higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

COMMUNICATION N4
(Second Paper)

20 NOVEMBER 2019

This marking guideline consists of 8 pages.

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SECTION A: BASIC COMMUNICATION PRINCIPLES

QUESTION 1

1.1
1.1.1 D
1.1.2 C
1.1.3 A
1.1.4 E
1.1.5 B
1.1.6 I
1.1.7 H

(7 × 1) (7)

1.2
- Personality:✓
  An individual's psychological/social/moral/physical qualities, as expressed in interaction with the environment and particularly in interaction with other people✓
- Frame of reference:✓
  A person's background of experiences and values which influence how he/she would approach or perceive any matter✓
- Reasoning:✓
  Thinking and forming judgements via a logical process, and structuring your thoughts and words in such a way that it will be understood by others✓
- Emotions:✓
  Feelings such as hatred, love, fear, happiness and anguish✓ (8)

1.3 1.3.1
- Verbally, the receptionist is greeting the client and offers his/her assistance
- Non-verbally, he/she is busy searching for something in the telephone directory
- This behaviour indicates that he/she is actually too busy to assist the client at the moment (3)

1.3.2 The non-verbal message (1)

1.3.3 The sender of a message has less control over his/her non-verbal communication than over his/her verbal communication. (1)

1.4
1.4.1 C
1.4.2 D
1.4.3 A
1.4.4 B

(4 × 1) (4)

1.5
- Sender:✓
  Also known as the transmitter. The person who initiates the communication activity and formulates the message. The person who encodes the message✓ and sends it to the receiver. The person who wishes to communicate a message.
- Message:✓
  The information that is conveyed during the communication process.✓ What the sender wishes to say, ask, instruct, comment, reply, etc.
- Receiver:✓
  Also known as the respondent. The person at whom the sender directs the message. The receiver decodes the message✓ and reacts to it. The person to whom the message is sent.
- Feedback:✓
  The message that the receiver sends in response to the sender's message. It is the receiver's reaction. It helps the sender to establish whether the message was understood. It is the message the receiver sends back in reply to the sender.
- Channel or medium:✓
  The way in which the message is sent from sender to receiver. May include verbal channels, such as voice, intercom, telephone, interview, letter, advertisement, report, radio or television or non-verbal channels, such as body language, pictures, music or graphs.✓
- Code:✓
  This is any set of symbols, such as a language (English), figures, pictures or sign language, which the sender and receiver understand.✓
- Barriers:
  Noise is most commonly referred to here. This is interference during the communication process which may prevent communication from taking place successfully. Examples of barriers include an interruption, uncomfortable seating, a bad mood, lack of concentration, etc.

(Any 6 × 2) (12)

1.6 Graphic representation is when information is conveyed✓ by means of symbols, graphic, signs, illustrations, graphs and types of lettering.✓
- Symbols
- Graphic signs
- Illustrations
- Types of lettering
- Graphs, for example, pie chart/bar chart/organisational chart/pictograph/line graph (only ONE of these may be accepted for a mark)
- Maps
- Colour coding
- Clothing and hairstyles (Any 2 × 2) (4)

[40]

