

## MNG2602

(491274)

OCT/NOV 2017

OKT/NOV 2017

### CONTEMPORARY MANAGEMENT ISSUES HEDENDAAGSE BESTUURSKWESSIES

STUDENT NUMBER / STUDENTENOMMER									

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Question No Vraagnr	Marks / Punte		
	Examiners / Eksaminatore		
	1	2	3
<b>Total / Totaal</b>			

Subject / Vak

Number of paper / Vraestelnommer

Date of examination / Datum van eksamen

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**MNG2602**

( 491274) October/November 2017

**Contemporary Management Issues**

Duration 2 Hours

70 Marks

**EXAMINERS**

FIRST

SECOND

MRS L CRONJE

MS I VAN WYK

MR FC WEHNCKE

**Closed book examination**

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This fill-in examination paper consists of **25 pages** (excluding the cover page), including two “additional space” pages (pp 22–23), two pages for rough work (pp 24–25), and instructions for the completion of a mark-reading sheet

**This is a fill-in examination paper. The completed paper as well as the mark-reading sheet must be handed in at the end of the examination session.**

**INSTRUCTIONS**

This examination paper consists of **two sections**

**Section A: 40 multiple-choice questions**, worth **1 mark each**, which you must answer on the **mark-reading sheet**

**Section B: Four written questions** worth **30 marks in total**, which you must answer in the space provided on this fill-in examination paper

Please ensure that you have filled in the following information on the mark-reading sheet:

- your student number
- the module code: **MNG2602 (unique number 491274)**

[TURN OVER]

**SECTION A: MULTIPLE-CHOICE QUESTIONS****[40 MARKS]**

**Answer the following multiple-choice questions on the mark-reading sheet provided.**

**Copy your answers to these questions into the table on page 15 to ensure that there is a record of your answers, should the mark-reading sheet be lost.**

**QUESTION 1**

Consider the following statement and then answer question 1

*As the demand for generic medicines grew from consumers in the rest of Africa, Aspen, a pharmaceutical company, could gradually export its products to the rest of Africa*

1 This external **force** of change is \_\_\_\_\_ in **scope**

- 1 continuous
- 2 punctuated
- 3 incremental
- 4 revolutionary

2 Organisations such as Aspen, operating in a highly competitive market, should have the ability to change often and rapidly, effecting \_\_\_\_\_ **change**. This type of change entails a pattern of uninterrupted adjustments in work processes and social practices driven by organisational instability and cumulative reactions to daily events

- 1 revolutionary
- 2 punctuated
- 3 continuous
- 4 planned

**[TURN OVER]**

**QUESTIONS 3 TO 4**

Consider the following scenario

*Pharm Manufacturing is a pharmaceutical manufacturing organisation, situated in Riversdale in the Southern Cape. Aspen has successfully entered into the final stages of buying the organisation.*

Next, consider the following table and answer questions 3 to 4

<b>Column A</b> <b>Options to implement change</b>	<b>Column B</b> <b>Methods to deal with resistance to change</b>
a at a slow pace	e manipulation and co-optation
b with a clear plan	f negotiation and agreement
c by encouraging substantial involvement from others	g participation and involvement
d by attempting to overcome it	h facilitation and support

- 3 *Aspen plans to appoint Pharm Manufacturing middle-level managers in positions at its head office in Durban, but it is facing **strong** resistance from the managers who do not want to relocate to Durban.*

Aspen should implement this **change** \_\_\_\_\_ and use the \_\_\_\_\_ **method** to deal with the change

- 1 a, h
- 2 c, f
- 3 d, e
- 4 b, g

- 4 *Aspen has provided all the workers with the necessary information on how an acquisition might affect them, but despite this, the factory workers at Pharm Manufacturing still **fear** that they may lose their jobs.*

Aspen should implement any changes **involving the factory workers** \_\_\_\_\_ and use the \_\_\_\_\_ method to deal with the change

- 1 a; h
- 2 c, f
- 3 d, e
- 4 b, g

[TURN OVER]

- 5 *Aspen's change team realises how vital it is to create and communicate a **clear picture** of the envisaged future state of the organisation to all the members of the organisation*

