



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

**NATIONAL CERTIFICATE
PERSONNEL TRAINING N5**

30 NOVEMBER 2018

This marking guideline consists of 8 pages.

SECTION A (COMPULSORY)**QUESTION 1**

1.1	1.1.1	C		
	1.1.2	C		
	1.1.3	A		
	1.1.4	B		
	1.1.5	B		
			(5 × 2)	(10)
1.2	1.2.1	Department of Labour		
	1.2.2	educational therapist		
	1.2.3	Extrinsic		
	1.2.4	any question		
	1.2.5	media		
			(5 × 2)	(10)
1.3	1.3.1	C		
	1.3.2	B		
	1.3.3	A		
	1.3.4	E		
	1.3.5	D		
			(5 × 2)	(10)
1.4	1.4.1	True		
	1.4.2	True		
	1.4.3	False		
	1.4.4	True		
	1.4.5	True		
			(5 × 2)	(10)
				[40]
			TOTAL SECTION A:	40

SECTION B**QUESTION 2**

- 2.1 2.1.1
 - Cheap
 - Portable
 - Reliable
 - Easily produced, compiled and revised (if notes)
 - Durable
 - Without mistakes
 - Does not require batteries, power points, cables or maintenance staff
 - Does not fuse
 - Does not become unsynchronised
 - Learners control pace of learning
 - Allows for individualism (Any 5 × 2) (10)
- 2.1.2
 - State the question clearly and concisely.
 - Relate the question to the subject being discussed.
 - Pose the question to the entire group before calling out a name.
 - Give trainees time to consider the question.
 - If no one answers, look for nonverbal signals.
 - Acknowledge all responses.
 - Avoid questions that require a yes or no answer.
 - Reword questions if unclear.
 - Encourage learners to substantiate their answers. (Any 5 × 2) (10)
- 2.2 **I – Interest:**
- Focuses the attention and interest of learners on training
 - Warm-up activities if first lesson
 - Links the lecture with previous lecture if second or subsequent
 - Creates interest by being enthusiastic and thorough
- N – Need:**
- Identifies learning needs
 - Discusses learning needs with learners
 - Allows learners to give input and interpretation
 - Adapts according to their interpretation
- T – Topic:**
- Explains topic/subject matter/content
 - Explains how the lecture will be structured
 - Explains the umbrella topic if first lecture in lesson plan

R – Range:

- Explains level of difficulty to learners
- Learners must know and understand job requirements
- Explains how it fits the job

O – Objectives:

- Sets objectives
- Gives reason for training
- Discusses learner expectations
- Evaluates the procedure

(Any 5 × 4) (20)
[40]

QUESTION 3

- | | | | |
|-----|-------|--|-----------------------------|
| 3.1 | 3.1.1 | Illustrated lecture or presentation | (2) |
| | 3.1.2 | <ul style="list-style-type: none"> • Allows skills to be used immediately • Can be used in technical and nontechnical training • Reduces the gap between theory and practice • Involves trainees in the learning process • Involves all senses in the learning process • Enhances the transfer of learning by simple and practical set-up of equipment • Relatively cheap | (Any 5 × 2) (10) |
| | 3.1.3 | <ul style="list-style-type: none"> • Paper tower • Alphabetic introductions • Animal crackers • Balloon games • House and garden • Moving any large piece of furniture • Tinfoil relay • Walking the plank • Yukkies | (Any 5 × 2) (10) |
| 3.2 | | <ul style="list-style-type: none"> • Emphasise points of agreement. • Minimise points of disagreement. • Ask for personal disagreements to be kept out of the training session. • Resumes training. | (4 × 2) (8) |
| 3.3 | | <ul style="list-style-type: none"> • Individuals gain different perspectives by sitting in different parts of a room. • Individuals get to know fellow participants. • Handicapped persons are not relegated to the back of the room. • Cliques do not arise. • Communication is facilitated. | (5 × 2) (10)
[40] |

