



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

# **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**JUNE EXAMINATION**

**COMMUNICATION N6  
(Second Paper)**

**3 JUNE 2016**

**This marking guideline consists of 5 pages.**

**SECTION A****QUESTION 1**

1.1	1.1.1	Affiliation/Social need		
	1.1.2	Supervision		
	1.1.3	Compensation		
	1.1.4	Simulation		
	1.1.5	Subordination		
	1.1.6	Eustress		
	1.1.7	Type A		
	1.1.8	Interviewer		
	1.1.9	Unstructured/Non-directive		
	1.1.10	Radio		
			(10 x 2)	(20)
1.2	1.2.1	False		
	1.2.2	True		
	1.2.3	True		
	1.2.4	False		
	1.2.5	False		
			(5 x 1)	(5)
1.3	1.3.1	Needs		
	1.3.2	Decision		
	1.3.3	Job underload		
	1.3.4	Pressure		
	1.3.5	Questioning		
			(5 x 1)	(5)
				<b>[30]</b>

**QUESTION 2**

2.1	<ul style="list-style-type: none"> <li>• A group of factors which determines and drives an organism's behaviour.</li> <li>• Is to provide a person with an incentive or motive in order for the person to act in a particular way.</li> </ul>	(Any 1 x 1)	(1)
2.2	<ul style="list-style-type: none"> <li>• The strength of the internal motive and/or need</li> <li>• The ability to focus (on a particular goal) and maintain the action towards achieving the goal.</li> </ul>	(2 x 1)	(2)
2.3	Policies and procedures		(1)
2.4	<ul style="list-style-type: none"> <li>• It must be physically acceptable</li> <li>• It must be safe (emotional safety)</li> <li>• Satisfaction of social needs</li> </ul>	(3 x 1)	(3)

- 2.5
- She could provide management with feedback,√ for example whether or not the introduction of flexitime has been successful.
  - She could suggest ideas for solving staff problems,√ for example. the introduction of flexitime which could then be considered in detail by management
  - She can become aware of problems regarding salary and working conditions during informal conversations with peers and junior staff.√
  - She can act as intermediary and alert management of such problems during informal conversations.√ (4 x 1) (4)
- [11]**

**QUESTION 3**

- 3.1
- The Post Office is currently facing a debilitating strike.
  - It is unsure whether it will be able to pay salaries.
  - It is subject to a probe by the special Investigating Unit into allegations of corruption regarding tenders. (Any 1 x 1) (1)
- 3.2 Not to sign off the audit report (1)
- 3.3 The problem has to be identified and formulated correctly√ before an appropriate decision can be made to solve it.√ (2)
- 3.4
- Frame of reference (background, education, experience and culture)
  - Personality
  - Logical reasoning (logic, reasoning and intellect)
  - Emotions (4 x 1) (4)
- 3.5
- The proposed solution should enable the organisation to realise the relevancy of its objectives.
  - The proposed solution should be attainable, in terms of the available financial resources and manpower resources.
  - The proposed solution should be acceptable to those who are affected by its implementation as well as those who are required to implement it .
  - Each alternative should be evaluated in terms of its consequences for the organisation of which problems it would solve, as well as which further problems it might cause.
  - Each alternative should be judged in terms of which it would solve as well as which further problems it might cause the Postbank.
  - The risk factor of each alternative should be considered.
  - The proposed solution should be an alternative which could improve the current situation, not one which would had worked in the past. (7 x 1) (7)
- 3.6 With a well-run Postbank (1)
- [16]**

**QUESTION 4**

- 4.1
- | FUNCTIONAL CONFLICT   | DYSFUNCTIONAL CONFLICT   |
|---|--|
| <ul style="list-style-type: none"> <li>• Mild level of conflict</li> <li>• Constructive in nature</li> <li>• Lead to healthy interpersonal relationships</li> <li>• Improves performance and positive organisational results</li> </ul> | <ul style="list-style-type: none"> <li>• Ever increasing levels of conflict</li> <li>• Destructive in nature</li> <li>• Lead to deteriorating interpersonal relationships</li> <li>• Poor performance and negative organisational results</li> </ul> |
- (Any 2 x 2) (4)
- 4.2
- |       |   |
|-------|---|
| 4.2.1 | H |
| 4.2.2 | C |
| 4.2.3 | G |
| 4.2.4 | F |
| 4.2.5 | B |
| 4.2.6 | E |
| 4.2.7 | A |
- (7 x 1) (7)
- 4.3 It is an orderly, formal system<sup>√</sup> whereby employer and employee determine<sup>√</sup> whether or not the employment contract has been violated.<sup>√</sup> (3 x 1) (3)
- 4.4
- It recognises management's right to take appropriate steps against any employee whose conduct is detrimental to the interests of the company.
  - It recognises the employee's right to a fair hearing and to appeal against any disciplinary measure which he/she regards as unjust.
  - The emphasis is on prevention, justice and rehabilitation. Disciplinary procedure should only be instituted if any employee makes no effort to improve his/her behaviour.
- (3 x 2) (6)
- 4.5
- Conflict situation serves to expose problems, which can then be addressed.
  - Conflict could lead healthy self-criticism.
  - It could lead to creativity, the discovery of latent talents and abilities, and improved decision-making skill among employees.
  - It could facilitate innovation and change.
  - Conflict between groups could increase loyalty, motivation and performance within a particular group.
- (5 x 2) (10)
- 4.6
- Stress is the physiological, psychological and behavioural response of an individual in his/her attempts to adjust to internal and/or external pressures or demands.<sup>√</sup>
  - Stress may be defined as personal experiences from the pressure of outside forces and which results in physical, psychological and/or behavioural response to these pressures.<sup>√</sup>
- (3)

- |     |  |         |             |
|-----|--|---------|-------------|
| 4.7 | <ul style="list-style-type: none"> <li>• The working environment</li> <li>• Economic, political and social stressors</li> <li>• The personality of the individual</li> <li>• The individuals/personal living conditions</li> </ul> | (4 x 1) | (4)         |
| 4.8 | <ul style="list-style-type: none"> <li>• Eustress is a positive force</li> <li>• Distress is a negative force</li> </ul>   | (2 x 1) | (2)         |
|     |  |         | <b>[39]</b> |

**QUESTION 5**

- |     |   |             |            |
|-----|---|-------------|------------|
| 5.1 | Always look at the interviewer, maintain eye- contact at all times  |             | (1)        |
| 5.2 | Be careful aware of how you stand, walk and sit.  |             | (1)        |
| 5.3 | <ul style="list-style-type: none"> <li>• Listen and think before you speak</li> <li>• Answer specific questions specifically</li> <li>• Express your answers clearly and simply</li> <li>• Talk spontaneously without talking too long about one aspect</li> <li>• Take your time to answer difficult questions</li> <li>• What you say should be related to the position under consideration</li> <li>• If you don't understand a question, ask the interviewer to rephrase it or to make the question clear.</li> </ul> | (Any 1 x 1) |            |
| 5.4 | <ul style="list-style-type: none"> <li>• Enter the room confidently and with a smile.</li> <li>• Extend your hand to hands with the interviewer.</li> <li>• Greet the interviewer by name and introduce yourself.</li> <li>• If you accept a cup of tea or coffee, be careful not to knock it over in your nervousness.</li> </ul>  | (Any 1 x 1) | (1)        |
|     |   |             | <b>[4]</b> |

**TOTAL: 100**