Tutorial Letter 101/3/2018

Psychology in Society
PYC1502

Semesters 1 and 2

Department of Psychology

IMPORTANT INFORMATION
This tutorial letter contains important information about your module.
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1. INTRODUCTION

Dear Student

The teaching team for the module, Psychology in Society (PYC1502) would like to welcome you to the module. We hope you will enjoy studying the topics we offer here, and we hope that you will find the information useful. Please do not hesitate to let us know what you like and what you do not like about this module. We need your input to improve the subject material we offer to our students.

Please note / important notes:
Read this tutorial letter first. It contains the compulsory assignments.

When you register, you receive an Inventory letter containing information about your tutorial matter. More details are contained in the document entitled my Studies @ Unisa which you receive with your tutorial matter. Tutorial matter that is not available when you register will be posted to you as soon as possible, but is also available on myUnisa.

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

- Tutorial Letter 101 - General information and assignments
- Tutorial Letter 201 (to be supplied later) - contains feedback on assignment 01
- Tutorial Letter 202 (to be supplied later) - contains feedback on assignment 02 and 92 and the examination preparation.
- Study Guide (PYC1502).

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

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

This tutorial letter deals with the work covered in the module PYC1502. We urge you to read it carefully and to keep it at hand when working through the study material, preparing for the assignments, preparing for the examination and addressing questions to your lecturers. In this tutorial letter you will find the assignments as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain it. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

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

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

The Teaching Team
2. PURPOSE AND OUTCOMES

2.1 Purpose

Students who complete the module can demonstrate introductory knowledge about a variety of topics from the intrapersonal and health domains of Psychology, and assess the acquisition, presentation and application of psychological knowledge for selected purposes. The knowledge, skills and values required for successful completion of the module are fundamental to further studies in Psychology.

2.2 Outcomes

The course material will enable the students to:

- Demonstrate a critical understanding of intrapersonal psychology.
- Demonstrate a critical understanding of the acquisition of psychological knowledge
- Demonstrate a critical understanding of the presentation of information.
- Demonstrate a critical understanding of the application of psychological knowledge.

3. LECTURERS AND CONTACT DETAILS

3.1 Lecturers

These are the lecturers that are responsible for this module:

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Email</th>
<th>Tel:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Khuze G. Skosana (Module Leader)</td>
<td><a href="mailto:skosagm@unisa.ac.za">skosagm@unisa.ac.za</a></td>
<td>(012) 429 - 2093</td>
</tr>
<tr>
<td>Mrs VM Nekhavhambe</td>
<td><a href="mailto:nekhavm@unisa.ac.za">nekhavm@unisa.ac.za</a></td>
<td>(012) 429 - 8513</td>
</tr>
<tr>
<td>Ms F. Silinda</td>
<td><a href="mailto:silinft@unisa.ac.za">silinft@unisa.ac.za</a></td>
<td>(012) 429 - 8244</td>
</tr>
<tr>
<td>Mr S. Maseko</td>
<td><a href="mailto:Maseks1@unisa.ac.za">Maseks1@unisa.ac.za</a></td>
<td>(012) 429 - 3896</td>
</tr>
</tbody>
</table>

3.2 Department

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>General administrative questions - in other words any matter addressed in this Tutorial Letter 101 <em>Psychology in Society</em>.</td>
</tr>
<tr>
<td>B</td>
<td>Administrative questions about the assignments for <em>Psychology in Society</em>.</td>
</tr>
<tr>
<td>C</td>
<td>General academic questions about the content of <em>Psychology in Society</em>.</td>
</tr>
</tbody>
</table>

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

Category A, B, and C enquiries: Ms Thandeka Thwala (012) 429 - 8216
By e-mail You can contact the teaching team for *Psychology in Society* on the following e-mail addresses:

Category A, B, and C enquiries: Ms Thandeka Thwala: thwaltn@unisa.ac.za

When you submit an e-mail letter please write one of the following codes in the subject line space of your e-mail:

PYC1502+Category+A or PYC1502+Category+B or PYC1502+Category+C

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

By Fax The fax number for *Psychology in Society* is: (012) 429 - 3414.

Please indicate in the upper left hand corner of all facsimiles whether your enquiry is a Category A or Category B or Category C enquiry.

By letter The postal address for *Psychology in Society* is:

The Course Organiser  PYC1502
Department of Psychology, UNISA, PO Box 392, Unisa  0003

Please indicate in the upper left hand corner of the envelope as well as in the upper left hand corner of the first page of your letter whether your enquiry is a Category A, Category B or Category C enquiry.

3.3 University

If you need to contact the University about matters not related to the content of this module, please consult the publication *my Studies @ Unisa* that you received with your study material. This booklet contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open). Always have your student number at hand when you contact the University.

4. RESOURCES

4.1 Prescribed books

The textbook is also prescribed for another module in psychology namely, *Basic Psychology* (PYC1501). Prescribed books can be obtained from the University’s official booksellers. Please refer to the list of official booksellers and their addresses in *my Studies @ Unisa* brochure. If you have difficulty in locating your book(s) at these booksellers, please contact the Prescribed Book Section at Tel: (012) 429 - 4152 or e-mail: vospresc@unisa.ac.za

The decision to prescribe a book written by the members of the department of psychology is informed by UNISA Code of Ethics and Conduct. The School Teaching and Learning Committee has considered the ethical implications of prescribing the book and has approved it.

4.2 **Recommended books**

There are no recommended books for this module.

4.3 **Electronic reserves (e-reserves)**

There are no e-reserves for this module.

4.4 **Library services and resources information**

For brief information, go to [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies)
For detailed information, go to the Unisa website at [http://www.unisa.ac.za/](http://www.unisa.ac.za/) and click on **Library**. For research support and services of personal librarians, go to [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102).

The Library has compiled numerous library guides:

- finding recommended reading in the print collection and e-reserves – [http://libguides.unisa.ac.za/request/undergrad](http://libguides.unisa.ac.za/request/undergrad)
- requesting material – [http://libguides.unisa.ac.za/request/request](http://libguides.unisa.ac.za/request/request)
- postgraduate information services – [http://libguides.unisa.ac.za/request/postgrad](http://libguides.unisa.ac.za/request/postgrad)
- finding, obtaining and using library resources and tools to assist in doing research – [http://libguides.unisa.ac.za/Research_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the library/finding us on social media/frequently asked questions – [http://libguides.unisa.ac.za/ask](http://libguides.unisa.ac.za/ask)

5. **STUDENT SUPPORT SERVICES**

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *my Studies @ Unisa*, which you received with your study material.

5.1 **Free computer and internet access**

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these is for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).
5.2 Contact with fellow students

Study groups: It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
P O Box 392
UNISA
0003

5.3 myUnisa

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

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

5.4 Discussion classes

There are no discussion classes for this module.

