

MGG2602

(469888)

January/February 2017

SEXUAL TRAUMA

Duration 2 Hours

60 Marks

EXAMINERS

FIRST

MRS LT CLAASEN

SECOND

MR J MASOMBUKA

Closed book examination

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This examination question paper consists of 19 pages and 60 questions. Please ensure that you complete all the questions. Part 4 requires you to read a case study attached to this examination question paper. Please ensure that you read it before answering the questions.

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PART 1: TRUE/FALSE QUESTIONS

Indicate whether the following statements are true or false.

- If the statement is true (correct), mark 1 on the mark-reading sheet.
- If the statement is false (incorrect), mark 2 on the mark-reading sheet

- 1 Children's healthy sexual development includes answering their questions about sexual behaviour in language that they understand
- 2 Avoidance of trauma-related stimuli and hyper arousal are criteria for post-traumatic stress disorder
- 3 It is a myth that survivors can recover from sexual trauma and lead normal lives
- 4 Counsellors help survivors to rework their trauma and track its impact on their physical, psychological and social areas of functioning
- 5 The typical defence mechanisms identified by Freud included transference
- 6 Normal sex play between children includes the use of force
- 7 Continuous traumatic stress describes situations where people are exposed to ongoing stress
- 8 Trauma counsellors need to be aware of the impact that the abuse of the victims they counsel has on their personal life
- 9 Depression includes symptoms such as heightened, exaggerated or irritable moods
In an expressive society a woman's sexual functioning is related to procreation, not sexual satisfaction
- 10 In an expressive society a woman's sexual functioning is related to procreation, not sexual satisfaction
- 11 A professional culture in the field of sexual abuse refers to a group of professional people who share a genuine interest in this field and compassion for those who have been traumatised
- 12 The basis of psychoanalysis, as Freud first developed it, was to create a safe therapeutic context for trauma sufferers to recover their traumatic memories and verbalise the intense feelings associated with them

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- 13 The systems approach understands relationships in a linear and cause-and-effect manner
- 14 Penetrative sex has more severe emotional consequences for children than the mere touching of genitals
- 15 It is inaccurate to conclude that sexual offence rates are sharply increasing as a symptom of modern societies

PART 2: CHOOSE THE CORRECT ANSWER.

MARK THE NUMBER CORRESPONDING TO THE MOST CORRECT OPTION ON YOUR MARK-READING SHEET.

- 16 Sexual abuse is _____
 - 1) easy to detect
 - 2) difficult and complex to detect
 - 3) always accompanied by physical trauma
 - 4) apparent for others to see
 - 5) None of the above

- 17 A definitive characteristic of sexual abuse is _____
 - 1) the abuse of power and authority by the offender
 - 2) defiance by the survivor
 - 3) no gratification
 - 4) denial of the offender's needs
 - 5) All of the above

18 Depending on the nature of the sexual abuse it may be advisable for the child to _____

- 1) see a doctor to assess and treat any internal damage and infections
- 2) see a nurse to assess and treat any internal damage and infections
- 3) see a district surgeon to conduct a medico-legal examination
- 4) see a specialist to conduct a full examination
- 5) None of the above

19 Sexual abuse is commonly experienced in _____

- 1) lower socio-economic groups
- 2) patriarchal families
- 3) all social strata
- 4) higher socio-economic groups
- 5) expressive families

20 During acute intervention the helper dealing with the case of sexual abuse assists the survivor to _____

- 1) work on the long-term feelings and emotions related to the sexual abuse
- 2) process feelings of ambivalence related to the self, the world and justice and fairness
- 3) deal with the immediate crisis and the related practical issues related to protecting his or her safety
- 4) work through the process of integration
- 5) None of the above

- 21 A set of external forces impinging on an individual, and which can result in tension and negative self-talk, is characteristic of _____
- 1) a crisis
 - 2) stress
 - 3) trauma
 - 4) All of the above
 - 5) None of the above
- 22 The effects of sexual trauma on the adult survivor include _____
- 1) poor self-esteem
 - 2) negative impact on personality development
 - 3) dissociation
 - 4) All of the above
 - 5) None of the above
- 23 Healing is commonly seen as a(n) _____
- 1) linear process
 - 2) spiral process
 - 3) uncomplicated process
 - 4) temporary process
 - 5) None of the above
- 24 When preparing younger children for court it is important to _____
- 1) explain the process in depth
 - 2) explain in detail the roles of the different professionals involved
 - 3) help them to understand the legal terms that will be used
 - 4) All of the above
 - 5) None of the above

