



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

COMMUNICATION N5
(Second paper)

2 December 2024

This marking guideline consists of 5 pages.

(Second paper)

SECTION A: ORGANISATIONAL COMMUNICATION

QUESTION 1

1.1	- Email - Advertisement - SMS	(3)
1.2	- Email: External communication - Advertisement: External communication - SMS: External communication	(3)
1.3	- Email: Interpersonal communication - Advertisement: Mass communication - SMS: Interpersonal communication	(3)
1.4	- Face-to-face - Telephone	(2)
1.5	- Face to face: Internal communication - Telephone: External communication	(2)
1.6	1.6.1 Informal meeting/Friendly suggestion 1.6.2 Bargaining 1.6.3 Arbitration	(3 × 2) (6)
1.7	1.7.1 E 1.7.2 C 1.7.3 D 1.7.4 B 1.7.5 A	(5 × 1) (5)
1.8	1.8.1 False 1.8.2 True 1.8.3 False 1.8.4 True 1.8.5 True 1.8.6 False	(6 × 1) (6)
		[30]

TOTAL SECTION A: 30

(Second paper)

SECTION B: FORMULATION OF AIMS, GOALS AND OBJECTIVES IN PLANNING

QUESTION 2

- 2.1 2.1.1 B
 2.1.2 A
 2.1.3 C
 2.1.4 A
 2.1.5 B
 2.1.6 B
- (6 × 1) (6)

- 2.2 2.2.1 Diary
 2.2.2 Delegation
 2.2.3 Self-control
- (3 × 2) (6)

- 2.3 2.3.1 The Pareto principle can be used to improve productivity and time management. It can help you to better understand where you should be spending your time and effort. ✓✓

OR

The Pareto principle is often applied to time management and productivity, with the understanding that only about 20% of an individual's effort result in 80% of what he/she achieves. ✓✓

NOTE: Marker's discretion should be applied in this situation. The guiding keywords should be *productivity* and *time management*.

- 2.3.2 Time management can be defined as the ability to use one's time effectively, especially at work.
- (2 × 2) (4)

2.4

AIMS	OBJECTIVES
General✓	Very specific and detailed✓
Long term✓	Short to medium term
No time limit✓	Has time limit✓
No measurement for achievement✓	Achievement can be measured✓

(Any 2 + any 2) (4)
[20]

TOTAL SECTION B: 20

(Second paper)

SECTION C: SOCIAL AND MASS MEDIA COMMUNICATION AND ADVERTISING

QUESTION 3

- 3.1
- Target audience
 - Objective of the message (purpose) (2)
- 3.2
- 3.2.1 Parents/Parents of high school students (1)
- 3.2.2 Thelma/The school (1)
- 3.2.3 SMS (1)
- 3.2.4
- It reaches the audience fast.
 - It can be less expensive in comparison with TV. (2)
- 3.2.5
- We know how hard you work
 - The issues close to your heart
 - Your opinion counts
 - Refreshments will be provided
 - We shall close at 20:00 sharp
 - See you there
 - We need your valuable input (Any 3 × 1) (3)
- 3.3 Manipulative reporting occurs when a newspaper, radio or television report is subtly twisted✓ or slanted by means of subjective expressions or expressive photographs in order to create or reinforce either a positive or a negative emotion✓ or attitude in the receivers of a message.

OR

Any relevant definition that emphasises subjective reporting

- Selective reporting
 - Loading reports emotionally
 - Reporting out of context
 - Taking photographs for publication from certain angles (2 + 4) (6)
- 3.4
- 3.4.1 (3)
- 3.4.2 (7)
- 3.4.3 (4)
- 3.4.4 (5)
- 3.4.5 (2)
- 3.4.6 (6)
- 3.4.7 (1)
- (7 × 2) (14)
- [30]**

TOTAL SECTION C:

(Second paper)

SECTION D: MULTICULTURAL COMMUNICATION IN THE BUSINESS WORLD

QUESTION 4

- 4.1
- Pronunciation and vocal inflection
 - Vocabulary and idiomatic expression
 - Volume and tempo
- (3)
- 4.2
- Nonverbal signs
 - Poor feedback
 - Wrong (or undesirable) actions/conduct
- (3)
- 4.3
- Use the most suitable document format for conveying the message.
 - Use the appropriate vocabulary and sentence construction style.
 - There should be minimum use of unknown acronyms, abbreviations or jargon – if these have to be used, their meaning should be explained.
- (3)
- 4.4
- Ensure that your voice is audible and clear.
 - Use words that create a positive atmosphere and are relevant to the situation.
 - Keep your vocabulary concise and to the point.
 - Ensure that you articulate your words properly.
 - Oral communication, such as at meetings and interviews, should be reinforced in writing.
- (5)
- 4.5
- Conflicting goals of communication/Conflicting goals
 - Ethnocentrism/Ethnocentricity
 - Lack of trust
 - Lack of empathy
 - Stereotyping
 - Power by authority/Power and authority
 - Bullying
- (Any 6 × 1) (6)

[20]

TOTAL SECTION A: 20
GRAND TOTAL: 100