



# higher education & training

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

**NATIONAL CERTIFICATE**

**COMMUNICATION N6**  
(Second Paper)

(5140406)

**25 November 2019 (X-Paper)**  
**09:00–11:00**

**CLOSED-BOOK EXAMINATION**

**TWO dictionaries (bilingual and/or explanatory) may be used. NO electronic dictionaries may be used.**

**This question paper consists of 8 pages and 1 addendum.**

**DEPARTMENT OF HIGHER EDUCATION AND TRAINING**  
**REPUBLIC OF SOUTH AFRICA**  
NATIONAL CERTIFICATE  
COMMUNICATION N6  
(Second Paper)  
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. Use only a BLACK or BLUE pen.
  6. Leave at least THREE lines after each question.
  7. Write neatly and legibly.
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Read the article 'I didn't lose sight of my dreams' in the ADDENDUM (attached) and answer the questions.

**QUESTION 1: MOTIVATION**


1.1 Ngalo-Morrison, the former dean of student affairs at the University of Fort Hare, said it was the potential of young people and not the handicap of poverty that inspired her thesis. 

What does it mean to have potential? (2)

1.2 Name FOUR factors that influence motivation in the workplace. (4)

1.3 Identify each of the following Maslowian needs by writing only the answer next to the question number (1.3.1–1.3.4) in the ANSWER BOOK.



1.3.1 'I always knew I would one day do a doctorate degree. It has always been a personal goal.'

1.3.2 She went into exile in Nigeria in the 1970s when her brother was sent to Robben Island after he was arrested on the border of Botswana. 


1.3.3 Her daughter, taken to her sister-in-law in Lesotho, joined her six months after she fled the country.

1.3.4 'We know there are thousands upon thousands of disadvantaged people.' (4 x 1) (4)




1.4 Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–D) next to the question number (1.4.1–1.4.4) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.4.1	Factors, explained by Herzberg, referring to job content	A	deficiency needs
1.4.2	Lower-level needs of Maslow	B	hygiene factors 
1.4.3	Factors, explained by Herzberg, referring to job context 	C	motivating factors
1.4.4	Higher-level needs of Maslow	D	growth needs





(4 x 1) (4)


- 1.5 Name THREE important factors employers should consider to ensure their employees are satisfied in their office space. (3)
- 1.6 On Tuesday, 29 August, Ngalo-Morrison (69) earned a PhD degree from the University of the Western Cape (UWC). 
- 1.6.1 Is Ngalo-Morrison a motivated person? (1)
- 1.6.2 Substantiate the answer in QUESTION 1.6.1 by quoting from the article. (2)
- [20]**

## QUESTION 2: PROBLEM SOLVING AND DECISION MAKING




- 2.1 What was the biggest problem Ngalo-Morrison experienced as a young student in her fight for liberation?  (1)
- 2.2 Ngalo-Morrison completed her master's degree in Nigeria and now completed her doctorate degree at the University of the Western Cape. She also lived in New Zealand.
- 2.2.1 Explain the term *frame of reference*. (2)
- 2.2.2 Name THREE other factors that can influence interpersonal communication. (3)
- 2.3 Choose the correct word from those given in brackets. Write only the word next to the question number (2.3.1–2.3.3) in the ANSWER BOOK.
- 2.3.1 (Simulation/Experimentation) occurs when role-play techniques are used to see if the solution being implemented will be successful.
- 2.3.2 The (origin/magnitude) of a problem shows where it started.
- 2.3.3 When asking how urgent a matter is, we refer to the (location/timing) of the problem.  (3 × 1) (3)
- 2.4 State FOUR aspects to consider before implementing a possible solution. (4)
- 2.5 Explain why there is an interdependence between problem solving and decision making.  (2)
- [15]**