25 The boundaries between the incestuous family and the community are _____

- 1) the same as within the family
- 2) vague and confusing
- 3) rigid and closed
- 4) open and permeable
- 5) None of the above

26 The impact of trauma will be less if the perpetrator is a(n) _____

- 1) father
- 2) stepfather
- 3) unrelated person
- 4) grandparent
- 5) mother

27 A person who fails to report knowledge that a sexual offence has been committed against a child is _____

- 1) liable on conviction to a fine
- 2) liable on conviction to imprisonment for a period not exceeding six years
- 3) liable on conviction to both a fine and imprisonment for a period not exceeding six years
- 4) All of the above
- 5) None of the above

28 Adult disclosure of sexual trauma can be _____

- 1) due to paranoia
- 2) precipitated by loss
- 3) due to feelings of helplessness
- 4) precipitated by a loss of personal boundaries
- 5) None of the above

29 According to a systems perspective, a disengaged relationship implies that _____

- 1) the marital couple is separated
- 2) the marital couple do not rely on one another to fulfil each other's needs
- 3) the marital couple is intimate
- 4) Both 1 and 2
- 5) Both 1 and 3

PART 3: COMPLETE THE SENTENCES BELOW BY CHOOSING THE MISSING WORDS OR PHRASES. MARK THE NUMBER CORRESPONDING TO THE MOST CORRECT OPTION ON YOUR MARK-READING SHEET.

30 A principle inherent in the New Morality is

- 1) Love and not marriage becomes the prerequisite of sexual needs
- 2) Exploitation of a sexual partner is embraced
- 3) Premarital sex is seen as a great violation
- 4) Little to no respect for self and others
- 5) Faithfulness is not valued

31. The medical model is known to be mostly _____ with regard to health and mental health

- 1) holistic
- 2) scientific
- 3) specific
- 4) comprehensive
- 5) None of the above.

[TURN OVER]

- 32 Interest in their own bodies, and in the bodies of others, is a(n) _____ part of a developing child's world
- 1) abnormal
 - 2) normal
 - 3) deviant
 - 4) atypical
 - 5) None of the above
- 33 Dissociation refers to the various ways in which people _____ with/from traumatic experiences emotionally, mentally or both
- 1) connect
 - 2) disconnect
 - 3) interact
 - 4) relate
 - 5) All of the above
- 34 An example of an acute symptom of rape is _____
- 1) fearfulness
 - 2) blunted emotions
 - 3) continuous crying
 - 4) suspicion of others
 - 5) All of the above
- 35 "Men are breadwinners and women are economically dependent" is a(n) _____ idea
- 1) patriarchal
 - 2) expressive
 - 3) feminist
 - 4) All of the above
 - 5) None of the above

36. The primary objective of a parent whose child has been sexually abused should be to _____
- 1) help the child to forget about the abuse and return to everyday activities as quickly as possible
 - 2) help the child to process what has happened to prevent a PTSD reaction
 - 3) deal with the situation alone
 - 4) verify the allegations
 - 5) confront the offender
37. Some people seem to _____ their traumatic experience for long periods of time and make it their business to continue with life as though nothing has happened
- 1) deny
 - 2) accept
 - 3) exaggerate
 - 4) forget
 - 5) take control of
38. Social rules are explicitly defined by _____
- 1) social expectations
 - 2) law
 - 3) policy
 - 4) norms
 - 5) None of the above

