

- When you receive the examination paper **first read all the questions carefully**, and then make your choice (see 5.2.1 on how to analyse a question). You do not have to follow a particular order when answering the questions. Begin with those questions which you feel you know best, but **make sure that you give them the same number as given to them in the examination paper**.
- Where you are given a choice of questions, make sure that you follow the examiner's instructions very carefully before you make your selection.
- Divide your time according to the marks allocated for each question to allow yourself sufficient time to complete the paper. The number of marks each question carries indicates whether a subject should be dealt with briefly or extensively.
- Jot down a brief outline of the information you wish to include in the answer. This will help you to present essay answers in a logical, structured way. However, unless you want the examiner to read your outlines or brief notes, cross them out again.

- If you find you have forgotten a particular item of information, do not panic. Leave a space so that you can go back and insert it later.
- Stay calm while writing. If you are inclined to become very tense and nervous, learn some relaxation techniques which you can practise both beforehand and during the examination. One effective technique is to take a deep breath and to let it out slowly while you consciously make your muscles relax. Repeat this if necessary.

8 CONTINUOUS AND ONLINE ASSESSMENT

Several modules (APY1502, APY2601 and APY2613) in the department are using online and continuous assessments instead of exams. Please make sure to read the tutorial letters for those modules carefully, and follow the instructions for each module. The assessment and assignments for these types of modules occur fully on *myUnisa*.

9 IN CLOSING

In conclusion, while study is undoubtedly very hard work, and there are no short cuts for success, it is also extremely rewarding. Accept the challenge, put in the maximum effort and enjoy the rewards.

Be assured of our best wishes your studies.

Kind regards

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