

Tutorial Letter 201/1/2018

Community, Society and Inequality in a Globalised World

SOC1501

Semester 1

Department of Sociology

- FEEDBACK ON ASSIGNMENTS 1 AND 2
- THE EXAMINATION PAPER FOR SOC1501

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Dear Student

This Tutorial Letter contains feedback on the first and second assignments for SOC1501 as well as important information regarding the examination. It also indicates to you where in the study guide you can find the information you needed to complete the assignments (you had to rely a great deal on your study guide, because it was your most important source for the assignments). You should probably know by now that the tutorial matter for this module consists of Tutorial Letter 201, which is this feedback tutorial letter on assignments, the study guide or Tutorial Letter 501 (Thomas et al 2017), which presents the course contents of the module, mark-reading sheets, which you need to use when you do the assignments, and Tutorial Letter 101, which provides important information about assignments and examinations (at the end of the general feedback on Assignment 2 – see below – you will find a few guidelines with regard to the forthcoming examination paper for SOC1501). Your tutorial matter also includes Tutorial Letter SOCAL36 with its invaluable advice on how to do assignments. You should receive this tutorial matter from the Department of Despatch. General enquiries in connection with administrative matters and tutorials must be directed to the relevant department that is concerned with your specific problem. You will find their contact numbers in Tutorial Letter 101, which you receive when you register.

If you should ever need to talk to us, your lecturers about the contents of the module or assignments, you are most welcome to call us, and we shall be happy to assist you. If you want to make an appointment, it is important that you do so in advance to ensure that we will be available for your appointment. Our contact details are at the end of this tutorial letter as well as on 'Announcements' of the *myUnisa*.

1 COMMENTS ON ASSIGNMENT 1

QUESTION 1 (3)

In this question, we wanted you choose the statement which correctly describes contemporary sociologists' approaches to understanding the concept of cultural change. The correct answer is option 3, *b* and *c*. The study guide (Thomas et al 2017: 99-104) clearly states that cultural change in the work of contemporary sociologists like Piotr Sztompka can be read to fit within the discourse of cultural crisis and cultural trauma. The study guide further states that cultural crisis and cultural trauma are tied to the development of the process of globalisation which began in Europe in the second half of the last century. Globalisation has created relationships between people that extend beyond their national boundaries and has been influential in making business corporations stronger and more competitive in the world market. However, it also remains one of the most divisive issues for many people around the world. It has often been argued that it has had destabilising effects on society, and has created a huge divide in the national culture, leading to a dramatic loss of identity and meaning.

QUESTION 2 (2)

This question is related to the discussion in study unit 11 about social stratification and the acronym RDP is mentioned in the 'Introduction' on page 131 which discusses the problem of social inequality in South Africa. Here you will find that the acronym RDP stands for

Reconstruction and Development Programme (option 2).

QUESTION 3 (4)

In this question, you had to choose an option which correctly relates the Enlightenment project to the 'political slogan' that characterised it. The right answer is option 4. The Enlightenment project is usually dated as having occurred through the course of the 18th century (Thomas et al 2017: 20) and as having evolved two political slogans which separated it as an intellectual movement, one of which was "dare to know".

QUESTION 4 (3)

The correct answer for question 4 is a combination of statements *a* and *d* (option 3). The correctness of statement *d* becomes clear when one reads the study guide on page 100 (see study unit 8) where it is stated that the word cultural trauma describes "some kind of a split, ambivalence or clash within a culture, emerging suddenly, rapidly, and unexpectedly, and affecting the core areas of cultural components, such as basic values, central beliefs and common norms" (Thomas et al 2017: 100). The reading on page 100 also demonstrates that statement *a* is also correct: cultural trauma usually occurs in multicultural societies, societies where different cultures are brought into frequent interactions with each other.

QUESTION 5 (2)

A careful reading of study unit 11 on page 134 will lead you to see that the correct answer is option 2. Social stratification is linked to social inequality, social solidarity, group consciousness, collective action as well as changes in the social structure of society.

