



# higher education & training

---

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

## **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**COMMUNICATION N4**  
(Second paper)

**14 June 2024**

**This marking guideline consists of 8 pages.**

(Second paper)

## SECTION A: BASIC COMMUNICATION PRINCIPLES

### QUESTION 1

- 1.1 **Sender:**  $\frac{1}{2}\checkmark$  Elderly customer  $\frac{1}{2}\checkmark$   
**Message:**  $\frac{1}{2}\checkmark$  'May I please have one scoop vanilla and one scoop chocolate?'  $\frac{1}{2}\checkmark$   
**Receiver:**  $\frac{1}{2}\checkmark$  Jason  $\frac{1}{2}\checkmark$   
**Feedback:**  $\frac{1}{2}\checkmark$  'That's an excellent choice!'  $\frac{1}{2}\checkmark$   
**Channel/Medium:**  $\frac{1}{2}\checkmark$  Oral / verbal  $\frac{1}{2}\checkmark$   
**Code:**  $\frac{1}{2}\checkmark$  English  $\frac{1}{2}\checkmark$   
**Barrier:**  $\frac{1}{2}\checkmark$  Physiological (the customer forgot her hearing aid)  $\frac{1}{2}\checkmark$  (14 ×  $\frac{1}{2}$ ) (7)
- 1.2 **The store owner can:**
- Check whether there is an increase in sales.
  - Conduct an opinion poll or survey on the Internet.
  - Post or email feedback forms to be completed.
  - Conduct market research over the telephone.
- (OR any other relevant method) (4 × 1) (4)
- 1.3 **Importance of effective communication:**
- Good relationships
  - Effective discussions
  - Productive teamwork
  - Efficient resource usage
  - Professional service delivery
  - Job satisfaction
  - Meaningful and helpful feedback
  - Overcoming differences
  - Improved enthusiasm and morale
  - Obtain or provide accurate information
  - Negotiate deals
  - Encourage employees to set and achieve personal and organisational goals
  - Tackle problems logically to solve them
  - Prevent and handle conflict situations
  - Conduct successful meetings
  - Increase productivity
  - Promote a good public image by maintaining good public relations
  - Ensure that the aims of the company are achieved (Any 5 × 1) (5)

(Second paper)

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                      |             |             |     |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------|-------------|-----|
| 1.4                        | <b>The benefits of listening:</b> <ul style="list-style-type: none"><li>• People receive and understand messages correctly.</li><li>• There is an increase in knowledge and productivity.</li><li>• There are fewer mistakes and misunderstandings.</li><li>• Staff have stronger relationships.</li><li>• Work activities and service delivery are more efficient.</li><li>• Training is more effective.</li><li>• People can more effectively give and respond to feedback.</li><li>• Teamwork is improved.</li><li>• Deals and negotiations are improved.</li><li>• It results in good public relations and client service.</li></ul> |                                                                                                      |             | (Any 4 × 1) | (4) |
| 1.5                        | 1.5.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pictogram/Pictograph                                                                                 |             | (1)         |     |
|                            | 1.5.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ice cream flavours sold/Favourite/popular ice cream flavours                                         |             | (1)         |     |
|                            | 1.5.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Strawberry                                                                                           |             | (1)         |     |
|                            | 1.5.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Pie chart</li><li>• Bar chart</li><li>• Line graph</li></ul> | (Any 2 × 1) | (2)         |     |
| 1.6                        | 1.6.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Emotions                                                                                             |             |             |     |
|                            | 1.6.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Semantics or meaning                                                                                 |             |             |     |
|                            | 1.6.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Personality                                                                                          | (3 × 1)     | (3)         |     |
| 1.7                        | <ul style="list-style-type: none"><li>• Kinesics (bodily movement)</li><li>• Proxemics (use of distance)</li><li>• Signs and symbols</li><li>• Clothing and hairstyles</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                      |             | (Any 2 × 1) | (2) |
| <b>[30]</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                      |             |             |     |
| <b>TOTAL SECTION A: 30</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                      |             |             |     |

(Second paper)

## SECTION B: INTERPERSONAL RELATIONSHIPS AND SOCIAL INTERACTION

### QUESTION 2

#### 2.1 Definition

Self-image refers to a person's self-concept, that is, how he/she sees himself/herself.✓✓

