



# higher education & training

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

## **MARKING GUIDELINE**

### **NATIONAL CERTIFICATE PERSONNEL TRAINING N5**

**14 JUNE 2019**

**This marking guideline consists of 8 pages.**

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

1.1	1.1.1	D		
	1.1.2	A		
	1.1.3	F		
	1.1.4	C		
	1.1.5	E		
			(5 × 2)	(10)
1.2	1.2.1	False		
	1.2.2	True		
	1.2.3	True		
	1.2.4	False		
	1.2.5	True		
			(5 × 2)	(10)
1.3	1.3.1	B		
	1.3.2	B		
	1.3.3	A		
	1.3.4	B		
	1.3.5	B		
			(5 × 2)	(10)
1.4	1.4.1	Measure of how well all resources at the input stage are combined and used in order to reach needed results – ratio of output to input		
	1.4.2	Unrecorded sector since information regarding people doing business in this sector is not recorded with the appropriate authorities		
	1.4.3	Arrangement which only contains chairs and is efficient as far as the use of space is concerned		
	1.4.4	An oral or written account of an event, incident or situation with the intention of developing critical thinking		
	1.4.5	Assists learners who experience reading, spelling and even basic problems with mathematics		
			(5 × 2)	(10)
				<b>[40]</b>
			<b>TOTAL SECTION A:</b>	<b>40</b>

**SECTION B****QUESTION 2**

- 2.1      2.1.1      • Refer to the use of technically advanced machinery and equipment to replace labour  
• Can be change in process, material use, machinery and equipment  
• Result in higher output rates at a lower cost in the long term and better quality  
• All enterprises must be innovative in order to stay competitive  
• Workers must be retrained for a different job or in the use of the new equipment/process  
• Many workers resist change or experience stress, frustration etc. when confronted by new technology. (Any 5 × 1) (5)
- 2.1.2      • A workforce with low productivity prevents the enterprise that they work for from being competitive  
• Wages are then not increased, which results in strikes  
• In turn, it results in less productivity  
• Companies then often resort to re-engineering, which leads to unemployment and social problems  
• Training and development should make it clear to all that productivity is to the advantage of all concerned (5)
- 2.2      • To analyse human resource needs in RSA  
• To plan the infrastructure so that it will provide for human resource needs in terms of training and development  
• To improve the quality of available resources by means of training and development  
• To develop every employee's potential  
• To promote labour relation stability  
• To provide secure employment for workers  
• To balance the demand for labour with the supply for labour  
• To implement government decisions on labour  
• To report and advise policymakers on possible changes in policy and legislative amendments (Any 4 × 2) (8)

- 2.3      2.3.1      • Reduces the gap between theory and practice  
 • Relatively cheap  
 • Allows skill to be used immediately  
 • Being able to do a task immediately builds self-confidence  
 • Can be used in technical and non-technical training  
 • Simple and practical set-up of equipment can enhance the transfer of learning  
 • Trainees remain involved in the learning process  
 • In structured and unstructured learning, the trainee is in the actual work environment  
 • Trainee can develop his/her own style of working  
 • All senses are involved in the learning process      (Any 6 × 2)      (12)
- 2.3.2      • Not all types of learning can be demonstrated  
 • Number of persons in group is restricted  
 • Sophisticated equipment can be damaged  
 • Learning is by trial and error, so successful attempts(although actually incorrect) will be repeated and learned  
 • Individual contributions are not easily identifiable  
 • Might not be possible to arrange time required for immediate practice  
 • Individualisation not possible  
 • Not enough explanation is given about difficult processes  
 • Equipment could be difficult to operate  
 • Could be a very slow method – depend on the tempo of the individual's learning  
 • Performance criteria are adjusted continuously  
 • For learning to be successful, a complete needs analysis and structured programme are necessary      (Any 5 × 2)      (10)
- [40]**

**QUESTION 3**

- 3.1      • Realistic as it is three dimensional  
 • Use more than one sense  
 • Demonstration possible  
 • Learners can practise      (4 × 2)      (8)
- 3.2      Environment:✓  
 • Training presentation area to be free from distractions  
 • Desk or table space must be available  
 • Furniture must be moveable to adapt to e.g. group work      (Any TWO)
- Lighting and light control:✓  
 • Lighting to be adequate for note-taking  
 • Lighting to be adequate for visibility  
 • Lighting to be adequate for viewing, e.g. videos      (Any TWO)

## Screens:✓

- Big enough for the size of the room
- Must be placed so that all will be able to view it
- Projector NOT to be placed in a spot where it will block the trainer's view, the screen or the board for any trainee. (Any TWO)

## Additional equipment:✓

- Always have spare globes
- Take an extension cord of your own to the presentation
- Take a soft cloth to dust the equipment when necessary and take a pointer along (Any TWO)

## Verbal explanations:✓

- Explain to learners why media is being used
- Add verbal explanations to the presentation (5 × 2) (10)

- 3.3
- The untrained employee (training needs)
  - Competent and trained personnel
  - Possible existing training material
  - Proper available technology
  - Available time
  - Training budget
  - Enterprise needs (Any 5 × 1) (5)

