



STREPIESKODE  
BAR CODE

**Department**  
**TRANSPORT ECONOMICS,**  
**LOGISTICS AND TOURISM**

**Tutorial Letter: 301/2011**

Prof C. van Zyl

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Dear Student

## **1 INTRODUCTION**

### **1.1 Welcome**

#### ***1.1.1 A word of welcome from the Chair of the Department***

It gives me pleasure to welcome you as a student in the Department. Our graduates contribute to our society and economy in various ways and I am therefore pleased that you have chosen this field of study. I hope that you will complete your studies successfully and find them relevant to your chosen career. I also hope that your study experience at Unisa will be both pleasant and stimulating.

This tutorial letter contains important information that will assist you in your studies in the Department. Please read it carefully and keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

At the outset it is necessary to remind you that you must read all the tutorial letters you receive during the semester immediately and carefully. The information they contain is always important and may well be urgent. They may also contain additional study material or information about recent developments in your field of study that is prescribed for the examination.

Enjoy your studies.

*Prof C. van Zyl*

**DEPARTMENT TRANSPORT ECONOMICS, LOGISTICS AND TOURISM**



## 1.2 Purpose of Tutorial Letter 301

The purpose of Tutorial Letter 301 is to provide you with an orientation to open distance learning (ODL), outline a few study skills that will enable you to become more independent as students and answer some of the common questions asked by students.

Please consult the 2011 *My studies @ UNISA* booklet. It contains important information on matters such as assignments, booksellers, orders, regional offices and the use of the Library.

## 1.3 Finding your way around the study package

You will receive a study guide and a Tutorial Letter 101. Depending on the module you have registered for, other important information might also be included, such as a CD/DVD and/or case books/articles. The study guide relates to other items such as the textbook, CD/ DVD, and tutorial letters.

You should immediately read Tutorial Letter 101/2011 for all the modules for which you are registered. This Tutorial Letter 101 will help you navigate various elements of the module, such as the SCHEME OF WORK, STUDY RESOURCES AND ASSIGNMENTS. Tutorial Letter 101 will also tell you what prescribed books, if any, you need to buy.

**Note the submission dates for the assignments for all your modules.** Then plan your study programme in such a way that you will be able to submit all your assignments **on time**. No extension is granted.

On the last page of this tutorial letter we have included a study year planner (calendar). We encourage you to complete it by including important dates (eg. the submission dates for assignments, the examination dates and the dates of discussion classes) **for all the modules for which you are registered in 2011**.

## 1.4 Communication with the UNISA and the Department

Please note that all administrative enquiries should be directed to the **Unisa Contact Centre**. Enquiries will then be channelled to the correct department. The details are as follows:

Calls (RSA only)	0861 670 411
International calls	+27 11 670 9000
Fax number (RSA)	012 429 4150
Fax number (international)	+27 12 429 4150
Email	<a href="mailto:study-info@unisa.ac.za">study-info@unisa.ac.za</a>

Only queries that are not of a purely administrative nature **but are about the content of this module** should be directed to your relevant lecturer in the Department (see your relevant Tutorial Letter 101 for the lecturer(s) contact details). Always have your study material on hand when you contact us. For your convenience, and if you have any problems contacting the lecturers individually, you may contact the respective sections at the numbers indicated in the table below. Someone will be available at this number to assist you.

LECTURER	MODULE	CONTACT NUMBER
Ms M. Badenhorst	Logistics	(012) 429 2289
Mr J.W. Barendrecht	Transport Economics	(012) 429 4576
Prof A. Brits	Transport Economics	(012) 429 4027
Mrs N. Conradie	Tourism	(012) 429 3809
Ms U. Fourie	Tourism	(012) 429 4603
Mr O.N. Kibara	Tourism	(012) 429 4447
Mrs A. Kirkman	Tourism	(012) 429 2549
Mrs N.J. Matsoma	Logistics	(012) 429 4734
Mr R.I. Mavunda	Transport Economics	(012) 429 2392
Mrs J. Nel	Tourism	(012) 429 4029
Mr M.E. Shibambu	Tourism	(012) 429 8625
Mr J.L. Theron	Logistics	(012) 429 4316
Dept. Secretary	Transport Econ., Log. & Tourism	(012) 429 4027

## 2 ORIENTATION TO ODL IN THE CONTEXT OF THE DEPARTMENT

### 2.1 The nature of ODL (open distance learning)

You have chosen to register at Unisa, which is an open distance learning institution of higher education. What does this mean for you?

First, you may have obtained access to the University because of its "open" nature without necessarily having the skills to cope at a university, because, for example, you may have been out of the education system for a long time. However, these skills can be learnt. Now that you are registered, you will have access to resources that will help you to make a success of your studies: study guides, assignments, the Library, lecturers, tutors, literacy centres, counsellors to assist with study skills, peer groups, the online learning management system *myUnisa*, and so on. You need to use these resources wisely to help yourself.

Secondly, distance education usually provides an independent study package. Many people are not used to studying completely in isolation from the institution, their teachers and their fellow students. Many distance education students feel lonely and drop out. As mentioned in the previous paragraph, there are resources available to you to bridge this distance and to offer you support. Please use them.

### 2.2 What the University/Department expects of you

The Department expects of students who register for this qualification to be able to :

- (1) *learn from predominantly written material*
- (2) *communicate what they have learnt comprehensibly in the medium of instruction*
- (3) *use basic calculations such as multiplication, etc*
- (4) *draw up and read graph;*
- (5) *interpret statistics accurately*
- (6) *with guided support, take responsibility for their own progress*
- (7) *make decisions about and accept responsibility for their own actions*
- (8) *transfer successful learning strategies across courses*
- (9) *evaluate their own performance against given criteria*

We also expect students to plan, monitor (including adapt) and evaluate their learning and strategies. Asking questions is one way of taking control of your own learning.

**Planning:** What do I already know that will help me to do this activity? What should I do first? How much time do I have and how much time do I need to learn this? What resources do I have and where can I go for help?

**Monitoring:** Am I on the right track? How am I doing for time? Do I need to speed up? Do I need to slow down? Do I need to (re)prioritise? What should I do if I do not understand? How can I revise my plan if it is not working?

**Evaluating:** What could I have done differently? How well did I do? What did I learn that I could use in other tasks? How long did this take me? Could I have done it in less time? How?

### 2.3 What you can expect from the University/Department

You can expect the following:

- (1) *an up-to-date study guide that will help you to prioritise the important information presented in a particular module/course*
- (2) *to understand the main ideas and debates in the area of study*
- (3) *to learn the terms and concepts important to your chosen field*
- (4) *to apply what you are learning in relevant context*
- (5) *to integrate other media such as the textbook, myUnisa, CDs, etc*
- (6) *tutorial assistance at learning centers or online*
- (7) *library orientation and services*
- (8) *career and study skills counseling*
- (9) *assistance with literacy and numeracy problems*
- (10) *opportunities to submit assignments and receive constructive feedback before the examination*
- (11) *feedback on queries online within 24 hours where possible, but otherwise within three working days if the University requires additional research*
- (12) *consistent, accurate information, etc*

## 3 LEARNING STRATEGIES

This section provides you with guidelines on estimating your time, planning/goal setting, using effective learning strategies and how to approach written and multiple-choice assignments.

