higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

COMMUNICATION N5
(SECOND PAPER)

29 NOVEMBER 2018

This marking guideline consists of 6 pages.

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SECTION A: ORGANISATIONAL COMMUNICATION

QUESTION 1

1.1
- Corporate culture is a system of beliefs, values, customs and traditions shared by members of an organisation.
- The code of conduct evolves from the corporate culture.
- By following the code of conduct, members create an image of their organisation, visible to outsiders and insiders (3 × 1) (3)

1.2
- Company goals
- Organisational structure
- Cultural background of members
- Leadership/management style
- Communication between members (5 × 1) (5)

1.3 Public relations (2)

1.4 Informal interviews and a meeting (2)

1.5
- Written notice of a special meeting
- Special meeting with departmental managers (1 × 2) (2)

1.6 1.6.1 Democratic/Participative leadership (2)

1.6.2
- Involvement of all staff in decision making
- Teamwork
- Face-to-face communication between management and staff
- Increase in productivity
- Friendly, warm tone of voice
- Participative way of working
- Hard work and commitment from staff
- Solution-orientated environment (4 × 1) (4)

1.6.3 It is time consuming. (1)

1.7 1.7.1 Mrs Madia listened to every staff member during one-on-one discussions and discussed teamwork strategies in a meeting with departmental managers. (Marker's discretion is advised.)

1.7.2 Mrs Madia held private, one-on-one discussions with staff.
(2 × 2) (4)

1.8
1.8.1 True
1.8.2 True
1.8.3 False
1.8.4 False
(4 × 1) (4)
[29]

TOTAL SECTION A: 29

SECTION B: FORMULATING AIMS AND OBJECTIVES

QUESTION 2

2.1
- Resources are wasted when time is wasted.
- Money is wasted when time at work is not spent working but talking.
- Doing work at the right time also saves money.

(Marker's discretion is advised) (3 × 1) (3)

2.2
- Personal interruptions
- Distractions caused by personal problems
- Postponing work
- Looking for the manager
- Lack of planning or organisation
- Trying to do too much
- Drop-in visitors
- Unclear instructions
- Confusion regarding one's responsibility
- Unnecessary errands or assignments
- Perfectionism (Any 3 × 1) (3)

2.3 2.3.1 Objective

2.3.2
- Specific
- Limited to a time frame

(2 × 2) (4)

2.4
- S – Specific
- M – Measurable
- A – Attainable
- R – Relevant/Realistic
- T – Traceable/Time-bound (5 × 1) (5)

[15]

TOTAL SECTION B: 15

SECTION C: MEDIA COMMUNICATION AND ADVERTISING

QUESTION 3

3.1 3.1.1 Large text, bold colours, picture of a boy calling/shouting
(Marker's discretion is advised)

3.1.2 Information provided includes names of places where money can be received, PEP company logo, 7 000 collection points

3.1.3 Education, schooling, affordable back-to-school expenses

3.1.4 Places to receive money
'Send money … at any Pep store'
(4 × 2) (8)

3.2
- Newspaper/magazine/print
- Billboard/poster/outdoor

NOT TV/audiovisual/radio/audio (Any 1 × 1) (1)

3.3
- People who want to send money to family/relatives/friends
- People who need to receive money from family/relatives/friends

(Marker's discretion is advised) (1 × 2) (2)

3.4

OBJECTIVE	SUBJECTIVE
• Concise and clear • Uses words to inform rather than influence • Based on facts • Free from emotional involvement	• Based on opinion • Loaded with emotion • Long-winded • Contains words that may influence the receiver

(1 for table format + 2 x 4) (9)
[20]

TOTAL SECTION C: 20

SECTION D: PRESENTATION COMMUNICATION

QUESTION 4

4.1
- Summarise the main points
- Return to the purpose indicated in the introduction
- Provide an anecdote or quotation
- Indicate how the given facts can affect the listeners
- Suggest possible solutions/plan of action (Any 3 × 1) (3)

4.2
- Be yourself
- Prepare adequately
- Rehearse the speech or presentation
- Dress appropriately
- Do breathing exercises
- Do relaxation exercises (Any 4 × 1) (4)

4.3
4.3.1 C
4.3.2 D
4.3.3 B
4.3.4 A

(4 × 2) (8)
[15]

TOTAL SECTION D: 15

SECTION E: MULTICULTURAL COMMUNICATION

QUESTION 5

5.1
- Symbols
- Beliefs
- Values
- Perception
- Attitudes
- Norms of behaviour
- Expectations (Any 3 × 1) (3)

5.2
- Conflicting goals of communication
- Ethnocentrism
- Lack of trust
- Lack of empathy
- Stereotyping
- Power (Any 3 × 1) (3)

5.3
- Use very simple English sentences
- Listen patiently
- Tanya nods her head (provides feedback) when she understands Esther (Marker's discretion is advised) (3 × 2) (6)

5.4
- Non-verbal signs, e.g. frown, looking away, being distracted
- Poor feedback, e.g. blank look, being too quiet
- Wrong actions e.g. misunderstanding, wrong answer (Any 2 × 2) (4)

5.5 5.5.1
- Profession/career
- Gender
- Language/English is not their mother tongue (Marker's discretion is advised) (Any 1 × 1) (1)

5.5.2
- Parenthood/motherhood
- Relationship status/being in a relationship/being single (2 × 1) (2)

5.5.3
- Tanya doesn't like hearing about Esther's serious boyfriend, because she is jealous.
- Esther does not have children and does not understand Tanya's struggles. (2 × 1) (2)

[21]

TOTAL SECTION E: 21
GRAND TOTAL: 100

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