5.5 Tutorial classes

UNISA is committed to supporting you in your studies. E-tutors have been appointed to assist you to achieve your educational goals. This module is one of those which have e-tutors available. The e-tutors will provide online support and guidance on the myUnisa portal. Please interact actively and participate on the group site as this has the dual function of providing tutorial guidance and opportunities for you to engage meaningfully with fellow students. Activate your myLife account to make use of this added advantage. You can identify your group site by the letter E at the end. For example: PYC1502-18-S1-3E. This means that you are registered for PYC1502 in 2018 for semester 1 and you are in group 3E. Face-to-face tutorial classes are also offered for this module at various Unisa Learning Centres around the country. Please attend these tutorial classes in your area in order to benefit from them.

In addition to the use of myUnisa, you will be informed of any important information regarding the module on Facebook. Posts on Facebook will enable you to access the information much faster. The webpage address is: Unisa_pyc1501/2 - Facebook.
6. STUDY PLAN

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

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Psychology in Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>PYC1502</td>
</tr>
<tr>
<td>A-Z</td>
<td>Prescribed book: <em>A student’s A-Z of Psychology</em></td>
</tr>
<tr>
<td>SG</td>
<td>Study Guide: Only Study Guide for PYC1502</td>
</tr>
<tr>
<td>LO</td>
<td>Learning opportunity (provided in the Study Guide)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Opportunity</th>
<th>Task</th>
<th>Time (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO A1502-HCW</td>
<td>Learn how the course works</td>
<td>5</td>
</tr>
<tr>
<td>LO A1502-CFS</td>
<td>Learn to chart the field of study</td>
<td>5</td>
</tr>
<tr>
<td>LO A1502-PPR</td>
<td>Learn to prepare a presentation</td>
<td>15</td>
</tr>
<tr>
<td>LO A1502-POP</td>
<td>Learn to provide an expert opinion</td>
<td>15</td>
</tr>
<tr>
<td>LO A1502-DPP</td>
<td>Learn to develop a psychological programme</td>
<td>40</td>
</tr>
<tr>
<td>LO A1502-DRP</td>
<td>Learn to research a psychological topic</td>
<td>40</td>
</tr>
</tbody>
</table>

(The notional hours in the study guide should be 120).

You always start with learning opportunities for application of psychological knowledge. In other words, you always begin with learning opportunities from the Study Guide Section A. These learning opportunities refer you to relevant resource material and also to learning opportunities in the Study Guide Section B for exploring the required resource material. The first learning opportunity you should study is learning opportunity A1502-HCW from the Study Guide. This learning opportunity shows you how the module works.
Module components

The module that you are about to study is called *Psychology in Society*. The module has a unique module identifier. The module identifier for *Psychology in Society* is PYC1502. You will notice that modules presented by the Department of Psychology start with the letters PYC. The first-year level modules are numbered in the 100 series. Thus, module identifiers for first-year level modules in psychology begin with PYC1. Modules presented during the second-year level of study are numbered in the 200 series. Therefore the module identifiers for second-year level modules begin with PYC2, and the third-year level modules begin with PYC3.

The module has three main components:

1. The administrative component
2. The assessment component and
3. The instructional component
The administrative and assessment components of the module consist of:

**Tutorial Letter 101:** This tutorial letter explains administrative processes and procedures important for studying the module. It also contains assignments 01, 02 and 91 as well as the examination preparation (assignment 92 or self-test).

**Tutorial Letter 201:** This tutorial letter contains the answers and further feedback discussion on assignment 01.

**Tutorial Letter 202:** This tutorial letter contains the answers and feedback discussions on assignment 02 and the self-test. It also contains information on exam preparation.

The instructional component of the module consists of:

**Study Guide: Section A and B**

Section A is an application guide. It offers learning opportunities to develop application skills in the field of psychology. Section B is a fundamental knowledge guide. It offers learning opportunities for exploring topics in the field of psychology. Knowledge about these topics is required for developing application skills. The learning opportunities offered in the Study Guide, Section A are supported by the learning opportunities in Section B. All the learning opportunities are supported by the prescribed textbook (A-Z).

**Prescribed textbook:** The prescribed textbook contains resource material required for executing the learning opportunities presented in the Study Guide (PYC1502).

**Module learning method**

**Learning process**

The module learning method is the process that the learner should follow to achieve the module outcomes. The learning process is guided by the idea that learning happens in a more efficient and effective way if information is studied for the purpose of practical application. One learns best if knowledge is selected and applied in particular situations. One should not sit with the prescribed textbook for hours trying to learn one chapter after another without a particular goal in mind because this is not how people learn in real life. In real life people learn new things because they need to know those things in order to do something.

**Learning opportunities in the Study Guide - Section A**

Learning opportunities for the application of psychological knowledge are provided in Study Guide Section A. This is where the learning process starts. These learning opportunities help the learners to master practical skills. However, these skills require knowledge of psychology. Therefore each learning opportunity refers the learner to relevant resources where the required knowledge can be found. The resource material is provided in the prescribed textbook (A-Z).
**Learning opportunities in the Study Guide - Section B**

Sometimes the learner has to work through a substantial amount of resource material to complete an application task. When this is the case further learning opportunities are provided to help the learner work through the resource material. These learning opportunities are provided in the Study Guide Section B.

**Outcome products**

Every learning opportunity has an outcome product and a method of producing the outcome product. The production method is divided into one or more tasks, each consisting of one or more activities. Activities tell the learners what to do, and in some cases they provide feedback to allow the learners to collaborate their own answers. It is a good idea to execute an activity before consulting the feedback (if provided) because this approach promotes active learning. It is a very bad idea not to do these activities and to simply try to memorise the feedback because doing so promotes passive learning. Learners who try to learn passively will not be able to achieve the competency level required to pass the module examination.

**Module learning opportunity**

**What is a learning opportunity?**

A learning opportunity is a collection of activities aimed at achieving a specific outcome. A learning opportunity consists of:

- a title
- a unique identifier
- an outcome product definition and,
- a method definition.

**Title**

The title is a short heading indicating the meaning and/or content of the learning opportunity.

**Unique identifier**

The learning opportunity’s unique identifier enables the learner to locate the learning opportunity. The first part of the learning opportunity’s identifier is the section of the Study Guide in which the learning opportunity appears. The second part is a unique combination of three letters. Learning opportunities are arranged alphabetically (except in section A of the Study Guide PYC1502, where they are arranged in the sequence required by the study programme). The letter combination determines the alphabetical order. For example, LO A1502-HCW comes before LO A1502-POP in Section A of the Study Guide PYC1502. Note: LO is the abbreviation for the term, learning opportunity.

**Outcome product definition**

The outcome product definition of the learning opportunity has the following components:

- a description that indicates the expected outcome of the learning efforts
- a standard that indicates the minimum standards that the outcome product must comply with and,
- assessment criteria that indicate what the learner has to do to prove his/her competency with regard to the outcome product.

**Method definition**

The method definition indicates a way to achieve the outcome product. The method definition of a learning opportunity has the following components: one or more tasks, each consisting of one or more activities and, references to the resources required for the execution of the tasks.
Study Guide and its sections

<table>
<thead>
<tr>
<th>SG</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>Learning opportunities for the application of psychological knowledge</td>
</tr>
<tr>
<td>Section B</td>
<td>Learning opportunities for exploring topics in the field of psychology</td>
</tr>
</tbody>
</table>

7. PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8. ASSESSMENT

8.1 Assessment criteria

The students are assessed by means of two assignments and the examination. The value of the two assignments contributes 20% for the year-mark and the examination contributes 80% towards the final mark. The topics are assessed in terms of terminology, constructs, theory, and critical perspectives.

