



# higher education & training

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

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**NATIONAL CERTIFICATE**

**COMMUNICATION N6**

(Second Paper)

(5140406)

**22 November 2018 (X-Paper)**

**09:00–11:00**

**CLOSED-BOOK EXAMINATION**

**TWO dictionaries (bilingual/explanatory) are allowed. No electronic dictionaries may be used.**

**This question paper consists of 7 pages and an addendum of 2 pages.**

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TIME: 2 HOURS  
MARKS: 100

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**INSTRUCTIONS AND INFORMATION**

1. Answer ALL the questions.
  2. Read ALL the questions carefully.
  3. Number the answers according to the numbering system used in this question paper.
  4. Start each question on a NEW page.
  5. Leave at least THREE lines after each question.
  6. Use a black or blue pen.
  7. Write neatly and legibly.
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The article on the attached ADDENDUM forms the background of the questions.

## SECTION A

Read the article on the attached ADDENDUM and answer the questions.

A principal at one of the local high schools in Pietermaritzburg read the article on cellphone addiction among teenagers. He decided to take drastic measures against cellphones in his school. In a letter to the teachers, pupils and parents he instructed teachers to confiscate all cellphones at school. He told parents and students that there would be a no tolerance policy about cellphones in his school in future with no questions asked.

### QUESTION 1: MOTIVATION

- 1.1 What attitude is shown by the policy the principal is following? (2)
- 1.2 Name at least THREE other policies he can apply in his school. (3)
- 1.3 The article refers to students avoiding direct interaction with their peers as one of the side effects of extensive cellphone use.
- 1.3.1 Which Maslow need is being threatened by this?
- 1.3.2 Quote from the article to substantiate your answer. (2 × 2) (4)
- 1.4 After the letter and the announcement students felt they had not been given the chance to voice their opinion on the matter. If students had been given the opportunity to discuss their problems and ideas it could lead to the satisfaction of needs.
- Name THREE results of improved and positive communication. (3)
- 1.5 When needs are blocked, it can lead to rational and irrational coping behaviour. Parents gave feedback to the principal about students acting irrationally after the restricted cellphone use at school.
- Name and explain THREE irrational coping behaviours. (3 × 2) (6)
- 1.6 The statement below refers to Prof. F. Herzberg's theory, also known as the two-factor theory, regarding factors influencing job satisfaction.
- Complete the sentences by filling in the missing word or words. Write only the word or words next to the question number (1.6.1–1.6.2) in the ANSWER BOOK.
- 1.6.1 Hygienic (or maintenance) factors refer to the ... of the job.
- 1.6.2 Motivating (satisfiers or growth) factors refer to the ... of the job. (2 × 1) (2)

**[20]**

**QUESTION 2: PROBLEM SOLVING AND DECISION MAKING**

2.1 According to Professor Deon Tustin (ADDENDUM attached) the focus of the research changed because the problem under teenagers apparently was bigger than they had realised.

Name FOUR symptoms or indications that could show that a problem may exist in everyday life.

(4)

2.2 What problem did Chelsea Pieterse identify among teenagers when she wrote the article?

(2)

2.3 Write down THREE recommendations to parents on how to solve the problem identified in QUESTION 2.2.

(3)

2.4 Define *problem solving*.

(3)

2.5 Name THREE positive consequences regarding the use of cellphones that the research team identified in the article.

(3)

**[15]****QUESTION 3: COPING WITH CONFLICT**

3.1 Choose an item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–E) next to the question number (3.1.1–3.1.5) in the ANSWER BOOK.

COLUMN A		COLUMN B
3.1.1	Technique involving partly satisfying the requirements of each of the parties concerned	A accommodation B subordination
3.1.2	Technique involving a process by which the problem is deliberately ignored	C compromise D avoidance
3.1.3	Conflicting parties managing to suppress their differences because they have an important common goal to achieve	E mediation
3.1.4	Involves asking an outside party to assist both conflicting sides in reaching an agreement	
3.1.5	Social adjustment designed to maintain harmony within a group	

(5 × 1)

(5)

- 3.2 The fact that teenagers are using cellphones constantly can create conflict between them, their teachers and their parents.  
Name FIVE potential negative (or harmful) results of conflict. (5)
- 3.3 The teachers at the school in Pietermaritzburg were upset after the principal had told them to keep their cellphones at home during school times.  
Name the type of conflict that occurred between the teachers and the principal. (1)
- 3.4 Name and explain THREE other types of conflict. (6)
- 3.5 The teachers decided to start a grievance procedure against the principal.  
What is a grievance procedure? (2)
- 3.6 Although the grievance procedure initiated by the teachers upset the principal, he realised that such a procedure was essential in the workplace.  
Give FOUR reasons why a grievance procedure is regarded as essential. (4)
- 3.7 The principal was told to read up on how to handle interpersonal conflict.  
Give him FIVE general guidelines for coping with interpersonal conflict. (5)
- 3.8 Briefly describe the difference between *functional* and *dysfunctional conflict*. (2)
- [30]**

#### QUESTION 4: COPING WITH STRESS

- 4.1 What is a *stressor*? (2)
- 4.2 Give ONE term for each of the following descriptions of the negative effects of stress that students experienced. Choose a term from the list below and write only the term next to the question number (4.2.1–4.2.3) in the ANSWER BOOK.

physical; emotional; behavioural
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- 4.2.1 78,5% felt nervous or anxious when they could not find their cellphones.
- 4.2.2 20% said they had stolen money to buy airtime or data.
- 4.2.3 The study found that teenagers who used cellphones for many hours a day could suffer from digestive problems. (3 × 1) (3)

4.3 The research study of Prof Tustin also includes giving feedback to the students who participated in the research on cellphone and texting behaviours. You are part of this team. Your speech involves giving general guidelines to the students on how to cope with stress.

