



**higher education  
& training**

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

# **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**COMMUNICATION N6**  
(Second paper)

**18 November 2022**

**This marking guideline consists of 5 pages.**

**QUESTION 1: MOTIVATION**

- |     |       |                                                                                            |                      |
|-----|-------|--------------------------------------------------------------------------------------------|----------------------|
| 1.1 | 1.1.1 | She is making a difference in the lives of South Africans by improving their literacy.     | (2)                  |
|     | 1.1.2 | Motivating factors (motivators, satisfiers, growth factors)                                | (1)                  |
|     | 1.1.3 | She is receiving a good salary as well as travel and car allowances.                       | (2)                  |
|     | 1.1.4 | Hygienic factors (maintenance)                                                             | (1)                  |
| 1.2 | 1.2.1 | To employ a books coordinator                                                              | (1)                  |
|     | 1.2.2 | To place an advertisement, to interview people, to ask human resources to find a candidate | (1)                  |
| 1.3 | 1.3.1 | Conscious                                                                                  |                      |
|     | 1.3.2 | Preconscious                                                                               |                      |
|     | 1.3.3 | Subconscious                                                                               |                      |
|     |       | (3 × 2)                                                                                    | (6)                  |
| 1.4 | •     | Greater sense of physiological wellbeing                                                   |                      |
|     | •     | Greater sense of psychological wellbeing                                                   |                      |
|     | •     | Increased productivity                                                                     |                      |
|     | •     | Smoother working relations                                                                 |                      |
|     | •     | Greater self-realisation                                                                   | (Any relevant 3 × 1) |
|     |       |                                                                                            | (3)                  |
| 1.5 |       | Self-actualisation                                                                         | (1)                  |
| 1.6 |       | Rationalisation                                                                            | (2)                  |
|     |       |                                                                                            | <b>[20]</b>          |

**QUESTION 2: PROBLEM SOLVING AND DECISION MAKING**

- |     |                                                                                                                                                                                                                         |              |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 2.1 | <i>Room to Read</i> has identified that there is inequality in the education✓ system and therefore they want to ensure that each student in their literacy programme has access to the quality education they deserve.✓ | (2)          |
| 2.2 | <i>Room to Read</i> is supplying training and reading materials in all eleven languages to schools and also assist in getting school libraries up and running.                                                          | (2)          |
| 2.3 | 2.3.1 magnitude                                                                                                                                                                                                         |              |
|     | 2.3.2 location                                                                                                                                                                                                          |              |
|     | 2.3.3 simulation                                                                                                                                                                                                        |              |
|     | 2.3.4 Optimum                                                                                                                                                                                                           |              |
|     | 2.3.5 Problem solving                                                                                                                                                                                                   |              |
|     |                                                                                                                                                                                                                         | (5 × 2) (10) |



- [20]**

|     |                                                |                                                                                                 |                                                                     |                     |
|-----|------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------|
| 3.1 | <b>FUNCTIONAL CONFLICT</b>                     |                                                                                                 | <b>DYSFUNCTIONAL CONFLICT</b>                                       |                     |
|     | Good/Constructive conflict                     |                                                                                                 | Bad/Destructive conflict                                            |                     |
|     | Low- to mild-level conflict                    |                                                                                                 | Ever-increasing conflict                                            |                     |
|     | Leads to healthier interpersonal relationships |                                                                                                 | Leads to ever deteriorating relationships                           |                     |
|     | Improved performance                           |                                                                                                 | Poor performance                                                    |                     |
|     | Positive organisational results                |                                                                                                 | Negative organisational results                                     |                     |
|     | Supports goals of the organisation             |                                                                                                 | Does not support goals, works against the goals of the organisation |                     |
|     | Minus -1 for no table                          |                                                                                                 | Facts must correlate                                                |                     |
|     |                                                |                                                                                                 |                                                                     | (Any 3 + any 3) (6) |
| 3.2 | 3.2.1                                          | Interpersonal conflict                                                                          |                                                                     |                     |
|     | 3.2.2                                          | Interorganisational conflict                                                                    |                                                                     |                     |
|     | 3.2.3                                          | Intergroup conflict                                                                             |                                                                     |                     |
|     |                                                |                                                                                                 |                                                                     | (3 × 2) (6)         |
| 3.3 | 3.3.1                                          | C                                                                                               |                                                                     |                     |
|     | 3.3.2                                          | B                                                                                               |                                                                     |                     |
|     | 3.3.3                                          | D                                                                                               |                                                                     |                     |
|     | 3.3.4                                          | A                                                                                               |                                                                     |                     |
|     | 3.3.5                                          | E                                                                                               |                                                                     |                     |
|     |                                                |                                                                                                 |                                                                     | (5 × 1) (5)         |
| 3.4 | 3.4.1                                          | Avoidance                                                                                       |                                                                     |                     |
|     | 3.4.2                                          | Interpersonal behaviour for the sake of harmonious relationships rather than one's own benefit. |                                                                     |                     |
|     | 3.4.3                                          | Suppressing differences because of a more common goal that needs to be achieved.                |                                                                     |                     |
|     |                                                |                                                                                                 |                                                                     | (2) (2)             |

