



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

COMMUNICATION N6
(Second paper)

3 June 2024

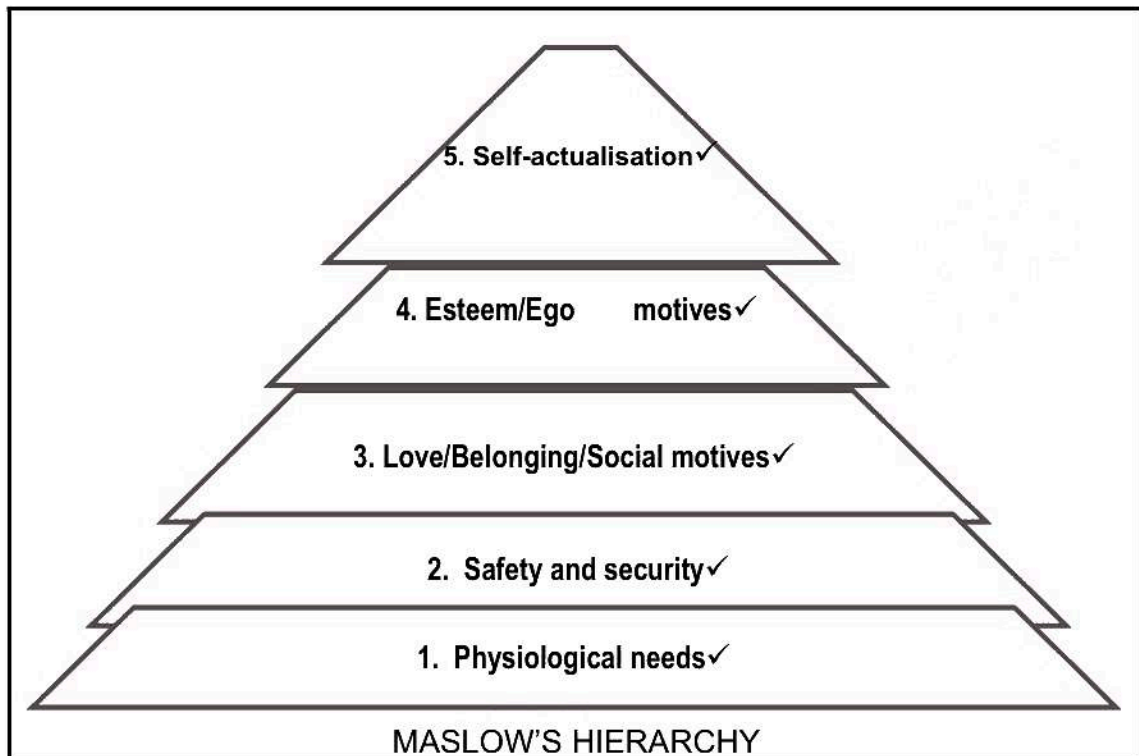
This marking guideline consists of 6 pages.

(Second paper)

SECTION A: MOTIVATION

QUESTION 1

1.1



(1 mark for each need (5 × 1) + 1 mark for the drawing)

(6)

1.2

- Unconscious factor
- Individual's potential
- Individual's expectations
- Need or drive level
- Incentive value of the goal
- Conflicting or contradictory motives

(Any 4 × 1)

(4)

1.3

The working area should be physically acceptable.✓

- The environment should not be stuffy.✓
- The space should be big enough.

The working area should be safe.✓

- There should not be open electric wires lying around.✓
- There should be a clear fire escape route.

The working area should satisfy social needs.✓

- Colleagues should be given the opportunity to socialise informally during and after work.✓

(3 × 2)

(6)

1.4

- | | |
|-------|---|
| 1.4.1 | C |
| 1.4.2 | D |
| 1.4.3 | E |
| 1.4.4 | B |
| 1.4.5 | A |

(5 × 1)

(5)

(Second paper)

1.5	1.5.1	• Compensation is setting an alternate goal for oneself if the original goal proves to be unattainable.✓ ✓ • Trying to cope or handle the situation by setting another goal if the first one cannot be attained.✓ ✓	(Any 1 × 2)	
	1.5.2	• Rationalisation involves suppressing the real reasons for one's behaviour and presenting a seemingly logical and socially acceptable one instead.✓ • Subconsciously suppressing the real reasons for behaviour and coming up with a more acceptable one.✓	(2 × 2)	(4)
				[25]
TOTAL SECTION A:				25

SECTION B: PROBLEM-SOLVING AND DECISION MAKING

QUESTION 2

2.1	Load shedding/load reduction/power failure/power cuts	(1)
2.2	• Acknowledge that a problem exists. • Investigate and define the problem. • Formulate a written, substantiated account of the problem. • Identify and analyse alternative solutions. • Prioritise alternatives and decide on the best solution. • Implement the solution and monitor it. • Evaluate the final situation to judge the effectiveness of the implemented decision. OR • Identify and define the problem. • Formulate the exact problem in writing. • Develop alternative solutions. • Evaluate the alternative solutions. • Select the best alternative. • Implement the selected alternative or decision. • Evaluate and control the implemented decision.	(7)
2.3	• Location • Timing • Magnitude • The Pareto principle	(4)