This is the \_\_\_\_\_ step in \_\_\_\_\_ change model

- 1 fourth, Maslow's
- 2 second, Lewin's
- 3 third, Kotter's
- 4 fifth, Porter's

### QUESTIONS 6 TO 15

Read the following case study and answer questions 6 to 15

#### **Aspen South Africa Group Operations' 2015 Mandela Day activities**

Aspen's team in Port Elizabeth (PE) consists of team members from various departments and hierarchical levels. Mandela Day activities are usually led by a senior manager of the company who motivates the team members to achieve the goals of the projects. In 2015, Aspen identified four projects for its Mandela Day activities. These included Masilakhe Day Care Centre, BASA Homes, Buhle beNkosi Playschool and the local Children's Haematology Oncology Clinic (CHOC).

- Masilakhe cares for about 50 children and is run out of a shack in Veeplaas on the outskirts of PE. They also run a soup kitchen, which feeds some 150 local residents. Aspen improved their facility and also supplied 12 months' electricity and grocery vouchers.
- BASA cares for 487 elderly and disabled residents. This NGO benefited from improvements to the communal areas, and donations of groceries and gift packs for the elderly folk. Aspen's staff also prepared soup and bread for the residents.
- Buhle beNkosi is a playschool with 17 children who are fed three meals a day. They have meagre facilities, but Aspen supplied them with a Wendy house, 20 mattresses and a vast range of donations to assist with the management of the facility.
- A range of donations was made to CHOC to further assist cancer-affected children and help parents with their needs.

Aspen head office has reported that the Aspen Mandela Day team in Port Elizabeth is one of their most effective and efficient teams. It is an autonomous, organised and well-functioning group of individuals who can complete complex tasks and solve

[TURN OVER]

disagreements among themselves Mr William Beetge is the team leader for all the Mandela Day projects in Port Elizabeth Together with his managerial team, he analyses the environment to determine where help is needed in the city of Port Elizabeth

They have also developed a guide, called 'AGMD guidelines', which indicates all Aspen Group policies that must be adhered to, and addresses the leadership and management principles of the Port Elizabeth Mandela Day projects Each beneficiary is seen as a different project Ms Lerato Motsei is responsible for overseeing all the projects She appointed Mr Nikesh Naidoo to be responsible for the Buhle beNkosi Playschool project He was considered perfect for this role as he is an outgoing person with a drive and passion for kids and for the Mandela Day initiative Mr Naidoo's responsibilities include the planning, execution and control of this Mandela Day project

Adapted from

Aspen Mandela Day 2015 2015 Touching 1000 Available online from

[https://issuu.com/aspenaustralia/docs/mandela\\_day\\_2015?e=7395941/15264438](https://issuu.com/aspenaustralia/docs/mandela_day_2015?e=7395941/15264438) [Accessed 24/10/2016]

- 6 The Mandela Day project has a/n \_\_\_\_\_ **perspective**
- 1 profit
  - 2 quality
  - 3 internal
  - 4 external
7. Ms Lerato Motsei is the \_\_\_\_\_ of the Mandela Day activities in Port Elizabeth
- 1 programme manager
  - 2 operational manager
  - 3 programme director
  - 4 project sponsor
- 8 Mr Nikesh Naidoo is the \_\_\_\_\_ **manager** of the Buhle beNkosi Playschool project.
- 1 project
  - 2 tactical
  - 3 strategic
  - 4 programme

[TURN OVER]

- 9 Masilakhe Day Care Centre, BASA Homes, Buhle beNkosi Playschool and CHOC are \_\_\_\_\_ of Aspen's Mandela Day project
- 1 low-interest stakeholders
  - 2 supporting role players
  - 3 sponsors
  - 4 clients
10. \_\_\_\_\_ conducted **step** \_\_\_\_\_ of the **project management process** when \_\_\_\_\_
- 1 Mr Beetge, three, he developed the AGMD guidelines
  - 2 Aspen, four, they appointed Mr Naidoo
  - 3 Ms Motsei, six, she appointed Mr Botha
  - 4 Mr Naidoo, one, he planned the project
11. Aspen's Mandela Day team can be classified as a/n \_\_\_\_\_ **group**
- 1 informal interest
  - 2 formal interest
  - 3 command
  - 4 task
12. At what stage in **group development** is Aspen's Mandela Day team?
- 1 Norming
  - 2 Storming
  - 3 Adjourning
  - 4 Performing
13. Consider the way in which Aspen's Mandela Day projects are **led**. What **variable** that influences group and team **behaviour** was most likely impacted by this fact?
- 1 Group member resources
  - 2 Group processes
  - 3 Group structure
  - 4 Group task

