higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

2 DECEMBER 2019

This marking guideline consists of 8 pages.

SECTION A

QUESTION 1

1.1   1.1.1   True
        1.1.2   True
        1.1.3   False
        1.1.4   True
        1.1.5   True
        1.1.6   True
        1.1.7   False
        1.1.8   True
        1.1.9   False
        1.1.10   False

                                                    (10 × 2)   (20)

1.2   1.2.1   Urbanisation
        1.2.2   Andragogics
        1.2.3   Technical Skills
        1.2.4   Demonstrations
        1.2.5   Open/General questions

                                                    (2 × 5)   (10)

1.3   1.3.1   D
        1.3.2   A
        1.3.3   B
        1.3.4   C
        1.3.5   E

                                                    (5 × 2)   (10)
                                                                [40]

                                        TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1   2.1.1   Assist learners who have problems with reading, writing and
                  arithmetic

        2.1.2   Unrecorded sector since information not recorded with authorities

        2.1.3   Refers to the method of production in which more labour is used in
                  relation to the technology

        2.1.4   A 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

2.1.5   Refers to people who find themselves without the necessary skills to do the jobs which are available

2.1.6   Formal classroom tuition/education of children and adults, acquisition of knowledge.

(6 × 2)   (12)

2.2   • 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 for carrying out and the activity should not be halted once started
       • Safety of participants must be considered
       • The activity must be useful and must tie with the training objective
       • Materials to be used must be in order and complete before the activity commences
       • The timing of the activity must consider the group size and the activity
       • The type of activity must be carefully chosen to fit in with the training
       • objective
       • Trainer must ensure a variety of activities
       • Principle of confidentiality should be agreed upon by the group if necessary   (Any 6 × 2)   (12)

2.3   • Get individual responses
       • Tests understanding
       • Breaks general silence in group
       • Involves someone who is not actively participating   (Any 2 × 3)   (6)

2.4   • To develop interpersonal, social and communication skills
       • To increase the self-confidence of the participants
       • To become empathetic towards other person's problems
       • To assist in future problem-solving
       • To examine previous behaviour
       • To try out new behaviour learned
       • To experiment with behaviour that could be potentially useful
       • To get answers to real world problems   (Any 2 × 5)   (10)
       [40]

QUESTION 3

3.1   3.1.1   Acts as a communication specialist in the assistance of groups to discuss, evaluate and decide on solutions which will form cohesive working groups

       3.1.2   Writes training objectives, selects content, activities and material and implements learning opportunity, uses training need to develop a training programme

3.1.3   Assesses needs, instruments to determine needs; assesses instruments to test skills, knowledge.

3.1.4   Identifies discrepancies in skills, knowledge and attitude, identifies and investigates training needs based on problems

3.1.5   Plans and monitors budget, set standards, policies and procedures

3.1.6   Includes acquisition of relevant qualifications, experience, competence and interest in a wide context.

(2 × 6)   (12)

3.2
- Cognitive skills
- Affective skills
- Observation skills
- Intra-personal skills   (2 × 4)   (8)

3.3
- Must be preceded by introduction and followed by discussion
- Does not make allowance for individual learning pace
- Relatively expensive
- Needs electric power
- Only used for small audiences
- Trainer must be able to use equipment
- Tapes become stretched and unusable after repeated use
- Needs constant cleaning and maintenance   (Any 5 × 2)   (10)

3.4
- Encourage involvement by providing opportunity for exchanging ideas and information
- Enables the trainer to assess what participants already know
- Develop interests and create curiosity
- Emphasise and reinforce information
- Helps learners to think creatively
- Participants think through the problem and to analyse the question
- Draw a timid person into discussion
- To get attention and to arouse interest at the beginning of a session
- To check understanding
- To prompt discussion
- To focus a group on a particular point
- To involve learners in discovering facts   (Any 2 × 5)   (10)

[40]