QUESTION 6 (3)

In this question, you had to choose the correct option regarding the political revolutions associated with the Enlightenment, the intellectual movement which became well established in Europe by the late 18th century, speeded up by the revolutions in science and technology. Statement *b* is right, hence option 3 is the correct answer for question 6. The study guide clearly states on page 21 in the discussion about the driving ideas of the Enlightenment that freedom, individual rights, human equality, democracy and republicanism are the political ideals associated with the political revolutions inspired by the Enlightenment. It was in the cultural climate created by the Enlightenment that the first political revolutions that were working and fighting against the existence and effects of absolutism (the rule of absolute monarchs) in Europe and its economic manifestations occurred. By political revolutions we have in mind here the American Revolution (1776) and the French Revolution (1789).

QUESTION 7 (4)

This question required an understanding of the concepts of mortality and morbidity which the study guide discusses on page 167 of study unit 17. You had to link each concept with the relevant statement about social factors that affect people's health and safety and that arise from changes within their living and working conditions. Option 4 is the correct answer we were looking for here. Statements *a* and *d* are related to the concept of mortality that the study guide describes as referring to deaths that occur in a population; statements *b* and *c* are related to the concept of morbidity that the study guide describes as referring to illnesses, diseases, injuries and disabilities that occur in a population.

QUESTION 8 (1)

The correct answer is option 1, and could easily be found on page 136 of the study guide. It is Anthony Giddens who identified the four types of stratification discussed on page 137 of the study guide – slavery, estates, caste and class.

QUESTION 9 (4)

The correct answer is option 4 – The Industrial Revolution organised production by “incorporating steam power and new inventions and machinery which increased the production of commodities”. The correctness of this option can be deduced from the discussion on page 22 of the study guide, which describes the changes brought about by the Industrial Revolution. The Industrial Revolution is generally recognised to have created wider opportunity when it occurred in Europe in the early 19th century, increasing agricultural production and the productivity of labour while at the same time “putting more goods into the hands of the domestic consumer market as well as the export market and raising the demand for the import of raw materials not available locally” (Thomas et al 2017: 22).

QUESTION 10 (5)

The correct answer for question 10 is option 5. If you have chosen one of the other four options, it means that you have difficulty understanding the key defining characteristic of the mobility process described here, which we think is internal migration – movement across a provincial boundary to establish a permanent place of residence. Susan's place of origin is the province of the Eastern Cape and her place of destination is the Western Cape.

We have however decided not to mark this question. Because we have noticed that there is not enough information in the study guide to help you in answering the question.

QUESTION 11 (1)

This is a "reading" question, which means that those of you who got it wrong did not interpret the information provided in the study guide correctly. The correct answer is option 1: the study guide clearly states on page 136 of study unit 11 that social stratification is linked to the availability of resources in society, such as economic power, property, status, money, minerals, land and water. The ever-increasing class struggle and class conflict that takes place in society is related to the fact that these resources are always in short supply

and to the fact that some groups are more powerful than others, due to their economic and political status.

You should note however that this does not mean that social mobility is always impossible. In a class system for example, it is possible for people to change their social position, to move from a blue-collar job to a white-collar job. A class system allows for greater social mobility because it is more fluid and more open than other types of stratification.

QUESTION 12 (3)

This is another "reading" question. The question is about the encounters between European explorers and indigenous peoples from Asia, Africa, South America and the Caribbean Islands in the context of the height of political colonialism and imperialism in the early 16th century. The study guide expresses itself on the tragic dimension of this history when it states that these interactions included not only trade and commerce but also conquest and domination. In Africa for example, over more than 200 years ago, about 100 million slaves were captured "to use as labour in the newly colonised territories of the Americas and Caribbean Islands", leading to the subsequent racist stereotyping and economic exploitation of the captured slaves and their descendants as a race (Thomas et al 2018: 23). Statements *a*, *b*, and *d* are wrong therefore and the correct answer is statement *c* – option 3.