- 39 Systems theorists attribute incest to _____
- 1) parents themselves having been raised in families where they were sexually abused
 - 2) parents who express love to their children
 - 3) abusive patterns transferred from one generation to another
 - 4) Both 1 and 2
 - 5) Both 1 and 3
- 40 One of the five categories of child sexual abuse accommodation syndrome as discussed by Summit (1983) is _____
- 1) prompt disclosure
 - 2) entrapment and accommodation
 - 3) confidence
 - 4) openness
 - 5) All of the above
- 41 Various ways in which the offender exerts control over the child is through the use of _____
- 1) intimidation
 - 2) violence
 - 3) fear and anxiety
 - 4) Both 1 and 3
 - 5) Both 1 and 2

- 42 Rape that happens in an isolated or deserted place is best known as _____
rape
- 1) opportunistic
 - 2) premeditated
 - 3) political
 - 4) gang
 - 5) None of the above
- 43 A myth about male rape is that _____
- 1) many men get raped
 - 2) males who are raped are boys or weak adults
 - 3) only heterosexual men rape other men
 - 4) all men can be raped
 - 5) All of the above
- 44 Knowledge needed to work in the field of sexual trauma includes knowledge _____
- 1) about coping skills
 - 2) for prescribing medications
 - 3) of a professional code of ethics
 - 4) Both 1 and 3
 - 5) Both 2 and 3
- 45 When it comes to dealing with child sexual abuse, one of the first and foremost steps for the intervening helper is to _____
- 1) get the perpetrator to accept responsibility for his or her actions
 - 2) ensure that the child/children is/are safe
 - 3) get the child/children removed from the home
 - 4) All of the above
 - 5) None of the above

PART 4: THE FOLLOWING QUESTIONS ARE RELATED TO THE CASE STUDY.

- Read the case study attached.
- Mark the number corresponding to the correct option on your mark-reading sheet.

46 The experience of Kelly in the case study should be classified as _____

- 1) sexual molestation
- 2) crimen injuria
- 3) child sexual abuse

47 The reason Chris approached Kelly in the case study is _____

- 1) because she was young and beautiful
- 2) because she was vulnerable and powerless
- 3) because she made the first move by whistling at him

48 Chris's actions could also be described as _____

- 1) opportunistic rape
- 2) statutory rape
- 3) premeditated rape

49 The survivor's experience can be classified as _____

- 1) continuous trauma
- 2) indirect trauma
- 3) secondary trauma

50. Thinking about something else and “floating away” during the rape is suggestive of _____

- 1) dissociation
- 2) daydreaming
- 3) depersonalisation

51 The primary defence mechanism that Kelly’s mother used for the sexual abuse was _____

- 1) intellectualisation
- 2) rationalisation
- 3) blaming

52 Kelly moving from place to place is indicative of _____

- 1) “escape behaviour” to avoid intimacy
- 2) self-protection to avoid further abuse
- 3) sexual promiscuity

53 According to Briere’s model (1992), Kelly’s withdrawal and isolation from others was _____

- 1) long-term elaboration and secondary accommodation
- 2) a typical post-traumatic reaction
- 3) early accommodation of her abuse

54. The survivor in the case study appeared to follow a healing process that happened _____

- 1) in a smooth and predictable fashion
- 2) in a non-linear fashion
- 3) neither of the above

55 This abuse can potentially impact on Kelly's future long-term relationships and for this reason she should be encouraged _____

- 1) not to disclose this to her future partner as it could make him suspicious about whether she was responsible for what happened and lead to a problem of jealousy in their relationship
- 2) to make up her own mind about whether she wants to tell her partner or not because she has the ability to make the best decision suited to her personal circumstances
- 3) to disclose it to her partner so that he will understand why she resists his sexual advances when their relationship becomes intimate

56 Which one is **not** a myth?

- 1) Survivors of sexual abuse will usually abuse their own children
- 2) Survivors of sexual abuse become involved in crime, drugs and prostitution
- 3) Survivors of sexual abuse are judged by society

57 A trauma such as the one experienced by Kelly has the potential to _____

- 1) create such inner turmoil for the survivor that several areas of functioning in her life may be disrupted
- 2) give the survivor an opportunity to grow, identify strengths within herself and become more realistic about life
- 3) Both of the above are correct

58 The phases of the six-stage model of healing (Petty & Spies 2005) are

- 1) consciousness, denial, emergency, bottoming out, exploration of emotions, acceptance
- 2) denial, bottoming out, emergency, exploration of emotions, consciousness, acceptance
- 3) denial, emergency, consciousness, exploration of emotions, bottoming out, acceptance

59 Chris was technically a child himself, when the abuse began, why is he still considered an offender?

- 1) He was more than three years older than Kelly
- 2) He was in a position of power
- 3) Both 1 and 2

60 The survivor was traumatised because what happened to her _____

- 1) was extraordinary
- 2) overwhelmed her natural coping mechanisms
- 3) Both 1 and 2

TOTAL: 60 MARKS

CASE STUDY: The story of Kelly.

