higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

COMMUNICATION N4
(Second Paper)

31 MAY 2019

This marking guideline consists of 9 pages.

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SECTION A: BASIC COMMUNICATION PRINCIPLES

QUESTION 1

1.1
- Increases productivity
- Better employee relationships
- More effective decision making
- Better cooperation between workers
- Saves time and money
- Successful problem solving
- Greater job satisfaction
- Less conflict and less frustration
- Provides accurate information
- Obtains accurate information
- Negotiates deals
- Establishes sound interpersonal relationships with colleagues and clients
- Encourages employees to set and achieve personal and organisational goals
- Tackles problems logically to solve them
- Prevents and handles conflict situations
- Conducts successful meetings
- Ensures that the aims of the company, as embodied in their mission statement, are achieved
- Provides a more efficient service to clients
- Reduces queries, complaints and the possibility of legal action against the company
- Promotes a good public image by maintaining good public relations

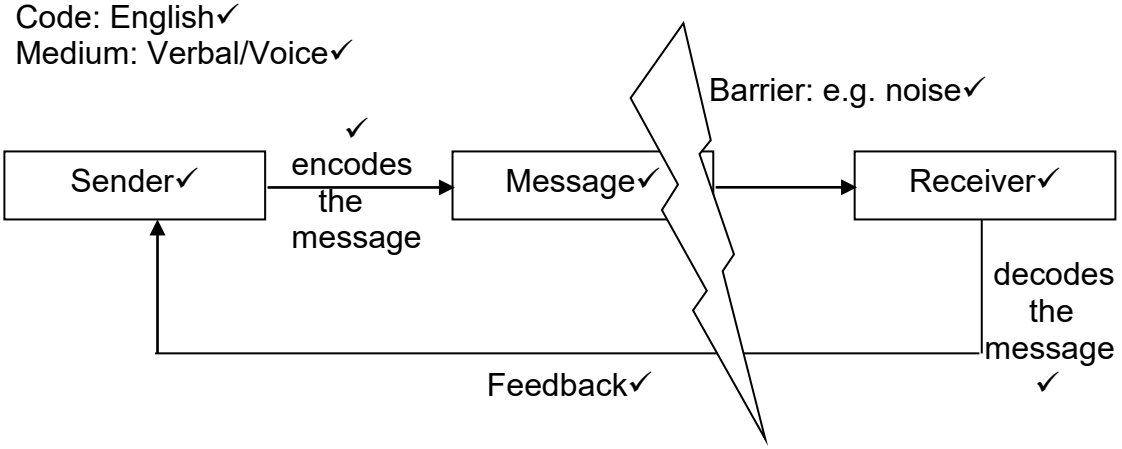
(Any 5 × 1) (5)

1.2
1.2.1 personality
1.2.2 kinesics
1.2.3 proxemics
1.2.4 paralinguistic
1.2.5 phatic communication
1.2.6 feedback
1.2.7 gatekeeping
1.2.8 tacesics
1.2.9 reasoning
1.2.10 perceptual barriers

(10 × 1) (10)

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1.3 Code: English✓
Medium: Verbal/Voice✓



(✓ for the diagram and the arrows in the right direction) (10)

1.4 1.4.1 Interpersonal communication
1.4.2 Mass communication
1.4.3 Intrapersonal communication
1.4.4 Interpersonal communication
1.4.5 Extrapersonal communication

(5 × 1) (5)

1.5 1.5.1
- Listen for the speaker's main purpose or goal.
- Find out what the central idea is.
- Convince yourself that what you are about to hear is relevant and important to you personally.
- In doing this you will resist distractions and concentrate on the message. (Any 3 × 1) (3)

1.5.2
- First listen and then react.
- Try to see the idea or concept from the speaker's point of view first.
- Do not get excited about a speaker's point before you are sure that you have understood it properly.
- Avoid becoming impatient and interrupting before he/she has completed the message.
- Do not be distracted by differences of opinion, personality, status or culture.
- Affirm the speaker by putting him/her at ease with verbal and particularly nonverbal reactions. (Any 4 × 1) (4)