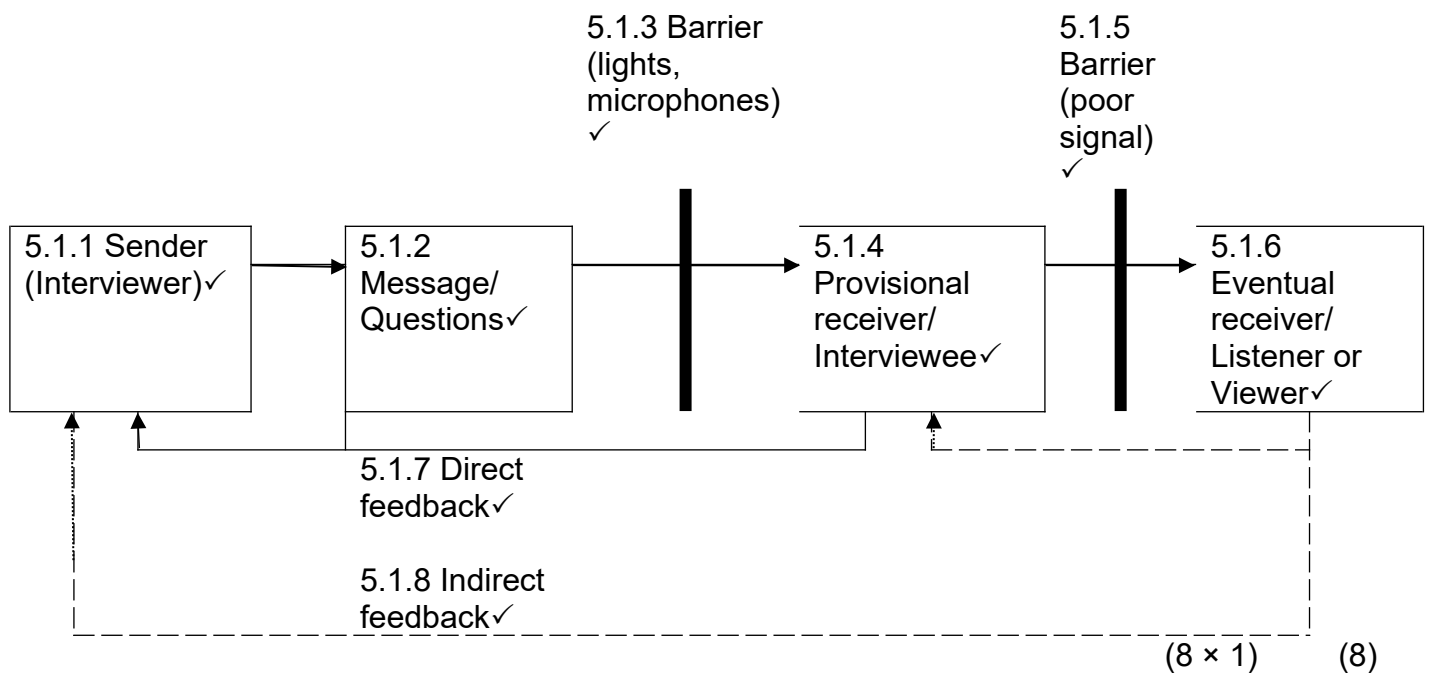
- 3.4.4 Agreement/Compromise (1)
- 3.4.5 A true solution beneficial to all parties is searched for. A common goal is set. The problem is confronted head-on. It is time consuming because all parties participate in finding a true solution. (2)
- [25]**

#### QUESTION 4: COPING WITH STRESS

- 4.1 Stressors are any factor or condition which causes stress. (2)
- 4.2 4.2.1 Job overload can be quantitative (having too much to do) or qualitative (having to cope with work that is too difficult).
- 4.2.2 Job underload occurs when repetitive, boring and understimulating work needs to be done. It fails to present a challenge to the employee.
- 4.2.3 Stress can occur when there is uncertainty regarding the employee's role in the organisation, e.g. role ambiguity and role conflict. (3 × 2) (6)
- 4.3 4.3.1 She is a type A personality. (1)
- 4.3.2
- She is a perfectionist.
  - She often works overtime.
  - She does not sleep well. (Any 2 × 1) (2)
- 4.4 4.4.1
- Alarm/Warning stage
  - Resistance stage (2)
- 4.4.2 When stress is overwhelming✓ and the victim is unable to cope✓ (2)
- 4.4.3
- Improve decision-making skills.
  - Improve self-image.
  - Think positively.
  - Follow a healthy diet.
  - Get enough exercise and sleep.
  - Develop relaxation techniques.
  - Establish a reliable support system.
  - Be assertive.
  - Learn to say 'no'. (Any 5 × 1) (5)
- [20]**

**QUESTION 5: INTERVIEWS**

- 5.1      5.1.1      Sender: interviewer/presenter  
           5.1.2      Message: questions  
           5.1.3      Barrier: lights, microphones, nervousness  
           5.1.4      Provisional receiver: respondent/interviewee  
           5.1.5      Barrier: poor connection, no signal, etc.  
           5.1.6      Provisional receiver: respondent/interviewee  
           5.1.7      Direct feedback  
           5.1.8      Indirect feedback



- 5.2      Snap judgements are made when interviewers make up their minds about candidates within the first few minutes of the interview.      (2)
- 5.3      5.3.1      Are you willing to work on weekends?
- 5.3.2      Where did you study for your diploma in marketing?
- 5.3.3      If you witness a criminal activity committed by your fellow colleague, would you report it?
- 5.3.4      Our company directions are easy, don't you think so?
- 5.3.5      Why do you think you are the best candidate?
- (Any relevant 5 × 1)      (5)  
[15]

**TOTAL:      100**