Tutorial Letter 101/0/2018

FACILITATING COMMUNICATION WITH GROUPS AND COMMUNITIES

SCK2601

Year module

Department of Social Work

This tutorial letter contains important information about your module.
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Dear Student

Congratulations on making it to your second level in Social Work. This really shows that you are well on your way to success and we trust that you will complete this qualification in due course.

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We shall do our best to make your study of this module successful. We advise you to start studying early in the year and resolve to do the assignment(s) properly.

1 INTRODUCTION

A tutorial letter is our way of communicating with you about teaching, learning and assessment. Tutorial Letter 101 contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material; preparing the assignment(s); preparing for the examination and addressing questions to your lecturers.

In Tutorial Letter 101 you will find the assignments and assessment criteria as well as instructions on the preparation and submission of 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 some general and administrative information about this module. Please study this section of the tutorial letter carefully.

You may receive a number of tutorial letters during the year. Right from the start we would like to point out that you must read all the tutorial letters you receive during the year immediately and carefully, since they always contain important and, sometimes, urgent information.

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

Please note: In 2015, Unisa decided to phase out the offering of the BSW – Course Code 99309. The Department of Social Work has developed a new BSW, which is in the process of accreditation by the CHE. Details of the outcome of the approval of the new BSW will be communicated to you as soon as it is available.

The module contents of the current qualification are aligned with the contents of the new BSW to ensure that the curriculums of both qualifications are on par. Accordingly, 2015 was the last year that Unisa registered new first-year students for the BSW degree (99309). To enable all students (also referred to as ‘pipeline’ students), who registered for this qualification in or before 2015, to complete their qualification, the offering of the modules is being phased out over a period of eight (8) years.
The last offering of the second-year modules will be in 2018. The implication of this is the last October/November examination opportunity will be in 2018 and the last second/supplementary examination opportunity will be in January/February 2019.

Students who are not registered for the 99309 BSW degree must ignore the above message. This module will be offered to non-BSW students until the end of 2022.

2 PURPOSE AND OUTCOMES

2.1 Purpose
The module will equip students with broad knowledge of various theories, approaches, models, skills and techniques to identify, assess, plan, implement, evaluate and terminate appropriate social work intervention processes with groups. The module will introduce students to various theories, approaches, techniques and intervention models in community work within varying contexts. Qualifying students will be equipped with knowledge based on community work and group work as primary methods in social work.

2.2 Outcomes and assessment criteria

Specific Outcome 1
Describe the nature of group work as a primary method in social work.

Assessment criteria
- Different types of group are compared.
- Group dynamics are described.
- Leadership skills related to group work are identified and discussed

Specific Outcome 2
Outline the group work process.

Assessment criteria
- The needs assessment process is explained.
- The development of a group work proposal based on needs assessment is explained.
- Methods of recruitment, screening and selection of group members are explained.
- Contracting in group work is explained.

Specific Outcomes 3
- Planning a group work intervention/programme is described.
Assessment criteria

- The procedure for planning a group work intervention/programme informed by the outcome of the needs assessment conducted is explained.
- Group work and other related theories and approaches informing a group work plan are explained.

Specific Outcome 4

Explain the skill involved in facilitating a group work intervention/programme.

Assessment criteria

- The different stages in the life cycle of a group and the accompanying characteristics related to each stage are explained.
- The different stages related to a specific group session are explained.
- The role of the social worker in the different stages of the life cycle of the group is explained.
- The various leadership skills and techniques for facilitating a group are explained.
- The group dynamics related to group facilitation are explained.

Specific Outcome 5

Explain planning for termination in group work

Assessment criteria

- The dynamics pointing to a fact that the group is ready for termination are explained.
- Aspects to take into consideration in preparing group members for termination are explained.
- The group worker tasks related to termination are discussed.

Specific Outcome 6

Describe the nature of community work as an intervention method in social work.

Assessment criteria

- The terms “community work” and “community development” are described.
- The purpose, goals and objectives of community work are outlined.
- Different dimensions of communities are identified and explained.
- Causes of community change and reaction to community change are outlined and critically reflected on.
• Selected community work theories, models, approaches, techniques and principles are identified and explained.
• The various roles of the social worker within diverse community settings are identified and described.

Specific Outcome 7
Describe the process of community-work intervention.