Give the students FIVE guidelines on how to cope with stress. (5)

4.4 One of the team members mentioned in QUESTION 4.3 is giving feedback to students, teachers and parents on some of the common causes for stress.

Help him to identify the causes for stress below by supplying ONE word for each of the descriptions. Write only the word or term next to the question number (4.4.1–4.4.5) in the ANSWER BOOK.

4.4.1 Stress-related illnesses among employees are often associated with uncertainty regarding their job descriptions.

4.4.2 Excessive noise or heat, air pollution, cramped working space, et cetera can create stress in the working environment.

4.4.3 People often blame themselves for the difficulties in society and the degeneration of the economy, which also causes stress.

4.4.4 Having too little to do and not enough stimulation at work causes stress.

4.4.5 Fighting with your friends (if you are a student), having a disagreement with your colleague (as an employee) or having to work with incompetent, uncooperative people could also result in job dissatisfaction.

(5 × 2) (10)  
[20]

### QUESTION 5: INTERVIEWS

5.1 Give ONE term for each of the following question types Prof. Tustin asked students to answer for his research. Write only the term next to the question number (5.1.1–5.1.5) in the ANSWER BOOK.

5.1.1 How old were you when you received your first cellphone?

5.1.2 I enjoy playing games on my phone, do you enjoy playing games?

5.1.3 If you had to give up your cellphone for a week, what would you do to distract you from not having access to the internet?

5.1.4 According to your answers you struggle sleeping at night after using your cellphone. Is this true?

5.1.5 Why do you feel all young people should have access to a cellphone?

(5 × 1) (5)

5.2	Name and explain the THREE core phases of an interview.	(3 × 2)	(6)
5.3	Define the following common mistakes made by interviewers:		
5.3.1	Snap judgements		
5.3.2	Candidate order error	(2 × 2)	(4)
			<b>[15]</b>
		<b>TOTAL:</b>	<b>100</b>



**ADDENDUM****CELLPHONE ADDICTION RIFE AMONG TEENAGERS**

By Chelsea Pieterse

A study by Unisa professor Deon Tustin has shown that cellphone addiction is rife among teenagers resulting in stunted emotional and educational growth and withdrawal symptoms similar to those experienced in substance abuse if the phone is taken away.

Speaking to *The Witness*, Tustin said the study by the Youth Research Unit (YRU) of the Bureau of Market Research looking at the impact of media on children started in 2008.

However, the focus changed in late 2014 and early 2015 as they received feedback from schools, parents, pupils and the Education Department.

'We decided to look at three aspects in the study dependency on cellphones, texting and the Internet,' he said.

'The research was conducted within 11 schools in Gauteng with surveys received from 1648 high school pupils. The results found that cellphones have a negative impact on the teenager's emotional state, their performance in school and their interpersonal relations.'

Tustin said the results showed the following about the high-schoolers who had been surveyed:

- 80% said they were highly dependent on their cellphones.
- 70% said they checked their phone as soon as they woke up.
- 60% said they could not live without their cellphones.
- 55% said they used their cellphones in the bathroom and during meals (this increases the potential transfer of bacteria and can pose a health risk).
- 78,5% felt nervous or anxious when they could not find their phones.
- 20% said they had stolen money for airtime or data.
- 10% said they have used their cellphones to send nude images of themselves.

He said that 47,6% of the 1684 high school pupils displayed cellphone addiction behaviour. The results of the study also showed higher prevalence rates of cellphone addiction among females, higher school grades and older pupils. Tustin said just less than half (46,5%) of the pupils spent more than five hours per day on their cellphones.

'We see pupils procrastinating when it is time to do their homework and having difficulty falling asleep because they are up, using their cellphones too late.'

'Pupils are exposed to pornography and we have heard of incidents where pupils are taking pictures or videos and telling their peers they have 'to pay to see'.



He said the reason for the study was that clear signs of the adverse effects of cellphone addiction had been noted from international research conducted in, among others, the UK, America, India, China, Sweden, Japan, Korea, Spain, Australia and Italy.

He said the study would investigate the mobile habits and dependence of young South Africans. The study itself found evidence of high school pupils being immersed in their cellphones.

Clear signs of dependence and psychological symptoms of cellphone overuse as well as abnormal cellphone behaviour were related.

'This underscores that the overuse of cellphones can potentially reinforce behavioural dysfunction (such as social avoidance) and could cause pathological dependency, fear and anxiety as a result of not being able to use smartphones.'

The study also included research from other studies such as that conducted among 18-to-25-year-olds in 2007 by the University of Granada.

The study found that teenagers who used cellphones for many hours a day may develop psychological disorders such as anxiety, irritability, sleep disorders or sleeplessness, and even shivering and digestive problems.

The study also found that mobile addicts tended to neglect important activities and most mobile addicts were people with low self-esteem.

'Despite these negative repercussions, the study findings show clear evidence that cellphones assist in building the self-image and esteem of many learners who are also showcasing functional cellphone habits that support their own well-being [that is, switching off cellphones to study and sleep.

'The study also showcased that learners, through engagement with cellphones, are developing key multitasking skills essential for their future development.'

[Adapted from: *The Witness*, 3 May 2016]