### 3.1 Estimating your study time

Students often register for more modules than they can handle, given their current life circumstances. To help you manage this aspect of your studies, the following timesheet is a good example that you could use to estimate the demands of the module/course and the time you have available:

### STUDENT TIMESHEET : ALL COMMITMENTS

The timesheet below will help you to estimate the amount of time you spend on regular work and life activities in a week so that you can work out the number of hours you have available for study. Each Unisa module needs 120 hours of study, spread across different activities. For a semester of 12 to 15 weeks, you will need about eight to ten hours a week for each module.

The more accurate your calculation, the more realistic you can be about how many modules you can take at a time. Potentially, in a week, you have 168 hours.

Hours already committed each week before studies:

Sleep (eg seven hours a night = 49)	_____
Meals	_____
Personal hygiene	_____
Household work (eg cleaning, preparing food, childcare, gardening)	_____
Employment	_____
Travelling	_____
Errands (eg shopping)	_____
Socializing	_____

**TOTAL COMMITTED:**

\_\_\_\_\_

Hours available for study:  $168 - \text{total committed} =$  \_\_\_\_\_

If you divide this number by eight or ten, you can estimate the maximum number of modules that you should be doing in a semester.

Keep up the number of hours required a week. One of the big dangers in distance education is that a crisis such as a sudden illness can throw you off track, with the result that you fall behind and drop out. If such a crisis occurs, be flexible and recalculate your time so that you can catch up. This is easier to do if you were on track before the crisis. Consult your lecturer for advice immediately if you fall behind.

You can also use annexure A at the end of this tutorial letter as an example of a year program that can be used to indicate to you where you should be with your studies by certain times in any given semester.

You are encouraged to set your own short- and long-term goals.

### 3.2 Reading for understanding

You need to "read" your study package so that you can navigate your way around it successfully. Check the titles of every document you receive in the package. This tutorial letter and Tutorial Letter 101 have the information READ NOW, which is an indication of their importance. Your study guide is also a vital, resource and you should start by looking at the table of contents, which will indicate the main (high-level) headings and orientate you to the scope and content of the module.

Different students have different reading speeds and abilities. How good a reader are you? You need to develop your reading skills until you can read about 250 words a minute to manage your reading load for each module. You can easily calculate your current reading speed by taking a textbook or study guide and getting someone to time you for a minute while you read. Then count how many words you have read in that minute.

One way to read more efficiently is to skim the text first, reading high-level headings, the first sentence of every paragraph and looking at any diagrams to build up an overall sense of the meaning. You can build a summary on the basis of this strategy. Once you have the big picture or main ideas, you can read and understand the detail more easily. Other effective reading strategies are to self-question, re-read, paraphrase to understand, link to prior knowledge, look for topic sentences, make outlines, draw diagrams, form study groups, flag to ask a lecturer, etc.

### **3.3      Compiling your own glossary**

A glossary is like a dictionary: it gives you a word or phrase and the meaning of that phrase. You could start to build up an alphabetical list of new terms that are explained in the study guide or textbook and add examples to make the meaning even clearer. You might even wish to write an explanation in your own language if you are using English as an additional language.

Gloss "terms of art" – words that are important to your field of study. Also gloss academic words like "data", "phenomenon", "critical thinking", etc.

### **3.4      Re-using effective learning strategies**

Some learning strategies work and make you successful; others do not work, leaving you feeling that you will never understand and therefore you have to memorise and reproduce information. However, memorization is itself a strategy. If memorisation is your main strategy, and you keep failing, you need to realize that it is simply not working for you. If writing your own glossary helps you to learn, use it in all your modules. If skimming helps you to learn more successfully, use it on all your texts. Make a note of strategies that work for you so that you can re-use them directly or in an adapted format.

### **3.5      Assignments**

#### **3.5.1    *The value of assignments***

The importance of doing assignments cannot be over-emphasised. Assignments, like the activities in the study guide, are a vital part of learning in a module. Assignments are important because they allow you to determine the standard the Department sets for its students and the quality of work it expects. Comments on assignments are usually detailed. If you read these comments and relate them to what you wrote in your assignment, you will benefit when revising the work for the examination. Assignments also prepare you for the examinations by giving you a chance to practice for final assessment.



Essentially, assignments and examinations have different purposes: an assignment is meant to help you to learn and often focuses on only one or two outcomes. Do not be afraid of making mistakes in assignments: this is often the way we learn. An examination is proof of mastery of the learning outcomes for the module.

Your assignments also contribute to

- (1) *admission to the examination*
- (2) *your year mark*

The purpose of assignments (and the activities in the study guide, online discussion forums, etc) is as follows:

- (1) *to engage actively and learn through doing and receiving feedback*
- (2) *to motivate you to work through all the study material and achieve all the outcomes*
- (3) *to learn the reading and writing skills expected of a future professional*
- (4) *to be able to combine different ideas and arguments in a single answer*
- (5) *to practice gathering material and presenting ideas/ arguments in a logical, ordered fashion using convincing arguments (merely copying the study material is not acceptable)*
- (6) *to learn to use assessment criteria and feedback on assignments to increase your ability to self-assess. When you enter the world of work, you will have to evaluate your own arguments and submissions – hence the need to acquire this skill as soon as possible*

The Department requires you to present and structure your essay assignments according to a particular method. This tutorial letter is intended to help you to do this correctly. Please study this tutorial letter in conjunction with Tutorial Letter 101 for each module for which you have registered for 2011.

Your assignment answers must satisfy certain requirements for scientific and academic writing. You therefore need to read this tutorial letter before attempting to write an assignment answer. As you progress with your studies, you will have to become increasingly careful in the application of the scientific method for writing assignments. Please note that you will be penalized if your assignment answers do not comply with these requirements. Read this tutorial letter again when you receive a marked assignment from us, so that you can understand the lecturer's comments better.

Bear in mind that as from 2011 you will be required to complete at least two compulsory assignments for each module you have registered for. In most cases a third or self assessment assignment is added.

### **3.5.2 Understanding the assignment**

This section deals with the interpretation of the assignment topic. The problem statement proceeds from the interpretation of the topic.

#### **3.5.2.1 Read the assignment**

It is imperative that you read the assignment carefully to ensure that you understand what is required and that you do not misinterpret anything. Look up any unfamiliar words in a dictionary. All relevant subject terms should be defined in your study guide and textbook, which means that you must consult these as well.

Important information is conveyed in the way in which the assignment is worded, as well as through the instructions, assessment criteria and guidelines provided with the assignment.

### 3.5.2.2 Find the keywords

A keyword helps you to come up with ideas. The next step is to identify exactly what the subject is and what aspects of it the assignment topic covers. To do this, you must find the keywords (ie the most important words) in the assignment topic. This will help you to understand what the assignment is all about.

Keywords can provide you with more information on the topic. They guide you when you are reading about the topic and gathering information on the central theme.

However, you also need to pay special attention to the wording of questions because it will guide you in giving the correct answer and deciding on the focus of the assignment. The following list includes such words together with the meaning of each word:

WORD (instruction)	MEANING
Enumerate	Mention items or points one by one. No detail is required and the result of an enumeration is a list of things or aspects.
Indicate	State briefly, in broad outline, without detail. An indication gives the reader the gist of the matter.
Analyze	Divide into sections or elements and discuss in full.
Define	State the precise meaning of a term as you use it in your assignment answer. The definition should ensure that the term has only one meaning and that it cannot be confused with other terms. This often means that you will have to read a number of definitions before arriving at a substantiated decision on the precise meaning you will attach to the term in the relevant assignment.
Distinguish	Provide definitions, but also indicate similarities and differences. Also called differentiation.
Describe	Give an account of the characteristics or properties of a matter in such a way that your reader can recognise it and not confuse it with anything else. A description tells you "what it is like". You can be asked for physical descriptions or descriptions of processes, for instance.