- 14 When considering the **Belbin method** for complementary team competencies, it is evident that Mr Naidoo fulfils the \_\_\_\_\_ **team role**
- 1 shaper
  - 2 chairperson
  - 3 team worker
  - 4 resource-investigator
- 15 The Aspen Mandela Day team can be classified as a \_\_\_\_\_ **team**
- 1 problem-solving
  - 2 cross-functional
  - 3 self-managed
  - 4 command
- 16 \_\_\_\_\_ is the tendency of organisations to develop strategies incrementally based on historical and cultural influences, but failing to keep pace with changes in the *environment*
- 1 Strategic drift
  - 2 Strategy deployment
  - 3 Organisational learning
  - 4 Organisational architecture
- 17 Which one of the following **national culture dimensions** involves the degree to which members of a society feel uncomfortable with ambiguity?
- 1 Power distance
  - 2 Uncertainty avoidance
  - 3 Individualism versus collectivism
  - 4 Long-term versus short-term orientation



18 \_\_\_\_\_ is the **element** of **culture** that represents an idea, process or physical entity with the purpose of communicating meaning

- 1 Symbols
- 2 Artefacts
- 3 Stories
- 4 Rituals

19 \_\_\_\_\_ **culture**, as categorised by Deal and Kennedy (2000), is typified by low risk and slow feedback on actions and decisions

- 1 Person
- 2 Process
- 3 Adhocracy
- 4 Constructive

20. Jones et al (2006) identified three **types of culture**, namely \_\_\_\_\_, \_\_\_\_\_ and passive/defensive

- 1 constructive, aggressive/defensive
- 2 adhocracy, work hard/play hard
- 3 defensive/aggressive, authority
- 4 assertive/aggressive, logic

21 \_\_\_\_\_ is a **primary dimension** of diversity

- 1 Geographic location
- 2 Work background
- 3 Physical ability
- 4 Mental status

22 The \_\_\_\_\_ is/are the cornerstone(s) of **diversity behaviour**

- 1 organisation's strategic values
- 2 right the wrongs approach
- 3 melting pot assumption
- 4 platinum rule

- 23 Which of the following is the **second** step when implementing a strategy to develop a diverse workforce?
- 1 Formulating a vision for a diverse workplace
  - 2 Building a corporate culture that values diversity
  - 3 Changing structures, policies and systems to support diversity
  - 4 Providing diversity awareness and cultural competency training

### QUESTIONS 24 AND 25

Consider the table below about the **arguments for managing diversity** and their corresponding reasoning, and answer questions 24 and 25