Assessment criteria
• The process and the goals of contact making are discussed.
• The process of community needs and resources identification is discussed.
• Formulation of a plan is described.
• Implementation of a plan is explained.
• Evaluation of the process, results and sustainability of change are discussed.

3 LECTURER(S) AND CONTACT DETAILS
3.1 Lecturer(s)
The lecturers responsible for this course are:

Dr Phuti Kgadima
Theo van Wyk Building, 5-11
E-mail address: kgadinp@unisa.ac.za
Telephone number: (012) 429 6515

Ms Keatlegile Mabelane
Theo van Wyk Building, 5-24
E-mail address: mabelwk@unisa.ac.za
Telephone number: 012 429 6470

All queries that are not of a purely administrative nature but are about the content of this module should be directed to me. Please have your study material with you when contacting us.
E-mail and telephone numbers are included above, but you might also want to write to us. Letters should be sent to:

**Dr Phuti Kgadima**  
Department of Social Work  
Theo van Wyk Building 5-11  
PO Box 392  
Unisa  
0003

PLEASE NOTE: Letters to lecturers **should not be enclosed with** or inserted into assignments.

### 3.2 Department

The Department of Social Work can be contacted on **012 429 6744** or the Chairperson of the Department at **012 429 3807**. Please remember to include your contact details when sending a fax or leaving a message.

Should you send an enquiry to the departmental fax machine, please include on the fax the name of the person to whom the fax is addressed. If there is no name on the fax, the administrative staff cannot divert it to the correct lecturer.

### 3.3 University

**Communication with the 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*, which you received with your study material. This brochure contains information on how to contact the university (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 contacting the university.

### 4 RESOURCES

#### 4.1 Prescribed books

Your prescribed books are as follows:


• Consult the list of official booksellers and their addresses listed in My studies @ Unisa.

4.2 Recommended books
You do not have to purchase the additional books/materials. They are usually available through the student library services of Unisa in cooperation with certain public libraries.


4.3 Electronic reserves (e-reserves)
There are currently no e-reserves for this module. You are welcome to consult any other sources you find interesting or helpful in your quest for knowledge about the content of this module, but remember that you will be examined on your prescribed study material.

4.4 Library services and resources information
For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to http://www.unisa.ac.za/library. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

• finding recommended reading in the print collection and e-reserves – http://libguides.unisa.ac.za/request/undergrad
• requesting material – http://libguides.unisa.ac.za/request/request
• postgraduate information services – 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
• how to contact the Library/finding us on social media/frequently asked questions – http://libguides.unisa.ac.za/ask
5 STUDENT SUPPORT SERVICES

Teaching assistants

Students’ primary point of contact in this module will be through their teaching assistants, also referred to as e-tutors. Each student will be assigned to a group and provided with the teaching assistant’s name and informed that he/she can be contacted via the group site on myUnisa. Teaching assistants are experienced qualified professionals who will help to guide you through the module, and assist you with assignments. This means that you may ask teaching assistants all kinds of questions regarding Module SCK2601 and they will usually respond to your question/s in about two working days.

An e-tutor system has been introduced to enhance the learning experience for Unisa students. Students registered for SCK2601 will be linked to an e-tutor on the e-tutor site where they will have the opportunity to interact with an e-tutor and other students registered for the same module in an online environment. It is recommended that all students participate in an online discussion on the e-tutor site. All enquiries of an academic nature should be directed to your e-tutor and not to your lecturers.

REMEMBER: You need to join myUnisa if you have not done so already. Please consult the My studies @ Unisa publication about joining myUnisa as well as activating your myLife email account.

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 account e.g. printing, photocopying, etc. For more 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.

Important information appears in the My studies @ Unisa brochure which you received with your study material.
6 STUDY PLAN

Use the My studies @ Unisa brochure for general time management and planning skills. This module requires careful planning to be able to complete all the activities for the assignments and examination in the required time frame.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for this module.

8 ASSESSMENT

8.1 Assessment plan

The assessment plan for SCK2601 includes two multiple-choice assignments which will prepare you for the examination paper. To answer the questions, you should consult all the prescribed books and the study guide for this module.

You will receive the correct answers for the multiple-choice questions automatically. As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

For general information and requirements as far as assignments are concerned, see the brochure, My studies @ Unisa, which you received with your study material.

8.2 Assignment numbers

8.2.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01 to 02.