- 3.4
- 3.4.1 Identifies discrepancies in skills, knowledge and attitude, and identifies and investigates training needs based on problems
- 3.4.2 Determines training instruments and assesses training needs.
- 3.4.3 He/She ensures that training takes place as planned and within a planned budget
- 3.4.4 Writes training objectives, selects content, activities and material, implements learning opportunities, and uses training needs to develop a training programme.
- 3.4.5 Acts as a communication specialist in the assistance of groups to discuss, evaluate and decide on solutions that will form a cohesive working group (5 × 2) (10)

- 3.5
- Encourages involvement by providing an opportunity for the exchange of ideas and information
  - Enables the trainer to assess what participants already know
  - Develops interests and creates curiosity
  - Emphasises and reinforces information
  - Helps learners to think creatively
  - Participants think through the problem to analyse the question
  - Draws a timid person into discussion
  - Draws attention and arouses interest at the beginning of a session
  - Checks understanding
  - Prompts discussion
  - Focuses a group on a particular point
  - Involves learners in discovering facts
- (Any relevant 7 × 1) (7)  
**[40]**

**QUESTION 4**

- 4.1
- |       |   |  |  |
|-------|---|--|--|
| 4.1.1 | C |  |  |
| 4.1.2 | D |  |  |
| 4.1.3 | B |  |  |
| 4.1.4 | E |  |  |
| 4.1.5 | A |  |  |
- (5 × 2) (10)
- 4.2
- Predict/identify future management potential
  - Select, develop and place individuals into management positions
  - Used for needs analysis
  - Teaching decision-making skills
  - Simulate reality
  - Teach the participant to handle stress
- (Any 4 × 2) (8)
- 4.3
- Choose the activity which suits the abilities of participants as some activities cannot be carried out by individuals with disabilities
  - Some activities need a large physical space and the activity should not be stopped once started
  - Safety of participants must be considered
  - Activity must be useful and must tie in with the training objective
  - Material to be used must be in order and complete before the activity commences
  - Timing of the activity must consider the size of the group and the activity
  - Type of activity must be carefully chosen to fit in with the training objective
  - Trainer must ensure a variety of activities
  - The group must agree on the principle of confidentiality if necessary
- (Any 5 × 2) (10)

4.4	4.4.1	Help learners with emotional problems, stress and difficulty with tense situations.		
	4.4.2	Help learners who experience difficulties with pronunciation and speech defects, hearing defects, etc.		
	4.4.3	Treat learners with problems with the nervous system and the brain.		
	4.4.4	Assess intelligence and advise on career choices.		
	4.4.5	Help learners concentrate and absorb information. Manipulation, exercise and practice form part of the therapy.		
	4.4.6	Assist learners who experience reading, spelling and even basic problems with mathematics	(6 × 2)	(12) <b>[40]</b>

**QUESTION 5**

5.1	5.1.1	Sector Education and Training Authority		
	5.1.2	South African Qualifications Authority		
	5.1.3	National Training Board		
	5.1.4	National Skills Authority		
	5.1.5	National Skills Fund	(5 × 2)	(10)
5.2		<ul style="list-style-type: none"> <li>• Enable individuals to develop their full potential</li> <li>• Enable individual participants in society as a whole</li> <li>• Enable individuals to develop skills in mathematics</li> <li>• Enable individuals to shape and develop</li> <li>• Enable individuals to develop a critical understanding of their society</li> <li>• Enable individuals to develop initiatives</li> </ul>	(Any 5 × 2)	(10)
5.3	5.3.1	<ul style="list-style-type: none"> <li>• Self-concept of the adult</li> <li>• Experience</li> <li>• Readiness to learn</li> <li>• Learning orientation</li> </ul>	(4 × 2)	(8)

- 5.3.2
- To develop interpersonal, social and communications skills
  - To increase self-confidence
  - To become empathetic towards others' problems
  - To assist in future problem-solving
  - To examine previous behaviour
  - To try out new behaviour
  - To experiment with behaviour that could be potentially useful.
- (Any 6 × 2) (12)  
**[40]**

**QUESTION 6**

- 6.1
- Each student can follow his/her own pace
  - Trainees learn at their own pace
  - As effective as classroom teaching
  - Saves costs
  - Flexible and can run at any time
  - Principle of individualisation can be applied
  - Compatible with adult learning principles
  - Can accommodate work schedules and trainees can be employed.
- (Any 5 × 3) (15)
- 6.2
- Mentoring refers to a relationship between two individuals in which one is the learner (protégé) and the other more senior, more experienced and more competent person is the mentor.
- Counselling refers to a person suffering from a problem with their self-esteem, confidence issues or the wrong attitude. Counselling services are also used in cases of anxiety, depression and stress.
- (2 × 2) (4)
- 6.3
- The competition can dominate the learning experience
  - Games are expensive
  - Takes a long time
- (3 × 2) (6)
- 6.4
- 6.4.1 Education and training should be part of a unifying approach.
- 6.4.2 Education and training should allow for multiple ways of achieving the same learning and certification.
- 6.4.3 Education and training should have national and international value and acceptance.
- 6.4.4 Education and training should enable learners to transfer their credits or qualifications from one learning centre or employer to another.
- 6.4.5 Education and training should work within a consistent framework of principles and certification.
- (5 × 3) (15)  
**[40]**

**TOTAL SECTION B: 160**  
**GRAND TOTAL: 200**