



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

**COMMUNICATION N6
(Second Paper)**

18 NOVEMBER 2016

This marking guideline consists of 6 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	Deficiency		
	1.1.2	Policy		
	1.1.3	acknowledgement of a problem		
	1.1.4	Location		
	1.1.5	Functional		
	1.1.6	Accommodation		
	1.1.7	Exhaustion or burnout		
	1.1.8	job underload		
	1.1.9	panel		
	1.1.10	snap judgement		
			(10 × 2)	(20)
1.2	1.2.1	True		
	1.2.2	True		
	1.2.3	False		
	1.2.4	False		
	1.2.5	True		
			(5 × 1)	(5)
1.3	1.3.1	Affiliation		
	1.3.2	Simulation		
	1.3.3	Intrapersonal		
	1.3.4	assertive		
	1.3.5	unstructured		
			(5 × 1)	(5)
				[30]

SECTION B**QUESTION 2: MOTIVATION**

2.1	2.1.1	Survival/physiological/basic/primary needs		
	2.1.2	Yes. (or confirmative sentence – nothing else)		
	2.1.3	'According to Matthew Markus, CEO of <i>Pembient</i> , one kilogram of rhino horn can fetch up to \$100 000 on the black market, creating a strong incentive for poaching.' (no quotations, no marks)		
			(3 × 1)	(3)
2.2	2.2.1	<ul style="list-style-type: none"> • 'By decreasing the amount of money the horn fetches, the company founders hope to reduce the incentive for poachers in Africa to kill rhinos.' • <i>Pembient</i> wants to combat rhino poaching. 		

- 2.2.2 Creating synthetic horn to flood the market
- 2.2.3
- Contains all the thoughts, feelings, perceptions and experiences of which one is aware of at a specific moment
 - Conscious part of the brain is what people are most aware of since it is used to reason, make decisions and observe
- (3 × 1) (3)
- 2.3 2.3.1
- Policy reflecting no trust or confidence in its employees
 - Policy of condescending confidence and trust in employees
 - Policy of substantial but not complete trust in employees
 - Policy of complete trust and confidence in employees
- (4)
- 2.3.2 A policy reflecting no trust or confidence. (1)
- 2.4 2.4.1
- Setting an alternate goal for oneself if the original goal proves to be unattainable
 - Trying to cope or handle the situation by setting another goal if the first one cannot be attained
- 2.4.2
- Involves suppressing (unconsciously) the real reasons (or motivation) for one's behaviour and presenting (consciously) a seemingly logical and socially acceptable one instead
 - Subconsciously suppressing the real reasons for behaviour and coming up with a more acceptable one
- (2 × 2) (4)
- [15]**

QUESTION 3: PROBLEM SOLVING AND DECISION MAKING

- 3.1 They are being killed for their horns and now face extinction. (1)
- 3.2
- 1 Acknowledge that a problem exists.
 - 2 Investigate and define the problem.
 - 3 Formulate a written, substantiated account of the problem.
 - 4 Identify and analyse alternative solutions.
 - 5 Prioritise alternatives and decide on the best solution.
 - 6 Implement the solution and monitor it.
 - 7 Evaluate the final situation to judge the effectiveness of the implemented decision.

OR

- 1 Identifying and defining the problem.
- 2 Formulating the exact problem in writing.
- 3 Developing alternative solutions.
- 4 Evaluating alternative solutions.
- 5 Selecting the best alternative.
- 6 Implementing the selected alternative or decision.
- 7 Evaluating and controlling the implemented decision. (7)

- 3.3
- May increase the demand for real rhino horn
 - Creates a new market for the horn
 - Creates additional work for international custom agents (Any 2 × 1) (2)
- 3.4
- Fund and train more wildlife rangers.
 - Get local communities to report poachers.
 - Convince purchasers in Asia that the product is worthless.
 - Evacuate rhino's to safer locations. (4)
- 3.5 Optimum decision (1)
- [15]**