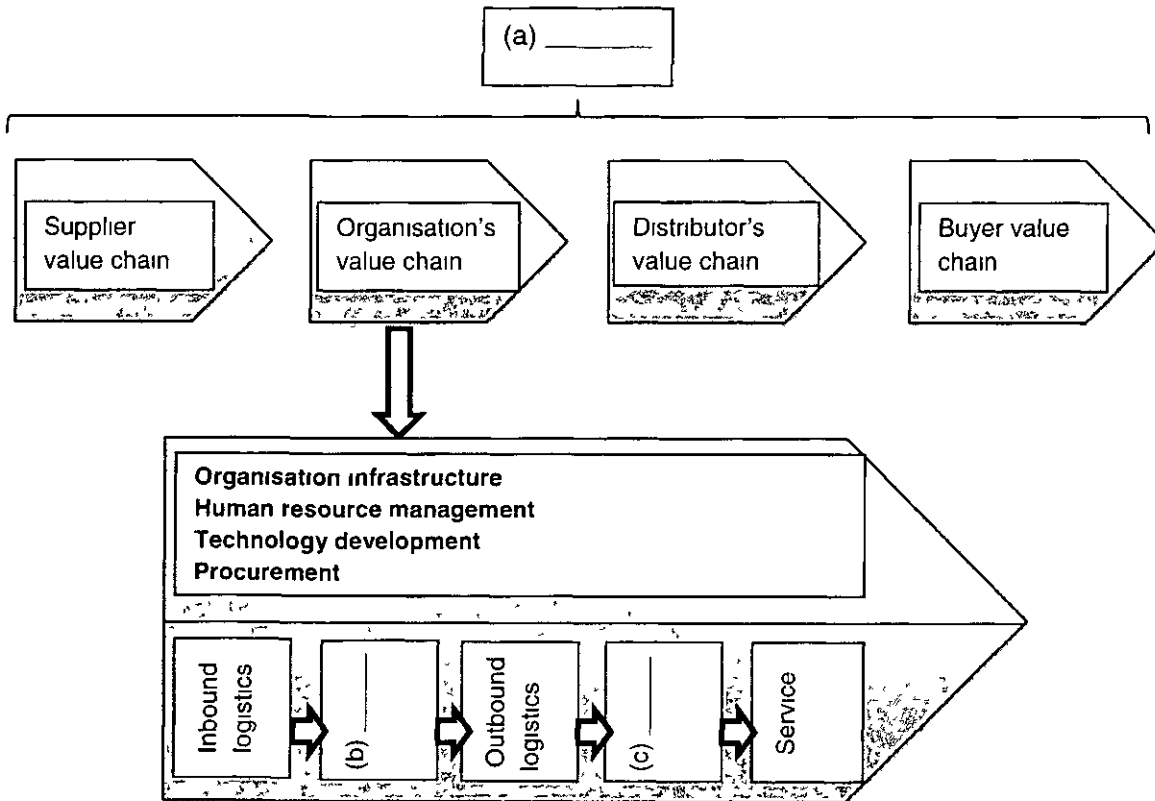
Argument	Reasoning
(a) _____	Heterogeneity in decision-making groups potentially produces better decisions through a wider range of perspectives and more thorough critical analysis of issues
Marketing	(b) _____

- 24 Identify the **argument** for option (a)
- 1 Resource acquisition
  - 2 System flexibility
  - 3 Problem solving
  - 4 Cost
- 25 Identify the **reasoning** for option (b) that relates to the marketing argument
- 1 The diversity of perspectives and the modernising of diversity management will improve the use of imagination
  - 2 Organisations with the best reputations for managing diversity will win the competition for the best personnel
  - 3 The system will become less standardised and therefore more fluid, creating greater flexibility to react creatively
  - 4 Members with roots in other countries bring new insight and cultural sensitivities to operations

- 26 The \_\_\_\_\_ **diversity paradigm** is focused on incorporating diversity into the mission, work and culture of the organisation
- 1 growth-efficiency
  - 2 access-legitimacy
  - 3 learning-effectiveness
  - 4 discrimination-fairness
- 27 In which situation can project management **not** be used?
- 1 To effect improvements and change
  - 2 For a unique once-off task
  - 3 *In situations with an undefined start and finish*
  - 4 When more resources are needed than are available
28. Compiling a **resource management plan** is an activity that forms part of **step** \_\_\_\_\_ of the **project management process**, namely \_\_\_\_\_
- 1 fourteen, monitoring and controlling project activities
  - 2 seven, developing key performance indicators
  - 3 ten, conducting the risk management plan
  - 4 nine, developing the project schedule
- 29 Which one of the following is **not** an **advantage of project management**?
- 1 Control is exercised over all activities of the project, which leads to higher overall productivity
  - 2 The different beliefs and values of the project team can be communicated and aligned
  - 3 Effective project management can improve the quality of the product or service.
  - 4 Transparency in a project can be improved when all the role players are involved.