8.2 Assessment plan

Criteria for marking of assignments

The marking of the assignments is computerised. Assignments are seen as part of the learning material for this module. Looking at the assessment criteria given for each assignment will help you understand what is required of you more clearly.

8.3 General assignment numbers

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

(Please note that you have to submit the assignments ONLY for the semester you are registered. Thus, if you are registered for semester 1, then submit the assignments for semester 1 ONLY).

Assignment 01 (semester 1 and 2) - This assignment consists of 25 multiple-choice questions covering the following learning opportunities and chapters in the prescribed book:

From Study Guide Section A: A1502-HCW, and A1502-CFS.

From Study Guide Section B: B1502-COS, B1502-HMB, B1502-IPR, and B1502-NGF.

From A-Z:
- Stress
- Motivation
- Interpersonal relationships
- Groups
Note that you have to submit assignment 01 and at least one of the remaining assignments to gain examination admission.

**Assignment 02 (semester 1 and 2)** - This assignment consists of 25 multiple-choice questions covering the following learning opportunities and chapters in the prescribed book:

From Study Guide Section A: A1502-CFS, A1502-POP, A1502-DRP, and A1502-DPP.
From Study Guide Section B: B1502-NOF, B1502-NSC, A1502-NSP, A1502-POW, and B1502-SOP.

From A-Z:
- Psychological science
- Psychology of work
- Self
- Social issues
- Psychological programmes

**Assignment 91**: This assignment is a course-evaluation assignment. It consists of 50 multiple-choice questions concerning your experience of the course material. The aim of the assignment is to reflect on what you have learned and why you enjoyed (or why you did not enjoy) certain learning experiences.

**Assignment 92**: Apart from the assignments you also receive a self-test. You cannot submit the self-test for evaluation. Please use the self-test to determine how well you are prepared for the examination.

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

You will receive feedback on your assignments as well as the self-test. Feedback on assignment 01 is provided in Tutorial Letter 201. Feedback on assignment 02 and the self-test is provided in Tutorial Letter 202. You get the answers to the questions, as well as further discussion of these answers. You will receive two kinds of feedback: (1) a computer printout showing your own answers, the correct answers, and the mark you obtained, (2) a tutorial letter with detailed feedback about each question. Assignment 91 does not have any feedback.

**8.3.1 Unique assignment numbers**

Each assignment has a unique number. Please make sure that you indicate this number according to the assignment that you have to submit.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Unique number</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>876895, 792788</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>740750, 780117</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assignment 91</td>
<td>899941, 753173</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

**8.3.2 Due dates for assignments**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>09 March 2018</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>31 August 2018</td>
<td>2</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>13 April 2018</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>28 September 2018</td>
<td>2</td>
</tr>
<tr>
<td>Assignment 91</td>
<td>21 April 2018</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>05 October 2018</td>
<td>2</td>
</tr>
</tbody>
</table>

### 8.4 Submission of assignments

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

Assignment submission by post: The postal address is: Assignments (PYC1502), The Registrar (Academic), UNISA, PO Box 392, Unisa 0003.

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

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

To submit an assignment via myUnisa:

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

(Please note that you must submit the assignments ONLY for the semester you are registered. Thus, if you are registered for semester 1, then submit the assignments for semester 1 ONLY).

SEMESTER 1 ASSIGNMENTS

Semester 1: Assignment 01 (Unique number: 876895)

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

Please choose the most correct option in each question.

Question 1
Stress affects people in different ways and may lead to burnout. Which of the following is associated with burnout?

1. Burnout may develop when people are subjected to too much stress over a long period of time
2. Burnt-out people tend to feel emotionally drained and alienated from others
3. Feelings of inadequacy and having achieved nothing are common with burnout
4. All of the above

Question 2
There are physiological changes that take place when people experience stress. The . . . increases the degree of physical tension of the body, whereas the . . . decreases it.

1. sympathetic nervous system; parasympathetic nervous system
2. primary appraisal; secondary appraisal
3. parasympathetic stimulation; sympathetic stimulation
4. psychosomatic stimulation; psycho-physiological stimulation

Question 3
There are different models that explain the process of stress. To what does the General Adaptation Syndrome (GAS) of stress refer?

1. The appraisal of our ability to cope in a stressful situation
2. The way the human body reacts to stressful situations
3. The contextualisation of the stress process
4. All of the above
Question 4

The economic recession has led to many people losing their jobs across the globe and has created uncertainty around job security. Thami is relocating to a distant branch so that he can keep his job and he does not want to leave his family behind. What kind of stressor is Thami experiencing?

1. A micro stressor
2. A community stressor
3. A universal stressor
4. A personal stressor

Question 5

To what does the Yerkes-Dodson law refer?

1. Burnout arises from prolonged exposure to stress
2. As arousal increases, so does the performance up to a certain level
3. The amount of time it takes to learn a task increases over time
4. Attention is associated with decreased levels of performance

Question 6

Two employees that perform the same job may experience work stress differently. What factor(s) account for the difference(s) in the experience of work stress?

1. People use different coping strategies to deal with stress at work
2. One person may view work stress as a personal event, whereas the other person may see it as a micro event
3. Personality plays a role in whether or not work stress is perceived as threatening or challenging
4. All of the above

Question 7

During which phase of the General Adaptation Syndrome (GAS) of stress process does a person become physically ill due to prolonged exposure to the stressor?

1. The alarm and mobilization phase
2. The resistance phase
3. The exhaustion phase
4. All of the above

Question 8

Motivated behaviour can be defined as . . .

1. a state of tension brought on by biological needs
2. an action that is chosen deliberately and with a clear purpose
3. a specific inborn behavioural pattern
4. making random decisions
Question 9

According to psychoanalytic approach to motivation, people that act without realising the reasons for their actions are usually motivated by . . . factors.

1. unconscious
2. extrinsic
3. cognitive
4. biological

Question 10

Mrs Khumalo works very hard to be able to buy a house for her family. Her behaviour is motivated by . . .

1. a physiological need
2. the need for love and belongingness
3. the need for self-esteem
4. the need for a safe and secure environment

Question 11

When asked to explain motivated behaviour from a cognitive approach, your groupmate states that “Motivation is a matter of actively seeking stimulation to maintain levels of arousal that are particular to each of us.” This answer is . . .

1. correct
2. incorrect, because this description refers to the homeostasis theory of motivation
3. incorrect, because this description refers to the optimal arousal theory of motivation
4. incorrect, because this description refers to the psychoanalytical theory of motivation

Question 12

The statement “We all have a need to realise our highest potential” is a reflection of which theoretical approach to motivation?

1. Humanist approach
2. Psychoanalytic approach
3. Behaviourist approach
4. Biological approach

Question 13

Theories that explain motivation as the maintenance of homeostasis are referred to as . . . theories.

1. optimal arousal
2. cognitive
3. instinctive
4. drive-reduction
Question 14

Thando and Rachel attend the same class, and soon become friends. Your groupmate believes that proximity determines their friendship. You say . . .

