



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

# **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**COMMUNICATION N4**  
(Second paper)

**7 June 2023**

**This marking guideline consists of 6 pages.**

**SECTION A: BASIC COMMUNICATION PRINCIPLES****QUESTION 1**

- 1.1
- Sender
  - Message
  - Receiver
  - Feedback
  - Medium/Channel
  - Code
  - Barriers/Noise/Interference
- (7)

- 1.2
- Dissatisfied clients
  - Unhappy employers
  - Low productivity
  - Poor service
  - Decrease in profits
  - Bad public image
- (Any 5 × 1) (5)

1.3

| ZONE           | DISTANCE                                                           |
|----------------|--------------------------------------------------------------------|
| Intimate zone✓ | A distance of up to half a metre is maintained.✓                   |
| Personal zone✓ | A distance of between half to one and a half meter is maintained.✓ |
| Social zone✓   | A distance of one to two metres is maintained.✓                    |
| Public zone✓   | A distance of more than two/three metres is maintained.✓           |

**NOTE:** If the student did not tabulate the answers as instructed, no marks are to be awarded. (4 × 2) (8)

- 1.4
- 1.4.1 Line graph
- 1.4.2 Number of boxes of cookies sold
- 1.4.3 Days of the week on which the cookies are sold
- 1.4.4  $1 + 4 + 7 + 5 + 10 = 27$  boxes
- 1.4.5 Visual communication
- (5 × 1) (5)

- 1.5
- 1.5.1 D
- 1.5.2 G
- 1.5.3 A
- 1.5.4 E
- 1.5.5 B
- (5 × 1) (5)
- [30]**

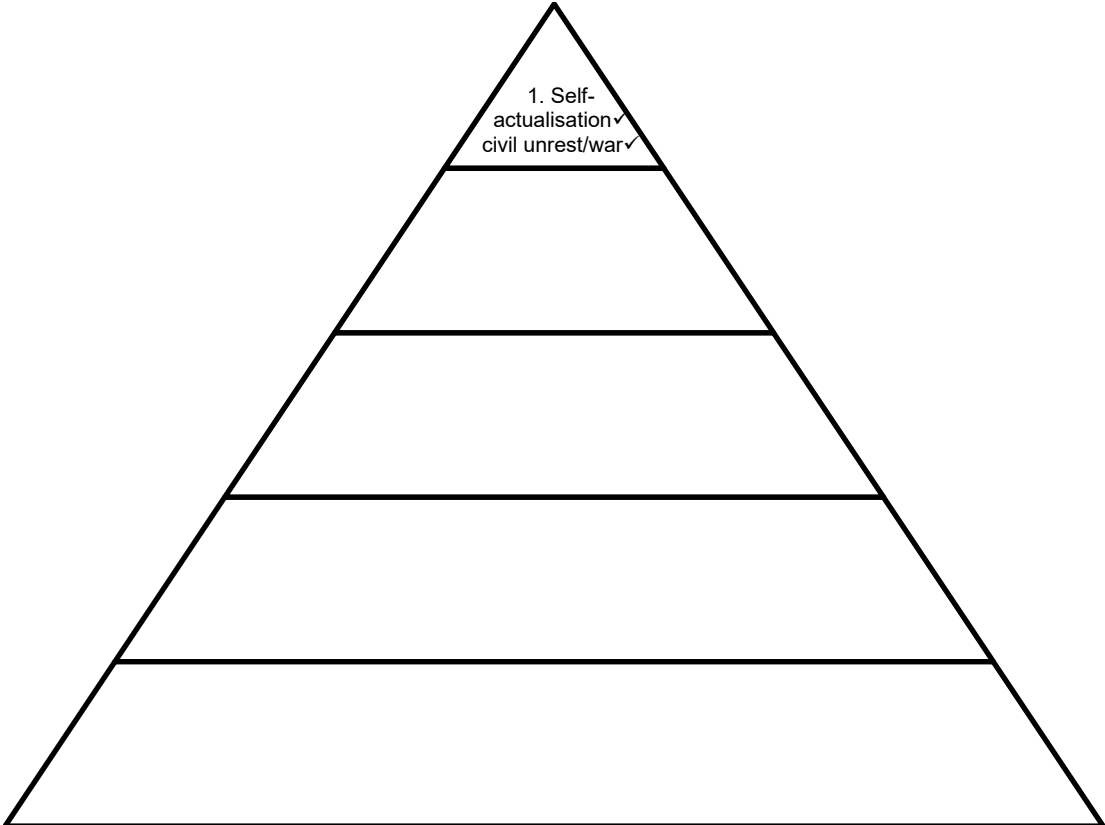
**TOTAL SECTION A: 30**

**SECTION B: INTERPERSONAL RELATIONSHIPS AND SOCIAL INTERACTION****QUESTION 2**

- 2.1      2.1.1      A  
             2.1.2      B  
             2.1.3      C  
             2.1.4      B  
             2.1.5      A
- (5 × 1)      (5)

- 2.2      • What you think of yourself  
             • The way you would like to be  
             • What you think others think of you
- (3)