#### Elements

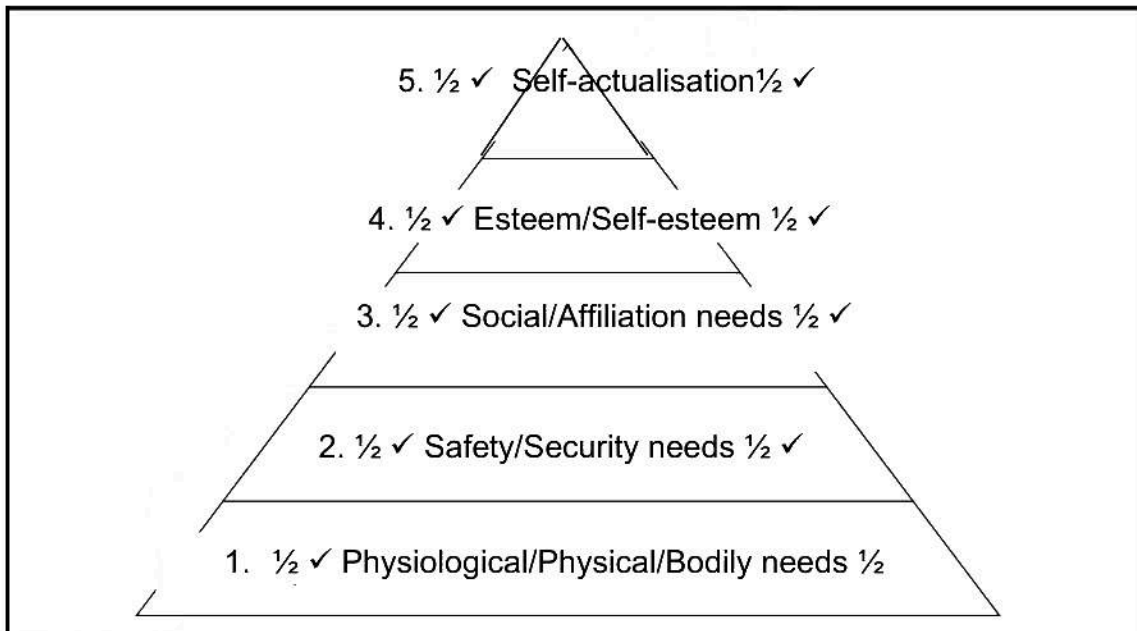
These are people's perceptions of what they think of themselves,✓ what others think of them,✓ and how they would like to be.✓

#### Dimensions

A person's self-image has various dimensions, namely physical,✓ intellectual,✓ psychological,✓ sexual✓ and skills or dexterity.✓

(10)

#### 2.2



(5)

#### 2.3

- Your **peers** are those who are more or less the same age as you, or who have the same abilities as you, or who have the same social position as you.✓
- Pressure from peers can have a healthy (**good**; positive) influence,✓ e.g. reaching goals, having high personal values, being rewarded for achievements, keeping the law.✓
- However, peer pressure can also be an unhealthy (**bad**; negative) influence,✓ e.g. substance abuse, gangs, slavery to fashion, lack of morals.✓

(5)

(Second paper)

|     |       |                        |                         |             |
|-----|-------|------------------------|-------------------------|-------------|
| 2.4 | 2.4.1 | Background             |                         |             |
|     | 2.4.2 | Occupation             |                         |             |
|     | 2.4.3 | Personality            |                         |             |
|     | 2.4.4 | Gender                 |                         |             |
|     | 2.4.5 | Education and training |                         |             |
|     |       |                        | (5 × 1)                 | (5)         |
|     |       |                        |                         | <b>[25]</b> |
|     |       |                        | <b>TOTAL SECTION B:</b> | <b>25</b>   |

## SECTION C: ORGANISATIONAL COMMUNICATION

### QUESTION 3

#### 3.1 **Standing up**

Do not remain seated when greeting customers, regardless of whether you or they are male or female.✓ This is because, unlike social etiquette, [Western] business etiquette is generally seen to be gender-neutral.✓ Never remain seated when being introduced to someone by a third party.

The customer you are about to greet might wave you down, indicating that you do not have to get up, but at least appear willing to make the effort. By standing up you are saying without words that the person is important to you and that he or she has your full attention. It also means you are engaging with him or her eye-to-eye.

If you are unable to stand up to greet someone, make the motion of starting to stand up and offer a truthful apology, for example: 'Please excuse me for not standing up – I hurt my foot yesterday and it has been bandaged' or 'Forgive me for not standing up, I am trapped between these boxes under my table.'

(Any 2 × 1) (2)

#### **Smiling**

Smile as you greet the customer or while you are being introduced to him or her.✓ This will convey your positive attitude, self-confidence, acceptance of the person and interest in him or her.✓ Even if you may feel uncomfortable, smile at appropriate moments. This will show that you are approachable.

As you greet the customers, the relaxed expression on your face and your smiling eyes will show that you are pleased to see them. They should not be able to guess that your mind was on something urgent or unpleasant just before you saw them. People can quickly detect an insincere smile that does not reach your eyes.

On the other hand, don't overuse smiling by being 'all smiles' all the time or flashing fake smiles. Never giggle or laugh nervously, no matter how nervous you may be.