8.2.2 Unique assignment numbers

ASSIGNMENT 01: Unique number: 780424
ASSIGNMENT 02: Unique number: 799849

8.3 Assignments due dates

The due dates for your assignments are as follows:

- 15 June 2018 for Assignment 01 (MCQ)
- 20 July 2018 for Assignment 02 (MCQ)
PLEASE NOTE: Enquiries about assignments (whether or not the university has received your assignment or the date on which an assignment was returned to you) must be addressed to the Assignments Section of the university and not to lecturers.

The final mark consists of the year mark (consisting of the assignment) and examination mark. Assignment 01 counts 50% towards the year mark while Assignment 02 counts 50% towards the year mark. All assignments are compulsory and count 20% towards the final mark for the module.

Your final mark for the module will be a combination of your marks for the assignments and your examination mark. However, before your assignment marks will be taken into account in calculating your final mark, you have to obtain at least 40% in the examination. Therefore, a student who obtains 38% or 39% in the examination and has a combined assignment mark of 15 will not pass the module, because the mark is below the 40% subminimum and thus his or her assignment marks will not be taken into account.

Both assignments count towards your final mark and must be submitted for evaluation. Students who submit the compulsory assignments on time (that is before or on the closing dates for submission) will be admitted to the examination irrespective of the marks they obtain for the assignment. In other words, a student who submits the compulsory assignments and obtains 0% will be allowed to sit for the examination.

Such a student will, however, not have a year mark. Students who do not submit the compulsory assignments before or on the closing dates will not be admitted to write the examination. Please start as soon as possible and complete your assignments in good time.

8.4 Submission of assignments

PLEASE NOTE: For enquiries about assignments (whether or not the university has received your assignment or the date on which an assignment was returned to you), consult the My studies @ Unisa brochure. You may also find information on myUnisa. 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 under the myUnisa heading on the screen. This should take you to the myUnisa website. You can also go there directly by typing in http://my.unisa.ac.za.

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via myUnisa. Assignments may not be submitted by fax or email. When posting assignments, use the UNISA envelop provided. 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 left-hand menu.
Click on the assignment number you want to submit.
Follow the instructions on the screen.

8.5 The assignments

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<td>Unique number: 780424</td>
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<td>Due date: 15 JUNE 2018 (NO EXTENSION)</td>
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Indicate whether the following statements (1–15) are CORRECT (1) or INCORRECT (2).

(1) In group work the principle of heterogeneity acknowledges and capitalises on the diversity inherent in members’ coping skills, life experiences and levels of expertise.
(2) Age, gender and level of education are some of the descriptive factors that may create homogeneity or foster diversity (heterogeneity) within a group.
(3) In group work, the principle of homogeneity implies that members should share and identify with the purpose of the group.
(4) The term ‘community’ can only be understood in terms of geographical area or locality, such as a ward, a neighbourhood, a village, a town or a group of people.
(5) Political development refers to a process of gradual change during which people become more aware of their capabilities, rights and responsibilities.
(6) Social development has in the past referred to changes and improvements in the provision of health services and facilities, education, water, energy, transport and communication.
(7) Human development refers to personal development or development that effects a transformation in individuals; it involves a process of capacitating people to meet their fundamental and basic needs themselves.
(8) Community work is a social work method that consists of various processes and helping acts on the part of the social worker that are targeted at the community system, as well as its subsystems and certain external systems. Its purpose is to bring about required
social change with the help of in particular community development, social planning, community education, social marketing and social action as practice models.

(9) Issues of trust and anxiety are common during the ending stages of the group.

(10) During the beginning phase of the group most members feel a sense of inclusion, and excluded members are invited to become more active.

(11) During the beginning phase, communication among most members is open and involves an accurate expression of what is being experienced.

(12) Some of the factors that will render people appropriate for group membership include the ability to communicate with one another and a person's motivation to work on his/her problems.

(13) One of the roles of a group worker during the ending phase is to help members to summarise changes they made and to see commonalities with other members.

(14) In task groups, member self-disclosure is relatively infrequent.

(15) In treatment groups, member self-disclosure is relatively infrequent.

Choose the correct option to complete statements 16 to 20.

(16) The primary purpose of ... groups is to achieve a goal that will affect a broader constituency, not just the members of the group.

   (1) treatment  
   (2) formed  
   (3) task  
   (4) natural

(17) One of the main roles of the social worker in a ... group is to facilitate hope in the future and motivate members to improve their coping skills through self-help and mutual aid.

