



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

DAYCARE COMMUNICATION N5

9 November 2022

This marking guideline consists of 7 pages.

SECTION A**QUESTION 1**

- 1.1 False;✓ communication can be defined as a two-way✓ process.
- 1.2 False;✓ the receiver must provide feedback to the sender.✓
- 1.3 False;✓ the receiver is also called the respondent.✓
- 1.4 False;✓ a message is the information which must be conveyed.✓
- 1.5 False;✓ the channel is the way in which the message is sent from the sender✓ to the receiver.
- 1.6 False;✓ there are four✓ categories.
- 1.7 False;✓ intra personal✓ communication is with oneself.
- 1.8 False;✓ extra personal✓ communication is talking to a plant, for example.
- 1.9 False;✓ inter personal✓ communication is between two people.
- 1.10 False;✓ communication between a sender and a large number of people, for example newspaper/magazine/TV/ internet✓ is called mass communication.
- 1.11 False;✓ non-verbal✓ communication is when you use signs to talk to someone.
- 1.12 False;✓ oral communication is an example of verbal✓ communication.
- 1.13 False;✓ written communication can be direct and indirect.✓
- 1.14 False;✓ 80% of our communication in the workplace is non-verbal.✓
- 1.15 False;✓ actions speak louder than words.✓

(15 × 2) [30]

TOTAL SECTION A: 30

SECTION B**QUESTION 2**

2.1	2.1.1	A point✓ at which a crucial✓ decision must be made/intersection		
	2.1.2	Difficult/Determination✓ not to move✓		
	2.1.3	Plan✓ and direct✓ the course		
	2.1.4	Admiration✓ of oneself✓/selfishness/self-centredness		
	2.1.5	Discussion✓ aimed at reaching an agreement✓	(5 × 2)	(10)
2.2	2.2.1	Adults/Grown-ups		
	2.2.2	Possible		
	2.2.3	Abnormal/Weird		
	2.2.4	Stormy/Angry		
	2.2.5	Best	(5 × 1)	(5)
2.3	2.3.1	Informal and agreeable person		
	2.3.2	An order after certain regulations was stipulated		
	2.3.3	Acting without thinking about your actions		
	2.3.4	Irritably		
	2.3.5	Conflict	(5 × 1)	(5)
2.4	2.4.1	The act to solve a problem		
	2.4.2	Growing/Evolving		
	2.4.3	Surroundings/Milieu		
	2.4.4	Selections/Options		
	2.4.5	Authorise/Permit	(5 × 1)	(5)
2.5	2.5.1	Dr Birgit said that✓a fair amount of narcissism was✓ normal in a developing child.		
	2.5.2	Dr Schlegel explained✓ that there was✓ a time and a place for everything.		
	2.5.3	Dr Schlegel said✓ that one could✓ start by finding some common ground.		
	2.5.4	Louis said✓ that he was✓ hungry.		
	2.5.5	The lecturer said that✓ they were✓ going to study at an FET college.	(5 × 2)	(10)

2.6	2.6.1	were		
	2.6.2	are		
	2.6.3	is		
	2.6.4	has		
	2.6.5	have		
			(5 × 1)	(5)
				[40]
			TOTAL SECTION A:	40

SECTION C**QUESTION 3**

3.1

Xello School✓

Any address✓✓
 JOHANNESBURG
 POSTAL CODE

Date✓

Dr Birgit Schlegel✓
 Groote Schuur Hospital✓
 44 Main Road✓
 CAPE TOWN✓
 8000✓

Dear Dr Birgit Schlegel✓

ENQUIRY:✓ DIFFICULT TO DISCIPLINE/STUBBORN KIDS✓

1 par. Explain the reason for this letter✓✓✓ – Difficulty with discipline in Grade 1 Class

2 par. Ask FOUR specific relevant questions about how to discipline a stubborn child.✓✓✓✓

3 par. Thank her for helping.✓✓✓

Yours sincerely✓

Signature✓

NAME✓
 POSITION✓

CONTENT	LANGUAGE	FORMAT
10	5	5

(25)

3.2 Display advertisement

CONTENT	LANGUAGE	FORMAT
6	4	5 – AIDA – 4/Frame – 1

(15)

For example:

TIRED OF DISCIPLINING YOUR STUBBORN KIDS?

Guest speaker: Well-known Dr Birgit Schlegel

When.....

Where.....

Time.....

Programme.....

Cost.....

Contact.....

[40]**TOTAL SECTION C: 40****SECTION D****QUESTION 4**

- 4.1 4.1.1 • Jessie Prisman (2)
- 4.1.2 • nightly
• cease to beat
• victims
• blade
• night they laid
• red and raw as meat
• knives used as swords (Any 6 × 1) (6)
- 4.1.3 Hospital ✓ famous for the first heart transplant ✓ (2)
- 4.1.4 Blank/free verse (2)
- 4.1.5 'But here it drips from precious hoards.' (2)

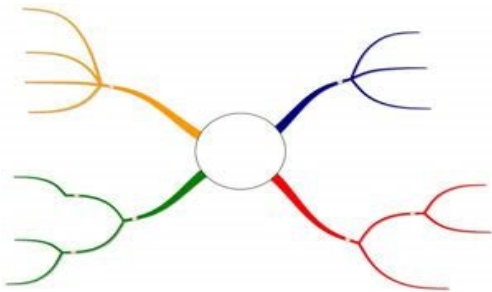
4.1.6	<ul style="list-style-type: none"> • To make people in general aware that doctors in a trauma ward should receive more recognition for their skills, expertise, and hard work. • Life is precious and should never be wasted. 	(2 × 2)	(4)
4.1.7	<p>The knife itself does not kill or heal, but the person who uses it. Blade = bad✓ Knife = life/good✓</p>		(2)
4.2	4.2.1	Dr Birgit Schlegel	(2)
	4.2.2	They feel empowered.	(2)
	4.2.3	You will be calm and collected✓ therefore you can make an informed decision.✓	(2)
	4.2.4	'To avoid being pressurised into impulsive decisions.'	(2)
	4.2.5	<p>Learn to really listen</p> <ul style="list-style-type: none"> • Parents need to listen attentively and patiently • Listen first • Boost children's sense of self-esteem • Give full attention • Offer positive reinforcement • Children must know that their feelings are considered • Help children develop empathy and tolerance 	(1 + 4) (5)
	4.2.6	<ul style="list-style-type: none"> • Empathy • Tolerance • Justice • Empowered them • Self-esteem • Confidence 	(7) [40]

TOTAL SECTION D: 40

SECTION E**QUESTION 5**

- Name of story/title✓✓
- Author✓
- Date
- Theme✓✓
- Background/milieu✓✓
- Plot✓✓
- Climax✓✓
- Positive/happy ending✓✓✓
- Lesson about empathy✓✓✓
- 2 main characters✓✓

CONTENT	LANGUAGE	FORMAT
20	6	4 – (Name of Story/Author/Date/Theme)

[30]**TOTAL SECTION E: 30****SECTION F****QUESTION 6**

Example of a mind map

Topic: BARGAIN AND WIN✓✓

Branches: Negotiating tactics✓ – Dr Birgit Schlegel✓

Sub-branches Age appropriate✓ – choices✓ – empowered✓
 Deflect or defer✓ – time✓ -place✓ – consistency✓
 Listen✓ – attentively✓ – feelings✓
 Compromise✓ – give a little✓ – common ground✓
 Boundaries✓ – values-safety rules✓

CONTENT	LANGUAGE	FORMAT
14	3	3 (Topic/Branches/Sub-branches)

[20]**TOTAL SECTION F: 20**
GRANDTOTAL: 200