



**higher education  
& training**

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

# **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**COMMUNICATION N6**  
(Second Paper)

**25 NOVEMBER 2019**

**This marking guideline consists of 6 pages.**

**QUESTION 1: MOTIVATION**

- 1.1 The idea of what an individual is capable of✓ in terms of physical, intellectual and skills ability✓ and personality (2)
- 1.2
- Policy
  - Supervision
  - Remuneration
  - Working environment
  - Role of the executive secretary (Any 4 × 1) (4)
- 1.3
- 1.3.1 Self-actualisation/Need for esteem and self-esteem
- 1.3.2 Security
- 1.3.3 Affiliation
- 1.3.4 Physiological (4 × 1) (4)
- 1.4
- 1.4.1 C
- 1.4.2 A
- 1.4.3 B
- 1.4.4 D (4 × 1) (4)
- 1.5
- Physically acceptable
  - Safe
  - Enables employees to satisfy social needs (3)
- 1.6
- 1.6.1 Yes (1)
- 1.6.2
- Not losing sight of my dreams.
  - I always knew I would one day do a doctorate degree. It has always been a personal goal.
  - 69-year old anti-apartheid activist and recent PhD graduate
  - '...' closed quotation marks
- (Quotation must show that Ngalo-Morrison never gives up.) (2)
- [20]**

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

- 2.1
- Apartheid
  - Government of the time
  - Restrictions placed on black people (Any ONE) (1)
- 2.2
- 2.2.1
- The total context✓ within which communication occurs✓
  - The circumstances in which individuals make decisions✓ and form opinions – based on personal circumstances, experience and values✓ (Any 1 × 2) (2)
- 2.2.2
- Emotional factors
  - Personality
  - Reasoning and logic
  - Adequacy of available information
  - Intelligence, education and experience of decision maker
  - Insight and intuition of decision maker (Any 3 × 1) (3)
- 2.3
- 2.3.1 Simulation
- 2.3.2 origin
- 2.3.3 timing
- (3 × 1) (3)
- 2.4
- Realistic budget
  - Realistic timetable
  - Appropriately delegated tasks
  - Regular feedback
  - Way to detect and deal with problems
  - Employees' acceptance and 'buy in' into the plan (Any 4 × 1) (4)
- 2.5
- A problem must be identified and formulated correctly before an appropriate decision can be made to solve it.✓ A decision or a series of decisions must be implemented to solve a specific problem. The two concepts are therefore completely interdependent and intertwined.✓

**OR**

To get to the best solution for a problem, we go through a problem-solving process.✓ At the same time we use methods and approaches of the decision-making process. We will never solve a problem if we do not manage the decisions along the way, as well as a final decision about a course of action.✓

(NO marks if the student gives definitions only.) (2)  
**[15]**

**QUESTION 3: COPING WITH CONFLICT**

- 3.1 It involves the intrapersonal and interpersonal conflict✓ caused by the simultaneous arousal of incompatible motives or needs✓ that lead to a temporary or permanent disruption of normal functioning.✓ (3)
- 3.2
- 3.2.1 Community/Societal conflict
- 3.2.2 Conflict between management and staff
- 3.2.3 Interpersonal conflict
- 3.2.4 Intrapersonal conflict
- 3.2.5 Interorganisational conflict
- 3.2.6 Intergroup conflict
- 3.2.7 Conflict within groups (7 × 1) (7)
- 3.3
- 3.3.1 Community/Societal conflict (1)
- 3.3.2 It is also known as the interactive view✓ which regards conflict as a natural, inevitable part of life,✓ but which must be managed well✓ and therefore has the potential to be a positive force.✓ (Any 2 × 1) (2)
- 3.3.3
- Declined productivity
  - Wasted time and resources
  - Unhappy employees
  - Work-related stress
  - Possibility of violence
  - Leads to defensive behaviour – passive and withdrawn, hostile and aggressive
  - Possibility of court actions
  - Causes physical and mental stress and fatigue
  - Delayed and poor decisions
  - Creates deadlocks
  - Disrupts communication and willingness to listen
  - Negative influence on the organisation's external image and relationships (Any 4 × 1) (4)
- 3.4
- 3.4.1 Cooperation and problem solving/Cooperative problem solving
- 3.4.2 Accommodation
- 3.4.3 Compromise/Agreement
- 3.4.4 Avoidance/Withdrawal
- 3.4.5 Subordination/Forcing/Competing (5 × 1) (5)