**QUESTION 3: COPING WITH CONFLICT**


- 3.1 Define the term *conflict*. (3)
- 3.2 Identify each of the following types of conflict by writing only the answer next to the question number (3.2.1–3.2.7) in the ANSWER BOOK.
- 3.2.1 Political, social, economic and religious differences
- 3.2.2 Different perceptions regarding the functions of management, identity and staff 
- 3.2.3 Conflict between two or more people
- 3.2.4 Conflict within an individual
- 3.2.5 Conflict between members of competing organisations
- 3.2.6 Degrees of conflict between different groups of an organisation
- 3.2.7 Conflict between individuals within the same group (7 × 1) (7)
- 3.3 Ngalo-Morrison, however, said she remained squarely focused on her studies despite being a student activist at the height of the anti-apartheid uprising.
- 3.3.1 Which type of conflict is Ngalo-Morrison referring to in her statement?  (1)
- 3.3.2 Explain the modern view of conflict. (2)
- 3.3.3 State FOUR negative consequences of conflict. (4)
- 3.4 Name the approach towards conflict in each of the following scenarios by writing only the answer next to the question number (3.4.1–3.4.5) in the ANSWER BOOK.
- 3.4.1 The conflict is very serious and there is enough time and willingness on both sides to get to the root of the problem and address it. 
- 3.4.2 You want to satisfy others and maintain cooperation.
- 3.4.3 Parties have equal power and agree to both give up something to maintain the conflict situation. When faced with a lack of time, this approach is useful. 
- 3.4.4 Conflict is unimportant and ignoring it will make it go away.
- 3.4.5 A quick resolution is needed on an important, unpopular issue and both parties put aside their differences to face a more common enemy. (5 × 1) (5)

- 3.5 Ngalo-Morrison joined Old Mutual where she founded the Old Mutual Education Trust. One of Ngalo-Morrison's employees has a troubling concern in the workplace and decides to lodge a grievance.
- 3.5.1 Define the term *grievance procedure*.  (2)
- 3.5.2 What is the purpose of a grievance procedure? (2)
- 3.5.3 What is the procedure called when employers take action against employees who behave inappropriately in the workplace? (1)
- 3.5.4 Give FOUR advantages of the procedure named in QUESTION 3.5.3. (4)
- [31]**

#### QUESTION 4: COPING WITH STRESS

- 4.1 After fleeing South Africa, Ngalo-Morrison did not see her daughter for six months. 
- 4.1.1 What are the factors that cause stress called? (1)
- 4.1.2 Give FOUR reasons for stress in the workplace. (4)
- 4.1.3 State SIX ways to combat stress at work. (6)
- 4.2 Identify each stage of stress in the following scenarios by writing only the answer next to the question number (4.2.1–4.2.3) in the ANSWER BOOK.
- 4.2.1 As a student, Ngalo-Morrison often had to escape difficult situations after illegal meetings. She felt her heart beating faster and often had sweaty palms when this happened. 
- 4.2.2 After remaining underground for a few years, Ngalo-Morrison ended up in hospital. She was told to rest and take it easy.
- 4.2.3 Although Ngalo-Morrison felt tired of fighting the system, she succeeded in keeping her stress levels under control. She felt the pressure daily, but endured during this stressful time.  (3 × 1) (3)
- 4.3 What does it mean to be *assertive*? (1)


4.4 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or False' next to the question number (4.4.1–4.4.5) in the ANSWER BOOK.

4.4.1 You are suffering from work overload when your employer places you in a position with no experience to do the job properly and you struggle to complete tasks in time. 

4.4.2 Depression is a result of the emotional effects of stress.

4.4.3 Eustress causes anxiety or concern and feels unpleasant.

4.4.4 Constantly checking your cellphone or email for messages shows the physical effects of stress.

4.4.5 An easy-going person, who steadily works on tasks, has an A-personality. 

(5 × 1)

(5)


**[20]**

### QUESTION 5: INTERVIEWS


5.1 Name the TWO principal parties in an interview.

(2)

5.2 Name the type of employment interview in each of the following scenarios by writing only the answer next to the question number (5.2.1–5.2.3) in the ANSWER BOOK.