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1.5.3
- Analyse critically, evaluate and judge the speaker's message throughout the conversation.
- Try to establish the intention of the message and the tone that is being used to convey the message.
- Double-check the understanding of what the speaker has said by asking questions or asking the speaker to repeat or rephrase the message or supply additional information.
- Think about what is being said and do not just accept everything that is being said. (Any 3 × 1) (3)

[40]

TOTAL SECTION A: 40

SECTION B: INTERPERSONAL RELATIONSHIPS AND SOCIAL INTERACTION

QUESTION 2

2.1
- Physical dimension
- Dimension of skill/dexterity/Skills dimension (dexterity dimension)
- Intellectual dimension
- Psychological dimension
- Sexual dimension (5)

2.2
- Greater self-encouragement
- Greater motivation
- Greater capacity to achieve
- Greater ability to express oneself
- More self-confidence
- Realistic perception of strengths and weaknesses
- Optimism
- Ability to withstand negative events
- Better performance in interpersonal situations
- Set realist goals and have less fear of failure
- Better psychological adjustment
- Ability to express anger appropriately
- Better performance after either success or failure
- Ability to cope with negative feedback and criticism
- Better social skills
- Better performance academically and in the work situation
- Generally extroverts with warm, caring relations
- Tolerant and adopt a balanced approach to life regardless of success or failure
- Sense of humour
- Exercise emotional control (Any 4 × 1) (4)

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2.3 2.3.1
- Holding social functions
- Encouraging teamwork
- Distributing an internal staff magazine or newsletter
- Holding regular departmental/office meetings
- Encouraging canteen lunches and other informal social gatherings (Any TWO)

2.3.2
- Personally recognising the achievements of colleagues and subordinates with a word of congratulations
- Writing a letter expressing praise
- Writing a short thank-you note
- Publically recognising the achievements of subordinates by announcing a change in title
- Giving promotion
- Writing an article of praise in the staff magazine
- Awarding a bonus (Any TWO)

(2 × 2) (4)

2.4 2.4.1 Ethnocentricity is the perception that the nation, group or culture to which you belong✓ is superior to any other.✓

2.4.2 Stereotyping is when people form an impression of a certain group and have a fixed general image✓ or characteristic✓ of what that particular group is like.

(2 × 2) (4)

2.5
- A faint telephone line prevents a secretary from hearing who the caller wishes to speak to.
- A telephone ringing in the background while the secretary is talking to a client prevents the secretary from concentrating on the conversation.
- A television or radio on loud in the background or other workers talking loudly in the background will prevent the secretary from hearing everything the client says.
- The client may be in an area with bad cellphone reception which can result in the call being dropped.
- A crackling noise on the telephone makes it difficult to hear.
- Being cut off prematurely during a phone call hinders communication.
- Traffic noise caused by cars, helicopters, trains or aeroplanes can result in the secretary not being able to hear the caller. (Any 2 × 1) (2)

2.6
- Be conscious of and sensitive to differences of race, gender, class, home language, work and lifestyle.
- Be flexible and open-minded when dealing with people of other cultures and accept that there will be differences.
- Examine your own stereotypes and get to know people for who they are.
- Talk to employees or colleagues to learn about their cultures and listen to what they have to say.
- Talk openly and constructively about the differences you discover.

(Any 2 × 1) (2)

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2.7
- Know your own strengths and weaknesses and decide what is really true about you – the good and the bad.
- Set realistic goals and plan how you are going to achieve it. Tackle tasks that you can cope with. This builds confidence and confidence building results in self-esteem.
- Control your thoughts.
- Substitute all negative thoughts with positive ones.
- Try to understand and forgive those who have hurt you.
- Bury all memories of negative experiences.
- Never say bad or negative things about yourself.
- Avoid using words like stupid, failure, ugly or uncreative.
- Say positive things about yourself – you will then think positive thoughts and feel good about yourself.
- Do not be discouraged by personal criticism, rather evaluate and improve your behaviour and actions. If it is not justified, ignore it.
- See all failure and disappointment in a positive light.
- If you have achieved, be proud of it and accept compliments with grace.
- Do not tolerate people, jobs or situations if they make you feel worthless or inadequate. If you cannot change the situation or the people, walk out or avoid them.
- Control your feelings. Let your attitude and positive feelings work for you, not against you. Make a deliberate decision every day to be happy, friendly, positive and helpful.
- Pat yourself on the back when you achieve your goals.
- Try to interpret other people's behaviour and intentions positively. If you think you are being rejected or put down, learn to dismiss this behaviour.
- Remember that you can change your self-image at any time. With confidence in yourself, obstacles turn into challenges and challenges into success. (Any 5 × 1) (5)