TOTAL SECTION A: 40

SECTION B: INTERPERSONAL RELATIONSHIPS AND SOCIAL INTERACTION

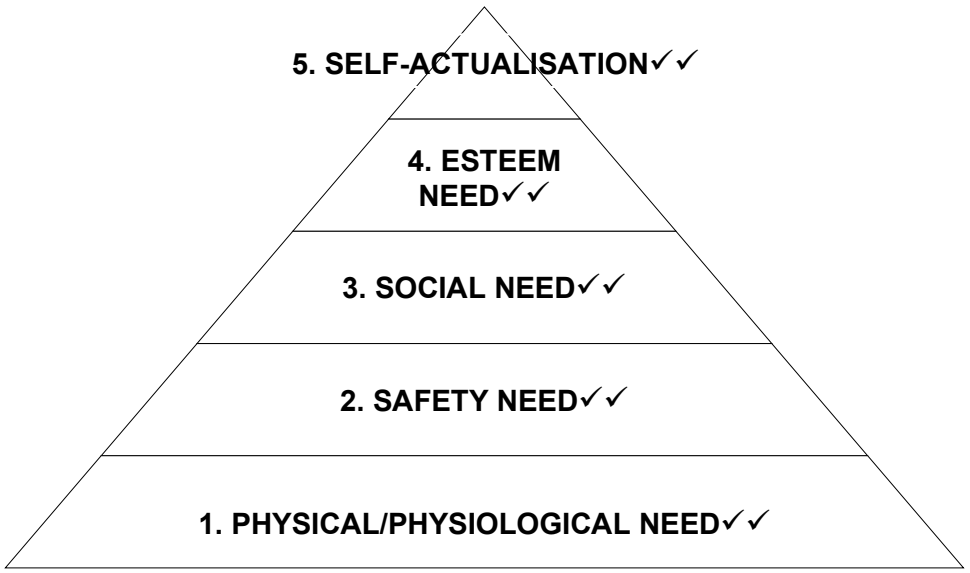
QUESTION 2

2.1

- Physical dimension✓
  Refers to the evaluation of your body and your idea of what you look like physically.✓ Refers to how you see your bodies at various stages of your life.
- Skills dimension/Dexterity dimension/Dimension of skill✓
  Refers to your concept of how skilful you are; socially or technically.✓ This can refer to social behaviour and technical ability. We judge our social behaviour and career skills by comparing them to those around us and to how other people view us. It also refers to our technical ability to perform things, such as changing an electrical plug or playing a game or sport.
- Intellectual dimension✓
  Refers to how intelligent you believe you are.✓ We judge our intellectual ability (our ability to reason and think) against that of other people and by our assessment of other people's reaction to our intelligence.
- Psychological dimension refers to your evaluation of your personality; are you shy or outgoing?✓
  This refers to certain qualities that an individual possesses. These are judged according to similar characteristics in others and the reaction of others to us. You may see yourself as being an introvert or an extrovert.
- Sexual dimension
  Refers to your evaluation of how masculine or feminine you are and your view of how popular you are with members of the opposite sex. Whether or not we conform to the traditional behavioural patterns of men and women in our society, for example, a woman's place is in the home. (Any 3 × 2) (6)

2.2
- Know your own strengths and weaknesses – decide what is really true about you – the good and the bad.
- Set realistic goals and plan how you are going to achieve them. Tackle tasks that you can cope with. This builds confidence and confidence-building results in a good 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, such as 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 and 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 3 × 1) (3)

2.3



(10)

2.4 2.4.1 Physiological needs
2.4.2 Security needs
2.4.3 Need for esteem/self-esteem/self-actualisation
2.4.4 Security needs
2.4.5 Need for self-actualisation

(5 × 1) (5)

2.5 2.5.1 Perceptual barrier
2.5.2 Psychological barrier

(2 × 1) (2)

2.6 Gatekeeping is the professional process of creating communication barriers✓ as a result of fearing the consequences✓ of a specific act or situation.✓ It is the name given to describe the deliberate creation of communication barriers, because of fear of known or unknown consequences.
(Any ONE relevant example, BUT students must use the CEO and the PA in their examples):

- The PA may try to avoid the CEO all day, because a specific task has not been completed on time.✓
- The CEO may ask the PA to screen some incoming calls and say that he/she is not available that day.
- The PA may decide to stay home rather than own up to the CEO that he/she made a mistake with something. (4)

[30]

TOTAL SECTION B: 30

SECTION C: ORGANISATIONAL COMMUNICATION

QUESTION 3

3.1 C
3.2 B
3.3 A
3.4 B
3.5 C

(5 × 1) **[5]**

TOTAL SECTION C: 5

SECTION D: INTERVIEWS

QUESTION 4

4.1 An interview is a pre-planned, formal, direct or indirect verbal conversation✓ between two or more people✓ to exchange information about a specific subject.✓ An interview is a pre-planned formal verbal interaction between two people (interviewer and interviewee) or one person (interviewee) and a panel of interviewers. It involves an exchange of feelings, information and ideas and it takes place for a purpose and within a limited time. (3)

4.2
- Semantic barriers✓
  include the use of words not understandable to both parties and can include jargon or slang. Words with common meanings and simple, clear language should be used.✓ Barriers could occur through the level of language, poor choice of words or poor delivery due to nervousness. It is common for semantic barriers to occur where either the interviewer or the interviewee is not fluent in the language used during the interview.
- Psychological barriers✓
  may refer to the dominant status of the interviewer, which makes the interviewee feel inferior and nervous, and unable to perform well. Status can be a barrier and the interviewer should create a relaxed atmosphere.✓ Barriers, such as nervousness, which result in irritating non-verbal behaviour, e.g. fidgeting, lack of eye contact and a giggle.
- Physical barriers✓
  include the wrong choice of venue or constant interruptions. It may be too hot or there may be traffic noise or telephones ringing.✓
- Intercultural barriers✓
  refer to different cultures involved in the interview process.✓
- Perceptual barriers
  (the way we see people and situations), which could be due to cultural or background differences, e.g. we may be prejudiced against someone, because he/she is from a different ethnic group. Recognise this and concentrate on what the applicant as an individual has to offer.

(Any 4 × 2) (8)

4.3 4.3.1
- Don't be too early for your interview as it may make you feel and look nervous.
- It is unforgivable to be late for your interview – you will lose the job before you have been interviewed.
- Make sure of the time and the exact address ahead of time
- If necessary, go there a day or two before your interview to ensure that you will find the place easily.
- Plan to arrive with five minutes to spare. This will help you feel relaxed and organised, which will help your confidence.

(Any 3 × 1) (3)

4.3.2
- Listen before you speak.
- Think before you speak.
- Think while you are speaking and listen to what you are saying.
- Take your time to answer difficult questions.
- Answer specific questions specifically.
- If you do not understand a question, ask the interviewer to rephrase it.
- Talk spontaneously without talking too long about one aspect.
- What you say should be related to the position under consideration.
- Express your answers clearly and simply. (Any 3 × 1) (3)

4.4 4.4.1 D
4.4.2 A
4.4.3 C

(3 × 1) (3)
[20]

TOTAL SECTION D: 20

SECTION E: MEETING TERMINOLOGY

QUESTION 5

5.1 False
5.2 False
5.3 False
5.4 True
5.5 True

(5 × 1) **[5]**

TOTAL SECTION E: 5
GRAND TOTAL: 100

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