



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

COMMUNICATION N6
(Second Paper)

22 NOVEMBER 2018

This marking guideline consists of 7 pages.

QUESTION 1

- 1.1 A policy reflecting no trust or confidence in employees/students/teachers. (2)
- 1.2
- Condescending confidence and trust in employees
 - Substantial but not complete trust in employees
 - Complete trust and confidence in employees
- (3)
- 1.3 1.3.1 Affiliation/Social/Love and belonging need
- 1.3.2 Quote (only 1 mark if no quotation marks used)
'The results found that cellphones have a negative impact on the teenager's emotional state, their performance in school and their interpersonal relations.'
- OR
- 'This underscores that the overuse of cellphones can potentially reinforce behavioural dysfunction (such as social avoidance)'
- (2 × 2) (4)
- 1.4
- Physiological and psychological well-being
 - Increased productivity
 - Smoother working relations
 - Greater self-realisation (self-actualisation) (Any 3 × 1) (3)
- 1.5
- Frustration: The interruption, disruption or blockage of goal-directed behaviour, as well as the emotional state resulting from such blockage
When we are frustrated, we stop trying. The person who does not get a bursary might stop applying and give up dreams of further study.
 - Aggression: A motive for attacking, hostile, destructive behaviour, or such behaviour itself.
It can take many forms, from physically attacking someone to insulting them or spreading gossip about them. Sometimes frustration can lead to aggression. So can fear such as the fear of losing your job.
 - Regression (or apathy): Could be defined as the process of retreating or reverting to earlier stages of development. For example, if someone tells you to stop acting like a child, that means they perceive your behaviour as regressive behaviour. It is also sometimes the opposite of progress.
- (3 × 2) (6)
- 1.6 1.6.1 context
1.6.2 content
- (2 × 1) (2)
- [20]**

QUESTION 2

- 2.1
- The previous pattern of action or performance is interrupted or broken.
 - Expectations are not realised.
 - Complaints are received.
 - Excessive rivalry (abnormal competition) could become evident. (4 × 1) (4)
- 2.2 Cellphone addiction among teenagers (2)
- 2.3
- Banning cellphones is not an option, rather put rules in place that determine when a cellphone can be used or when it should not be used.
 - Set time limits on the use of cellphones when at home, school and at friends' homes.
 - Ensure that airtime budgets are adhered to.
 - Keep record of your children's cellphone expenses and usage in terms of time.
 - Encourage your child to leave his/her cellphone at home when going on a family outing.
 - Inform children of the dangers of chatrooms and Internet surfing.
 - Consider putting a content control bar in place so your child cannot access inappropriate material.
 - Let your child know that they are not to answer calls from a number they don't know.
 - Make a child aware of the risk of giving their personal details over the cellphone, especially their photographs, to someone they don't know.
 - Find a new hobby as a family, one in which all family members can take part.
 - Disable certain features and chat applications on your child's phone if necessary.
 - Don't break your child's trust by reading SMSs without asking.
 - If there is a serious problem, consult a psychologist or therapist who specialises in addiction and/or cognitive behavioural therapy. (Any 3 × 1) (3)
- 2.4 The process of analysing the gap;√ discovering what is causing it;√ identifying possible ways of closing√ it; deciding on one√ or more of them, and implementing√ the decision.√
- OR
- Problem solving involves a procedure√ which includes identifying matters√ that need to be improved or changed,√ and making a series of decisions√ aimed at improving√ or changing√ such matters. (6 × ½) (3)
- 2.5
- Assist in building the self-image and esteem of learners.
 - Develop key multitasking skills essential for future development.
 - Showing functional cellphone habits that support their own well-being. (3)
- [15]**

QUESTION 3

- 3.1 3.1.1 C
 3.1.2 D
 3.1.3 B
 3.1.4 E
 3.1.5 A
- (5 × 1) (5)
- 3.2 • P and mental stress and fatigue
 • Defensive behaviour, causing individuals to become either impassive and withdrawn, or hostile and aggressive
 • Wastes time and energy, incurring unnecessary financial expenses
 • Contributes to delayed and poor decisions may be costly
 • Creates deadlocks, discouraging the search for effective alternative solutions
 • Disrupts communication and a willingness to listen
 • Negative influence on the organisation's external image and relationships
 • Production declines
 • Unhappy employees
 • Work-related stress
 • Possibility of violence
 • Possibility of court action
- (Any 5 × 1) (5)
- 3.3 Conflict between management and staff (1)
- 3.4 • Intrapersonal: Conflict within a particular individual.
 • Interpersonal: Interactions in which two or more individuals attempt to satisfy mutually incompatible needs.
 • Conflict within groups: Individuals within the same group are experiencing conflict.
 • Intergroup conflict: Varying degrees of conflict between different groups of any particular organisation.
 • Inter-organisational conflict: Conflict between members of competing organisations in their attempt to attract or serve the same clientele or target audience.
 • Community or societal conflict. Political, social, economic or religious differences among members of a particular community can give rise to conflict.
- (Any 3 × 2) (6)
- 3.5 Any dissatisfaction or feeling of injustice in connection with one's employment ✓ situation which is brought to the attention of management. ✓ (2)

