higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N780**(E)**(M24)H

NATIONAL CERTIFICATE

INTRODUCTORY COMMUNICATION N4

(5140314)

24 May 2019 (X-Paper)
09:00–11:00

OPEN-BOOK EXAMINATION

Candidates may take TWO dictionaries (bilingual and/or explanatory) and TWO additional reference works into the examination venue.

This question paper consists of 8 pages.

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
INTRODUCTORY COMMUNICATION N4
TIME: 2 HOURS
MARKS: 100

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 BLUE or BLACK ink.
6. Write neatly and legibly.

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SECTION A: EFFECTIVE STUDY METHODS

QUESTION 1

MAKING YOUR CAREER WORK FOR YOU

Incentive and bonus schemes are becoming more and more popular with companies in South Africa. Research shows that organisations that have incentive schemes outperform those who do not. Many companies now freely admit that their employees are their greatest asset. In order to source and retain excellent staff in a competitive workplace, businesses must increasingly offer competitive remuneration packages and implement awards and recognition for positive performance, and consequently, employees have to work hard to retain their positions and advance in the company. Experts agree that staff who complain about a bonus do not belong in the age we are living in. They obviously have the old employee mentality and not a career mentality in which they are trying to improve themselves.

[Adapted *from Eskom News, March 2018*]

1.1 What source does this passage emanate from? (1)

1.2 Define the term *motivation*. (2)

1.3 List THREE factors from the passage that could motivate you to join the labour market. (3)

1.4 What type of motivation do the factors mentioned in this article represent? (1)

1.5 Read the passage and answer the questions.

TIME-WASTER: DO YOU RECOGNISE YOURSELF

Rembuluwani is writing his Introductory Communication N4 Examination next week. He needs to pass it. However, on Saturday night, he attended his friend's 21st birthday party until late. He overslept the next morning and woke up with a headache. He missed his lectures, where tips had been given for the upcoming assessment. He always studies in front of the TV, because he does not want to miss his favourite soapies.

[Adapted from *"Cape Argus", March 30, 2017*]

1.5.1 List FOUR factors that are causes of time mismanagement. (4)

1.5.2 Identify the time-wasting activities in this passage. (2)

1.5.3 Advise him on how he could use his time more effectively. (2)

[15]

TOTAL: SECTION A 15

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SECTION B: LISTENING SKILLS

QUESTION 2

2.1 Define the term *communication.* (2)

2.2 Draw Jakobson's communication process model. (7)

2.3 Name TWO obstacles that could prevent you from listening effectively. (2)

2.4 Nervousness is something that affects almost anyone who is asked to speak in public, but the secret is to let your nervous energy work for you, not against you. Somebody once said, 'Nervous speakers are good speakers – fear and tension sharpen their strategy so that they can do their best!'

List THREE ways that you can cope with nervousness while presenting in public. (3)

[15]

TOTAL SECTION B: 15

SECTION C: REMEDIAL ENGLISH

QUESTION 3

3.1 Complete the following sentences by writing the words in brackets in their correct form or by choosing the correct word or words. Write only the word(s) next to the question number (3.1.1–3.1.13) in the ANSWER BOOK.

3.1.1 (Live) your car 3.1.2 (kiss) on the rack and use public transport if you want to be fitter and thinner. Those who drive to work are, on average, fatter. That is the 3.1.3 (upshort) of a 3.1.4 (peace) of research released by experts at Wits University of medicine 3.1.5 (&) tropical medicine in the Lancet Diabetes and Endocrinology Journal this 3.1.6 (weak). The team looked at the data of more than 150 000 Britons aged between 40 and 69 in the largest 3.1.7 (stud) to date on the health benefits of active transport. They discovered that people who walked or 3.1.8 (circled) to work had a lower body fat percentage and body mass index than those who drove. The strongest associations 3.1.9 (where) 3.1.10 (sin) in those who drove, with men 5 kg lighter and women 4,4 kg lighter on average. Walking to 3.1.11 (walk) was the next strongest association with reduced body mass and body fat percentage. Even those who 3.1.12 (traveled) using public transport had a lower body mass index and body fat percentage than those who drove, with researchers saying that 3.1.13 (incidental), physical activity involved in public transport journeys played an important role. (13)

[Adapted from: *www.health24.co.za*]

3.2 Rewrite the following sentences in the PAST TENSE:

3.2.1 Those who drive to work are, on average, fatter. (2)

3.2.2 If you want to be fit, exercise regularly (2)

3.2.3 Walking to work is the best exercise. (1)

3.2.4 People who walk to work receive health benefits. (2)

3.3 Add a PREFIX to the following words:

3.3.1 Dependent

3.3.2 Search

3.3.3 Regular

3.3.4 Fit

3.3.5 Healthy

(5 × 1) (5)

3.4 Supply a HOMOPHONE for the following words:

3.4.1 Weak

3.4.2 Seen

3.4.3 Feet

3.4.4 Peace

3.4.5 Where

(5 × 1) (5)

[30]

TOTAL SECTION C: 30

SECTION D

QUESTION 4: CONCISE COMMUNICATION

Venentia College will be hosting a formal achievement awards banquet at 19:00 on Friday, 18 April 2019. The banquet will be a very formal occasion. Two of the guests on the list are Mr Ephraim Samuels of the local library and his wife, Mrs Mpho Samuels. The function will be held in Cresta Hotel in Robendale, 46 Main Road in Messina. RSVP to Mrs D. Smith at 015 963 3462 or alternatively smithd@venentiatvetcollege.edu before 10 April 2019.