(Second paper)

- 2.4
- A problem must be identified and formulated correctly before an appropriate decision can be made to solve it.✓
 - A decision or a series of decisions must be implemented to solve a specific problem. The two concepts are therefore completely interdependent and intertwined.✓

OR

- To get the best solutions for problems, it is necessary to go through a problem-solving process.✓
- At the same time methods and approaches of the decision-making process are used. A problem will never be solved if the decisions are not managed along the way and a final decision about the course of action is not taken.✓

(2)

- 2.5 Different frames of reference can be highly beneficial in a problem-solving exercise because people bring different experiences, ideas and solutions to the table.

(2)

- 2.6
- 2.6.1 Simulation
 - 2.6.2 Origin
 - 2.6.3 Timing
 - 2.6.4 Reasoning

(4 × 1)

(4)
[20]

TOTAL SECTION B: 20

SECTION C: COPING WITH CONFLICT

QUESTION 3

- 3.1 Functional conflict involves a mild level of conflict that is constructive in nature✓ and leads to healthier interpersonal relationships, improved performance and positive organisational results.✓

(2)

- 3.2
- 3.2.1 Inter-organisational
 - 3.2.2 Intrapersonal
 - 3.2.3 Interpersonal
 - 3.2.4 Within groups
 - 3.2.5 Intergroup

(5 × 1)

(5)

3.3

FUNCTIONAL CONFLICT	DYSFUNCTIONAL CONFLICT
• Mid-level of conflict✓ • Constructive in nature✓ • Leads to healthy interpersonal relationships✓ • Improved performance • Positive organisational results	• Ever-increasing levels of conflict✓ • Destructive in nature ✓ • Leads to deteriorating interpersonal relationships ✓ • Poor performance • Negative organisational results

(Any 3 × 2)

(Second paper)

3.4	3.4.1	Avoidance or withdrawal		
	3.4.2	Subordination/competing/forcing		
	3.4.3	Cooperation and problem-solving/Cooperative problem-solving		
	3.4.4	Accommodation		
	3.4.5	Agreement/Compromise	(5 × 1)	(5)
3.5	Disciplinary action✓ and grievance procedure✓			(2)
				[20]
TOTAL SECTION C:				20

SECTION D: COPING WITH STRESS

QUESTION 4

4.1	Stressor			(1)
4.2	4.2.1	Job under-load		
	4.2.2	Relationships at work		
	4.2.3	Economic, political and social stressors		
	4.2.4	Role in organisation/Role conflict		
	4.2.5	Poor physical working conditions	(5 × 2)	(10)

4.3

EUSTRESS	DISTRESS
• Motivates and focuses energy. • Is seen as a positive force. • Stimulates the individual into finding life-changing and exciting options. • It helps the individual to perform at his/her best and improves job-related performance. • Is perceived as a coping ability. • It is a feeling of excitement.	• It causes anxiety or concern. • Is seen as a negative force. • Is accompanied by feelings of trauma and inability to cope. • It leads to an inability to concentrate, poor judgement and loss of emotional control. • Is not perceived as a coping ability. • It is an unpleasant feeling.

(2 × 2)

(4)

4.4	4.4.1	False		
	4.4.2	False		
	4.4.3	False		
	4.4.4	True		
	4.4.5	True	(5 × 1)	(5)
				[20]

TOTAL SECTION D:

(Second paper)

SECTION E: INTERVIEWS

QUESTION 5

5.1	- Promote the image of the company. - Establish whether the interviewee is the most suitable applicant for the specific job. - Establish whether the applicant would fit in the organisation. - Gain information regarding the applicant over and above that which is stated on his/her CV. - Provide information regarding the company, its staff, services and needs. - Provide information regarding a specific job. - Ensure that the interview is a good investment for the company's time.	(Any 3 × 1)	(3)
5.2	5.2.1 Reflective question 5.2.2 Specific question 5.2.3 Open-ended question	(3 × 1)	(3)
5.3	- Stress interview - Panel interview - The sequential or serialised interview - The structured or situational interview - The semi-structured or non-directive interview - The unstructured or non-directive interview	(Any 2 × 1)	(2)
5.4	5.4.1 The news interview 5.4.2 The in-depth interview 5.4.3 The short informative interview	(3 × 1)	(3)
5.5	5.5.1 Psychological 5.5.2 Physiological 5.5.3 Physical 5.5.4 Semantic	(4 × 1)	(4)
			[15]

TOTAL SECTION E: 15
GRAND TOTAL: 100