WORD (instruction)	MEANING
Explain	Write about the topic in such a way that the reader gains a better understanding of the important underlying facts. An explanation tells the reader "why a thing is the way it is".
Compare	Set out how things differ from one another and in what ways they are similar. A good comparison also says "why it is so".
Discuss	This implies that there are various explanations of or opinions about the topic you have to discuss. You must state what these are and show how and why they may correspond or differ. The word "discuss" often involves weighing up arguments for and against something.
Evaluate	Assess or "determine the value of" something. This means that you should have criteria against which you can measure something; the end result should be the formulation of your <b>own informed opinion</b> of the matter. You may approve, disapprove or suggest a modification of whatever you have to evaluate. Evaluation usually implies comparison and should always be <b>substantiated</b> –that is, based on soundly formulated reasons.
Examine	Look at/observe, identify the problem or the characteristics, describe what you have observed, and then critically discuss a topic in terms of definite criteria or guidelines and possibly suggest solutions.
Offer comments	Give your own informed opinion on the matter, grounded in the knowledge base of your discipline or field of study.
Point out	Direct attention to something logically, say, a premise, by means of thorough reasoning; priorities in a field; discrepancies in an argument, etc.
Summarise	Give the key aspects of a topic without any detail.
Illustrate	Also review, draw or outline. Give examples or draw a diagram to make a particular topic or subject clearer. Reproduce an existing thing just as it is, without any changes, comments or arguments.
Interpret	Specific information is given and you have to say what it means in a particular context or according to certain criteria. Your explanation should be as practical as possible.
Criticize/judge	Academic "criticism" looks at both good and bad characteristics. Identify these characteristics and give your opinion after taking all the facts into account, applying what you have learnt or looking at given criteria.

WORD (instruction)	MEANING
Complete	This means adding whatever is missing from a sentence, sketch or table, for example, to complete it. To be able to fill in what is missing, you would need to have memorised the material.
Name	This involves reproducing memorised subject matter. The required information must be given in the form of single words or short sentences, preferably numerically presented. Number every point.
Reduce to	This means changing specific information from one form to another.
Argue	An argument must single out the essential facts of a matter and then go on to explain those essential facts. It must be possible to discern what the essential facts are, and why they are essential.
Calculate/ determine	Also estimate or determine. This is the numerical expression of a particular relationship, through which a conclusion is reached. A calculation or estimate usually requires the student to perform a mathematical calculation with particular figures.  Determine involves acquiring certain information by applying processes or methods.
Prove	Facts must be supported by the logical advancement of acceptable reasons.
Demonstrate	Show how, how would one ... in practice?  This involves supporting or elucidating (explaining) certain information with reference to examples. The student is required to show or demonstrate, say, how certain principles, methods and theories can be used. A demonstration of this kind may be purely theoretical.
Apply	This involves using information in new situations.  Application signifies using acquired knowledge and insight to understand <b>real situations</b> or case studies.
Classify	The information to be classified (object, concept, etc) should be located in an existing classification system.
Deduce/derive/ draw conclusions/ generalize	A logical consequence must be deduced from given information. The logical consequence that follows from the information should not contain any contradictions and should be supported by adequate reasons.

WORD (instruction)	MEANING
Contrast	Two or more aspects of something are compared, which indicates only differences, contrasts or discrepancies. The differences, contrasts or discrepancies should merely be pointed out without giving any further justification for or explanation of, unless the question specifically requests this.
Investigate	Data must be analysed or divided into parts. Causes, effects, relationships, and so forth, must be sought.
Arrange/structure/pair	Data are grouped on the basis of certain relationships. As the word indicates, pairing means grouping data in twos.
Design/plan/create/ compile/develop/ produce/combine/ compound/ diagnose	A new or original combination of data must be formed. The emphasis is on new or original ideas.
Advise/ recommend/ propose	Supply expert guidance on the solution of a unique problem. Given a particular set of data, the student is expected to produce an expert solution to a unique problem.
Relate to	Students are required to indicate clearly how various matters are related to one another, for example, how they are linked or how they correspond to one another. The students must be able to identify and formulate relationships.

The instructions given with each assignment should make it quite clear what is required. If you do not understand an assignment, contact your lecturer or tutor, who will gladly help you to solve any problems you may have. However, do not do this until you have read extensively on the assignment topic, because an assignment topic often becomes clearer once you have done some reading.

### **3.5.3     *Compile a list of things to find out***

After you have read the assignment, compile a list of things to find out. Ask yourself questions. This will help you to concentrate on the most relevant aspects of the topic and will also ensure that you do not leave out important points.

### **3.5.4     *Research the assignment topic(s)***

#### **3.5.4.1   *Finding the information***

*a The study guide and prescribed book*

Read the relevant sections in your study guide and prescribed book, if you have one. This will give you a broad outline of the main aspects of the topic. Subject terms with which you are unfamiliar will usually be defined in the study guide, prescribed book and recommended sources.

*b Other recommended sources*

Once you have a general idea of the topic, you should consult some of the other recommended sources if any are listed in Tutorial Letter 101 for the assignment topic. Use the tables of contents and indexes in books to find the relevant sections. A **table of contents** is at the beginning of the book and gives the headings and subheadings of each chapter. This will provide guidelines on which chapters are likely to be relevant. The **index** is at the back of the book and is an alphabetical list of topics, with the page numbers on which the topics are discussed in the book.

In order to understand the content and meaning of the text, bear the following in mind:

Headings and subheadings indicate what the text is about. These will help you to anticipate what topics are dealt with in a particular section, and to select the sections of a book or article that are relevant to your topic.

Try to find the key sentence of each paragraph in order to identify the main points. (**Do not underline or write in library books.**) The key sentence reveals the meaning of the rest of the paragraph. It is often but not always the first sentence of a paragraph. If you skim a text – that is, read only the first sentence of each paragraph – you should have a good idea of what the broad outline of that reading is.

*3.5.4.2 Selecting relevant information*

Once you have decided that a source will be useful for a particular assignment, you can set about collecting the relevant information. This means you must select information that relates specifically to the assignment question(s). As you read, make notes on sheets of paper.

Bear in mind that the author of the book or article is not necessarily concentrating on your particular topic. He or she may include too much detail on matters that are not directly relevant to your requirements. When reading, you must select and write down only the information that is relevant to the assignment topic. This information will help you to substantiate (ie support) your point of view about the topic. Leave out all matters that do not contribute directly to the subject of your assignment.

*a How to make notes*

Here are a few hints on how to make notes on the information obtained from literature sources:

- **Step 1.** Put together all the information sources you have obtained for writing the assignment, including the study guide, articles, and the prescribed book. Read the relevant sections in the study guide, articles and prescribed book first, and then the recommended works and any other sources you may have obtained.

- **Step 2.** Identify the aspects of the information that are relevant to the assignment topic(s) and note them down as follows:

Use a separate sheet of paper for each point that you think should be considered. At the top of the paper, write down a suitable heading for each particular point.