1. I agree, your answer is correct
2. I agree, proximity is a relevant factor, but communication is another relevant factor
3. No, the answer is communication, not proximity
4. No, the answer is not proximity, it is prosocial behaviour

Question 15

One of the factors that determine interpersonal attraction is complementarity. Which option describes this factor?

1. People that have similar attitudes, personality traits, and demographics tend to like each other
2. People may be attracted to each other for physical and psychological reasons
3. The more people come into contact with each other, the more likely they would be friends
4. Interpersonal attraction is mediated by verbal and non-verbal communication, and people may like each other through chatting

Question 16

Communication in groups is governed by some rules. The network determines the hierarchy of communication, the frequency of communication, and the number of people involved in the communication. This statement describes group communication . . .

1. strategy
2. complexity
3. patterns
4. process

Question 17

Sarah and Mary have been allocated a room at the university. Together they pay rent, buy groceries, and share the same responsibilities. This is an example of . . . relationship.

1. friendship
2. casual
3. love
4. family

Question 18

When James sees somebody getting his way by acting aggressively, he is more likely to imitate this behaviour when he finds himself in a similar situation. This is an example of attaining aggressive behaviour through . . .

1. observational learning
2. conditional learning
3. frustration-aggression
4. instinctive behaviour
Question 19

Generally, communication is the process of sending a message and receiving feedback. Which statement is incorrect about communication?

1. Communication involves rules that determine how information is encoded and decoded
2. Cultural differences may cause encoding-decoding difficulties
3. Clear communication always occurs between people that come from the same cultural background
4. Communication requires clear transmission and occurs in particular contexts

Question 20

In a group situation the term . . . refers to the strength of the relationships among group members.

1. socio-metric structure
2. human membership
3. group norm
4. group cohesion

Question 21

Social categorisation can be described as the process of . . .

1. wanting to belong to a particular social group in order to have positive self-esteem
2. thinking in an oversimplified and biased manner about members of the out-group
3. grouping individuals on the basis of their similarities and differences on some characteristics
4. developing and maintaining common interest and values for group members

Question 22

Which of the following describes the shared expectations about the kind of behaviours that are required from all group members, such as the rules that prescribe and forbid certain behaviours?

1. Group polarisation
2. Group norms
3. Group's socio-metric structure
4. Group think

Question 23

In groups that are highly cohesive, group members may become overly aligned with the group’s goals. This can lead to a phenomenon known as group . . .

1. think
2. polarisation
3. conflict
4. structure
Question 24

The tutor asks your group to do a group assignment in order to get group marks. Sipho disagrees, claiming that some people do not put enough effort in a group work and get undeserved marks. This phenomenon is called . . .

1. group think
2. social stereotype
3. group conflict
4. social loafing

Question 25

The . . . leadership approach postulates that leaders have special characteristics such as integrity, and honesty.

1. charismatic
2. personal-trait
3. super
4. transformational

End of assignment 01

Semester 1: Assignment 02 (Unique number: 740750)

Note: You must submit assignment 01 before you can submit this assignment.

Please choose the most correct option in each question.

Question 1

In Psychology when we focus on “what people think of themselves and how these self-perceptions come about” we are focussing on . . .

1. the content of self
2. the dynamic of self
3. the nature of self
4. the foundation of self

Question 2

One of the mysteries of the self is that we do not know whether the self is (i) a core that experiences or (ii) a core that results from experience. This problem concerns the difference between . . .

1. self-insight and self-deception
2. self-identity and self-alienation
3. a stable self and a changing self
4. the self-concept and the concept of self
Question 3

Self-regard refers to . . .

1. a general feeling people have about their self-worth
2. being autonomous and independent from others
3. an identification of and with the self
4. the degree of insight people have about themselves

Question 4

According to Johari’s window, which of the following statements are relevant to gain self-insight?

A. I have to work on decreasing blinded knowledge and hidden knowledge
B. I have to listen to what others tell me about myself
C. I do not have to experience new and unexpected events in order to allow myself and others to discover formerly unknown aspects of myself
D. I have to provide others with knowledge about myself

The correct answer is . . .

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

Question 5

According to John, interpersonal foundation of the self describes the self as a product of consciousness. This answer is . . .

1. correct
2. incorrect, it is the physical foundation
3. incorrect, it is the biological foundation
4. incorrect, it is the intrapersonal foundation

Question 6

Which theoretical approach takes into consideration the effect of violence on the individual, group, community, and the social level?

1. Instinct approach
2. Frustration-aggression approach
3. Ecological approach
4. Observational learning approach

Question 7

The use of bribes to access social grants in the poorer communities is an example of . . .

1. psychological violence
2. interpersonal violence
3. structural violence
4. domestic violence
Question 8
In some of the countries in the world women are not allowed to hold presidential positions in the country. This is an example of . . .

1. a patriarchal ideology
2. a gender phobia
3. a matriarchal ideology
4. anti-social behaviour

Question 9
Privacy can fulfil a number of functions in our lives. Which of the following is not a function of privacy?

1. It establishes boundaries between us and others
2. It enables us to control how much other people should know about us
3. It allows us the opportunity for self-reflection
4. It isolates us from the world

Question 10
Violence is a multifaceted concept and has a number of consequences. The residents of South Park no longer walk in the park at night because they are afraid of being robbed. This indicates . . .

1. instinct/socio-biological responses to violence
2. alienation that is part of the response to a general threat to well-being
3. discrimination as it describes avoidance of an area
4. structural violence because the community sanctions this behavior

Question 11
Which one of the following options is incorrect about the Protestant work ethics?

1. People should stop idling and use their available time to work because work is inherently good
2. People have to earn what they want to use
3. External locus of control is the most determining factor for success at work
4. People should not consume more than what you need to satisfy your basic needs

Question 12
According to Lundberg and Peterson (1994), motivation at work depends on three factors. These are; work centrality, social norms, and . . .

1. valued work goals
2. self-actualization
3. need-fulfilment
4. sense of self-worth
Question 13

The world of work has evolved considerably from the agricultural phase to the information-processing phase. Which of the following are the characteristics of the information-processing phase in the development of the world of work?

A. Hierarchical job structures, and managers to oversee work performance
B. Multi-skilled instead of narrowly specialised workers
C. The distinction between production and the management of production
D. The integration of the industrial capacities of the world’s countries into a single global economy

The correct answer is . . .

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

Question 14

In the evolution of work, the concepts such as qualifications, job-description, selection, training, and management characterise the industrial phase. This statement is . . .

1. correct
2. incorrect. The concepts correspond to the information-processing phase
3. incorrect. The industrial phase is characterised by the flattening of hierarchical structures
4. incorrect. These concepts are part of agricultural phase of work

Question 15

The idea that human systems function like living organisms, which change and evolve dynamically led to the development of . . .

1. post-industrial ethic
2. ethic of self-development
3. mechanistic ethic
4. protestant work ethic
Questions 16 and 17 are based on the following scenario.