QUESTION 13 (5)

This question required a clear understanding of the theories of population discussed in study unit 17 of the study guide – Marx and Malthus's theories of population. The two theories overlap to some extent, according to the study guide on page 183. If you look carefully at all of the statements in this question, you will see that none of them is correct – the statements are wrong as they do not correctly describe what the two population theories have in common. The correct answer is option 5, "None of the above statements is correct".

QUESTION 14 (4)

Notice that this is another example of a "reading question".

"Order and progress" (option 4) is the correct motto we were looking for here. Any combination of options that includes the other 'mottos' ('divide and conquer', 'strength in unity', and 'personal problems are public spaces') is wrong in our opinion. You will find the correct answer on page 32 of study unit 3.

QUESTION 15

The correct answer for question 15 is 'only e' – globalisation. Globalisation has brought people into greater and more closer contact than ever before and has increased (through their contacts) the scope and intensity of communication between them, blurring the lines between town and

country, nationality and internationality, etc. Modern computer technology such as the internet and mobile phones, as they became more affordable and accessible, have reduced the time and money that people spend on transportation (see Thomas et al on page 101) and increased their opportunities for migration. See study units 6, 8 and 10 of the study guide for further reading.

We have however decided not to mark this question. As some of you have noticed, the question does not have option *e* in the list of possible correct answers provided.

QUESTION 16 (5)

Here you had to choose an option which correctly describes what the idea of universal law of population in the thought of Thomas Malthus means. The correct answer is option 5 – none of the statements coincides with the stem. Malthus's theory of population supported preventative checks and positive checks, as both statements *a* and *d* suggest. The statements (*a* and *d*) are wrong however because they misrepresent the position taken by Malthus on the idea of universal law of population. Statements *b* and *c* are wrong on the same grounds – they are misinterpreting the Malthusian position in terms of its understanding of the idea of universal law of population. For further reading on Malthus' theory of population, see page 178 and page 179 of the study guide (study unit 17).

QUESTION 17 (2)

We did not anticipate that you will struggle to find the correct answer for this question, which we think is option 2. The question relates to the class divide that characterises the social structure of capitalist society, which has raised important questions for Marx as a sociologist – the divide between the capitalist class who own and control the means of production and the working class who sell their labour in exchange for lower wages. According to Marx, capitalism is an exploitative mode of production since the production of material goods takes place only for exchange on the market rather than for the consumption of those who produce these goods (the workers). One further effect of capitalist control of the labour process is what he calls the commodification of labour. The study guide expresses itself on this point when it says: "When the workers sell their labour, they have to produce large amounts of commodities, which can then be sold [by the capitalist class] at a profit [but] the workers themselves are also turned into commodities], as they have to work continuously to produce goods for profit" (see Thomas et al 2017: 141). Page 140 and page 141 of study unit 12 are relevant to answering this question.

QUESTION 18 (3)

The correct answer for question 18 is option 3 – only *b*. None of the social actions described here – eating, sleeping and drinking, watching television, colouring in a book, doing homework – are social facts. The study guide clearly states on page 32 that for something to qualify as a social fact, it must exist independently of the consciousness of the individual, and must have a certain power over that individual, a power that must be exercised through some predetermined negative sanction (Thomas et al 2017: 32). A good example of a social fact is the division of labour which accompanied the rise of modern organic societies during the Industrial Revolution and which Durkheim associates with the increasing specialisation of tasks which makes people interdependent.

Durkheim's division of labour regulates how people should work together and not come into conflict with each other.

QUESTION 19 (3)

The correct answer is option 3 – *a*, *b* and *d*. Marxist, Malthusian, and neo-Malthusian theories saw poverty and starvation amongst people who live below the subsistence level (the poor) as a severe problem that must be addressed.