   (1) socialisation  
   (2) growth  
   (3) educational  
   (4) support

(18) The group worker in a ... group helps members to share their experiences and respond empathetically to each other.

   (1) socialisation  
   (2) support  
   (3) growth  
   (4) educational
(19) Strong emotional bonds often develop quickly in ... groups because of members’ shared experience.

(1) socialisation
(2) growth
(3) support
(4) educational

(20) The primary purpose of a ... group is to help members learn new information and skills.

(1) therapy
(2) educational
(3) growth
(4) support

SCK2601
ASSIGNMENT 02
Unique number: 799849
Due date: 20 JULY 2018 (NO EXTENSION)

Identify the CORRECT option in statements/questions 1 to 17.

(1) What are the four dimensions of group dynamics that are particularly important to group workers in understanding and working effectively with all types of task and treatment groups?

(1) Communication and interaction patterns; recruitment; social integration and influence; and group culture.

(2) Communication and interaction patterns; cohesion; social integration and influence; and group culture.

(3) Storming and interaction patterns; cohesion; social integration and influence; and group culture.

(4) Storming and interaction patterns; cohesion; social integration and influence; and group termination.

(2) The value of confidentiality refers to the group worker’s genuine acceptance of each individual with his or her unique strengths and weaknesses.

(1) The value of respect refers to the group worker’s genuine acceptance of each individual with his or her unique strengths and weaknesses.

(3) The value of individualisation refers to the group worker’s genuine acceptance of each individual with his or her unique strengths and weaknesses.

(4) The value of self-determination refers to the group worker’s genuine acceptance of each individual with his or her unique strengths and weaknesses.
(3) The person-centred approach believes that human beings are experts on themselves and are more aware of their own needs and abilities than any facilitator could ever be.

(2) The person-centred approach believes that facilitators are experts on group members and are more aware of the members' needs and abilities.

(3) In the person-centred approach, members are often portrayed as passive, isolated and unable to help themselves.

(4) In the person-centred approach, group members can be forced to change their behaviour or participate in a group programme that does not interest them.

(4) The value of confidentiality dictates that the group worker can discuss the actions in the group with other professionals without obtaining the members' consent.

(2) It is not necessary for the group facilitator to take into account the confidentiality of the group as well as the confidentiality of each individual group member at all times.

(3) When facilitating a group with minors, it is acceptable for the facilitator to pass on group information without the consent of such minors.

(4) To maintain confidentiality, it is necessary for the group worker to believe in the worthiness of group members as human beings and to respect them.

(5) The ethical principle of human orientation dictates that under no circumstances may the workers address the basic physical needs to the detriment of the people's human dignity and other abstract human needs such as happiness and contentment.

(2) The ethical principle of human orientation dictates that under certain circumstances workers may address the basic physical needs to the detriment of the people's human dignity and other abstract human needs such as happiness and contentment.

(3) The ethical principle of empowerment dictates that under no circumstances may the workers address the basic physical needs to the detriment of the people's human dignity and other abstract human needs such as happiness and contentment.

(4) The ethical principle of empowerment dictates that under certain circumstances workers may address the basic physical needs to the detriment of the people's human dignity and other abstract human needs such as happiness and contentment.
Paraphrasing is the most appropriate skill to use when group members are talking about feelings.

Paraphrasing is merely a repetition of what the group member has said.

Paraphrasing is a process of generalising the member’s communication.

Paraphrasing reassures the group members that the worker is attuned to their needs and is listening.

Treatment groups are often formed with members of diverse concerns, problems and abilities.

Treatment groups are often formed with members with similar concerns, problems and abilities.

Treatment groups are formed with members with diverse concerns, problems and dissimilar abilities.

Treatment groups are formed with members with similar abilities, but different concerns and problems.

In one of the group sessions the facilitator said: “I think Mr N is wrong to have four wives.”

The facilitator was right to say that because he is in charge of the group sessions.

The facilitator was right to say that because Mr N should not want more than one wife.

The facilitator was wrong because he should have consulted with the other group members.

The facilitator was wrong because when a member speaks about anything, it is from their own frame of reference.

The value of confidentiality is absolute.

True, because under no circumstances can it be breached.

False, because it can be breached at the sole discretion of the facilitator.