- **Step 3.** Draw **two** parallel margins on the left side of each sheet of paper to create two columns. Give these columns the following headings: "Source" for the first column on the left, and "Page number" for the one next to it.
- **Step 4.** Start making notes as you read through your information sources. For instance, if you have a definition of research on page 4 of the recommended book, take the sheet of paper bearing the heading "Definitions: **research**". Write down "Recommended book" in the column on the left, and "4" in the column next to it. Then note down the essence of the definition that you have found in the book. If you have also found a definition for research on page 18 of an article, return to the sheet bearing the heading "Definitions: research". Write down the author(s) of the article in the left-hand column, and "18" in the one next to it. Write down the essence of the particular author's definition. Once you have completed your reading, the sheet "Definitions: research" may contain quite a number of definitions, as provided by various authors.

Remember that if you copy down a sentence or passage word for word from any information source, you must put it in quotation marks even when merely taking notes. (A sentence or passage that is copied word for word from a source is called a verbatim quotation.) More information on the proper citation and reference methods to use in the assignments will be provided later in this tutorial letter.

- **Step 5.** Once you have completed your note taking; look at the information noted down on all the sheets. Let us again take as an example, the sheet bearing the heading "Definitions: research" as an example. Study all the definitions you have gathered and see whether some differ from others. One author may, for instance, emphasise a particular point in his or her definition which is not mentioned by another author, or may provide a completely different definition. These points should be noted on the sheet of paper. (If you can indicate such differences in your assignment answer and use this information as a basis for formulating your own definition, you will have shown evidence of critical thinking, which will enable you to score higher marks.)

You will compile your assignment answer from these notes. It is therefore important that you write down the name of the source and the page numbers correctly.

#### 3.5.4.3 *Assessing sources*

When you do your reading, do not automatically accept everything the author states as true. You must be alert to the difference between a fact and an opinion. A fact is a generally accepted truth, such as "Unisa was founded in 1873". An opinion is a deduction made by an individual author, for example "Unisa is the best university". Facts are objective and opinions subjective.

Authors often view issues from different perspectives and therefore have different opinions. Do not let this confuse you. Refer to different sources and compare them. Decide which opinions you think are the best supported, or the most logically argued and hence the most valid. You are not, however, required to decide whether a viewpoint is right or wrong. It is more important that you notice these differences of opinion and point them out in your assignment answer. You might also need to choose a perspective most appropriate to a particular context.

If you agree with a particular author's viewpoint, you may say so in your assignment answer, as long

as you indicate that you have considered other interpretations and explain why you have accepted a particular point of view. If you include your own opinions you must therefore substantiate (give reasons for) them. For example, it is not enough to say "Censorship is bad". You must also state **why** you think so, for example: "Censorship is bad because it violates one of the basic principles of information science, namely, that information should be freely available to all."

### 3.5.5 *Answering the assignment*

You have now read the assignment carefully and decided what is required in your answer. You have also read various sources and made notes. You can now start writing your assignment answer.

However, there are several stages in completing an essay assignment, as highlighted below.

#### 3.5.5.1 *Plan your assignment answer*

Before you start writing your assignment answer, you need to plan how you are going to turn your notes into a scientific and academic discussion. The following suggestions may help:

- (1) Read the assignment topic again to refresh your memory.  
Look at the headings, subheadings and other details you wrote in your notes, and consider whether these will help you to compile an answer. If not, you need to return to your sources to find more information.
- (2) You should now be ready to work out your rough plan. Write the heading "Introduction" at the top of a page, leave a few lines, write the heading "Main discussion" and then leave most of the sheet empty. A few lines from the bottom of the page, write the heading "Conclusion".

Every assignment answer consists of these three main sections: an introduction, a main discussion and a conclusion. You will now fill the spaces under these three main headings by transferring the ideas in your notes to this planning sheet.

Read through your notes carefully. Start placing headings and subheadings from your notes in a logical order. Write these headings under the heading "Main discussion" on your planning sheet. (Only write the headings and subheadings, not your notes and references.)

By arranging these headings logically like this, you have worked out a framework from which to write the discussion part of your assignment.

- (3) Consider whether these headings and subheadings are sufficient for and/or appropriate to a discussion of the assignment topic.

#### 3.5.5.2 *Write your assignment answer*

You will now use your plan and your notes to write your assignment answer. Write down the number and topic of the assignment as they appear in Tutorial Letter 101 before starting with the introduction.

### **Introduction**

Start the introduction with an interpretation of the topic (a short explanation **in your own words** of your understanding of the field of study of the assignment: that is, the task that must be executed). Merely repeating or paraphrasing the topic as it appears in **Tutorial Letter 101** would therefore give no indication of **your own understanding** of the topic.



The reason why you need to interpret the topic is to ensure that you understand exactly what you have to do, so that while you are gathering information and making notes, you will be certain that you are concentrating on matters that are relevant to the topic. A good interpretation

- outlines the main subject of the topic
- focuses directly on the assignment topic

The introduction could include a problem statement. The purpose of the problem statement is

- to put the topic in the correct context
- state what the central point of the topic is
- indicate the steps to be followed in investigating or discussing the topic

### **Main discussion**

The main discussion forms the biggest part of your assignment answer. The problems that you have identified in the problem statement are discussed here. It is here that you will develop your main argument and give reasons for your answer. The main discussion of your assignment answer should be divided into sections according to the headings and subheadings that you identified in your rough plan. (Do not use "main discussion" as a heading in your essay.) For each main point you should have a heading and, if necessary, subheadings. You must number your headings and subheadings. Use Arabic numerals (1, 2, 3, etc.) and decimal points for numbering subheadings (1.1, 1.2, etc.).

Your discussion under each heading must be divided into paragraphs.

A good paragraph

- deals with one main idea or topic, preferably stated in the first sentence
- contains all the explanations, details and examples that support the main idea
- shows how the information is linked to the assignment topic
- does not contain irrelevant information and does not repeat information

Do not copy word for word from your sources, although you may use short, fully referenced quotations in your essay (the word "short" meaning a phrase of two or three words or a sentence up to about three lines). Unless you use your own words, we cannot judge whether or not you have understood your sources. It is not possible to obtain a pass mark for an answer in which too much use has been made of passages copied from sources, even if the copied passages are correctly acknowledged by means of references. (How to acknowledge work consulted is explained later in this tutorial letter under 4 below.) A verbatim (word-for-word) quotation is only used when you wish to emphasize a point you have made in your assignment answer. The quotation must then be enclosed between quotation marks. But keep direct quotations to the minimum and always ensure that you acknowledge your source **even if you are not quoting from it directly**.

If you quote the **title** of an information source in your text, you must underline the title in a written text or use italics in a computer-generated document.

### **Conclusion**

The conclusion is the last paragraph of your essay. It should relate to the topic(s) of the assignment. The main points of the assignment answer may be summarised here but **no new information should be included in the conclusion**. Here you should also state the impressions you gained and the conclusions you drew on the strength of the preceding discussion.

A good conclusion

- summarises the main argument and content of your essay
- comments on the problem statement
- gives your informed impressions or the outcomes of your research

### ***Technical details of assignments***

#### ***3.5.5.3 Table of contents***

A table of contents is a list of all the headings and subheadings, and should follow immediately after the title of your assignment. You indicate a subheading by using the number allocated to the main heading, for example 3, and then adding a decimal point for the subheading, say, 3.1, 3.2, etc. The numbers, headings and subheadings must be the same as those used in the text of your assignment answer.