- 3.6
- First-level superiors possess neither the interpersonal skills nor the authority to settle all employee complaints and dissatisfactions. It takes the pressure off first-line supervisors.
 - The existence of a formal grievance procedure reduces the likelihood of unauthorised action by supervisors.
 - A formal grievance procedure draws the attention of higher management to employees' problems and needs as well as to any irregular or unfair aspects which may exist in company policy.
 - A formal grievance procedure serves as an outlet for employees' frustrations and can therefore actually improve staff morale.
 - It reassures employees that they will be treated fairly.
 - Employers are bound to proceed with the prescribed course of action when requested by the employees to do so.
 - It helps supervisors because they know what to do.
 - It helps solve workplace issues before a breakdown of employment relationships can occur. (Any 4 × 1) (4)
- 3.7
- Focus on the problem, not the person (or other party) involved in the conflict situation. Concentrate on removing the problem, not on destroying the opposing party.
 - Focus on facts. Be specific. Avoid vague accusations.
 - Be objective. Control your emotions and beware of being influenced by the emotions of others.
 - Show interest in the opposing party's views by being a good listener and by being patient. Allow the other person time to express his views.
 - Respect the opposing party's dignity and pride. Avoid making derogatory remarks, since destroying your opponent's self-image could stimulate hostile feelings and intensify existing conflict.
 - Confront the stressful situation by taking direct action to solve it.
 - Be open in your communication.
 - Listen with empathy. (Leaders principle is also accepted)(Any 5 × 1) (5)
- 3.8
- Functional conflict involves mild levels of conflict, which are constructive in nature✓ and usually lead to healthier interpersonal relationships, improved performance and positive organisational results.

OR

Dysfunctional conflict involves ever increasing levels of conflict which are destructive in nature✓ and usually lead to deteriorating interpersonal relationships, poor performance and negative organisational results.

(Any 1 × 2) (2)
[30]

QUESTION 4

- 4.1 Any factor or condition which causes stress (2)
- 4.2 4.2.1 emotional
4.2.2 behavioural
4.2.3 behavioural (3 × 1) (3)
- 4.3
- Improve your decision-making skills.
 - Improve your self-image.
 - Diet, exercise and sleep.
 - Use relaxation techniques.
 - Build up a reliable support system.
 - Become assertive.
 - Practice positive thinking. (Any 5 × 1) (5)
- 4.4 4.4.1 Role in the organisation/Role conflict and ambiguity
4.4.2 Poor physical working conditions
4.4.3 Economic, political and social stressors
4.4.4 Job underload
4.4.5 Relationships at work/college/school (5 × 2) (10)
[20]

QUESTION 5

5.1	5.1.1	Specific question		
	5.1.2	Reflective question		
	5.1.3	Hypothetical question		
	5.1.4	Closed question		
	5.1.5	Open question	(5 × 1)	(5)
5.2		<ul style="list-style-type: none"> • The warm-up phase/establishing rapport✓ The purpose of this phase is to get the applicant to relax and to be put at ease. During this phase the purpose of the interview is explained.✓ • The question and answer phase/questioning✓ This phase is aimed at gaining as much as possible information from the applicant.✓ • The closure phase/conclusion✓ This is when the interviewer concludes the interview diplomatically, whether or not the applicant has been successful. The interviewer indicates that the interview is over by getting up, greeting the applicant, and seeing him to the door.✓ 	(3 × 2)	(6)
5.3	5.3.1	Interviewers make up their minds about candidates within the first few minutes of the interview.		
	5.3.2	Halo effect. It involves the error of judgement causing a mediocre candidate to be evaluated as excellent, simply because he has been interviewed immediately after an extremely poor applicant.	(2 × 2)	(4)
				[15]
			TOTAL:	100