



# higher education & training

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

## **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**PERSONNEL TRAINING N5**

**30 September 2020**

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

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

1.1	1.1.1	B		
	1.1.2	C		
	1.1.3	C		
	1.1.4	B		
	1.1.5	A		
	1.1.6	A		
	1.1.7	B		
	1.1.8	D		
	1.1.9	B		
	1.1.10	A		
			(10 × 1)	(10)
1.2	1.2.1	True		
	1.2.2	False		
	1.2.3	True		
	1.2.4	True		
	1.2.5	True		
	1.2.6	True		
	1.2.7	True		
	1.2.8	True		
	1.2.9	True		
	1.2.10	False		
			(10 × 1)	(10)
1.3	1.3.1	D		
	1.3.2	A		
	1.3.3	E		
	1.3.4	B		
	1.3.5	C		
	1.3.6	H		
	1.3.7	F		
	1.3.8	I		
	1.3.9	G		
	1.3.10	J		
			(10 × 1)	(10)
1.4	1.4.1	Agenda		
	1.4.2	Consolidation or summary		
	1.4.3	Throughput or process		
	1.4.4	Pragmatists		
	1.4.5	Daily		
			(5 × 2)	(10)
				<b>[40]</b>

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

- 2.1
- Managerial skills become inadequate.
  - Employee skills become insufficient.
  - Working methods become obsolete/irrelevant.
  - Machinery become outdated.
  - Employees may lose jobs.
  - Employees must be retrained.
  - It results in negative feelings in workers because their job security is affected.
  - Some may feel frustrated and useless and may be stressed and burnt out due to changes.
- (Any 5 × 2) (10)
- 2.2
- 2.2.1 Training is the systematic and planned acquisition of specific, measurable, work-related skills as they apply to an employee's situation and environment.
- 2.2.2 Education refers to formal classroom tuition offered to children as well as to adults, basic knowledge and facts, and it has little or no application.
- 2.2.3 Andragogics is the process of assisting/facilitating adults to discover knowledge.
- 2.2.4 Counselling is a form of mentoring, usually offered to someone who is suffering from a self-esteem problem, lack of confidence or the wrong attitude or is experiencing problems such as anxiety, depression and stress in the workplace.
- 2.2.5 Labour productivity is a measure of how well all resources at the input stage are combined and used in order to reach needed results – it is the ratio of output to input.
- 2.2.6 A course is a series of lectures presented by various experts or trainers.
- (6 × 2) (12)
- 2.3
- 2.3.1 Educational psychologists test learners' intelligence and abilities and determine learners' interests in order to suggest possible career choices for them.
- 2.3.2 Psychologists treat learners suffering from, for example, emotional turbulence, stress and/or the inability to handle tense situations.

- 2.3.3 Neurologists treat persons who suffer from brain-related diseases and/or experience problems of the nervous system.
- 2.3.4 Remedial teachers assist learners who are experiencing problems with reading, writing, arithmetic or language.
- 2.3.5 Occupational therapists assist learners who lack concentration and battle with the absorption of information due to problems in the brain.
- 2.3.6 Speech therapists assist learners with speech and hearing defects.
- (6 × 3) (18)  
**[40]**

**QUESTION 3**

- 3.1
- The untrained employee/training needs
  - Competent and trained personnel
  - Training material
  - Available technology
  - Available time
  - Training budget
  - Enterprise needs
- (Any 6 × 2) (12)
- 3.2
- This method gives the trainer an opportunity to determine the aims and content of the training.
  - No special equipment or facilities are needed.
  - A large group of trainees are exposed to the same lecture at the same time.
  - A lesson plan ensures that the lessons are planned logically.
  - Classroom instructions can be successful.
  - It could assist in arousing interest.
  - It could succeed in arousing interest.
  - It informs and clarifies learning material.
  - It could be entertaining if the speaker has a sense of humour.
  - This method is effective if information is presented in an integrated/interesting manner.
  - It is easy, as it can be planned.
  - Classroom instruction can be flexible in the sense that different media and methods can be added to the lecture.
  - Costs are not exorbitant since the lessons will be standardised and used repeatedly.
- (Any 5 × 2) (10)

- 3.3
- Ability to influence a group to be cohesive and to reach objectives✓✓
  - Presenting a course✓✓
  - Effective questioning skills✓✓
  - Effective listening skills✓✓
  - Interaction and socialisation with groups and individuals✓✓
- (10)
- 3.4
- The equipment is relatively expensive.
  - Preparation requires time, knowledge and skills from the trainer.
  - A stable power supply is at all times necessary.
  - Files can easily be lost or corrupted.
  - Backups are necessary.
  - It cannot be taken with the learner for later reference.
  - Systems and programs may be incompatible.
  - Using computers requires a motivated and computer-literate audience before learning can take place.
  - Computer technology is changing rapidly, and enterprises must proactively keep up with changes and developments.
  - Much 'technophobia' exists, which should be dealt with before training can commence.
- (Any 4 × 2) (8)

**[40]****QUESTION 4**

- 4.1      4.1.1      Convention:
- A gathering of delegates from different enterprises
  - Aim of reaching some kind of agreement acceptable to all on a specific subject
  - For example, convention organised by the World Health Organisation (WHO) on AIDS
- (3)
- 4.1.2      Meeting:
- A get-together, where interested persons take part in discussions of mutual importance
  - Can be either private or public
  - Private meetings are for members only.
  - Only members have the right to attend.
  - Monthly management meeting
  - Public meetings attendance are not limited to the members of the organisation.
  - Organised to involve public
  - To make organisation's activities known
  - Conducted according to various clauses contained in laws and procedures
- (3)