**QUESTIONS 30 TO 32**

Consider the following figure and complete it by answering questions 30 to 32



30 Which of the following best completes **option (a)** in the figure above?

- 1 Secondary activities
- 2 Primary activities
- 3 Value system
- 4 Value chain

31 Which of the following best completes **option (b)** in the figure above?

- 1 Marketing
- 2 Accounting
- 3 Operations
- 4 Human resources

32 **Option (c)** in the figure refers to \_\_\_\_\_ that works closely with the \_\_\_\_\_ function

- 1 research and development, marketing
- 2 supply management, supplier logistics
- 3 marketing, information technology
- 4 top management, operations

### QUESTION 33

Consider the following table and answer question 33

Column A Type of shopping model	Column B Description
a Portal	e The trading of intellectual capital on a per project basis
b Storefront	f Provides access to information stored either in a horizontal or vertical nature
c Click-and-mortar	g An offline offering is successfully integrated with an online offering
d Online service provision	h Provides for online shopping, payment, shipping and management of customer data

33 Match the e-business type of **shopping model** in Column A with the relevant **description** in Column B

- 1 a-h, b-g, c-e, d-f
- 2 a-f, b-h, c-g, d-e
- 3 a-e, b-f, c-h, d-g
- 4 a-g; b-e, c-f, d-h

34 The \_\_\_\_\_-based **internet business model** often uses entertainment to enhance sales, and adds value through selection, distribution efficiencies and the leveraging of brand image and reputation.

- 1 subscription
- 2 advertising
- 3 mark-up
- 4 referral

[TURN OVER]

**QUESTIONS 35 TO 37**

Determine whether the following statements are true or false

35 A **storefront** e-business shopping platform showcases products by giving customers access to an inventory of stock. It provides for order taking and management of customer data

- 1 True
- 2 False

36. The e-business advanced technology, **management information system** has evolved from expert systems, and is able to function in a designated non-linear environment, is able to learn and make correlations

- 1 True
- 2 False

37 Important considerations for **e-business marketing** are the control, development and management of a website

- 1 True
- 2 False

**QUESTIONS 38 AND 39**

Match the appropriate **characteristic** of the team in **Column B** to the **type of team** in **Column A**.

<b>Column A</b> <b>Type of team</b>	<b>Column B</b> <b>Characteristics</b>
38 Cross-functional	1 Focuses on the improvement of quality, efficiency and the work environment
39 Problem-solving	2 Functions autonomously
	3 Members are usually from the same organisation, but can include members from another organisation
	4 Communicates and accomplishes tasks by mostly using telecommunications and information technology

[TURN OVER]

- 40 Which one of the following is **not** an example of a **reason** why an employee, Mrs Jane Riley, would join a **group**?
- 1 Belonging to the top management group of an organisation would provide Jane with recognition and status
  - 2 Jane can reduce the insecurity of *standing alone* since being part of a group will ensure she feels less threatened
  - 3 Jane wants to work towards a common purpose – a specific project that will contribute to achieving the organisation's goals
  - 4 In order to satisfy social needs, as groups are social systems with opportunities for interpersonal relations

**SUB-TOTAL SECTION A: 40 MARKS**

[TURN OVER]

Copy your answers from the mark-reading sheet into the table below so that we can mark it if the mark-reading sheet is lost

Write down **ONLY** the number in the answer column

For example

Question	Answer
1.	3

**IMPORTANT: You must still fill in the mark-reading sheet, as the table will only be considered in the event that the mark-reading sheet is lost.**

Question	Answer	Question	Answer
1.		21.	
2.		22.	
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7.		27.	
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15.		35.	
16.		36.	
17.		37.	
18.		38.	
19.		39.	
20.		40.	

[TURN OVER]



**SECTION B: WRITTEN QUESTIONS****[30 MARKS]**

- Answer the written questions in the space provided in this answer script.
- Plan your answers carefully, while considering the allocated space for your answer.
- Write clearly and legibly.
- No marks will be awarded for the listing of facts (theory) only, as the questions require you to apply the theory.