A careful reading of the study guide on pages 178 to 184 would lead you to see however that the three theories disagreed on how to solve this problem. Marx, coming from a perspective that was deeply critical of the capitalist class, proposed as a way to avoid the consequences of poverty the radical transformation of capitalist society – its substitution by a classless and egalitarian communist society. Malthus and the neo-Malthusians on the other hand thought that the problem could possibly be resolved by closing the gap between food supply and rising population numbers – keeping the population in check by applying the preventative check of moral restraint (Malthus) and by introducing antinatalist fertility programmes such as family planning (Malthusians). For further reading, see pages 178 to 133 of study unit 17.

QUESTION 20 (2)

The question relates to capitalism as a system of economic relations of production and the concern regarding the problem of class oppression and class exploitation that it creates. The key arguments relevant to understanding the position of Marcuse and Habermas on this topic can be found on page 142 of the study guide. The correct answer is option 2, only *c*, and you will find it in the discussion about Marx's theory of social stratification in study unit 11.

2 COMMENTS ON ASSIGNMENT 2

QUESTION 1 (3)

This question relates to the concept of social change that is implied in Marx's materialist conception of history (historical materialism), which he proposed as part of his task to explain the changes that have occurred in the social structure of human society, primarily beginning with the development of the capitalist mode of production in the early 19th century. According to Marx, human society is driven by "a social change dynamic", caused predominantly by economic factors. There are different epochs of history, which began with hunting and gathering societies in the pre-modern era, and in each phase there are "different contending dominant and subordinate classes"

(see Thomas et al 2017: 48) over the distribution of economic resources and power. When we study Marx and his theory of historical materialism, we can see that he is concerned with making the link between class struggle, mode of production, class consciousness, and revolution: it is by a “combined interaction” of the class struggle and the emergence of the working class as a revolutionary class (a ‘class-for-itself’), according to Marx, that a classless and egalitarian communist society will eventually replace capitalism as a new mode of production (see Thomas et al 2017: 48).

QUESTION 2 (3)

Study unit 12 of the study guide, which deals with theories of social stratification, is relevant to answering this question. If you had read page 144 of the study guide, you would not have had any difficulty in choosing “political power” as the correct option (option 3). For Weber, class is important, but power and status have just as much influence on the social ranking of people. The greatest inequality in modern society is not only the division between “different contending dominant and subordinate classes” of the bourgeoisie and the proletariat (see Thomas et al 2017: 48) as Marx suggests.

QUESTION 3 (2)

In this question, you had to link the appropriate theory of population (Malthusianism and neo-Malthusianism) with the relevant statement about population and development. The information provided in the study guide on pages 177 to 181 of study unit 17 clearly shows that moral restraint, preventative checks, positive checks, and geometric and arithmetic growth are the concepts used by Thomas Malthus to speak of the problems caused by population growth (famine, disease, and mortality); here we learn as well that zero population growth and family planning programmes directed at increasing the age of marriage are the concepts used by the neo-Malthusians in their discussions about population control and economic development. The correct answer is option 2.

QUESTION 4 (3)

The correct answer is option 3 – Weber’s conception of an interpretive approach refers to the sociologist trying to “understand social action by investigating the subjective meanings that people give to their behaviour”. It is interesting to know that it is precisely on this issue that the views of Weber and Marx come apart. Whereas for Marx, the evaluation of social change requires some attention to the role of economic factors (Marx provided materially-based explanations for the reasons why social change occurs), Weber felt that “a multicausal approach which complements materialist accounts with an equal emphasis on idea systems and values in systematic explanations of social change processes should be how sociological studies should be conducted” (see Thomas et al 2017: 36).

QUESTION 5 (5)

The correct answer is option 5 and can be found on pages 179 and 183 of the study guide – we discuss the criticisms of Malthus’s theory of population on page 179 and provide the context for the development of his theory of population on page 183. If you read carefully on page 183,

you will see that both Malthus and Marx's theories of population were concerned with understanding the relationship between population and development, *albeit* in relation to different social contexts and different geographical situations. Malthus' theory of population was written at the time when Europe was in the early stages of the demographic transition and when mortality decline was affecting the size of the population. According to the study guide, this is the reason why his views were based on the belief, which was later proven to be wrong, that "only very small improvements in people's life expectancy and [living conditions] were possible" (Thomas et al 2017: 179). Marx's theory of population on the other hand has an origin that extends to the period of the Industrial Revolution, the process of social transformation that has sparked the emergence of new technological innovations that have changed the face of the world (Giddens 2001), heralding a new and more hopeful era in which tremendous improvements took place in people's well-being and living standards and in the efficiency and productivity of human labour.

