higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N180**(E)**(N29)H

NATIONAL CERTIFICATE

COMMUNICATION N5

(Second Paper)

(5140395)

29 November 2018 (X-Paper)
09:00–11:00

CLOSED-BOOK EXAMINATION

TWO dictionaries (bilingual/explanatory) may be used.

No electronic dictionaries are allowed.

This question paper consists of 7 pages and 1 addendum.

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
COMMUNICATION N5
(Second Paper)
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. Write neatly and legibly.

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SECTION A: ORGANISATIONAL COMMUNICATION

QUESTION 1

Read the case study below and answer the questions that follow.

ROYAL RECRUITERS

With her professional image, Mrs Petunia Madia was recently appointed as the managing director of Royal Recruiters. The company had been experiencing a major decrease in productivity and staff morale.

In her first week, Mrs Madia had private, one-on-one discussions with all staff members. She then circulated a notice of a special staff meeting to the departmental managers. In the meeting they discussed new strategies of working together as a team.

It was decided that Royal Recruiter's public relations would be improved my means of customer service training for all staff in the sales department.

Mrs Madia's attitude was proficient and transparent. She spoke in a friendly, warm tone of voice. A relationship of trust surfaced, with personnel getting used to a participative way of working.

With the increase of productivity and profits came an increase in remuneration for all personnel. As a result, all staff worked hard and stayed committed.

1.1 Define *corporate culture*. (3)

1.2 Explain how the corporate culture of a company can be influenced. (5)

1.3 Name the function of external communication that appears in the scenario. (2)

1.4 State the *intervention method* that Mrs Madia used to reach out to the demotivated staff. (2)

1.5 State the formal communication medium (channel) that is used in the scenario. (2)

1.6 1.6.1 State the leadership style that was used by Mrs Madia. (2)

1.6.2 Name FOUR characteristics of Mrs Madia's leadership style. (4)

1.6.3 State ONE disadvantage of Mrs Madia's leadership style. (1)

1.7 Explain how the following work ethics are implemented at Royal Recruiters:

1.7.1 Consideration and respect for other people's ideas

1.7.2 Confidentiality

(2 × 2) (4)

1.8 Indicate whether the following statements are TRUE or FALSE. Write only 'True' or 'False' next to the question number (1.8.1–1.8.4) in the ANSWER BOOK.

1.8.1 The grapevine is an informal communication channel.

1.8.2 Dress code is an example of non-verbal communication.

1.8.3 A *laissez faire* leadership style is based on rigid rules and regulations.

1.8.4 Intervention is a process that interferes with the smooth running of an organisation.

(4 × 1) (4)
[29]

TOTAL SECTION A: 29

SECTION B: FORMULATING AIMS AND OBJECTIVES

QUESTION 2

2.1 Explain the expression *time is money*. (3)

2.2 Name THREE time-wasters that Mrs Madia should be careful to avoid. (3)

2.3 Mrs Madia's secretary creates an event in her calendar for the special meeting.

2.3.1 Is this task considered an *aim* or an *objective*?

2.3.2 Motivate your answer to QUESTION 2.3.1.

(2 × 2) (4)

2.4 State the *SMART* criteria for effective goal setting. (5)
[15]

TOTAL SECTION B: 15

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SECTION C: MEDIA COMMUNICATION AND ADVERTISING

QUESTION 3

Study the advertisement in ADDENDUM A (attached) and answer the questions.

3.1 3.1.1 How does the advertisement in ADDENDUM A attract attention?

3.1.2 How does the advertisement in ADDENDUM A create and maintain interest?

3.1.3 How does the advertisement in ADDENDUM A stimulate/create desire?

3.1.4 How does the advertisement in ADDENDUM A motivate a person to act?

(4 × 2) (8)

3.2 State the medium/channel that carried this advertisement. (1)

3.3 Describe the target audience for this advertisement. (2)

3.4 Classify the following characteristics of language as *objective* or *subjective.* Use a table format.

- Concise and clear
- Based on opinion
- Uses words to inform rather than influence
- Loaded with emotion
- Based on facts
- Free from emotional involvement
- Contains words that may influence the receiver
- Long-winded (9)

[20]

TOTAL SECTION C: 20

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SECTION D: PRESENTATION COMMUNICATION

QUESTION 4

4.1 Name THREE ways a speech can be concluded. (3)

4.2 Name FOUR tips for coping with nervousness. (4)

4.3 Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–D) next to the question number (4.3.1–4.3.4) in the ANSWER BOOK.

COLUMN A		COLUMN B	
4.3.1	Speech of acceptance	A	guest of honour, or a new member, or existing members are welcomed to a function
4.3.2	Speech of thanks		
4.3.3	Farewell speech	B	when a member leaves an organisation, a speech is made at a small function to say goodbye
4.3.4	Welcoming speech		
		C	at an award ceremony, people are thanked for their contributions
		D	guest speaker is thanked for his/her contribution, or members are thanked for their attendance

(4 × 2) (8)

[15]

TOTAL SECTION D: 15

SECTION E: MULTICULTURAL COMMUNICATION

QUESTION 5

5.1 Every culture consists of six elements.

Name THREE elements of culture. (3)

5.2 Name THREE factors that could have a negative influence on multicultural communication. (3)

Read the case study below and answer the questions that follow.