**QUESTIONS 1 AND 2**

Read the following Aspen case study and answer questions 1 and 2

**ASPEN**

On a recent holiday to Disney World with his family, Aspen Pharmacare CEO, Stephen Saad wandered into a pharmacy while his children enjoyed the rides. On a shelf, he found Murine Clear Eyes, the eye drops made at Aspen's Port Elizabeth plant in South Africa "About 2–3 million packs a month are sold around the world but it was good seeing them at Disney World (in the US)," says Saad "On the box it says 'Made in Port Elizabeth' I wondered how many customers there knew where Port Elizabeth was, they probably thought it was in England " Aspen has enjoyed phenomenal growth in less than two decades, from a converted garage in Durban to a multinational group It is now the largest pharmaceutical company in the southern hemisphere and the ninth-largest generics company in the world Its biggest local rival, Adcock Ingram, has been around for 120 years but is lagging behind

Five years ago, Aspen and Adcock Ingram were directly comparable, at least as far as shares on the JSE were concerned However, Aspen has since left Adcock Ingram far behind, mainly through the deals it has executed, but also because of Aspen's effective advertising campaign focused on educating consumers about the value of their products This advertising campaign has successfully shifted the mindset of consumers towards generic medicine and has increased the demand for Aspen's products

Aspen's acquisitions have been well timed and well thought out "Aspen's growth is judiciously acquired, which means it mixes wisdom, common sense, discretion and a bit of luck with the intention of building on what has been proven to work and avoiding unnecessary trouble or wastefulness," says independent investment analyst Mark Ingham in a report "The surge of internationalisation in group earnings is not a product of acquisitive intent but a by-product of preparation meeting opportunity" The acquisitions were often structured around obtaining operating licences and patents, but also enabled Aspen to build a superior supply chain

**[TURN OVER]**

In Africa, it is the largest pharmaceuticals firm by sales, market share, presence in different countries, turnover, market capitalisation and production, and the biggest supplier of antiretroviral drugs. However, as Aspen CEO Stephen Saad says, Aspen's growth is not just about acquisitions – more of it has been organic. Aspen is committed to sustaining life and promoting healthcare through increasing access to high-quality, effective and affordable medicines and products. This is evident in its customer service policy which has enabled the firm to improve the public perception of generic medicine.

Aspen prides itself on employing teams that are able to deal with the unexpected by being spontaneous and creative. Saad attributes much of the group's success to the teams working for him in South Africa and the rest of the world. "There's a basic value system we drive in the business. We give ownership and trust to our people and let them make lots of the decisions. That's probably the biggest aspect to Aspen's success." Saad is well liked and respected by his colleagues.

Adapted from Harris, S. 2014. Aspen: Strong but not on Steroids. *The Financial Mail* [Online]. Available from <http://www.financialmail.co.za/coverstory/2014/01/16/aspen-strong-but-not-on-steroids> [Accessed 17 January 2014].

### QUESTION 1

Organisations worldwide have to deal with a number of variables in their environment that emerged during the last decade or so, forcing them to change to become flatter, more flexible, networked, global and diverse.

Identify three (3) variables applicable to Aspen that **forced them to change** and cite examples from the above case study to substantiate your answer.

*(Name each variable, describe it and provide a quote or shortened quote from the case study to substantiate your answer. No marks will be given for listing the variables without applying them to the case study.)*

**(9 marks)**


[TURN OVER]





**QUESTION 3**

Compare the four phases of the **strategic management process** by completing the table below

*Name the phases (in the top row of the table), state what question each stage answers (in the second row) and indicate one activity each stage involves (in the third row)*

**(12 marks)**

<b>Phase</b>				
<b>Question</b>				
<b>Activity</b>				

[TURN OVER]









ROUGH WORK – WILL NOT BE MARKED

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

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

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e1	e1	e1	e1	e1	e1	e1	e1
e2	e2	e2	e2	e2	e2	e2	e2
e3	e3	e3	e3	e3	e3	e3	e3
e4	e4	e4	e4	e4	e4	e4	e4
e5	e5	e5	e5	e5	e5	e5	e5
e6	e6	e6	e6	e6	e6	e6	e6
e7	e7	e7	e7	e7	e7	e7	e7
e8	e8	e8	e8	e8	e8	e8	e8
e9	e9	e9	e9	e9	e9	e9	e9

INITIALS AND SURNAME  
 VOORLETTERS EN VAN

DATE OF EXAMINATION  
 DATUM VAN EKSAMEN

EXAMINATION CENTRE (E.G. PRETORIA)  
 EKSAMENSENTRUM (BY PRETORIA)

UNIQUE PAPER NO.  
 UNIEKE VRAESTEL NR.