Number the pages of your assignment and include the relevant page numbers in the table of contents. A table of contents is incomplete if it does not indicate the page numbers on which the headings and subheadings appear in the text.

#### ***3.5.5.4 Acknowledgement of works consulted***

As we said earlier, you must acknowledge the sources of your information in the **text** on your assignment answer. You must do this even if you are not quoting directly from the source. **Quotations** from sources should be kept to a minimum. All quotations should be **accurate** and fully **acknowledged**. Please refer to the section of this tutorial letter that deals with referencing techniques.

#### ***3.5.5.5 List of works consulted***

Your assignment must have an **alphabetical bibliography (all the sources you consulted even if you did not refer to them) or a reference list**. This is usually placed directly after the conclusion. When an assignment answer includes appendices, these should be placed after the bibliography and the list of sources consulted.

### ***3.5.6 Some editing tips***

- (1) Write the number and topic of the assignment down on the first page and ensure that your assignment answer contains the following:
  - a table of contents
  - an introduction
  - a conclusion
  - a list of sources consulted or bibliography
- (2) Ensure that you use the correct grammar. If you are completing your assignment on a computer, use its grammar and spell check options
  - Try to write in short sentences as far as possible (about 20 words per sentence at the most).
  - Make use of commas to separate ideas.
  - Write in complete sentences.
  - Start each sentence with a capital letter and end it with a full stop.
  - Check your spelling, especially of names.

- Use a dictionary.
- (3) Make use of headings and subheadings in your text.
- (4) Divide your essay into paragraphs.
- Ensure that each paragraph has a main idea.
  - Ensure that each main idea is supported with examples, arguments, data, etc.
- (5) Acknowledge your sources.
- (6) Ensure that your name, address, student number, module code and assignment number appear on the cover of the assignment and at the top of the first page of your answer. This information must be correct. Every successive page should show at least your student number and the module code
- (7) Number your pages. Ensure that the pages of your answer are stapled together properly. Do not staple together the answers to different assignments..
- (8) Foreign words or expressions should either be underlined or typed in *italics*.
- (9) We restrict the length of assignment answers to teach you to write concise and logical arguments. It is easy to write a long, rambling answer, but such an answer will not earn good marks. You must learn to summarise your research findings so that you can answer a question in a factually correct, concise and logical manner.
- (10) Please do NOT write on both sides of the page
- (11) Answers to all the questions in the assignment should be submitted simultaneously.
- (12) Students who use word processors should consult the 2011 *Your Service Guide @ UNISA* booklet about the format and paper to be used for assignments. If at all possible, the assignment should be typed, in at least 1,5 spacing. If you are not able to submit a typewritten answer, you may submit a NEAT AND LEGIBLE handwritten answer.
- (13) It is wise to make a copy of the assignment before submitting it, in case it goes missing in the post.

**NOTE**

Students often find it rewarding to work in a group when preparing an assignment. Unisa encourages you to work together because it can improve learning. Note, however, that you must give your **own interpretation** of what you have learnt in the group when completing assignments. **Identical assignments** by different members of a group are **not acceptable**. **Please note: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, each student must submit his or her own work. It is unacceptable for students to submit identical assignments on the basis that they worked together. This will amount to plagiarism and none of these assignments will be marked. Furthermore, these students may be penalised or subjected to University disciplinary proceedings.**

**3.5.7 How to approach multiple-choice questions**

See the booklet, *Your Service Guide @ UNISA*, for instructions on how to complete a mark-reading sheet for multiple-choice questions. Read the following comments on answering multiple-choice questions and think about them. Of course, you do not have to learn them, but please make sure that you understand what is being said.

A multiple-choice question is the type of short question that gives students alternative answers from which they must choose. The following is a simple example of a multiple-choice question:

Which one of the following is representative of the most basic definition of strategic management in tourism?

- [1] Strategic management in tourism is a process that concentrates on the present.
- [2] Strategic management in tourism is a process that focuses on the internal operations of an organisation.
- [3] Strategic management in tourism is a process that aligns the organisation with the external environment.
- [4] Strategic management in tourism is an operational function.

The above multiple-choice question consists of the following:

**The problem statement or question**

Which one of the following is representative of the most basic definition of strategic management in tourism?

**Distractors/alternatives**

- [1] Strategic management in tourism is a process that concentrates on the present.
- [2] Strategic management in tourism is a process that focuses on the internal operations of an organisation.

**Correct answer is number 3:**

- [3] Strategic management in tourism is a process that aligns the organisation with the external environment.
- [4] Strategic management in tourism is an operational function.

The problem statement or question provides the perspective from which or the context within which you have to work to find the most correct alternative. It gives an indication of how to approach the question. Therefore, always read and consider the problem statement carefully. Bear in mind that the function of the problem statement is to ensure that one alternative is more correct than another.

What is the perspective from which or the context within which you have to work to find the most correct alternative or answer to the question in the above example?

The key words are **strategic management** and **defined**.

It is important to consider **all** the alternatives from the perspective provided by the problem statement or question. Sometimes students choose one of the first alternatives without even looking at the rest. Bear in mind that the distractors in a multiple-choice question are not necessarily completely wrong. They are called "distractors" because they often contain some appropriate information. Hence it is easy to make a wrong choice if you do not know the subject well or if you do not read all the alternatives carefully before deciding on your answer. You must select the **most correct** alternative.

### 3.6 Preparing for the examination

#### 3.6.1 *Planning and revising*

Planning is of paramount importance in preparing for the examination. Keeping good notes, doing all the assignments and adhering rigidly to the study programme, all contribute to success in the examination. Work back from the examination date and plan your study time prior to the examination. If you are doing more than one module, plan whether you will try to study a little on each module each day or if you are going to plan your time differently. Prioritise your studies by asking yourself a series of questions:

- What do I already clearly understand?
- What am I uncertain about?
- What do I not understand?
- How am I going to address my lack of understanding?

Also note the following:

- Study the guide textbook again and take more notes.
- Work through the assignments and feedback again.
- Ask the tutor/lecturer.
- Work in groups with other students.

It goes without saying that to pass any examination, there is no substitute for a sound knowledge of the subject, which can be attained only by making a thorough study of the study guide and other prescribed material; interacting with other students in person or online; interacting with tutors; using the Library and other resources; and completing the assignments and noting the feedback.

#### 3.6.2 *In the examination venue*

However, in our experience, students who apparently have a good knowledge of the subject sometimes fail to obtain a pass mark. Every year we come across scripts indicating that students devoted far too much time to the first few questions (for which they earned good marks) and were unable to answer the entire paper because time caught up with them.

It is a good idea to first read through the paper carefully, specifically note the maximum number of marks allotted to each question, and then decide on the maximum amount of time that you should devote to each question.

Make sure that you stick to the **relevant** points for each question. Our experience is that students sometimes add information that is not really relevant to answering a particular question, in the hope that they will somehow earn marks. It does not work that way. Our questions are very specific, and no marks can be earned by simply "throwing in" additional material that is totally irrelevant.

We try to ensure that the examination papers are not too long. However, at the risk of repetition, we wish to emphasise that proper time planning is of vital importance in writing an examination.