My life began as any other a happy little girl in a happy family My biggest worry was about my older brother threatening to tell on me for stealing a cookie I was eight years old and the life I was living was exactly how a child's life should be carefree and devoid of the messy thoughts and feelings that would eventually haunt me I was innocent and pure

Then my parents' ugly divorce popped that bubble Suddenly the peace at home was shattered by screaming matches, muttered insults and icy glares I loved my family more than anything and the divorce ripped us apart Mom and dad were too busy annihilating each other to notice what was happening to me and my brother We were either pushed aside or used as bargaining tools I was caught in the middle, mom convincing us that dad was the bad guy and dad telling us that mom was to blame I was lost I withdrew and tried to stay far away from any kind of family situation My brother spent most of his time away from home

Around this time new neighbours moved in next door One afternoon, as I was sitting in the tree at the bottom of our garden, I noticed a boy of about sixteen kicking a ball around in the garden I whistled at him He looked up and smiled at me, with the kindest eyes I had ever seen How I would forever blame myself for making that move!

Chris soon became my dearest friend, my guardian Often, during one of my parents' arguments, I would run out of the house down to the tree and sob my heart out More often than not, Chris would come to the fence and say "They're at it again?" and I would nod my head with tears rolling down my cheeks Sometimes he wouldn't say much, and just share an orange or a sandwich with me Other times he would tell me a joke and make me laugh Sometimes he would jump over the fence to my side and kick a ball around with me, or he would help me over to his side to show me a treasure and give me a hug Sometimes just knowing Chris was there was enough to make me feel better

We began to spend a lot of time together After school, I would run down to the garden fence to tell him what had happened during the day He always had the time and energy

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to listen to me, or to help me with my homework. My mom and dad had separated and Mom was usually distant and miserable or busy. She thought Chris was a sweet, decent guy because he would offer to help her with things around the house. Often she left me in his care when she was out. Looking back, I can see that Chris just stepped in where my dad left off.

The first time it happened was when we were lying on a towel after a swim. Chris reached over and slid his fingers underneath my swimming costume, just touching my genitals. This shocked me and I cringed away from him. He laughed and said "Come back, silly, it's just a different type of hug." From that day on, Chris's "hugs" took on all kinds of different guises. Some of them made me feel warm and fuzzy, others made me uncomfortable, like when he wanted me to touch him under his clothes. But I didn't say anything because I wanted Chris to be happy. He was my world.

I was almost ten years old when Chris actually raped me. He told me this is what people do when they love each other. Even though it hurt and I preferred the warm hugs, I was so deeply happy that Chris loved me. I found a way to think of something else while it happened. Eventually I could become a balloon and float away into another world, like Alice in Wonderland.

One day Childline came to my school to give us a talk about sexual abuse. The presenter said that nobody has the right to touch your body, especially under your clothes. She said these are "bad touches" and we should tell our parents if this happens to any of us. I was confused. Although Chris's touches were sometimes painful, I did not think that they were bad. Sometimes they even felt like good touches to me. Chris loved me and I trusted him. Also, I had sometimes touched Chris under his clothes, so maybe I was the bad one? Later at home, I told Chris what the lady had said. He said it was nonsense, that she was talking about bad things that strangers do to small children. He said I was not a little child and we had a special love that my mom would not understand. He said as long as I allowed him to love me, he would always be there for me.

[TURN OVER]

It went on for years. I was isolated from other people and the world. As a teenager, I realised that I was different from my peers and that the relationship with Chris was not normal. I felt dirty. As time passed, I began to want it to stop but had no idea how to end it. I tried to broach the subject with my mom but she couldn't or wouldn't hear what I was saying. Instead, she suggested that if it had actually happened, it was my fault because I had wanted it. As soon as I turned sixteen, I left home. I needed to get away.