## PERSONNEL TRAINING N5

- Organised by a secretary with a manager who keeps order and runs the meeting as chairperson (Any 3 × 1)

- 4.1.3 Seminar:
- A short course of study to explain certain problems
  - Delegates gather for the purpose of education/information.
  - Organised for members only or for both members and the public
  - One or two speakers normally present a seminar.
  - Delegates do not actively take part.
  - Similar to a conference
  - Number of people attending smaller and meeting lasts for shorter period of time (Any 3 × 1) (3)

- 4.1.4 Buzz groups:
- Small groups (5–6 people)
  - Take part in team tasks
  - Aim is to reach a decision or to arrive at a recommendation (3)

- 4.2
- The trainer must admit that he/she does not know the answer or that he/she is not sure about the answer.✓✓
  - This will engender respect.✓✓
  - The trainer must endeavour to get back to the trainee as soon as possible with the required information or explanation.✓✓
  - If it is not possible to find an explanation or information quickly,✓✓ the trainer must still contact the trainee and inform him/her of the difficulties.✓✓ (10)

- 4.3
- 4.3.1 Facilities include the physical space/areas where training will take place, for example in a computer room.
- 4.3.2 Equipment includes, for example, the computer, blackboard, data projector, etc.
- 4.3.3 Materials involve the expendable (can be used up) items to be used, for example chalk, board markers, etc.
- 4.3.4 Media include the aids used to facilitate the learning process, for example a transparency with a diagram and keywords on it. (4 × 2) (8)

- 4.4
- Paper tower
  - Alphabetic introductions
  - Animal crackers
  - Balloon games
  - House and garden
  - Moving the piano/any large piece of furniture
  - Tinfoil relay (10)

- Walking the plank
- 'Yukkies'

(Any 5 × 2)

**[40]****QUESTION 5**

- 5.1
- 5.1.1 E – Enthusiastic
  - 5.1.2 F – Flexible
  - 5.1.3 F – Fun/humour
  - 5.1.4 E – At ease
  - 5.1.5 C – Able to consolidate
  - 5.1.6 T – Able to use different techniques/methods
  - 5.1.7 I – Able to interact/participate
  - 5.1.8 V – Able to use visual aids
  - 5.1.9 E – Excellence

(9 × 2) (18)

- 5.2
- To check understanding
  - To prompt discussions
  - To focus on a group and a particular point
  - To involve learners in discovering facts
  - To stimulate learners' interest
  - To determine existing knowledge
  - To sustain attention
  - To discover problems and difficulties
  - To aid assimilation
  - To assist with eventual modification in mistakes
  - To make trainees feel they are important
  - To help trainees get help from each other
  - To check if objectives have been achieved
  - To help trainees think creatively
  - To help draw timid trainees into a discussion
  - To encourage involvement by providing an opportunity for exchanging ideas and information
  - To develop interests and create curiosity
  - To emphasise and reinforce information
  - To assist participants in thinking through the problem and analysing the question
  - To raise attention and arouse interest at the start of a session

(Any 5 × 2) (10)

- 5.3
- To develop interpersonal, social and communication skills
  - To increase the self-confidence of participants
  - To become empathic towards others' problem
  - To assist in future problem solving
  - To try out new behaviour learned
  - To examine previous behaviour

(12)

- To experiment with behaviour that could be potentially useful

(Any 6 × 2)



**QUESTION 6**

6.1	6.1.1	Items✓	Date to be checked✓	Date still to be checked✓	
		1. Topic✓ 2. Venue✓ 3. Date✓ 4. Duration✓ 5. Costs/budget✓ 6. Delegates✓ 7. Speakers✓ 8. Accommodation✓ 9. Transport✓ 10. Catering✓ 12. Media aids 13. Social programme 14. Seminar folder 15. Press coverage 16. Stationery			
					(Any 10 × 1) (10)
	6.1.2	<ul style="list-style-type: none"> <li>• Trainers turn their back on trainees when using the board.✓✓</li> <li>• Information cannot be stored/conserved for the future.✓✓</li> <li>• It requires clear handwriting.✓✓</li> <li>• Using a board can be time consuming if the trainer writes as the training progresses.✓✓</li> <li>• As the board has a fixed size, the audience size is limited.✓✓</li> </ul>			(10)
6.2		<ul style="list-style-type: none"> <li>• Set up the equipment in such a way that all trainees will learn systematically.✓✓</li> <li>• Check the working order of the equipment beforehand.✓✓</li> <li>• Prepare trainees with a lecture or explanation.✓✓</li> <li>• Instruct trainees to take notes of the steps during your presentation.✓✓</li> <li>• Do not distract the trainees in any way from your demonstration.✓✓</li> <li>• Simultaneously, verbal and visual stimuli should reach the trainees.</li> <li>• There should be no delay between the showing of a skill and practising it.</li> <li>• Different skills as part of a complete task/process must be broken down into smaller sequential steps.</li> <li>• Practice must be directed and supervised by the trainer to minimise risks and to maximise learning.</li> </ul>			(9 × 2) (18)
6.3		A direct question is put to a specific individual and requires a specific answer.			(2) <b>[40]</b>

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