In dealing with a problem question (ie a question setting out a hypothetical factual situation, to which you must provide the solution), it is inadvisable to go directly to the solution. It is better first to make sure of the principles that are relevant in seeking a solution, to describe these briefly and then to state your ideas on the solution of the problem. Even if your eventual conclusion is not absolutely correct, your statement of principles (if done correctly) will earn you valuable marks. If the solution is also correct, you will obviously be rewarded for that as well.

When you are required to **define** certain concepts or **state** certain principles or criteria, you should be brief and to the point. It will not be necessary to discuss or comment in detail on these, unless you are specifically asked to do so.

Please structure your answers into short paragraphs. It is difficult for us to read through pages and pages of unbroken text. If you have begun your answer and are moving on to a new point or aspect, start a new paragraph. Some of you actually number specific points and paragraphs, and this is helpful. Subheadings and underlining can be equally helpful in marking scripts. If you quote decided cases or the names of authors of books or articles, underline their names.

Please use a pen that will produce a bold and legible script. Sometimes the script produced by an overused ballpoint pen is barely legible. Take a back-up pen to the examination hall just in case your pen runs dry.

We always try to set a paper that will test your knowledge fairly and thoroughly and maintain high standards. Students who have obtained a degree from this University may take pride in their achievement.

### 3.6.3 *Supplementary/aegrotat examination*

Please note that should the University grant you a **supplementary examination, your year mark will not count towards your final mark**. In other words, your examination will count 100% of your final mark and you will have to achieve a mark of at least 50% in the supplementary examination in order to pass the module.

However, this arrangement will not affect students who write the aegrotat examination (eg an examination provided for people who were ill and who produced a medical certificate indicating their illness). Their year mark will count towards their final mark.

## 4 ETHICAL BEHAVIOUR AS A STUDENT

### 4.1 Plagiarism

Plagiarism is the act of taking the words, ideas and thoughts of others and using them as if they were your own. It involves a number of dishonest academic activities such as copying the work of other students, copying from textbooks or study guides without citing the source, copying in the examination, etc.

All students receive the *Disciplinary Code for Students* (2004) when they register. You are advised to study the Code, especially sections 2.1.13 and 2.1.4 (2004:3-4). Kindly read the University's *Policy on Copyright Infringement and Plagiarism* as well.

## 4.2 Referencing techniques and citing of sources

### 4.2.1 The Harvard reference system

In this system your references are placed in brackets in the text. This system presupposes the use of abbreviated references. The full references are set out in your bibliography. Footnotes are not used, except where explanatory notes, incidental remarks, quotations, etc, are provided, which do not belong in the text for some reason.

Note the following guidelines on the Harvard method:

#### 4.2.1.2 Source reference

##### ONE author:

- ... It may be, as Burchard (1965) points out...
- ... This notion has been explored in the sciences (Crane 1972)...
- ... A recent study (Brown 1974:40) showed that ... (page no. is given)

##### TWO authors:

- ... A recent study by Jones and Smith (1975) showed...
- ... A recent study (Jones & Smith 1975:20) showed...
- ... A recent study (Jones & Smith 1975:20-35) showed...

##### THREE authors:

- First citation: ... (Jones, Smith & Boren 1973:40)...
- ...a study by Jones, Smith and Boren (1973:40) showed...
- Subsequent citations: ... (Jones et al 1973)...
- ... (Jones et al 1973:225)...
- ... a study by Jones et al (1973:22-30) showed...

##### Reference to a Unisa **study guide**:

- ... (Unisa 1999:65)...
- Full details of the guide, including the module code, should be included in the bibliography or references at the end.

#### 4.2.1.3 Bibliography

At the end of the assignment you must provide a complete bibliography containing a list of all the works you consulted. It should be arranged alphabetically, according to the authors' surnames, as highlighted below.

#### 4.2.1.4 Books

Friedlander, G. 1955. *Nuclear and radio chemistry*. New York: Wiley.

Spain, B & Smith, MG. 1970. *Functions of mathematical physics*. 2nd edition. London: Van Nostrand Reinhold.

Viljoen, BA., Brown, C & Roux, CP. 1982. *Marketing: an introduction*. Cape Town: Juta.

NOTE THE CORRECT USE OF PUNCTUATION, CAPITAL LETTERS AND LAYOUT.

#### 4.2.1.5 Periodicals

Redding, RW. 1976. Asymmetric effects. *Journal of Molecular Spectroscopy* 62(1):8-18. (Note: **p or pp is not used.**)

#### 4.2.1.6 Unisa study guides

University of South Africa. Department of ..... 2008. Risk management: Study Guide I for MNF3015. Revised edition. Pretoria.

NOTE THAT YOU WILL NOT BE REQUIRED TO PROVIDE  
SOURCE REFERENCES AND A BIBLIOGRAPHY IN THE EXAMINATION.

Information obtained on the Internet is acknowledged by referring to the particular website, followed by the date on which the particular website was visited. The date is important because the contents of the page on the website may change, or the particular reference or even the whole website may disappear or be moved elsewhere. It follows that besides making a printout of the particular page at the time of visiting it, you should recheck the current status of all internet references when preparing the final version of your work for submission.

Example:

<<http://www.aol.com>>. Accessed on 21 January 2003.

On the whole, a list of references containing only online sources is not acceptable because of the reliability of the information. Printed journal articles are peer-reviewed and edited; many sources of information on the world wide web are not. However, if you are using a Unisa database or online peer-reviewed journal, the information is reliable.

## 5 FREQUENTLY ASKED QUESTIONS AND ANSWERS

We receive many calls from students asking the same questions over and over again. We have therefore decided to include these frequently asked questions in this tutorial letter. Please do not make an unnecessary telephone call asking one of the following questions:

### 5.1 Study material (tutorial letters, study guides, prescribed books and other items)

#### 5.1.1 What is Tutorial Letter 101 (Tut 101)?

You will receive a Tut101 for every module for which you are registered. It is entitled SCHEME OF WORK, STUDY RESOURCES AND ASSIGNMENTS. The Tut101 contains essential information such as information on administrative matters, assignment details such as submission dates and the actual assignment questions, as well as the prescribed sources for that specific module. **It is essential that you read through the Tut101 for each module carefully.**



## 5.1.2 Study guide/s

### 5.1.2.1 *How is the content of the study guide/module determined?*

The content of a distance learning module is determined through a systematic process for the design and development of distance learning materials. This includes a needs assessment of the education needs at the different levels of the degree, an analysis of the learner group, the needs of the South African Qualifications Authority (SAQA) and the needs of the specialist field of study. The inputs of various stakeholders are also taken into account, for example, the legal requirements of government (eg the various laws relating to the field of study), the needs of the workplace and industry, the requirements of the specialist field of study, and feedback from students through opinion surveys and focus group interviews. The curriculum and study guide are normally developed by a team which includes subject specialists, instructional designers, editors, authors of distance learning materials, graphic artists, etc.

### 5.1.2.2 *Why can't there be more built-in interactivity, guidance and feedback and proper self-assessment opportunities in the module?*

With the advent of outcomes-based education (OBE), higher education institutions are now required to convert all learning material, including study guides, into an outcomes-based format. This implies that each module and study guide should include clearly stated learning outcomes. Furthermore, the learning material needs to provide opportunities for built-in interactivity, self-assessment activities, guidance and feedback. When the study guides of the Department become due for revision, they are reviewed in terms of the OBE requirements and are constantly being improved to incorporate outcomes-based principles and approaches. It is acknowledged that feedback is an integral part of these requirements and essential in order to promote meaningful learning. The academic staff of the Department are all committed to working towards this ideal.