QUESTION 4

4.1
- Open/General
- Overhead/indirect
- Direct
- Non-responsive/rhetorical
- Re-directed
- Developmental
- Summary/Paraphrasing
- Test
- Close-ended/Directive/Factual
- Probing
- Comparison/cause and effect
- Response
- Loaded
- Reflective/Attitude/Assumption
- Follow-up/Tandem
- Double-check   (Any 5 × 2)   (10)

4.2
- Employment Equity Act, 1998
- Labour Relations Act, 2000
- Labour Relations Act, 1995(LRA)
- Basic conditions of employment Act, 1997(BCEA)
- Unemployment Insurance Act, 2001
- Unemployment Insurance Contribution Act, 2002
- Skills development Act. 1998   (Any relevant answer4 × 1)

4.3   4.3.1   Assist learners with problems with reading, writing and arithmetic.

            4.3.2   Assist learners with problems with concentration and absorption of information.

            4.3.3   Assist learners with problems with speech and hearing defects.

            4.3.4   Do testing to assess learner's intelligence, abilities and determine interests and suggest career choices.

            4.3.5   Treat persons who have problems with the brain and nervous system.

            4.3.6   Treat learners with problems such as emotional turbulence, stress, inability to handle tense situations
                                          (2 × 6)   (12)

4.4
- Objectives of the training session – either to gain knowledge, attitude or skills
- Content – the type of learning to take place will influence the decision
- Learner factors – attention span, group size disabilities will also influence choice of method
- Factors regarding the trainer – if the trainer is comfortable using the media
- Time constraints will also influence choice of method
- Advantages and disadvantages of specific method
- Environment where the training will take place   (Any 6 × 2)   (12)

4.5
- Efficient arrangement as far as space is concerned
- All trainees in full view of front of room   (2)

[40]

QUESTION 5

5.1
- Introduction
- Body/Developmental stage
- Consolidation/Summary stage   (2 × 3)   (6)

5.2
- Equipment relatively expensive
- Preparation requires time, knowledge and skills
- Requires a stable power supply
- Easily lost or corrupted
- 'Back-ups' necessary
- Cannot be taken with learner for later reference
- Possible incompatibility by system
- Requires motivated and literate learners
- Technology changing rapidly
- 'Technophobia' exists and must be addressed before training   (Any 5 × 2)   (10)

5.3
- To analyse human resources needs in RSA
- To plan the infrastructure so that it will provide for human resources 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 policy makers on possible policy changes and legislative amendments   (Any10 × 2)   (20)

5.4
- To predict future managerial potential
- To select, develop and place individuals in management, sales and technical positions
- Used for needs analysis
- Teaches decision-making skills (4)

[40]

QUESTION 6

6.1
- Reduce the gap between theory and practice
- Relatively cheap
- Allow a skill to be used immediately
- Being able to do a task immediately builds self-confidence
- Can be used in technical and non-technical training
- A 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 working environment
- The trainee can develop his/her own style of working
- All the senses of the trainee are involved in the learning process

(Any 6 × 2) (12)

6.2
- Reality illustrated
- Learn with different senses
- Stimulates and retains attention
- Can be used as an alternative if not enough trainers
- Can be replayed
- Useful if clips of 5–10 minutes are shown to avoid boredom. (Any 5 × 2) (10)

6.3   6.3.1   Trainer involves his whole personality and all his/her competencies in the training situation.

        6.3.2   Learning takes place by means of all senses. Perception takes place by means of all senses. Trainer to structure learning as to allow perception to take place

        6.3.3   Learners to actively participate in the learning intervention.

        6.3.4   Learning must be based on the development of an individual, subject matter must be arranged to guide student from elementary to complex, from known to unknown

(3 × 4) (12)

6.4   6.4.1   Feedback of correct and incorrect results should be given to learners

         6.4.2   Learners must actively take part in learning process by discussions, adding point of view, examples and experience

         6.4.3   Learner to be allowed to make mistakes since they learn from mistakes

                                                                     (2 × 3)   (6)
                                                                                [40]

                                              TOTAL SECTION B: 160
                                              GRAND TOTAL: 200