



# higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

## MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

COMMUNICATION N6  
(Second Paper)

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**SECTION A****QUESTION 1**

1.1	1.1.1	Deficiency	(10 × 2)	(20)
	1.1.2	Policy		
	1.1.3	acknowledgement of a problem		
	1.1.4	Location		
	1.1.5	Functional		
	1.1.6	Accommodation		
	1.1.7	Exhaustion or burnout		
	1.1.8	job underload		
	1.1.9	panel		
	1.1.10	snap judgement		
1.2	1.2.1	True	(5 × 1)	(5)
	1.2.2	True		
	1.2.3	False		
	1.2.4	False		
	1.2.5	True		
1.3	1.3.1	Affiliation	(5 × 1)	(5)
	1.3.2	Simulation		
	1.3.3	Intrapersonal		
	1.3.4	assertive		
	1.3.5	unstructured		

**[30]****SECTION B****QUESTION 2: MOTIVATION**

2.1	2.1.1	Survival/physiological/basic/primary needs	(3 × 1)	(3)
	2.1.2	Yes. (or confirmative sentence – nothing else)		
	2.1.3	'According to Matthew Markus, CEO of <i>Pembient</i> , one kilogram of rhino horn can fetch up to \$100 000 on the black market, creating a strong incentive for poaching.' (no quotations, no marks)		
2.2	2.2.1	<ul style="list-style-type: none"> <li>'By decreasing the amount of money the horn fetches, the company founders hope to reduce the incentive for poachers in Africa to kill rhinos.'</li> <li><i>Pembient</i> wants to combat rhino poaching.</li> </ul>		

- 2.2.2 Creating synthetic horn to flood the market
- 2.2.3
- Contains all the thoughts, feelings, perceptions and experiences of which one is aware of at a specific moment
  - Conscious part of the brain is what people are most aware of since it is used to reason, make decisions and observe
- (3 × 1) (3)
- 2.3 2.3.1
- Policy reflecting no trust or confidence in its employees
  - Policy of condescending confidence and trust in employees
  - Policy of substantial but not complete trust in employees
  - Policy of complete trust and confidence in employees
- (4)
- 2.3.2 A policy reflecting no trust or confidence. (1)
- 2.4 2.4.1
- 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
- 2.4.2
- Involves suppressing (unconsciously) the real reasons (or motivation) for one's behaviour and presenting (consciously) 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)
- [15]**

**QUESTION 3: PROBLEM SOLVING AND DECISION MAKING**

- 3.1 They are being killed for their horns and now face extinction. (1)
- 3.2
- 1 Acknowledge that a problem exists.
  - 2 Investigate and define the problem.
  - 3 Formulate a written, substantiated account of the problem.
  - 4 Identify and analyse alternative solutions.
  - 5 Prioritise alternatives and decide on the best solution.
  - 6 Implement the solution and monitor it.
  - 7 Evaluate the final situation to judge the effectiveness of the implemented decision.

**OR**

- 1 Identifying and defining the problem.
  - 2 Formulating the exact problem in writing.
  - 3 Developing alternative solutions.
  - 4 Evaluating alternative solutions.
  - 5 Selecting the best alternative.
  - 6 Implementing the selected alternative or decision.
  - 7 Evaluating and controlling the implemented decision.
- (7)

- 3.3
- May increase the demand for real rhino horn
  - Creates a new market for the horn
  - Creates additional work for international custom agents (Any 2 × 1) (2)
- 3.4
- Fund and train more wildlife rangers.
  - Get local communities to report poachers.
  - Convince purchasers in Asia that the product is worthless.
  - Evacuate rhino's to safer locations. (4)
- 3.5 Optimum decision (1)
- [15]**

**QUESTION 4: CONFLICT AND STRESS**

- 4.1 Involves the intrapersonal√ and interpersonal confrontations√ caused by the simultaneous arousal√ of incompatible motives/needs√ that lead to a temporary√ or permanent√ disruption of normal functioning. (3)

- 4.2
- | Functional                                      | Dysfunctional                                       |
|---|---|
| Involves mild levels of conflict.               | Ever increasing levels of conflict.                 |
| Constructive in nature.                         | Destructive in nature.                              |
| Leads to healthier interpersonal relationships. | Leads to deteriorating interpersonal relationships. |
| Leads to improved performance.                  | Leads to poor performance.                          |
| Leads to positive organisational results.       | Leads to negative organisational results.           |
| Supports the goals of the group.                | Undermines the goals of the group.                  |
|   |   |
- ( Any 3 × 2; -1 no table) (6)

- 4.3
- 4.3.1 Interpersonal or interorganisational conflict
- 4.3.2 Community or societal conflict
- 4.3.3 Intrapersonal conflict
- (3 × 1) (3)

- 4.4
- Conflict situations can expose problems which can be addressed.
  - Conflict can lead to healthy self-criticism.
  - It can lead to creative/innovative ideas, the discovery of latent talents and abilities and improved decision-making skills among employees.
  - It could facilitate innovation and change.
  - Conflict between groups could increase loyalty, motivation and performance within a particular group.
  - Goals are reviewed and leadership could be forced to concentrate more on common goals in order to encourage teamwork.
  - Groups stick together and team members become more loyal to one another.
  - Problems are investigated and solved which accelerates change.
  - Renewal in relationships, greater openness and more trust. (Any 3 × 1) (3)

- 4.5 The physiological√, psychological√ and behavioural response√ of an individual in his/her attempts to adjust√ to internal√ and/or external pressures√ or demands. (3)
- 4.6
- Eustress motivates and is focused energy; distress causes anxiety or concern.
  - Eustress is seen as a positive force; distress is seen as a negative force.
  - Eustress stimulates the individual into finding life challenging and exciting; distress is accompanied by feelings of trauma and an inability to cope.
  - Eustress helps one to perform at one's best and improves job-related performance, creativity and motivation; distress leads to an inability to concentrate, poor judgement, loss of emotional control and increased conflict.
  - Eustress is perceived as within our coping abilities; distress is perceived as outside of our coping abilities.
  - Eustress feels exciting; distress feels unpleasant.
- (Any 1 + 1) (2)
- 4.7
- |       |   |
|-------|---|
| 4.7.1 | B |
| 4.7.2 | C |
| 4.7.3 | C |
| 4.7.4 | A |
- (4 × 1) (4)
- 4.8
- Improve your decision-making skills.
  - Improve your self-image and think positively.
  - Follow a healthy diet; get enough exercise and sleep.
  - Develop relaxation techniques.
  - Establish a reliable support system.
  - Be assertive.
- (6)
- [30]**

### QUESTION 5: INTERVIEWS

- 5.1 Tia Ghose of livescience.com (1)
- 5.2 The readers of livescience.com (1)
- 5.3
- Nondirective or unstructured interview
  - Patterned or semistructured interview
  - Structured interview
  - Serialised or sequential interview
  - Panel interview
  - Stress interview
- (Any 5 × 1) (5)

- 5.4
- Radio broadcasting is cheaper than TV broadcasting.
  - Radio interviews can afford to be longer than TV interviews.
  - Radio relies solely on voice and nonverbal elements of the voice (acoustic semiology) whereas TV uses visual semiology such as body language, proxemics, colour, general appearance, communication environment, and graphics.
  - In radio participants are judged on what the audience hears; in TV interviews the participants are judged on what the audience hears and sees.
  - A radio interview can only be heard; a TV interview can be heard and seen.
- (Any 3 × 1) (3)  
[10]  
**TOTAL: 100**