### 5.1.2.3 *Most of the modules are theory based. Why can't the modules be more practical to provide us with skills?*

This may be true of some modules, but the modules, in general and the study guides and assignments, in particular, require you to do activities, including case studies aimed at relating the theory to the practical business management environment.

The diligent student will also complete these activities which promote understanding, the application of the theory and the development of cognitive skills relating to business practice.

### 5.1.2.4 *The sequence of the study units in the study guide and the chapters in the prescribed book is not the same. Should I use the study guide only?*

No. In general the study guide refers only to the chapter title and/or sections in the prescribed book. The study guide will indicate which chapters/sections and content you are required to study in the prescribed book.

## 5.2 Prescribed book

### 5.2.1 *Do I have to buy the prescribed book or can I simply use the study guide?*

Yes, you do need to buy the book if it is prescribed for the module you have registered for. You will not be able to complete this module successfully without the use of the prescribed book. We suggest that you buy the prescribed book as soon as you have registered.

Particulars regarding the prescribed book/s (edition; chapters/pages to study etc) will be provided in the section on study material in the relevant Tut101. Also consult your study guide in this regard.

### 5.2.2 *Where can I find a list of official booksellers?*

The list of official booksellers appears in the 2011 *Your Service Guide @ UNISA* booklet, which you received with your study material.

### 5.2.3 *May I use any alternative books?*

We strongly recommend the use of the prescribed book. You are welcome to consult additional reading material, but the examination paper is based on the prescribed book and the study guide.

### 5.2.4 *Could you highlight the most important aspects of each chapter?*

We suggest that you refer to the learning outcomes or guidelines at the beginning of each topic/study unit to see what aspects of the learning material need to be mastered.

## 5.3 Other study material issues

### 5.3.1 *I have not yet received my study material or misplaced some or all of it. Could you please mail or fax me a copy?*

No, unfortunately **the study material is kept at a different department**. Please **contact** the **Unisa Contact Centre** at 0861 670 411 (RSA only) or +27 11 670 9000 (international calls). Ask whether the specific item has been despatched. If it has been despatched and you have not received it after a reasonable period of time, ask for another copy to be despatched.

You can also find your study material on *myUnisa*. Refer to your Tut101 on how to access *myUnisa*.

### 5.3.2 *I would like to do some additional exercises. Could you provide me with tutorial letters from previous years?*

Owing to limited storage space at Unisa, no tutorial letters from previous years are kept and/or made available to students.

### **5.3.3     *What do I do if I experience problems with the content of the study material?***

Contact your tutor or one of the lecturers responsible for the module immediately. Please do not hesitate to contact us. You can **phone** any of the lecturers during the mornings, **make an appointment to come and see us personally**, write a **letter** or send an **email**. Tutors are available in person at regional learning centres on most Saturday mornings. You need to register at the centre to attend tutorials.

## **5.4        Assignments**

### **5.4.1     *Do I have to do the assignments?***

The assignments, like the self-activities in the study guide, are vital learning tools to master the learning outcomes and to prepare you for the examinations. The assignments also provide an opportunity to obtain feedback from the lecturer and to get a feeling for the standard required in a particular module. You need to do all the assignments mentioned in your Tut101.

Please check carefully under the assignment section of your Tut101 how many assignment(s) you need to complete, what kind of assignment(s) they are and their submission date(s). **As explained in your Tut101, no extensions whatsoever will be granted for the submission of the assignments and you are requested not to apply for extensions under any circumstances.**

After the closing date of the assignments, you will receive a tutorial letter containing guidelines on answering the assignments.

### **5.4.2     *My assignment is late because.... Can I submit it at a later date?***

It is your responsibility to ensure that your assignment reaches Unisa's Main Campus on/or before the due date. Multiple-choice assignment questions are marked by a mark-reading device on a fixed date as specified in advance in the planning schedule of the assignment. Hence multiple-choice assignments submitted after the closing date will not be marked.

## **5.5        Examinations**

### **5.5.1     *Will the examination paper contain any theory questions and interpretations?***

Most of the questions involve theory, interpretation and in some cases, application and calculations. They might include multiple choice questions as well.

### **5.5.2     *Can you give me any "tips" for the examination?***

No "tips" are provided to students. Refer to the study guide and tutorial letters.

### **5.5.3     *When and where will I be writing the examination?***

Should you have any enquiries about the examination date, time and venue for (module code), please **contact the Unisa Contact Centre** at 0861 670 411 (RSA only), or +27 11 670 9000 (international calls). When you register, select an examine centre that is convenient for you. If you need to change venues, inform the Directorate: Student Assessment Administration in good time so that it can make

provision for you at the other centre.

#### **5.5.4 When will the examination results be released?**

Please **contact** the **Unisa Contact Centre** at 0861 670 411 (RSA only), or +27 11 670 9000 (international calls).

#### **5.5.5 Where will I find my examination results?**

You will be able to obtain your results from the following places on the day on which the examination results are released:

- on **notice boards** on the Main Campus in Pretoria, as well as the regional offices/learning centers
- on the **internet** at <http://www.unisa.ac.za>.
- by calling the toll-free number of the MTN Voice Response System: **083 1234**.

A hardcopy of your official results will also be **posted** to you.

Please note that examination results may not be made available via email or telephone.

#### **5.5.6 What do I do if I am unhappy with my results?**

Refer to the **back page** of your **official results (which you will receive in the post)** for the **different options**. Also, consult the 2011 *My service @ UNISA* booklet, which you received as part of your study package.

#### **5.5.7 How do I apply for my examination script to be remarked or rechecked?**

You will find **all the information on** the remarking or rechecking of examination scripts at the **back** of the **official results, which** you will receive in the **post**. You will also find the information in the 2011 *My service @ UNISA* booklet.

#### **5.5.8 When do the supplementary examination/aegrotat examinations take place?**

Please **contact** the **Unisa Contact Centre** at 0861 670 411 (RSA only), or +27 11 670 9000 (international calls).

#### **5.5.9 I am not familiar with examination-taking skills at a tertiary institution. How could I improve these skills?**

We suggest that you contact the Bureau for Student Counselling and Career Development in this regard (tel no.: 012 429 3513).

#### **5.5.10 What are the assessment criteria for the examinations?**

You will be assessed on the learning outcomes for each study unit. These learning outcomes are provided at the beginning of each topic and/or study unit in your study guide.

#### **5.5.11 Would it be possible for me to obtain copies of old examination papers with**

### memoranda?

Examples of old examination papers are mostly included in the tutorial letters or study guides.

## 5.6 Multiple-choice questions (MCQs)

### 5.6.1 *I often find MCQs difficult to understand. How should I approach them?*

When designing MCQs, we try to put as much information in the question as the students will need to identify the correct option. We also try to formulate the options as briefly as possible. You should read the question carefully and try to identify the part of the work to which the question relates. Identify the clues in the question that will lead you to choose the correct answer from the options.

### 5.6.2 *MCQs do not allow me to demonstrate all my knowledge. Could you possibly ask more application questions?*

The number of application questions asked in assignments and examination papers will depend on the level of the module. At first-year level, you will receive mainly theory-based MCQs. At second- and third-year levels, you will receive more application and fewer theory-based MCQs.