QUESTION 6 (4)

In order to answer this question, you were required to understand the different types of social mobility discussed on page 146 of the study guide. By studying pages 146 to 149 of learning unit 13, you could easily have chosen option 4 as the correct answer. Social mobility relates to the movement of individuals and groups between different socio-economic positions. This mobility process usually occurs in a stratification system that is more fluid and that allows that social positions be achieved rather than ascribed (a class system).

QUESTION 7 (4)

The study unit which discusses the founding figures of sociology, study unit 3, is relevant to answering this question. The information provided on page 36 and page 37 of the study guide clearly shows that option 4 (only c) is the correct answer. It was the position of Harriet Martineau that the study of human society must follow the same objectivist orientation of the natural scientists which uses the principles of cause and effect. The study guide situates this objectivist orientation in the early 19th century and sees them as having developed originally and in a detailed form in the writings of August Comte and Claude Henri Saint-Simon.

QUESTION 8 (2)

In this question, you had to choose a statement which correctly describes the Marxist position on the relationship between population and development. A key argument of a Marxist theory of population is that poverty is caused by unequal distribution of resources in society. Marx's theory of population and development looked for explanations for the problems of poverty and inequality in society less to the pressure placed on food supplies by rising population numbers than to the social relations of production under capitalism. Poverty according to Marx is linked to the different competing and conflicting social classes under capitalism having unequal access to the means of production and to the workers having no control over their labour power.

The other statements – statements a, c, d and e – are wrong because they misrepresent the Marxist position in terms of its views on the relationship between population and development.

The statements are mentioned in the study guide as relating to the Malthusian and the neo-Malthusian perspective on population. See page 178 to 183 of study unit 17 for further reading and study.

QUESTION 9

This question required a clear understanding of the different types of social mobility discussed on page 146 of the study guide. By carefully reading pages 146 to 149 of study unit 13, you will notice that the movement up or down the socio-economic ladder or scale is called vertical mobility. An obvious example of vertical mobility is when a person moves from a blue-collar job to a white collar-job.

We have decided not to mark this question however because vertical mobility is not included in the list of options provided.

QUESTION 10 (5)

This question required you to choose the statement which correctly describes the sociological perspective of the African-American scholar and writer, WEB du Bois. A general explanation of the sociology of WEB Du Bois is provided on pages 37 to page 39 of study unit 3, where we discuss the contributions of the key founding figures of sociology. If you read the last two paragraphs on page 38, you will see that option 5, only *b* is the correct answer – the sociology of WEB du Bois is a social constructivist view of race and it stresses how people act in terms of their race consciousness.

QUESTION 11

This question relates to the views of the women's network at the International Conference on Population and Development held in Cairo in 1974. You had to choose a statement which correctly describes the position taken by the women's network at the Cairo Conference. Your study guide informs us on page 197 that the women's group took the position that women (not men as statement *c* suggests) are neglected when issues of reproductive health are discussed. "Women have been expected to carry most of the responsibility and risk of birth control but have been largely excluded from decision-making in personal relationships as well as in public policy. Sexuality and gender-based inequalities have been largely ignored, and sometimes even strengthened by population and family planning programmes" (see Thomas et al 2017: 197).

The other statements – statements *a*, *b*, and *d* – are also wrong; they too do not reflect this concern of the women's network with reproductive health issues affecting women. We have decided not to mark this question however because we have noticed that there is no correct answer in the list of options provided.