**Scenario**

The Chief Executive Officer (CEO) and managers of GoldMine Industries realized that the company was not doing well on international trade. The company needed some form of appraisal system to improve the work performance of the employees at entry level. During the board meeting, it was decided that a team of psychologists should design the Advanced Performance Management System (APMS) in order to monitor each employee’s output. The psychologists were to design and implement a training programme to help employees improve their output. The implementation of the training programme was a challenge. Employees did not understand how the programme exactly worked. During its implementation, it was evident that the APMS was not popular among the employees and negative feelings about its value and use were common. The union representatives maintained that the performance management system was not appropriate and fair to some of the employees due to the nature of their jobs.

**Question 16**

Based on the scenario, the programme’s target population is the team of psychologists. This answer is . . .

1. correct
2. incorrect, the target population is the team of psychologists and the managers of GoldMine Industries
3. incorrect, the target population are the entry level employees of GoldMine Industries
4. incorrect, the target population are the trade union representatives and the team of psychologists

**Question 17**

The training programme’s objective is to . . .

1. reduce negative feelings towards the APMS
2. provide information about the performance management system
3. encourage employees to meet their deadlines
4. enable employees to improve their output
Questions 18 to 20 are based on the following scenario.

**Scenario**

Your colleague was asked to come up with a training programme for Intimate partner violence counsellors. This is what your colleague included in the programme:

**Intimate Partner Violence (IPV) programme**

Target population: counsellors

Target population need: To learn how to implement the IPV awareness programme

Programme objective: To increase knowledge about IPV

**Programme Resources**

Course materials

Facilitators

Counsellors

Funding from the social department

**Question 18**

Looking at the programme, you write the following comment(s) concerning the section entitled “Intimate Partner Violence (IPV) programme”

1. The target population should be the victims of intimate partner violence
2. The target population need should be the counselling skills when dealing with the victims of IPV
3. You make both points 1 and 2 in your comment
4. You do not write a comment because the information provided is correct

**Question 19**

Looking at the programme, you write the following comment(s) concerning the section entitled “Programme Resources”

1. Facilitators cannot be regarded as the programme resources
2. Counsellors are the primary beneficiaries of the programme therefore, they are not programme resources
3. You make both points 1 and 2 in your comment
4. You do not write a comment because the information provided is correct
Question 20

A psychological programme can be implementable if...

A. set target population needs are comprehensive and relevant
B. set of programme objectives meets the needs of target population
C. the programme is accessible to the target population
D. the required resources are available

The correct answer is. . .
1. A
2. B, and D
3. B, C, and D
4. A, B, C, and D

Question 21

Which one of the following statements is incorrect about science?

1. The ideal of science is to minimise subjectivity and maximise objectivity
2. Researcher’s interpretations of research findings become factual statements
3. Scientific statements become facts if we fail to prove that they are false
4. One of the aims of science is to uncover objective reality

Question 22

Which one of the following statements is incorrect about psychology as a discipline?

1. Psychology is a collection of popular beliefs
2. Psychology consists of a body of scientific knowledge
3. Psychology is made up of factual statements and theories
4. Psychological statements are based on knowledge that has been carefully researched

Question 23

Your groupmate on myUnisa states that psychology belongs to the world of science and that psychological knowledge is obtained through rigorous philosophical and conceptual analysis and through constantly questioning the way in which we do science. You. . .

1. agree
2. disagree, because psychology belongs to the metaphysical world, not to the world of science
3. disagree, because psychological knowledge is obtained through systematic and rigorous enquiry about ordinary social and physical reality
4. disagree, because psychology is a collection of popular beliefs
Question 24

The . . . component of scientific thinking that refers to the basic nature of the object of study.

1. ontological
2. epistemological
3. methodological
4. ideological

Question 25

You want to conduct a study on the effects of drugs in your community. To do this, you need to explain, among other things - where, when and how the study will be conducted and who the research participants will be. This relates to . . .

1. the formulation of a research problem for the study
2. the planning and the design of a research
3. the collection of research information
4. identifying a researchable topic

End of assignment 02
Assignment 91 (Course-evaluation)

(Semester 1 - Unique number: 899941)  (Semester 2 - Unique number: 753173)

Note: You have to submit assignments 01 and 02 before you can submit this assignment. This assignment does not have any feedback, and does not contribute towards a year-mark.

The following statements are about the learning tasks in general for the whole course. In each case please indicate your response to each of these statements. In other words:

Mark 1 if you **definitely agree** with the statement  
Mark 2 if you **agree** with the statement  
Mark 3 if you are **uncertain** whether you agree or disagree with the statement  
Mark 4 if you **disagree** with the statement  
Mark 5 if you **definitely disagree** with the statement

**A Please indicate how you feel about each of the learning opportunities listed below**

1 **Learn how this course works**

<table>
<thead>
<tr>
<th></th>
<th>1 I found this learning opportunity interesting</th>
<th>2 I thought this learning opportunity was a waste of time</th>
<th>3 I thought this learning opportunity was difficult</th>
<th>4 I think I can use in future what I have learnt in this learning opportunity</th>
<th>5 I cannot see why I had to do this learning opportunity in a psychology course</th>
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<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
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</tbody>
</table>

2 **Learn to chart a field of study**

<table>
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<tr>
<th></th>
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<th>7 I thought this learning opportunity was a waste of time</th>
<th>8 I thought this learning opportunity was difficult</th>
<th>9 I think I can use in future what I have learnt in this learning opportunity</th>
<th>10 I cannot see why I had to do this learning opportunity in a psychology course</th>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

3 **Learn to prepare a presentation**

<table>
<thead>
<tr>
<th></th>
<th>11 I found this learning opportunity interesting</th>
<th>12 I thought this learning opportunity was a waste of time</th>
<th>13 I thought this learning opportunity was difficult</th>
<th>14 I think I can use in future what I have learnt in this learning opportunity</th>
<th>15 I cannot see why I had to do this learning opportunity in a psychology course</th>
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</table>

4 **Learn to provide an expert opinion**

<table>
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<tr>
<th></th>
<th>16 I found this learning opportunity interesting</th>
<th>17 I thought this learning opportunity was a waste of time</th>
<th>18 I thought this learning opportunity was difficult</th>
<th>19 I think I can use in future what I have learnt in this learning opportunity</th>
<th>20 I cannot see why I had to do this learning opportunity in a psychology course</th>
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5 **Learn to develop a psychological programme**

<table>
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<th></th>
<th>21 I found this learning opportunity interesting</th>
<th>22 I thought this learning opportunity was a waste of time</th>
<th>23 I thought this learning opportunity was difficult</th>
<th>24 I think I can use in future what I have learnt in this learning opportunity</th>
<th>25 I cannot see why I had to do this learning opportunity in a psychology course</th>
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</table>
6 Learn to research a psychological topic

26 I found this learning opportunity interesting 1 2 3 4 5
27 I thought this learning opportunity was a waste of time 1 2 3 4 5
28 I thought this learning opportunity was difficult 1 2 3 4 5
29 I think I can use in future what I have learnt in this learning opportunity 1 2 3 4 5
30 I cannot see why I had to do this learning opportunity in a psychology course 1 2 3 4 5

B Please indicate how you feel about the course in general

31 It was difficult to figure out how the course works 1 2 3 4 5
32 After I figured out how the course was structured I coped well with my studies 1 2 3 4 5
33 I could not figure out how the course was structured, and still do not know 1 2 3 4 5
34 The course material did not explain how one should study the material 1 2 3 4 5
35 I found the course really very difficult 1 2 3 4 5
36 I though this course was well-organised 1 2 3 4 5
37 I learned a lot from this course 1 2 3 4 5
38 I completed all the learning tasks 1 2 3 4 5
39 I did not have enough time to complete all the learning tasks 1 2 3 4 5
40 I can’t see the point of the learning tasks - All I need is the prescribed book 1 2 3 4 5

C Please give us your ideas about the learning tasks in general

In general the learning tasks . . .