QUESTION 4: CONFLICT AND STRESS

- 4.1 Involves the intrapersonal[√] and interpersonal confrontations[√] caused by the simultaneous arousal[√] of incompatible motives/needs[√] that lead to a temporary[√] or permanent[√] disruption of normal functioning. (3)

- 4.2
- | Functional | Dysfunctional |
|---|---|
| Involves mild levels of conflict. | Ever increasing levels of conflict. |
| Constructive in nature. | Destructive in nature. |
| Leads to healthier interpersonal relationships. | Leads to deteriorating interpersonal relationships. |
| Leads to improved performance. | Leads to poor performance. |
| Leads to positive organisational results. | Leads to negative organisational results. |
| Supports the goals of the group. | Undermines the goals of the group. |
| | |
- (Any 3 × 2; -1 no table) (6)

- 4.3
- 4.3.1 Interpersonal or interorganisational conflict
- 4.3.2 Community or societal conflict
- 4.3.3 Intrapersonal conflict
- (3 × 1) (3)

- 4.4
- Conflict situations can expose problems which can be addressed.
 - Conflict can lead to healthy self-criticism.
 - It can lead to creative/innovative ideas, the discovery of latent talents and abilities and improved decision-making skills among employees.
 - It could facilitate innovation and change.
 - Conflict between groups could increase loyalty, motivation and performance within a particular group.
 - Goals are reviewed and leadership could be forced to concentrate more on common goals in order to encourage teamwork.
 - Groups stick together and team members become more loyal to one another.
 - Problems are investigated and solved which accelerates change.
 - Renewal in relationships, greater openness and more trust. (Any 3 × 1) (3)

- 4.5 The physiological[√], psychological[√] and behavioural response[√] of an individual in his/her attempts to adjust[√] to internal[√] and/or external pressures[√] or demands. (3)
- 4.6
- Eustress motivates and is focused energy; distress causes anxiety or concern.
 - Eustress is seen as a positive force; distress is seen as a negative force.
 - Eustress stimulates the individual into finding life challenging and exciting; distress is accompanied by feelings of trauma and an inability to cope.
 - Eustress helps one to perform at one's best and improves job-related performance, creativity and motivation; distress leads to an inability to concentrate, poor judgement, loss of emotional control and increased conflict.
 - Eustress is perceived as within our coping abilities; distress is perceived as outside of our coping abilities.
 - Eustress feels exciting; distress feels unpleasant.
- (Any 1 + 1) (2)
- 4.7
- | | | |
|-------|---|--|
| 4.7.1 | B | |
| 4.7.2 | C | |
| 4.7.3 | C | |
| 4.7.4 | A | |
- (4 × 1) (4)
- 4.8
- Improve your decision-making skills.
 - Improve your self-image and think positively.
 - Follow a healthy diet; get enough exercise and sleep.
 - Develop relaxation techniques.
 - Establish a reliable support system.
 - Be assertive.
- (6)
[30]

QUESTION 5: INTERVIEWS

- 5.1 Tia Ghose of livescience.com (1)
- 5.2 The readers of livescience.com (1)
- 5.3
- Nondirective or unstructured interview
 - Patterned or semistructured interview
 - Structured interview
 - Serialised or sequential interview
 - Panel interview
 - Stress interview
- (Any 5 × 1) (5)

- 5.4
- Radio broadcasting is cheaper than TV broadcasting.
 - Radio interviews can afford to be longer than TV interviews.
 - Radio relies solely on voice and nonverbal elements of the voice (acoustic semiology) whereas TV uses visual semiology such as body language, proxemics, colour, general appearance, communication environment, and graphics.
 - In radio participants are judged on what the audience hears; in TV interviews the participants are judged on what the audience hears and sees.
 - A radio interview can only be heard; a TV interview can be heard and seen.

(Any 3 × 1)

(3)

[10]

TOTAL:

100