- 2.3      2.3.1      Dexterity/Skill  
             2.3.2      Psychological  
             2.3.3      Physical  
             2.3.4      Dexterity/Skills
- (4 × 1)      (4)

- 2.4
- 
- (10)

- 2.5      A stereotype is a fixed idea of a particular type of person,✓ based on characteristics that one believes everyone in that group shares.✓
- (2)

- 2.6      Xenophobia means Intensely disliking/fearing/being prejudiced against people from another country.✓
- (1)  
[25]

**TOTAL SECTION B:      25**

**SECTION C: ORGANISATIONAL COMMUNICATION****QUESTION 3**

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |         |             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------|-------------|
| 3.1                     | 3.1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | True                                                                                                                                 |         |             |
|                         | 3.1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | False✓ – This is a disadvantage. Decision making should be spread throughout the organisation.✓                                      |         |             |
|                         | 3.1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | False✓ – The staff expert in a line-and-staff organisation has no authority over line managers – only in a functional organisation.✓ |         |             |
|                         | 3.1.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | False✓ – It is a popular structure in business today.✓                                                                               |         |             |
|                         | 3.1.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | True                                                                                                                                 | (5 × 2) | (10)        |
| 3.2                     | <ul style="list-style-type: none"> <li>• Written communication,✓ e.g. report or proposal, letter on company stationary, memo, email, text messages✓</li> <li>• Oral communication,✓ e.g. telephone call, voicemail message, face-to-face meeting, video conferencing, gossip, the grapevine✓</li> <li>• Nonverbal communication,✓ e.g. verbal cues, facial cues, appearance, body movements, personal space, time, emoticons✓</li> <li>• Electronic communication,✓ e.g. Zoom, Microsoft Teams, Skype, video conferencing, online meeting✓</li> </ul> |                                                                                                                                      |         |             |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | (Any TWO types + ONE example each)                                                                                                   | (2 × 2) | (4)         |
| 3.3                     | Professor/Doctor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                      |         | (1)         |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |         | <b>[15]</b> |
| <b>TOTAL SECTION C:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |         | <b>15</b>   |

**SECTION D: INTERVIEWS****QUESTION 4**

- |     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |             |
|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| 4.1 | 4.1.1 | Positive                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |             |
|     | 4.1.2 | Positive                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |             |
|     | 4.1.3 | Negative                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |             |
|     | 4.1.4 | Negative                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |             |
|     | 4.1.5 | Negative                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |             |
|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 | (5 × 1)     | (5)         |
|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |             |
| 4.2 |       | <ul style="list-style-type: none"> <li>• Dress modestly and professionally.</li> <li>• Choose neutral colours.</li> <li>• Steer clear of excessive jewellery and accessories.</li> <li>• Keep hair neat and out of your face.</li> <li>• Use perfume/cologne carefully.</li> <li>• Avoid heavy, dramatic make-up.</li> <li>• Be well groomed.</li> </ul>                                                                                        | (Any 5 × 1) | (5)         |
|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |             |
| 4.3 | 4.3.1 | Hypothetical                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |             |
|     | 4.3.2 | Open-ended                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |             |
|     | 4.3.3 | Open-ended                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |             |
|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 | (3 × 1)     | (3)         |
|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |             |
| 4.4 |       | <ul style="list-style-type: none"> <li>• Adhere to the dress code for the interview (plan what to wear).</li> <li>• Formulate suitable questions.</li> <li>• Prepare the venue.</li> <li>• Have clear aims and objectives regarding the suitability of the candidate.</li> <li>• Plan to avoid all interruptions such as phone calls and messages.</li> <li>• Study all available details about candidate well before the interview.</li> </ul> | (Any 2 × 1) | (2)         |
|     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             | <b>[15]</b> |

**TOTAL SECTION D: 15**

**SECTION E: MEETINGS****QUESTION 5**

|     |                                               |                                                       |
|-----|-----------------------------------------------|-------------------------------------------------------|
| 5.1 | <b>PUBLIC MEETINGS</b>                        | <b>PRIVATE MEETINGS</b>                               |
|     | May be attended by any member of the public.✓ | Open to members only✓                                 |
|     | Notices usually appear in the media.✓         | Notices are sent out personally to members.✓          |
|     | No binding decisions are taken.✓              | Members may vote and binding decisions can be taken.✓ |

**NOTE:** If the student did not write down the answers as instructed in the table, no marks are to be awarded.

(3 + 3) (6)

- 5.2
- 5.2.1 Constitute
  - 5.2.2 Quorum
  - 5.2.3 Motion
  - 5.2.4 Honorarium
  - 5.2.5 Convene

(5 × 1) (5)

- 5.3
- Strong organisational abilities
  - Clear, friendly and professional communication skills
  - Cordial and professional phone manners
  - Computer literate
  - Honest and discreet
  - Strong time-management skills
  - Strong language skills
  - Professionalism
  - Pleasant personality
  - Essentially hardworking

(Any 4 × 1) (4)  
**[15]**

**TOTAL SECTION E: 15**  
**GRAND TOTAL: 100**