41 were clear and easy to understand 1 2 3 4 5
42 were interesting and stimulated my thinking about things 1 2 3 4 5
43 were too time-consuming 1 2 3 4 5
44 helped me to develop practical skills 1 2 3 4 5
45 helped me to improve my knowledge of psychology 1 2 3 4 5
46 required too much reading 1 2 3 4 5
47 helped me to improve my problem solving and thinking skills 1 2 3 4 5
48 encouraged me to be creative and to develop my own ideas 1 2 3 4 5
49 helped me to conduct my studies in a structured and organised manner 1 2 3 4 5
50 were boring 1 2 3 4 5

Remember to:

- indicate your answers on a mark reading sheet
- provide the assignment’s unique number on the mark reading sheet
- write your student number on the mark sheet
- submit the mark reading sheet as Assignment 91

End of assignment 91
Note: This assignment is compulsory. You must submit this assignment to gain examination admission.

Please choose the most correct option in each question.

Question 1
Which of the following is not one of the assumptions on which the contextual model of stress is based?
1. An event does not have a universal meaning independent of the situation in which it occurs
2. There is a pattern in the way people react to stress, regardless of the nature of the stressors
3. Communities share beliefs and meanings in terms of the interpretations of events
4. The process of perception is important in the contextualisation of events

Question 2
According to Jordaan (1998), the contextual stress model consists of . . . phases that explain the process of stress.
1. two
2. three
3. four
4. five

Question 3
Which term refers to the unique way in which individuals react to stress that adversely affects their health?
1. General Adaptation Syndrome (GAS)
2. Primary appraisal
3. Response specificity
4. Burnout

Question 4
Mr Williams read in the newspaper that the widespread FeesMustFall strike in South Africa has created some doubts about the academic future of many students at universities. This is an example of a . . . stressor.
1. community
2. universal
3. micro
4. personal
Question 5

There are physiological changes that take place when people experience stress. The . . . increases the degree of physical tension of the body, whereas the . . . decreases it.

1. sympathetic nervous system; parasympathetic nervous system
2. primary appraisal; secondary appraisal
3. parasympathetic stimulation; sympathetic stimulation
4. psychosomatic stimulation; psycho-physiological stimulation

Question 6

Stress affects people in different ways and may lead to burnout. Which of the following is associated with burnout?

1. Burnout may develop when people are subjected to too much stress over a long period of time
2. Burnt-out people tend to feel emotionally drained and alienated from others
3. Feelings of inadequacy and having achieved nothing are common with burnout
4. All of the above

Question 7

There are different models that explain the process of stress. What does the General Adaptation Syndrome (GAS) of stress refer to?

1. The appraisal of our ability to cope in a stressful situation
2. The way the human body reacts to stressful situations
3. The contextualisation of the stress process
4. All of the above

Question 8

Motivated behaviour can be defined as . . .

1. a state of tension brought on by biological needs
2. a specific inborn behavioural pattern
3. an action that is chosen deliberately and with a clear purpose
4. making random decisions

Question 9

According to Sigmund Freud, instincts have a source, a goal, an object, and an impetus. Which one of the following statements relates to an impetus of an instinct?

1. The intensity or driving force that determines behaviour
2. The experience of satisfaction that results from the reduction or removal of the biological stimulation
3. Anything that mediates the reduction of the biological stimulation and offers psychological gratification
4. The part of the body where biological stimulation occurs
Question 10

When employees fail to develop self-esteem and dignity at work because they are always reminded that they could lose their jobs anytime, this relates to . . .

1. the need for love and belonging
2. an absence of security
3. the need for power
4. the lack of knowledge

Question 11

After travelling in the scorching dessert for a very long time, Paul started to experience fatigue, and dehydration. According to Maslow’s needs hierarchy, what kind of need is experienced by Paul in this scenario?

1. Physiological need
2. Safety need
3. Love and belonging need
4. Self-esteem need

Question 12

The statement “We all have a need to realise our highest potential” is a reflection of which theoretical approach to motivation?

1. Psychoanalytic approach
2. Behaviourist approach
3. Biological approach
4. Humanist approach

Question 13

Which theory states that motivated behaviour is mainly focused on reducing bodily tension?

1. Psychoanalytic theory
2. Homeostasis theory
3. Optimum arousal theory
4. Cognitive theory

Question 14

Prosocial behaviour is the behaviour associated with helping others without expecting anything in return. A study indicated that when people find themselves in a group, they are less likely to help others. This is due to . . .

1. aggressive behaviour
2. identifiability
3. diffusion of responsibility
4. interpersonal attraction
Question 15

Your groupmate on myUnisa states that: “There are only two main approaches to understanding aggressive behaviour, namely; instinct approaches and frustration-aggression approaches.” This statement is . . .

1. correct
2. incorrect, because there are no instinct approaches to understanding aggressive behaviour
3. incorrect, because the frustration-aggression approach is not an approach to understanding aggression, it is a theory about anger
4. incorrect, because there is a third approach to understanding aggressive behaviour, namely; the observational learning approach

Question 16

John and Sarah are deeply in love. Their friends describe them as being intimate, full of passion, and committed to each other. According to Sternberg (1986), this is an example of . . . love.

1. consummate
2. companionate
3. romantic
4. fatuous

Question 17

Karen Horney identified only two covert patterns in individual interactions. These are: (i) moving towards people, and (ii) moving away from people. This statement is . . .

1. correct
2. incorrect, because Horney identified a third pattern, namely ‘moving against people’
3. incorrect, because Horney did not identify ‘moving away from people’ as a covert pattern of individual interactions
4. incorrect, because Horney identified these patterns as overt - not covert - patterns of individual interactions

Question 18

Which one of the following statements about communication is incorrect?

1. Communication involves the rules of decoding and encoding of the message
2. Cultural differences may adversely affect the communication process
3. The meaning of a communicated message is the same in any context
4. Communication is a process of sending a message and receiving feedback
Question 19
One of the factors that determine interpersonal attraction is complementarity. Which option describes this factor?

1. People that have similar attitudes, personality traits, and demographics tend to like each other
2. People may be attracted to each other for physical and psychological reasons
3. The more people come into contact with each other, the more likely they would be friends
4. Interpersonal attraction is mediated by verbal and non-verbal communication, and people may like each other through chatting

Question 20
You want to start a youth group to fight drug abuse in your community. For the group to be successful, you believe that the group leader should be someone who is honest, self-confident and intelligent, a person with a clear vision and can motivate and guide the group members. This is an example of transformational leadership style. This answer is . . .