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e5	e5	e5	e5	e5	e5	e5	e5
e6	e6	e6	e6	e6	e6	e6	e6
e7	e7	e7	e7	e7	e7	e7	e7
e8	e8	e8	e8	e8	e8	e8	e8
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For use by examination invigilator  
 Vir gebruik deur eksamenopsiener

**IMPORTANT**

- USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
- MARK LIKE THIS
- CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
- ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
- CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
- CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
- CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
- DO NOT FOLD

**BELANGRIK**

- GEBRUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
- MERK AS VOLG
- KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS.
- VUL U STUDENTENOMMER VAN LINKS NA REGS IN
- KONTROLEER DAT U DIF KORREKTE STUDENTENOMMER VERSTREK HET
- KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
- MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
- MOENIE VOU NIE

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

1	e1	e2	e3	e4	e5
2	e1	e2	e3	e4	e5
3	e1	e2	e3	e4	e5
4	e1	e2	e3	e4	e5
5	e1	e2	e3	e4	e5
6	e1	e2	e3	e4	e5
7	e1	e2	e3	e4	e5
8	e1	e2	e3	e4	e5
9	e1	e2	e3	e4	e5
10	e1	e2	e3	e4	e5
11	e1	e2	e3	e4	e5
12	e1	e2	e3	e4	e5
13	e1	e2	e3	e4	e5
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23	e1	e2	e3	e4	e5
24	e1	e2	e3	e4	e5
25	e1	e2	e3	e4	e5
26	e1	e2	e3	e4	e5
27	e1	e2	e3	e4	e5
28	e1	e2	e3	e4	e5
29	e1	e2	e3	e4	e5
30	e1	e2	e3	e4	e5
31	e1	e2	e3	e4	e5
32	e1	e2	e3	e4	e5
33	e1	e2	e3	e4	e5
34	e1	e2	e3	e4	e5
35	e1	e2	e3	e4	e5

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36	e1	e2	e3	e4	e5
37	e1	e2	e3	e4	e5
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140	e1	e2	e3	e4	e5

Specimen only

## MARK READING SHEET INSTRUCTIONS

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

**USE ONLY AN HB PENCIL TO COMPLETE YOUR MARK READING SHEET**

*PLEASE DO NOT FOLD OR DAMAGE YOUR MARK READING SHEET*

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

Instruction numbers ① to ⑩ refer to spaces on your mark reading sheet which you should fill in as follows

- ① Write your paper code in these eight squares, for instance

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

- ② 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

- ③ Fill in your initials and surname
- ④ Fill in the date of the examination
- ⑤ Fill in the name of the examination centre
- ⑥ WRITE the digits of your student number HORIZONTALLY (from left to right). Begin by filling in the first digit of your student number in the first square on the left, then fill in the other digits, each one in a separate square
- ⑦ In each vertical column mark the digit that corresponds to the digit in your student number as follows [-]
- ⑧ WRITE your unique paper number HORIZONTALLY  
NB Your unique paper number appears at the top of your examination paper and consists only of digits (e.g. 403326)
- ⑨ In each vertical column mark the digit that corresponds to the digit number in your unique paper number as follows [-]
- ⑩ Question numbers 1 to 140 indicate corresponding question numbers in your examination paper. The five spaces with digits 1 to 5 next to each question number indicate an alternative answer to each question. The spaces of which the number correspond to the answer you have chosen for each question and should be marked as follows [-]
- ◆ For official use by the invigilator. Do not fill in any information here

UNISA  
University of South Africa  
attendance register  
(university copy)

Fill-in/MCQ



Examination period

Student number

Surname

First Names

Subject

Code of paper

Number of paper

Centre

Date

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

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

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

Signature of candidate

ID Number

Batch No

28092015MCQ

Signature of invigilator

UNISA invigilator's personnel number

NOTE Not a valid document if not completed by the Invigilator

Fill-in/MCQ



Examination period

Student number

Surname

First Names

Subject

Code of paper

Number of paper

Centre

Date

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Signature of candidate

ID Number

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28092015MCQ

Signature of invigilator

UNISA invigilator's personnel number

NOTE Not a valid document if not completed by the Invigilator

Tear

Tear