2.8
- Background: People who come from different cultural and socio-economic backgrounds have different values, morals, symbols and expectations because they have grown up in different circumstances and with different ideas.
- Education and training: People with different levels of education and training will have different vocabularies and knowledge.
- Intelligence: A person's natural intelligence determines his or her level of understanding and insight and the speed with which he or she grasps an instruction or idea.
- Occupation: A person's occupation can affect the person's attitude to life and the way they handle other people.
- Interests: Different people have different interests and hobbies which often determine their actions and decisions.
- Needs: At any time different people have different needs which determine their behaviour, decisions and actions.
- Personality: Some people tend to be more outgoing while others might be shy. This will affect a person's evaluation of situations, decisions, approach to people and even communication style.
- Age: Younger and older people have different needs, values, attitudes towards life and even ways to express themselves.
- Sex/Gender: Men and women often differ in the way they approach specific situations.
- Religion: People of different religions often have other values and attitudes which should be respected.
- Attitudes: People have different attitudes towards how things should be done in the workplace. (Any 2 × 2) (4)

[30]

TOTAL SECTION B: 30

SECTION C: ORGANISATIONAL COMMUNICATION

QUESTION 3

3.1 False
3.2 True
3.3 False
3.4 True
3.5 False

(5 × 1) **[5]**

TOTAL SECTION C: 5

SECTION D: INTERVIEWS

QUESTION 4

4.1
- Preparation: Study the job description and decide exactly which type of person you are looking for. Study all the documents about the candidates (CVs). Prepare the interview room. Make arrangements to not be interrupted.
- Create a positive climate: Make sure the receptionist is expecting the applicant. Greet the applicant by name and introduce yourself. Use a warm tone of voice. Allow the applicant to settle by engaging in small talk first. Use simple, clear language. Be aware of stereotyping.
- Conducting the interview: Encourage the applicant to do most of the talking. Ask questions that are easy to understand. Ask questions that will lead to further discussion. Listen very carefully. Provide enough information about the company and the job. Keep the interview a two-way communication process.
- Concluding the interview: Make a final decision once you have obtained sufficient information. Ask if there are any further questions and deal with it. Thank the interviewee for taking the time to attend. Inform applicants when to expect to hear the results.
- Final assessment: Evaluate the applicant while the information is still fresh in your mind. Write down important information. Use a suitable interviewer's assessment form to make an objective decision.

(Any 4 × 2) (8)

4.2
4.2.1 D
4.2.2 A
4.2.3 B

(3 × 1) (3)

4.3
4.3.1 Specific question
4.3.2 Open-ended question
4.3.3 Hypothetical question
4.3.4 Leading question
4.3.5 Closed question

(5 × 1) (5)

4.4
4.4.1 Assertiveness is a form of communication in which one's needs or wishes are stated clearly✓ with respect for oneself and the other person✓ in the interaction.

4.4.2 Aggressiveness is a form of communication where one's point of view and requirements are stated forcefully✓ with demands, threats and fighting body language✓ and without respect for the other person in the interaction.

(2 × 2) (4)
[20]

TOTAL SECTION D: 20

SECTION E: MEETING TERMINOLOGY

QUESTION 5

5.1 Adjournment
5.2 Ballot
5.3 Constitute
5.4 Ex officio
5.5 Precedent

(5 × 1) **[5]**

TOTAL SECTION E: 5
GRAND TOTAL: 100

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