Design a formal invitation addressed to Mr and Mrs Samuels. **[10]**

TOTAL SECTION D: 10

SECTION E: READING AND COMPREHENSION

QUESTION 5

THE STRUGGLE FOR ENGLISH

Lufuno Ndou 'talked the talk' and literally 'walked the walk' to become his school's top matriculant. The shy boy, who wrote his final examinations at the age of 20, trudged 10 km to school and back every day and begged his neighbours for paraffin so he could study at night. When he was not attending classes, he spent every waking moment with his nose in his books. He was the only matriculant at his school to pass with full university exemption.

Many children from rural areas, however, find that their circumstances undermine their ability to achieve their educational goals. Members of the public do not always appreciate the almost insurmountable hurdles that many rural children have to overcome in order to accomplish their goals.

The Eastern Cape education authorities cited poor language usage in schools as the principal reason for matric failure. The department officials said, 'Many teachers instruct learners in isiXhosa, while the exams are conducted in English'. The department's citing of the language problem took the South African Democratic Teachers' union by surprise. According to the Provincial Secretary of SADTU, the problem was never communicated to them.

This language problem is very serious. The National Department of Education said, 'On admission to a school, learners selected the language in which they would be taught and evaluated.' Parents encouraged their children to study through the medium of English. 'Parents want socio-economic benefits for their children, as well as the other advantages that come with being competent in English. All successful people are fluent in English,' she said.

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Mabuti Mbiza, an Executive Member of the Congress of South African Students agreed. He said that many teachers experienced difficulties in teaching in English as it was their second language. Learners are supposedly taught in English, but when information is explained and interpreted, it is done in the vernacular. A North West Education spokesperson explained that teachers' fluency was not a problem in her province. She said, 'The competence of pupils in the language is the problem.' Our teachers' fluency in English is fine, but the pupils find it difficult to comprehend English,' she said.

According to a senior official in the Department of Education, the challenges are daunting. It is correct that English is a gateway subject and if you cannot cope with the language, it affects how you perform in Mathematics and Science, he said. He added that it was difficult to quantify the language problem due to the difficulty of isolating it from a host of other problems facing education, such as a shortage in teachers and inadequate infrastructure in rural areas. He further said that the department had planned to address the problem by providing schools with more English reading material. He envisages that the initiative will be supported through partnerships with businesses and non-governmental organisations. The teaching of English has been highlighted as a priority by the Department of Education. This body oversees the quality of question papers.

Despite all these difficulties, Lufuno Ndou remains a shining example of 'where there's a will, there's a way'. He admits that he was fortunate to have access to the Mapungubwe Library where he spent hours studying. The young man, who studied subjects including Mathematics, Science and History, was taught in English by motivated teachers who went out of their way to help their learners. They dug deep into their own pockets to buy study guides, which the learners shared among themselves. Lufuno Ndou's results are a reward for his own and his teachers' hard work.

[Adapted from an article in the *Sunday Times,* 8 January 2017]

5.1 Mention the source of this text. (1)

5.2 What is the purpose of this passage? (2)

5.3 Lufuno Ndou "'talked the talk' and literally 'walked the walk'".

5.3.1 Considering the entire passage, how did Lufuno 'talk the talk'?

5.3.2 Why does the author say that young Lufuno Ndou "'literally 'walked the walk'"?

(2 × 2) (4)

5.4 Select the correct explanation of the expression to *walk the walk and talk the talk* from the options given below. Write down only the question number and the correct letter.

A To speak English and walk to English libraries
B To behave in a way that shows that your actions match your words
C To do something difficult
D To be arrogant (2)

5.5 Quote THREE consecutive words from paragraph 1 that show that Lufuno spent virtually all his spare time studying. (2)

5.6 Name TWO hurdles mentioned in the first paragraph that Lufuno had to overcome. (2)

5.7 Refer to the term *socio-economic benefits* in paragraph 3.

Suggest TWO socio-economic benefits that you think can be gained by English competency. (3)

5.8 Choose the best description of the word 'vernacular' (paragraph 4) from the following alternatives:

A Home language
B Foreign language
C Additional language
D Unofficial language (1)

5.9 In your own words, describe the differing attitudes of the authorities in the Eastern Cape and the North West with regard to the language medium problem. (2)

5.10 A gateway is something that you pass through to get somewhere else.

Explain in your own words what is meant by a 'gateway' subject (paragraph 6). (2)

5.11 Find ONE word in paragraph 6 that means the same as 'frightening' or 'discouraging'. (2)

5.12 Write the following acronyms in full:

5.12.1 SADTU

5.12.2 COSAS

(2 × 1) (2)

5.13 Name TWO possible donors who could assist with providing English books to schools. (2)

5.14 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (5.14.1–5.14.2) in the ANSWER BOOK.

5.14.1 Lufuno Ndou was taught by lazy and demotivated teachers. (1)

5.14.2 Provide a reason for your answer in QUESTION 5.14.1. (2)

[30]

TOTAL SECTION E: 30
GRAND TOTAL: 100

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