ESTHER AND TANYA

Esther is a French lady. She works with Tanya, who is Afrikaans. Esther is telling Tanya about her trip to Durban, but she is struggling to express herself. She uses very simple English sentences and struggles with most of the pronunciation. Tanya, who is also not a mother tongue speaker of English, listens patiently to try and make sense of Esther's story. Instead of becoming frustrated with her limited vocabulary and confusing pronunciation, Tanya nods her head when she understands what Esther is trying to say. When Esther talks about her serious boyfriend, Tanya wishes that her own two children had a father figure in their lives.

5.3 Give THREE ways that Esther and Tanya use to ensure successful multicultural communication. (6)

5.4 Describe TWO clues to unsuccessful communication. (4)

5.5 Subcultures are formed when people share similar interests and experiences.

5.5.1 Name a subculture that Tanya and Esther share. (1)

5.5.2 Name a subculture that Tanya and Esther do not share. (2)

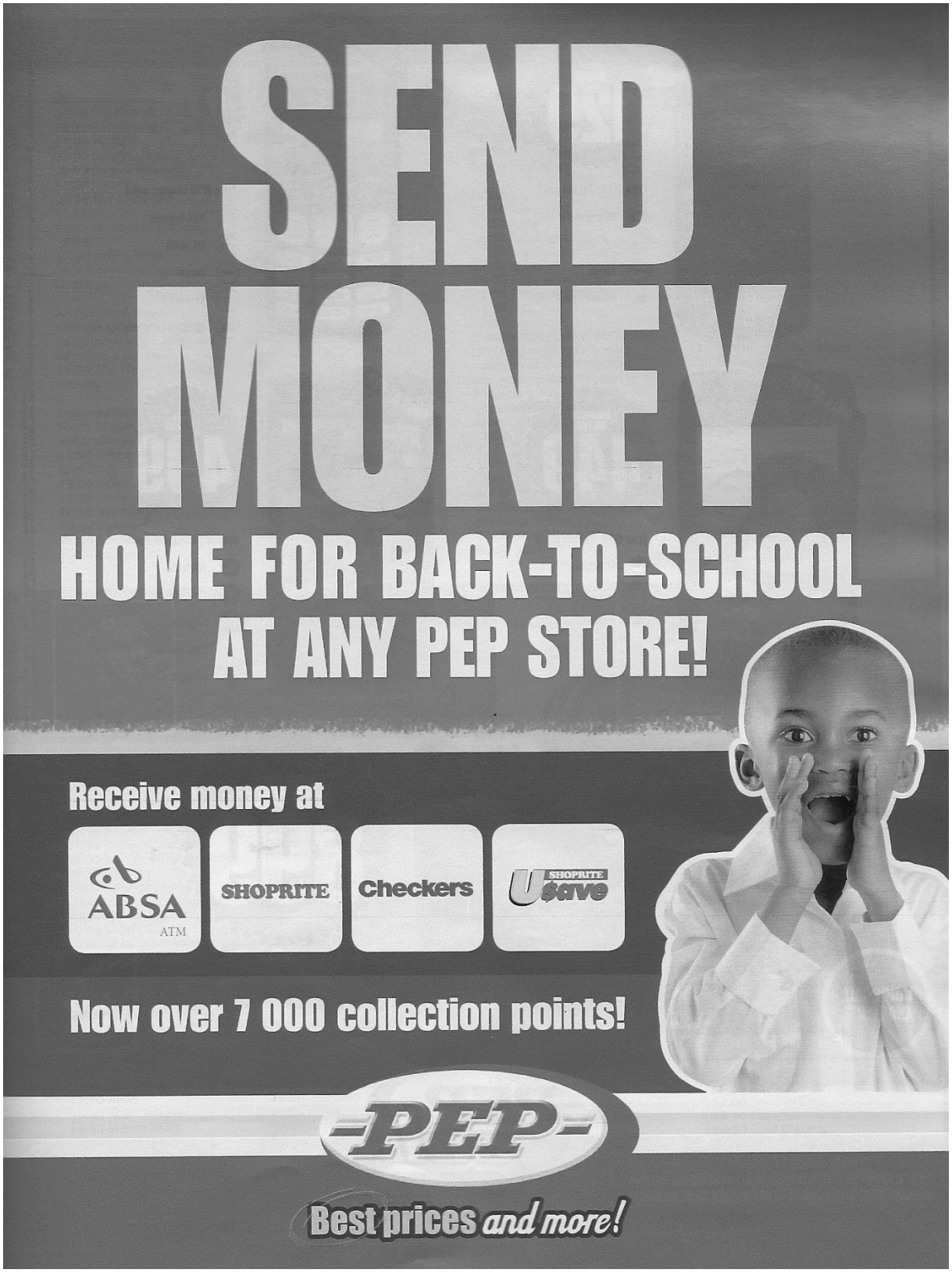
5.5.3 Explain how the subculture mentioned in QUESTION 5.5.2 influences communication between Esther and Tanya. (2)

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TOTAL SECTION E: 21
GRAND TOTAL: 100

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ADDENDUM A



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