1. correct
2. incorrect, the description involves both the person-trait approach and the charismatic leadership style
3. partially correct, the description involves both the person-trait approach to leadership and transformational leadership style
4. partially incorrect, the description involves both transformational and super-leadership styles

Question 21
The term social stereotype refers to the process of . . .

1. wanting to belong to a particular social group in order to have positive self-esteem
2. thinking in an oversimplified and biased manner about members of the other groups
3. grouping individuals on the basis of their similarities and differences on some characteristics
4. developing and maintaining common interest and values for group members

Question 22
Which statement is correct about social stereotypes?

1. Social stereotypes are always negative
2. Social stereotypes tend to be rational
3. Likable members of the rejected group are perceived as an exception
4. The more learned people become, the more they display ethnic stereotyping
Question 23
You have recently joined the PYC1502 WhatsApp group and you noticed that some of the group members tend to show liking and disliking of posts of other members in the group. This is an example of group . . .

1. think
2. socio-metric structure
3. polarisation
4. norm

Question 24
There a number of ways to foster co-operation amongst the groups. Which one of the following is not a practical framework for intergroup co-operation?

1. Maintain social stereotyping
2. Maintain interpersonal contact
3. Maintain co-operative activities
4. Maintain equal status

Question 25
Many studies have demonstrated that children who watch violent and aggressive movies are more likely to act aggressively when their goals are frustrated by others. This is an example of attaining aggressive behaviour through . . .

1. conditional learning
2. frustration-aggression approach
3. observational learning
4. instinctive behavioural approach

End of assignment 01

Note: You must submit assignment 01 before you can submit this assignment.

Please choose the most correct option in each question.

Question 1
The … theories focus on the way in which people decide to act in order to achieve the desired outcomes, while the . . . theories are more concerned with the individual's agency and will.

1. cognitive-choice; self-regulation
2. cognitive-choice; need-fulfilment
3. self-regulation; cognitive-choice
4. need-fulfilment; self-regulation
Question 2

People exhibit different behaviours at work they do in their social environments. Behaviour in the workplace can be explained in terms of . . .

A. the fulfilment of personal needs
B. people’s intention and choices
C. the way in which individuals regulate their own behaviour
D. personal responsibility only

The correct answer is . . .

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

Question 3

The mechanistic ethic of work was successful from a production point of view. However, it had a major flaw in that . . .

1. it was changed to an ethic of self-development
2. it only sought individuals with an internal locus of control
3. it was based on the belief that one has to earn what one wants to use
4. it negated individualism and the psychological needs of people

Question 4

Kgosi works very hard to be able to buy a house for his family. His behaviour is motivated by . . .

1. a physiological need
2. the need for self-esteem
3. the need for love and belongingness
4. the need for a safe and secure environment

Question 5

The notion that people should not waste and consume more than what they need to satisfy their basic needs is part of the . . .

1. protestant work ethic
2. external locus of control
3. sense of personal responsibility
4. post-industrial work ethic
Question 6

Work ethics are the principles that are accepted widely by individuals or groups at work. The shift towards self-agency and greater self-reliance reflects a change in work ethic, from . . .

1. mechanistic ethic to a market ethic
2. ethic of self-development to ethic of freedom
3. mechanistic ethic to ethic of self-development
4. feudal ethic to ethic of freedom

Question 7

The world of work has evolved considerably from the agricultural phase to the information-processing phase. Which of the following are the characteristics of the information-processing phase in the development of the world of work?

A. Hierarchical job structures, and managers to oversee work performance
B. Multi-skilled instead of narrowly specialised workers
C. The distinction between production and the management of production
D. The integration of the industrial capacities of the world’s countries into a single global economy

The correct answer is . . .

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

Question 8

Which of the following psychological factors contribute to a strong work ethic?

A. The awareness of responsibility
B. External locus of control
C. The need for self-actualisation
D. The need for achievement

The correct answer is . . .

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

Question 9

The idea that an organisation is a system within a larger system and that people in it are dynamic systems that constitute the larger system is related to the . . .

1. Motivation factor in work ethic
2. Agricultural work ethic
3. Post-industrial work ethic
4. Mechanistic work ethic
Question 10

In psychology, the concept of self can take many forms, depending on how we perceive it. Which of the following statements is incorrect with regard to the concept of the “double self?”

1. It remains unchangeable
2. It is both object and subject
3. It is both thinker and actor
4. It involves self-awareness

Question 11

Erik Erikson describes the self as . . .

1. the core of our being
2. the totality of our experience
3. a process through which people realise their potential, therefore one is not delivered to one’s circumstances
4. the stable core that differentiates itself through one having to resolve conflicting situations by committing oneself to particular beliefs and values

Question 12

Self-regard refers to . . .

1. being autonomous and independent from others
2. a general feeling people have about their self-worth
3. an identification of and with the self
4. the degree of insight people have about themselves

Question 13

Introspection means that self-reflection is founded in . . .

1. language
2. consciousness
3. the biological body
4. symbolic interaction

Question 14

One of the mysteries of the self is that we do not know whether the self is (i) a core that experiences or (ii) a core that results from experience. This problem concerns the difference between . . .

1. a stable self and a changing self
2. self-insight and self-deception
3. self-identity and self-alienation
4. the self-concept and the concept of self
Question 15

According to Johari’s window which of the following statements are relevant to gain self-insight?

A. I have to work on decreasing blinded knowledge and hidden knowledge  
B. I have to listen to what others tell me about myself  
C. I do not have to experience new and unexpected events in order to allow myself and others to discover formerly unknown aspects of myself  
D. I have to provide others with knowledge about myself

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

Question 16

Violence in the society can take many different forms. The lack of service delivery experienced by the poor communities in the society is an example of … violence.

1. domestic  
2. structural  
3. psychological  
4. interpersonal

Question 17

According to Jordaan (1998), modern racism can manifests itself in the following ways:

A. Implementing non-racial policies, but withholding vital enablers of performance  
B. Maintaining distance in interpersonal situations  
C. it is expressed in unhealthy behaviours towards others  
D. Passively resisting support for another person by withholding normal supportive actions

The correct answer is...  
1. A, B and C  
2. A,C and D  
3. B, C and D  
4. A, B and D

Question 18

Lerato usually sits on the chair in the corner. One day, Lerato found Thato sitting on the same chair and demanded that Thato move. This is an example of...

1. discrimination  
2. territoriality  
3. psychological violence  
4. preventive intervention
Question 19

Which one of the following statements is incorrect about communities?

1. There is a transactional relationship between a community and its members
2. A community is more than a physical or geographical entity
3. Community always co-operate when it comes to issues concerning the community at large
4. The identity of the community is determined by its members

Question 20

You were asked to conduct research on intimate partner violence. To do this you will need to explain, where and how the study will be conducted and who would be your research participants. This relates to . . .

1. planning and designing a research study
2. identifying a researchable topic
3. collection of research information
4. formulating a research problem for the study

Question 21

You suggest to psychology students that they struggle to design the research study properly because they have not . . .