QUESTION 12

This is another of the questions that we have decided not to mark (the question doesn't have a
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correct option among the possible list of answers provided). You should note that option 2 is

wrong: it misleadingly suggests that it is the concept of intergenerational mobility which looked at people who are upwardly mobile vis-à-vis the class positions of their parents, whereas it is actually about sociological studies on intragenerational mobility and its effects on upwardly mobile individuals from the lower classes of society. If you read study unit 13 on page 147, you will see that these studies, intragenerational mobility studies, became popular with the work of American sociologists Sennet and Cobb in the early 1970s.

QUESTION 13 (4)

The correct answer for question 13 is option 4, only *b* – sociologists associated with the systems approach contend that society as a whole “is made up of interconnected or interdependent parts”. Essentially, this systems approach of sociology sees social change as an evolutionary process whereby all of the subsystems of society are interconnected or interdependent on each other – for the sake of social cohesion and social solidarity and for the sake of the survival of the social system as a whole. Systems theorists considered the role of common values and norms more extensively in their work than did conflict and interpretive theorists, and saw society as stable and as based on social cohesion and social solidarity. It should be quite clear from what we have just said that statements *c* and *d* are wrong. Systems theorists **do believe that it is possible** to achieve stability and equilibrium in society and that the education system (one of the subsystems of society) **can cultivate** a consensus about societal values.

QUESTION 14 (1)

We say in study unit 18 that one way of assessing and interpreting a country’s population policy is by looking at how it deals with the challenge of keeping its population under control. By reading page 189 of learning unit 18, you could easily have noticed that population policies that are aimed at limiting the number of births in a population (restricting the reproductive performance of individuals/couples) are called antinatalist fertility policies. The correct answer is therefore option 1.

QUESTION 15 (3)

This question relates to a case study done by the sociologist Dreyer in 1995 about social mobility in South Africa. The readings on page 147 and 148 of study unit 13 shows that option 3 is correct, while the other options (1, 2, 4 and 5) are incorrect: the main focus of Dreyer’s study was on the position of upwardly mobile **black people in South Africa**.

QUESTION 16 (3)

The correct answer is option 3. The study guide clearly states that the conflict perspective is based on the analysis of the social structure of modern society that explains the social relations that are characterised by class conflicts over the allocation and distribution of economic resources – money, land, etc. (see page 47 and page 48 of study unit 4). While much work in the systems approach has directly addressed the social cohesion and the group solidarity that binds society together and guides the conduct of individuals so that they feel part of society, there has been a tendency for the conflict approach to emphasise the competing and conflicting interests amongst groups that arise from changes from one mode of production to another. According to the conflict perspective, the social structure of society provides benefits to some groups and disadvantages others (Thomas 2017: 47). The result is an unbalanced and unequal society.

Statements *b* and *d* are incorrect because they are about the systems perspective, not the conflict perspective. The second part of statement *c* is clearly wrong because it misleadingly suggests that religion is one of the concepts to understand in the case of the conflict theory's concept of class structure.

QUESTION 17 (4)

According to the study guide on page 147, study unit 13, there are **two types** of social mobility, namely vertical mobility and lateral mobility, and there are **two ways of studying** social mobility, namely intragenerational mobility and intergenerational mobility. In this question, you had to choose an option which correctly describes **studies** of social mobility that are regarded as having an intragenerational element. The correct answer is therefore option 4. Intragenerational mobility studies look at an individual's career and how he moves up and down the socio-economic ladder in the course of their own working lives (Thomas et al 2017: 147). Option 1 is wrong as it is about the study of social mobility between different generations (intergenerational mobility). Option 2 is also wrong as it is a description of a particular type of social mobility, namely upward mobility. Upward mobility is the mobility process which changes the social ranking of people.

QUESTION 18 (2)

A careful reading of the study guide on page 192 and 193 will lead you to see that all of the statements are correct – option 2. Most international migration policies have humanitarian, economic, and demographic objectives. With the development of these types of immigration policies has also come the need to address issues of national security and the need to meet international obligations and “to follow the guidelines provided by foreign policy” (Thomas et al 2017: 193).