### 5.6.3 *Are the lecturers trying to catch me out?*

No, lecturers only try to test students' knowledge, understanding and application skills. MCQs are always checked and double-checked by colleagues for ambiguity.

### 5.6.4 *Why do I only receive marks for choosing the correct option and not for other knowledge that I have?*

When designing MCQs, lecturers try to cover all the learning outcomes identified in each study unit. In this way, your knowledge of the whole subject area is tested.

### 5.6.5 *Some of the MCQs are tricky because of semantics and not because of content difficulty. What can be done about this?*

When studying management sciences, students need to familiarise themselves with certain terms used in the business world. Lecturers use the same terminology in MCQs. Questions are also checked and double-checked by colleagues for ambiguity.

## 5.7 Group discussion classes

### 5.7.1 *When do classes start at Unisa?*

Unisa is a university that offers **distance learning** – it is **not a residential University**. We do not therefore offer classes to our students on a daily basis. We do, however, offer tutorial classes on a weekly basis at Unisa Learning Centres throughout the country. We advise you to find out more about these tutorial classes. Refer to your Tut101 for more information.

### **5.7.2    *Is it compulsory to attend the group discussion classes?***

No. However, it would be in your own interest to attend them, if they are held, because important aspects of the module are discussed. They afford students an opportunity to deal with problems they might encounter and to share their experiences with their fellow students.

### **5.7.3    *Will I be able to attend group discussions (eg, visits from lecturers at various venues)?***

Information on group discussions for any module will be provided in your Tut101, and/or follow-up tutorial letters you will receive during the semester. Group discussions will also be announced and scheduled on *myUnisa*.

## **5.8        General**

### **5.8.1    *I would like to work with other students. How can I arrange this?***

You could ask Unisa to connect you to other students in your area to enable you to form a study network. The Bureau for Counseling, Career and Academic Development also trains senior students to provide peer collaborative learning at the learning centres.

### **5.8.2    *I wish to get in touch with students in my area who are also enrolled for the module/paper for which I've enrolled. Please provide me with their contact details.***

Please **contact** the **Unisa Contact Centre** at 0861 670 411 (RSA only), or +27 11 670 9000 (international calls). Alternatively, use the *myUnisa* facility to get in touch with fellow students.

### **5.8.3    *There is a lack of student support in respect of skills development, such as business-related skills, and reading and study skills.***

We suggest you approach the Bureau for Student Counselling and Career Development at 012 429 3513 about the development of reading and study skills.

Every lecturer endeavours to promote skills development in the subject for which he or she is responsible. However, skills development can only take place when the learning material and the learning outcomes have been mastered and when the student has the ability to apply the various concepts and principles. The activities and assignments in the study guide are aimed at promoting learning, understanding and application, which are prerequisites for developing skills.

### **5.8.4    *What purpose does a case study serve?***

Students studying economic and management sciences should be assessed on their knowledge **and** application of business principles. Knowledge can be tested fairly easily. The application of business principles, however, is more difficult to test. One way of doing this is to use case studies. A case study attempts to put the student in a practical situation to test his or her ability to apply business principles.

### 5.8.5 **What is myUnisa?**

**myUnisa** is the University's online learning management system. You will find your study guides and tutorial letters in PDF format on the website for your module. You can communicate with your lecturers, with other students and with Unisa's administrative departments – all through the computer and the internet. Bear in mind that you require an internet-enabled computer to use *myUnisa*.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the orange **myUnisa** button on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the 2011 *My studies @ UNISA* booklet for more information on *myUnisa*.

### 5.8.6 **What is satellite delivery?**

At Unisa, satellite transmission is used for the live presentation of lectures, tutorials or training programmes to learners using a television screen at Unisa regional centres. You will be informed by SMS about the satellite broadcasts for any modules for which you are registered.

### 5.8.7 **What is RPL?**

Recognition of prior learning (RPL) is the recognition by Unisa of any nonaccredited learning of tertiary level related to a Unisa discipline which occurred before you decided to register for an academic qualification.

The RPL programme at Unisa enables you to gain recognition and credit for what you already know and are able to do at a level equivalent to University study.

You receive credit for what you have learnt from experience, training courses, etc. For example, if you have worked as a police official for 10 years, you will have learnt a vast number of skills, such as how to conduct an arrest, how to write a statement and how to negotiate. If you have started up and run your own successful business, you will be experienced in budgeting, stock-taking and preparing proposals for clients. If you have done research and written research reports, you could request credits in the field of research.

RPL makes it possible for you to earn credits towards a Unisa qualification, thereby shortening your study time and reducing your study fees.

Applications or enquiries can be directed to:

- the College of Economic and Management Sciences (Ms J Brozio: 011 471 2215, [jbrozio@unisa.ac.za](mailto:jbrozio@unisa.ac.za))
- pre-access programme for candidates with no or incomplete school-leaving certificates (Ms Marici Snyman: 011 471 3937, [msnyman@unisa.ac.za](mailto:msnyman@unisa.ac.za))

### 5.8.8 **I would like to transfer credits from another University. How do I do this?**

Please **contact** the **Unisa Contact Centre** at 0861 670 411 (RSA only), or +27 11 670 9000 (international calls).

#### **5.8.9     *What can a tutor do for me?***

At present in some subjects, we offer face-to-face tutorials at regional learning centres across South Africa. A tutor can assist you to understand your study material, approach your assignments correctly, offer you more opportunities for practising skills, etc. We would like to begin to offer this service online for students who choose this option. We would also like to begin offering a tutor connection to students who have no access to our learning centres or the internet so that they at least have someone who can help them on request.

#### **5.8.10    *What can I do if I am not a confident reader or writer?***

The Bureau for Counseling, Career and Academic Development offers literacy support at many of the regional learning centres. Staff there can also help you to improve your study skills.

#### **5.8.11    *What if I have received a CD or DVD and I don't have the equipment to play it?***

Many regional learning centres have computers that students may use. Regional offices can also give you details of Multipurpose Community Centers that might have equipment that you could use.

#### **5.8.12    *What happens if I am not able to secure my own placement for work-integrated learning (WIL)?***

Phone your nearest Regional Unisa Office who will be able to connect you with the relevant Work-Integrated Learning Support staff who will be able to assist you in finding a placement. The contact details of the regional staff is available on *myUnisa* at the "Learner Support" link. For your convenience the contact details have also been included in your tutorial letter 102.

#### **5.8.13    *How much contact can I expect?***

Since distance education relies on independent self-study, your study package on its own should enable you to complete the module successfully. However, the University also offers some forms of contact besides letters, phone calls, email or visits to lecturers in their offices. In some modules, lecturers visit various regions once a semester. Students are alerted to these visits in a tutorial letter. *myUnisa* offers discussion forums and welcome messages to students. The Bureau for Counseling, Career and Academic Development has counsellors, literacy centres, peer collaborative learning facilitators, etc.

#### **5.8.14    *Where can I obtain financial aid?***

Please **contact** the **Unisa Contact Centre** at 0861 670 411 (RSA only), or +27 11 670 9000 (international calls). The staff there will direct you to the Financial Aid Bureau.



**6 CONCLUDING REMARKS**

We trust that you will have a successful study period. Do not hesitate to contact your lecturers if you experience any problems with your studies. If you wish to make a personal visit, please make an appointment beforehand to ensure that the lecturer is available to see you.

Best wishes.

**DEPARTMENT TRANSPORT ECONOMICS, LOGISTICS AND TOURISM**

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