5.2.1 Ngalo-Morrison asks questions in a unique conversational situation and, as the interviewer, she determines the course that the conversation will take. 

5.2.2 Ngalo-Morrison has a number of predetermined questions and plans which will be put to each applicant to evaluate them individually according to the answers provided.

5.2.3 Ngalo-Morrison decides to ask experts to assist her when doing interviews. These experts do individual tests on the applicants. Ngalo-Morrison and her team then take turns to interview the applicants individually. 

(3 × 1)

(3)

5.3 Name the THREE phases of an employment interview and give an objective for each interview phase. (3 × 2)

(6)

5.4 Complete the following paragraph by using the words in the list below. Write only the missing word next to the question number (5.4.1–5.4.6) in the ANSWER BOOK.



receiver; barrier; channel; message; indirect; sender; direct
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During a radio interview, the interviewer, also known as the (5.4.1) ..., asks a question which becomes the (5.4.2) ... in the interview process. The interviewee or (5.4.3) ... replies and feedback is (5.4.4) ... A radio listener phones in and provides (5.4.5) ... feedback. Unfortunately, the line he is talking on is unclear and this is called a (5.4.6) ...



(6 × ½)

(3)  
**[14]**

**TOTAL: 100**



## ADDENDUM

### I DIDN'T LOSE SIGHT OF MY DREAMS

By James de Villiers | 4 September 2017

CAPE TOWN – 'Not losing sight of my dreams,' is what 69-year old anti-apartheid activist and recent PhD graduate Lulama Ngalo-Morrison says is her recipe for success. 'I always knew I would one day do a doctorate degree. It has always been a personal goal,' Ngalo-Morrison told News24.

'For me, education is fundamentally a liberation tool.' On Tuesday 29 August, Ngalo-Morrison's thesis on the 'Factors that influence academic attainment of sponsored students in the South African higher education system' earned her a PhD from the University of the Western Cape (UWC). She is the first in her family to get a degree.

#### INSPIRATION

Ngalo-Morrison, the former dean of student affairs at the University of Fort Hare, said it was the potential of young people and not the handicap of poverty that inspired her thesis. 'We know there are thousands upon thousands of disadvantaged people, however, there are also thousands and thousands of capable, brilliant individuals who need to be nurtured towards achieving their dreams. This study is about highlighting the strengths, possibilities, opportunities and hope that our communities need.'

Ngalo-Morrison grew up in Umtata in the Eastern Cape and completed her matric at Healdtown Comprehensive School just outside of Fort Beaufort. While completing her undergraduate at Fort Hare, she said that for students at the time: 'It was not a choice but a duty and fundamental belief that liberation started with us.'

Ngalo-Morrison, however, said she remained squarely focused on her studies despite being a student activist at the height of the anti-apartheid uprising. 'I knew our liberation and future depended on each of us remaining committed to completing our university degrees.'

She went into exile in Nigeria in the 1970s when her brother was sent to Robben Island after he was arrested on the border of Botswana. Her daughter, taken to her sister-in-law in Lesotho, joined her six months after she fled the country.

#### GOALS

In Nigeria, Ngalo-Morrison completed a master's degree in special education and learnt American Sign Language (ASL). After 12 years in exile, she and her husband immigrated to New Zealand before returning to South Africa in 1998 where she joined the student affairs department of the University of Fort Hare.

In 2009, Ngalo-Morrison joined Old Mutual where she founded the Old Mutual Education Trust which identifies and supports students from disadvantaged communities. Having retired in July, Ngalo-Morrison said she looked forward to publishing her thesis and writing about 'life experiences and the power of resilience.'

She said she will, however, always be involved in cultivating 'a mindset of self-belief, hard work, positivity and resilience' among South African youth. 'When we truly own and believe in our innate abilities no matter where we come from, we can change the world,' Ngalo-Morrison said.

[Adapted from: [www.news24.com](http://www.news24.com)]