False, because the facilitator can breach it without the knowledge and consent of the client.

False, because the facilitator can in certain circumstances breach it, such as when the client’s behaviour poses a threat to him- or herself.

Which proposition may be regarded as a guideline for the group facilitator on how to treat group members during the process of facilitation?

Proposition 1: Human experiences
Proposition 2: Human perceptions
Proposition 17: Creating a safe space
Proposition 3: Wholeness
(11) In terms of which proposition should the facilitator regard each individual and group as a whole and not concentrate only one aspect, such as behaviour.

(1) Proposition 3: Wholeness
(2) Proposition 2: Human perceptions
(3) Proposition 12: Self and behaviour
(4) Proposition 7: Human perceptions

(12) Statements such as: “We are a proud community”, “We are loyal” or “We are a traditional community” are expressions of which proposition?

(1) Proposition 12: Self and behaviour
(2) Proposition 8: The self
(3) Proposition 1: Human experiences
(4) Proposition 2: Human perceptions

(13) Which proposition is the foundation of all person-centred actions and development efforts in communities?

(1) Proposition 8: The self
(2) Proposition 1: Human experiences
(3) Proposition 2: Human perceptions
(4) Proposition 7: Frame of reference

(14) Which proposition views the community’s or group’s behaviour as an attempt to achieve self-determination or self-actualisation?

(1) Proposition 4: Self-determination
(2) Proposition 12: Self and behaviour
(3) Proposition 6: Emotions
(4) Proposition 5: Needs and behaviour

(15) In group work, proposition 8 relates to the self of the group only and not of the individual members.

(1) True, because the group identity does not include the identity of the individual members.
(2) True, because the person’s experiences do not form part of the group’s identity.
(3) True, because the individual self of each group member does not identify each member as a specific and unique human being who is part of the group.
(4) False, because the group identity does not destroy the identity of the individual members.

(16) Which of the following Propositions is central to Person-centered Approach?

(1) Proposition 4: Self-determination
(2) Proposition 12: Self and behaviour
(3) Proposition 6: Emotions
(4) Proposition 8: The self
To which proposition does the Northern Sotho idiom “Ngwana a sa llego o hwela tharing” meaning “A child does not cry for nothing”, relate?

(1) Proposition 5: Needs and behaviour  
(2) Proposition 4: Self-determination  
(3) Proposition 12: Self and behaviour  
(4) Proposition 6: Emotions

Choose the correct option to complete statements 18 to 20

18. A wellness-in-the workplace group designed by a social worker directing an employee assistance program is an example of … group.

(1) support  
(2) educational  
(3) therapy  
(4) growth

19. A Gamblers Anonymous Group is an example of a … group.

(1) support  
(2) therapy  
(3) self-help  
(4) growth

20. The term concept theory means …

(1) a group of assumptions.  
(2) a coherent group of general propositions or concepts.  
(3) a way of looking at people and the world.  
(4) facts and sometimes fiction.

8.6 Other assessment methods

There is no other assessment method for this module

8.7 The examination

Use your My studies @ Unisa brochure for general examination guidelines and examination preparation guidelines.

8.7.1 Examination admission

You will gain examination admission by submitting your assignments on time. Although you will gain examination admission with the submission of Assignment 01, both assignments count towards your year mark. If you do not submit Assignment 02, your year mark may cause you to fail. If you submit Assignment 02 and NOT Assignment 01, you will not gain admission to
write your examination. The year mark you receive for the assignments counts 20% towards your final mark at the end of the year.

8.7.2 Examination period

This module is a year module. This means that you will write the examination in October/November 2018. Dates for the supplementary examinations will be provided by the Examination Section. During the year, the Examination Section will provide you with information about the examination in general, examination venues, examination dates and examination times.

8.7.3 Examination paper

The examination consists of a two-hour paper. This paper only consists of multiple-choice or true and false questions. To pass you have to obtain at least 50%.

9 FREQUENTLY ASKED QUESTIONS

The My studies @ Unisa brochure contains an A–Z guide of the most relevant study information. You should also visit myUnisa for module information and announcements on a regular (weekly) basis.

10 SOURCES CONSULTED


11 IN CLOSING

We hope that you will enjoy this module and we wish you success with your studies.

12 ADDENDUM

There is no addendum attached.

Kind regards

Dr NP (Phuti) Kgadima

Ms K Mabelane