Life on your own at sixteen is not easy. I was really alone, and many times I considered going home to what was familiar, to Chris. I stayed with various "friends", doing odd jobs to earn some money, trying to build a life. I ended up in the city, looking for ways to fill the emptiness but my past was catching up. I thought I was free from Chris but I wasn't. I was trapped in anger, guilt, shame and worthlessness. I resorted to scratching and cutting myself to release some of the pain. When that didn't work, I turned to sex – with anyone and everyone. Prostitution was a good way to earn a living, except that the guilt and shame increased and I hated the familiarity of being abused yet again. I moved around a lot, charming my way into people's homes but leaving as soon as it got too comfortable. I became hard and mean, nothing could touch me. I switched off, I forgot how to feel. I was eventually completely worn out, ready to give up on life.

One desperate night, on the verge of suicide, I called Lifeline. I spoke for hours to someone who truly seemed to care. After a few more phone calls, when I was ready, she put me in touch with a group for adult survivors of child abuse. For the first time I knew I was not alone. There were others there who had been through the same experiences, and they cared about me. The group saved my life. As survivors we have to sort our insides out, our feelings. All my feelings were ripped out, mixed up, messed up and thrown back in when I was abused. I have to retrain my brain, learn how to think, feel, trust, love. At times I feel like I am an eight-year-old inside a woman's body.

I look forward to those weekly meetings where I can say anything and not be judged. I can tell about my experiences without reactions of disbelief or horror and shock, feel safe enough to peel back the years of abuse and discover the real me, who I am meant

[TURN OVER]

to be I am proud to say I am now free of drugs and self-harming I have a decent job and a healthier lifestyle, and I have come out with my secret

I am not ashamed of who I am anymore It is still an uphill battle and it is still far from over but I know I have plenty of support and I can see a ray of light My group is a family of survivors and I am fortunate to have a few really good friends I hope that one day I will be able to include my mother in my circle I also hope that one day I will be able to love and trust a man again – I am not there yet But I know there never needs to be a dead-end There is more than anger and sadness There is always hope

PART 1 (GENERAL/ALGEMEEN) DEEL 1

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

INITIALS AND SURNAME
VOORLETTERS EN VAN

DATE OF EXAMINATION
DATUM VAN EKSAMEN

PAPER NUMBER
VRAESTELNOMMER

EXAMINATION CENTRE (E.G. PRETORIA)
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STUDENT NUMBER
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For use by examination invigilator
Vir gebruik deur eksamenopsiener

IMPORTANT

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

BELANGRIK

1. GEBRUIK SLEGS 'N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
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3. KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
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PART 2 (ANSWERS/ANTWOORDE) DEEL 2

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67	(1)	(2)	(3)	(4)	(5)
68	(1)	(2)	(3)	(4)	(5)
69	(1)	(2)	(3)	(4)	(5)
70	(1)	(2)	(3)	(4)	(5)

71	(1)	(2)	(3)	(4)	(5)
72	(1)	(2)	(3)	(4)	(5)
73	(1)	(2)	(3)	(4)	(5)
74	(1)	(2)	(3)	(4)	(5)
75	(1)	(2)	(3)	(4)	(5)
76	(1)	(2)	(3)	(4)	(5)
77	(1)	(2)	(3)	(4)	(5)
78	(1)	(2)	(3)	(4)	(5)
79	(1)	(2)	(3)	(4)	(5)
80	(1)	(2)	(3)	(4)	(5)
81	(1)	(2)	(3)	(4)	(5)
82	(1)	(2)	(3)	(4)	(5)
83	(1)	(2)	(3)	(4)	(5)
84	(1)	(2)	(3)	(4)	(5)
85	(1)	(2)	(3)	(4)	(5)
86	(1)	(2)	(3)	(4)	(5)
87	(1)	(2)	(3)	(4)	(5)
88	(1)	(2)	(3)	(4)	(5)
89	(1)	(2)	(3)	(4)	(5)
90	(1)	(2)	(3)	(4)	(5)
91	(1)	(2)	(3)	(4)	(5)
92	(1)	(2)	(3)	(4)	(5)
93	(1)	(2)	(3)	(4)	(5)
94	(1)	(2)	(3)	(4)	(5)
95	(1)	(2)	(3)	(4)	(5)
96	(1)	(2)	(3)	(4)	(5)
97	(1)	(2)	(3)	(4)	(5)
98	(1)	(2)	(3)	(4)	(5)
99	(1)	(2)	(3)	(4)	(5)
100	(1)	(2)	(3)	(4)	(5)
101	(1)	(2)	(3)	(4)	(5)
102	(1)	(2)	(3)	(4)	(5)
103	(1)	(2)	(3)	(4)	(5)
104	(1)	(2)	(3)	(4)	(5)
105	(1)	(2)	(3)	(4)	(5)