- 3.5      3.5.1      • An orderly, established way✓ of dealing with workplace problems✓ between employers and employees  
 • An orderly, formal system✓ whereby employer and employee determine whether or not the employment contract has been violated.✓  
(Any 1 × 2)      (2)
- 3.5.2      • To provide employees with a course of action✓ if they have a complaint which they are unable to resolve✓ through normal, regular communication with their line manger  
 • When the line manager (first-level supervisor) cannot solve✓ the problem the grievance procedure get experts involved✓  
(Give full marks if the student shows insight.)  
(Any 1 × 2)      (2)
- 3.5.3      Disciplinary action (1)
- 3.5.4      • The employee knows exactly what the rules of the workplace and the consequences of overstepping are.  
 • It gives the employee the right to a fair hearing.  
 • It gives employers the right to take steps against an employee who is damaging the organisation.  
 • It specifies the approved action to be followed.  
 • Disputes can be handled effectively and timeously.  
 • The emphasis is on prevention, justice and rehabilitation of the employee.  
(Any 4 × 1)      (4)  
**[31]**

#### QUESTION 4: COPING WITH STRESS

- 4.1      4.1.1      Stressors (1)
- 4.1.2      • Personal living conditions  
 • Working environment  
 • Personality of the individual  
 • Economic, political and social stressors (4)
- 4.1.3      • Improved decision making  
 • Improved self-image  
 • Healthy diet, enough exercise and adequate sleep  
 • Develop relaxation techniques  
 • Reliable support system  
 • Assertiveness  
 • Positive thinking (Any 6 × 1)      (6)

|     |       |  |           |             |
|-----|-------|--|-----------|-------------|
| 4.2 | 4.2.1 | Alarm/Warning stage  |           |             |
|     | 4.2.2 | Exhaustion/Burnout stage   |           |             |
|     | 4.2.3 | Resistance stage   | (3 × 1)   | (3)         |
| 4.3 |       | <ul style="list-style-type: none"> <li>• Clearly stating your opinion and needs while respecting the rights of others</li> <li>• Stating your feelings in a polite, frank and honest way without arguing, threatening, demanding or trampling on the rights of others</li> </ul> | (Any ONE) | (1)         |
| 4.4 | 4.4.1 | True   |           |             |
|     | 4.4.2 | True   |           |             |
|     | 4.4.3 | False  |           |             |
|     | 4.4.4 | False  |           |             |
|     | 4.4.5 | False  | (5 × 1)   | (5)         |
|     |       |  |           | <b>[20]</b> |

### QUESTION 5: INTERVIEWS

|     |       |   |               |             |
|-----|-------|---|---------------|-------------|
| 5.1 |       | <ul style="list-style-type: none"> <li>• Interviewer/Employer</li> <li>• Interviewee/Respondent/Applicant</li> </ul>  |               | (2)         |
| 5.2 | 5.2.1 | Nondirective/Unstructured interview   |               |             |
|     | 5.2.2 | Semistructured interview  |               |             |
|     | 5.2.3 | Sequential/Serialised interview   | (3 × 1)       | (3)         |
| 5.3 |       | <ul style="list-style-type: none"> <li>• Warm-up phase✓ – to put the applicant at ease and create a comfortable atmosphere✓</li> <li>• Questioning phase✓ – to get more information from the applicant other than that provided in his/her CV✓</li> <li>• Closing phase✓ – to indicate the end of the interview✓</li> </ul> | (3 × 2)       | (6)         |
| 5.4 | 5.4.1 | sender  |               |             |
|     | 5.4.2 | message   |               |             |
|     | 5.4.3 | receiver  |               |             |
|     | 5.4.4 | direct  |               |             |
|     | 5.4.5 | indirect  |               |             |
|     | 5.4.6 | barrier   | (6 × ½)       | (3)         |
|     |       |   |               | <b>[14]</b> |
|     |       |   | <b>TOTAL:</b> | <b>100</b>  |