(Any 2 × 1) (2)

(Second paper)

### **Making eye contact**

When greeting a customer, look him or her directly in the eye. It shows that you are confident, focused and paying attention.✓ If you look around or over their shoulder while greeting clients, it will convey that you are not interested in meeting them, they are taking up your time and you are not really listening.✓ Force yourself not to look at personal things like skin flaws, a red nose, a dangling earring or the lipstick on the person's teeth, no matter how distracting these may be. This is also why you must make sure that your appearance is as pleasing and acceptable as possible.

Never look people up and down or stare at them nor keep your eyes on them 100% of the time. Glance down now and again so that you do not come across as being too forceful or direct. However, maintain direct eye contact when you say goodbye. This will leave a positive impression.

Avoid generalising when interpreting a customer's eye contact. You will probably never know why they are not looking at you the whole time. It could be physical: their eyes might be light sensitive after a bout of flu or they aren't used to the fluorescent lighting in the office. It could be psychological: they might have had bad news earlier in the day that they just cannot shake off, or they are genuinely shy, uncomfortable or tired.

Do not assume they are avoiding your gaze because they are, for instance, rude or even untruthful, like some detective books or movies would have us believe. If someone looks to your left or right or down, you cannot deduce that they are lying or thinking up a lie. They might simply be reflecting on something you have said and are choosing their words carefully. (Any 2 × 1) (2)

|     |       |                                   |         |      |
|-----|-------|-----------------------------------|---------|------|
| 3.2 | 3.2.1 | Verbal communication              | (7 × 1) | (7)  |
|     | 3.2.2 | Visual non-verbal communication   |         |      |
|     | 3.2.3 | Written communication             |         |      |
|     | 3.2.4 | Verbal communication              |         |      |
|     | 3.2.5 | Written communication             |         |      |
|     | 3.2.6 | Visual non-verbal communication   |         |      |
|     | 3.2.7 | Acoustic non-verbal communication |         |      |
| 3.3 | 3.3.1 | True                              | (2 × 1) | (2)  |
|     | 3.3.2 | False                             |         |      |
|     |       |                                   |         | [15] |

**TOTAL SECTION C: 15**

(Second paper)

## SECTION D: INTERVIEWING

### QUESTION 4

- 4.1 Non-verbal communication in an interview:
- Eye contact✓
  - Facial expressions✓
  - Gestures with his hands, head or feet (e.g. shaking his head, pointing a finger, stomping a foot)✓
  - Touch✓
  - Posture✓
  - Proxemics (the physical space kept between him and others)
  - Physical action
  - Human sounds (e.g. coughing, humming, sighing, gasping, whistling, filler sounds)
  - Tempo (pace) of speech, emphasis (Any 5 × 1) (5)
- 4.2
- **CVs** ½✓ – The manager looks through the applicants' CVs manually and rejects those that do not meet the necessary requirements. ½✓
  - **Interviews** ½✓ – The manager decides on the type of interview (telephone, face-to-face) ½✓
  - **Reference checks** ½✓ – The applicants' work history and education history are checked. ½✓
  - **Tests** ½✓ – The manager may decide on specific types of assessment and skills tests to narrow down the candidates even further. ½✓
  - **Social media checks** ½✓ – The applicants' online presence can reveal traits the manager is looking for (positive attitude, good communication, maturity) or undesirable ones (discrimination, criminal behaviour). ½✓ (5)
- 4.3
- Informational
  - Persuasive
  - Combined (3)
- 4.4 It is important to be assertive without being aggressive.
- Being assertive means, you are confident and firm.
  - Being aggressive means being rude and hostile. (2)

[15]

**TOTAL SECTION D: 15**

(Second paper)

## SECTION E: MEETINGS

### QUESTION 5

- 5.1
- Meeting just for the sake of meeting
  - Members are unclear about the goals of the meeting
  - Undemocratic decision making
  - Little participation by members
  - Meeting too long
  - Discussing the same things over and over
  - Achieving little
  - Fighting
  - Meeting too short
  - Disruptions during the meeting
  - Meeting with no control
- (Any 2 × 1) (2)
- 5.2
- 5.2.1 C
- 5.2.2 G
- 5.2.3 A
- 5.2.4 E
- 5.2.5 B
- 5.2.6 I
- 5.2.7 D
- 5.2.8 F
- (8 × 1) (8)
- 5.3
- Members have been notified in advance
  - The rules in the organisation's constitution have not been broken
  - A quorum is present
  - The meeting is chaired by an authority figure
- (Any 3 × 1) (3)
- 5.4
- Organised, efficient and trustworthy
  - Conscious of detail
  - Punctual, disciplined and calm
  - Good at writing and speaking clearly
  - Pleasant personality
  - Essentially hard-working
  - Good language skills
  - Knowledge of the rules and proceedings relating to the constitution
- (Any 2 × 1) (2)
- [15]
- TOTAL SECTION E: 15**
- GRAND TOTAL: 100**