QUESTION 19 (4)

In this question, you had to choose an option which correctly describes the position of the interactionist perspective of sociology on the nature and causes of social action – how people act and how they influence the context of their experience. The interactionist perspective starts out from the premise that

people have the capacity to shape who they are and to create meaning of their historical experience. They are not totally determined by their socialisation, as statements *a* and *b* suggest. Because they do retain some control over their lives, and because they are not totally constrained in their actions. Statement *d* is also wrong because it does not reflect the concern in the interactionist perspective with the way people create meaning of the social world that they live in.

See the study guide on page 48 for further reading.

QUESTION 20 (3)

The correct answer is option 3. The concept of racialisation describes a **process** whereby a group of people distinguished by biologically grounded characteristics such as skin colour come to be regarded as a separate race and their opportunities in life come to depend on that position. Option 1 (race consciousness) and option 2 (black consciousness) are wrong because they suggest the necessity of understanding the group in terms of its state of mind. Race consciousness and black consciousness draw us to look at the ideas, values, and beliefs that the group holds about itself or about another group. You will find the description given for the term racialisation on page 151 of study unit 14.

We trust that these comments will be helpful. Please feel free to contact us if you have any further questions regarding our module.

LIST OF SOURCES

Giddens, A. 2001. *Sociology*. Cambridge: Polity Press.

Thomas, CG, Mathebe, L and Mazibuko, NC 2017. *Community, society, and inequality in a globalised world: Introduction to sociology. Only study guide for SOC1501*. Pretoria: University of South Africa

3 THE EXAMINATION PAPER FOR SOC1501

The examination paper for the module of SOC1501 (May/June 2018) is based on multiple choice questions only. The examination paper consists of 40 multiple choice questions and the total of the paper is 100 marks. Please note that we do add a year-mark in this module, and it counts 20% towards your final exam mark. The written examination carries the remaining 80% of your final mark. The year-mark is worked out (calculated) on the basis of the percentage mark that our students receive for the second compulsory assignment that is due in March of every calendar year. You will obtain admission into the examination if you submit (and only if you submit) the first compulsory assignment. By submitting the first assignment on or before the due date, you will be allowed admission into the final examinations regardless of the mark that you have obtained for the assignment.

Note that there are two sections in the examination question paper. SECTION A is based on the new study guide and is for students who are registered for the first time for the first semester of 2018. SECTION B is for students who are writing the supplementary exam for the second semester of 2017, which is based on the old study guide.

Our most important advice to you as far as the examinations are concerned is this: read all of the questions on the exam paper carefully. Make sure that the question that you think is correct is indeed the correct option. Most of our students fail in the exam not so much because they do not understand the contents of the module but because they do not read the stem of the exam questions carefully. The stem is the instruction or incomplete phrase at the beginning of the question, usually written in bold. Our other advice to you is that you must read your study guide. The study guide presents the essential syllabus of the module and it is important that you always keep it at hand when preparing for the examination and when addressing questions to your lecturers. Remember that there is no prescribed book in this module. You are going to be examined on the full contents of the study guide only.

You should know by now that the study guide you will be using in this semester is a new one. This point is very important to keep in mind because what it means is that the previous exam papers that were made available to you on the *myUnisa* are not going to be useful to you for success with the examination. Because they pertain to the old study guide, not the new study guide. We have tried to do our best to make your study of this module successful by making sure that the new syllabus relates to sociological issues and concerns that are relevant to you and to the society in which you live and also help you in developing learning skills that will improve your academic performance. We hope that you will find it to be very helpful in advancing your study and understanding of life in modern society in many new and innovative directions. Should you ever need to call us or visit us to talk about the module or the new syllabus we will be available to help you. We would always welcome the opportunity to discuss the module with you as well as the discipline of sociology in general and please do not hesitate to talk to us.

We would like to take this opportunity in wishing you the best of luck with your exams and hope that the reaction to the new study guide from you will be very positive.

Kind Regards

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