106	(1)	(2)	(3)	(4)	(5)
107	(1)	(2)	(3)	(4)	(5)
108	(1)	(2)	(3)	(4)	(5)
109	(1)	(2)	(3)	(4)	(5)
110	(1)	(2)	(3)	(4)	(5)
111	(1)	(2)	(3)	(4)	(5)
112	(1)	(2)	(3)	(4)	(5)
113	(1)	(2)	(3)	(4)	(5)
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115	(1)	(2)	(3)	(4)	(5)
116	(1)	(2)	(3)	(4)	(5)
117	(1)	(2)	(3)	(4)	(5)
118	(1)	(2)	(3)	(4)	(5)
119	(1)	(2)	(3)	(4)	(5)
120	(1)	(2)	(3)	(4)	(5)
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123	(1)	(2)	(3)	(4)	(5)
124	(1)	(2)	(3)	(4)	(5)
125	(1)	(2)	(3)	(4)	(5)
126	(1)	(2)	(3)	(4)	(5)
127	(1)	(2)	(3)	(4)	(5)
128	(1)	(2)	(3)	(4)	(5)
129	(1)	(2)	(3)	(4)	(5)
130	(1)	(2)	(3)	(4)	(5)
131	(1)	(2)	(3)	(4)	(5)
132	(1)	(2)	(3)	(4)	(5)
133	(1)	(2)	(3)	(4)	(5)
134	(1)	(2)	(3)	(4)	(5)
135	(1)	(2)	(3)	(4)	(5)
136	(1)	(2)	(3)	(4)	(5)
137	(1)	(2)	(3)	(4)	(5)
138	(1)	(2)	(3)	(4)	(5)
139	(1)	(2)	(3)	(4)	(5)
140	(1)	(2)	(3)	(4)	(5)

Specimen only

MARK READING SHEET INSTRUCTIONS

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

USE ONLY AN HB PENCIL TO COMPLETE YOUR MARK READING SHEET

PLEASE DO NOT FOLD OR DAMAGE YOUR MARK READING SHEET

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

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

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

P	S	Y	1	0	0	-	X
---	---	---	---	---	---	---	---

- ❷ The paper number pertains only to first-level courses consisting of two papers

WRITE

0	1
---	---

 for the first paper and

0	2
---	---

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

- ❸ Fill in your initials and surname

- ❹ Fill in the date of the examination

- ❺ Fill in the name of the examination centre

- ❻ WRITE the digits of your student number HORIZONTALLY (from left to right). Begin by filling in the first digit of your student number in the first square on the left, then fill in the other digits, each one in a separate square

- ❼ In each vertical column mark the digit that corresponds to the digit in your student number as follows [-]

- ❽ WRITE your unique paper number HORIZONTALLY

NB Your unique paper number appears at the top of your examination paper and consists only of digits (e.g. 403326)

- ❾ In each vertical column mark the digit that corresponds to the digit number in your unique paper number as follows [-]

- ❿ Question numbers 1 to 140 indicate corresponding question numbers in your examination paper. The five spaces with digits 1 to 5 next to each question number indicate an alternative answer to each question. The spaces of which the number correspond to the answer you have chosen for each question and should be marked as follows [-]

- ◆ For official use by the invigilator. Do not fill in any information here