QUESTION 4

- 4.1 A workshop is a gathering of people✓ who discuss✓ and solve problems.✓
Participants do not listen to speakers,✓ but divide into groups from the start.✓ (5)
- 4.2 A course is a series of lectures✓ presented by various experts or trainers.✓
A senior trainer usually coordinates the course✓ while simultaneously being
in charge of the proceedings.✓ A course can last any length of time.✓ (5)
- 4.3 4.3.1 Put to the group generally
4.3.2 Put to a specific individual
4.3.3 Different points of view are summarised. (3 × 2) (6)
- 4.4
- Can be used with different audience types and sizes
 - Trainer faces audience
 - Prepared before the time (even on a computer)
 - Water-soluble pens can be used
 - Ranges from plain transparency to multicoloured with overlays
 - Effective colour use (5 × 2) (10)
- 4.5
- Training media save time because learners understand better.
 - Learners remember much more because more than one sense is used.
 - It ensures productive and creative training because the learner becomes more involved.
 - It fills the gap between verbalisation and real-life direct experience.
 - It serves as the base for training.
 - It increases motivation to the learner and lessens boredom.
 - It helps with individualised learning, e.g. learning a foreign language with the assistance of audiotapes. (7 × 2) (14)
- [40]**

QUESTION 5

- 5.1
- Untrained employee/Training need
 - Personnel trainer
 - Training manuals/notes, etc.
 - Training budget
 - Available time
 - Technology (5 × 2) (10)

- 5.2
- Improved working skill
 - Higher production
 - Less equipment failure
 - Improved safety records
 - Fewer complaints
 - Improved sales
 - Increased knowledge
 - Positive enterprise changes
- (Any relevant 5 × 2) (10)
- 5.3
- 5.3.1 This type of arrangement could be used for brainstorming sessions where one person must control the proceedings, take notes, etc.
- 5.3.2 Participants are all equal, open communication can take place, but there is a necessity for note-taking by all.
- 5.3.3 It is a democratic and open arrangement with no leader and all can view one another.
- (3 × 2) (6)
- 5.4
- Developing a culture of learning and skills development at primary school level
 - Putting coordinating bodies in place to assist in linking formal and informal sectors
 - Developing programmes targeted at different categories of unemployed persons
 - Encouraging and supporting the development of plans of enterprises that are restructuring so that retrenched persons can be employed by the state
 - Developing an integrated approach to education and training to give school-leavers more structured access to jobs
 - Developing state-funded programmes to give incentives to employers to support practical training
 - Making provision for the training needs of small enterprises to be in line with NQF
 - Making equity employment policies part of all development programmes
 - Establishing career guidance and placement centres
 - Addressing population planning since population increase is overtaking job creation amounts
- (7 × 2) (14)
[40]

QUESTION 6

- 6.1
- Knowledge of enterprise structures and functions
 - Knowledge of how economy impacts enterprise decisions
 - Assessing alternative financial and strategic advantages and disadvantages
 - Knowing about distribution channels, input, output and information sources
 - Understanding the impact political and social systems can have on the enterprise
 - Knowing the techniques and methods used in enterprise development
- (5 × 2) (10)
- 6.2
- Illegible or uncoordinated writing
 - Slow writing speed
 - Low or inaudible speech
 - Lack of language skills or vocabulary
 - Stammer
- (5 × 2) (10)
- 6.3
- 6.3.1
- Training room or area must be comfortable and free from distractions, e.g. telephones.
 - Desk or table space must be available if exercises or note-taking will take place.
 - Furniture must be movable to adapt to e.g. group work.
- 6.3.2
- Lighting should be adequate for note-taking.
 - Visibility of the blackboard, etc. is important.
 - Lighting must be adjustable for viewing of e.g. videos.
- 6.3.3
- Screens must be big enough for size of room.
 - Screens must be placed so that all will have a view.
 - Projectors must not be placed in a spot where it will block the view of the trainer or screen or board for any trainee.
- 6.3.4
- Always have spare globes.
 - Take your own extension cord to venue.
 - Take a soft cloth to dust equipment if necessary.
 - Take a pointer.
- 6.3.5
- Inform learners about the medium.
 - Explain to learners why the medium is used.
 - Add verbal explanations.
- (5 × 3) (15)

6.4	<ul style="list-style-type: none">• Training course/delivery• Training methods• Training media• Learning principles• Didactic principles	(5) [40]
	TOTAL SECTION B:	160
	GRAND TOTAL:	200