1. decided to analyse and interpret the collected information
2. decided what information to collect for the study
3. identified the research topic
4. formulated the research problem

Question 22

The . . . component of scientific thinking refers to the knowledge people have about the object of study.

1. ontological
2. methodological
3. ideological
4. epistemological

Question 23

Your groupmate on myUnisa states that psychology belongs to the world of science and that psychological knowledge is obtained through rigorous philosophical and conceptual analysis and through constantly questioning the way in which we do science. You. . .

1. agree
2. disagree, because psychology belongs to the metaphysical world, not to the world of science
3. disagree, because psychological knowledge is obtained through systematic and rigorous enquiry about ordinary social and physical reality
4. disagree, because psychology is a collection of popular beliefs
Question 24

A psychological programme can be implementable if . . .

A. set target population needs are comprehensive and relevant
B. set of programme objectives meets the needs of target population
C. the programme is accessible to the target population
D. the required resources are available

The correct answer is . . .
1. A
2. B, and D
3. B, C, and D
4. A, B, C, and D

Question 25

Which of the following statements is/are true about all training programmes?

A. Training programmes are developed for individuals
B. Training length is the same for all training programmes
C. Training programmes have attributes
D. The attributes of training programmes have values

The correct answer is . . .
1. A, B, and C
2. A, C, and D
3. B, C, and D
4. A, B, C, and D

End of assignment 02

Assignment 92 (Self-test)

This is a self-test assignment. Do not submit this assignment for evaluation.

Please choose the most correct option in each question.

Question 1

Sarah has been married to John for 10 years. Before she got married she was working as an auditor. She stopped working after the birth of their first child. Jack asked Sarah not to work anymore and that he would provide for the family. This is an example of . . . model of marriage.

1. partnership
2. patriarchal
3. egalitarian
4. none of the above
Question 2

Which of the following is not a practical framework for intergroup co-operation?

1. Maintain interpersonal contact
2. Maintain co-operative activities
3. Social stereotyping
4. Maintaining equal status

Question 3

Mr Smith does not like it when three or more people occupy his office. Mr Smith’s behaviour reflects . . .

1. a concern for personal space
2. antisocial behaviour
3. a concern for the environment as physical space
4. group phobia

Question 4

Lundberg and Peterson (1994, in Van Deventer & Mojapelo-Batka, 2006) are of the view that personal meaning in understanding work motivation has three domains, namely:

1. Work centrality, social norms, and valued work goals
2. Work centrality, valued work goals, and expectancy
3. Instrumentality, valence, and expectancy
4. Valence, instrumentality and self-regulation

Question 5

In some countries women are not allowed to become presidents. This is an example of . . .

1. matriachal behaviour
2. antisocial behaviour
3. patriarchal ideology
4. gender phobia

Question 6

Which of the following is not a function of privacy?

1. It establishes boundaries between us and others
2. It enables us to control how much others know about us
3. It allows for the opportunity for self-reflection
4. It isolates you from the world
Question 7

The tendency of the group members to take decisions in an unconsidered and uncritical way reflects the process of . . .

1. group conflict
2. group think
3. group interaction
4. group development

Question 8

According to Maslow’s hierarchy of needs, basic needs that people must fulfil are . . .

1. safety needs
2. needs for love
3. physiological needs
4. self-esteem needs

Question 9

During which phase of the General Adaptation Syndrome (GAS) of stress process does a person become physically ill due to prolonged exposure to the stressor?

1. The exhaustion phase
2. The alarm and mobilization phase
3. The resistance phase
4. The reaction phase

Question 10

Introspection means that self-constructing is founded in . . .

1. the biological body
2. language
3. consciousness
4. all of the above

End of assignment 92
9 OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

10 EXAMINATION

The nature of the examination paper

The examination is a two-hour paper consisting of 50 multiple-choice questions based on the information provided in the Study Guide as well as the prescribed resource textbook (A-Z). Further information about the examination and the self-test is provided in Tutorial Letter 202, which you will receive later. Refer to my Studies @ Unisa brochure for general examination guidelines and examination preparation guidelines.

Examination admission

You need to submit the compulsory assignment 01 to be allowed to sit for the examination. We, however, strongly advise you to complete and submit all the assignments because the assignments are designed to help you in your studies.

Pass mark

The marks you score in the examination paper are converted to a percentage point (a mark out of 100). You must obtain at least 50% to pass the examination. Note that the final mark is an average of 20% year mark and 80% examination mark.

What if I fail?

Examinations for first semester are written in May/June with the supplementary examinations being written in October/November. Examinations for the second semester are written in October/November with the supplementary examinations being written in May/June of the following year. Please see my Studies @ Unisa containing general Information and rules for full details of examination regulations.

11 FREQUENTLY ASKED QUESTIONS

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

12 SOURCES CONSULTED

The source for this module is the prescribed textbook.

13 CONCLUSION

Tutorial letters contain important information about your studies. It is therefore, important to read all tutorial letters when you receive them and to keep them in a safe place. This first tutorial letter (Tutorial Letter 101) contains valuable general information for this module. Keep this tutorial letter at hand - you will have to use it more often. The other tutorial letters contain information about feedback on assignments, and examination information.
14 ADDENDUM

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

15 ADDITIONAL INFORMATION

15.1 Invitation to visit the website of New Voices in Psychology

New Voices in Psychology is a peer-reviewed innovative publication that is published twice a year by the Psychology Department. It has become firmly established as a journal that concentrates on entry-level articles, giving first-time academic authors the opportunity to publish their work. The challenge has always been to do this without compromising on academic quality, while fostering cutting-edge, innovative work. Apart from publishing empirical and theoretical articles, the journal publishes conference reports, book reviews, DVD reviews as well as essays under the heading Tips, Tools, Reflections and Conversations. For access to the online publications of issues of the journal, information on how to submit manuscripts and information about various new projects and initiatives, visit the journal’s website: https://sites.google.com/a/unisa.ac.za/new-voices-in-psychology/home.

15.2 Previous examination papers

Previous exam papers are made available on myUnisa at certain times. Therefore, we suggest that you make use of the previous examination papers in terms of familiarizing yourself with the structure of the examination when preparing for the examinations. Please note that past examination papers do not form part of your 2018 syllabus. Therefore we do NOT discuss past examination papers and we do NOT provide model answers for previous examination papers. Also, please note that we cannot take responsibility for changes in syllabi emphasis or content not reflected in past papers.

15.3 Professional communication

Make sure your communication is professional

The ability to communicate in a professional manner is an important aspect of graduateness. Professional communication means:

- to know exactly what your enquiry is about
- to make an effort to ensure you contact the right person, and
- to communicate in a formal, friendly and courteous manner.

It is unprofessional:

- to start a telephone conversation with: “Hi, I wonder whether you could help me . . . ”, or: “Oh, finally you answer your phone”, or “Just quickly tell me . . . ”
- to write an email without indicating who the message is addressed to
- to launch into accusations without first establishing the facts of the matter
- to use threatening, derogatory and abusive language

Unprofessional communication is not acceptable

Please note that the teaching team will not accept unprofessional communication. Such communication will be returned with an indication that the communication is unprofessional and therefore unacceptable.