



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

SUPERVISION IN INDUSTRY N3

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This marking guideline consists of 6 pages.

QUESTION 1: WORKING CONDITIONS

- 1.1
- Dust masks: respiratory protection
 - Overalls/Dust coats/Lab coats: body/skin protection
 - Safety shoes: feet protection
 - Gloves: hand protection
 - Safety/Hard hat: head protection
 - Safety glasses: eye protection
 - Goggles: eye protection
 - Face shield: face protection
 - Earplugs: ear protection
 - Earmuffs: ear protection
- (Any 5 × 2) (10)
- 1.2
- Raise the alarm if this has not already been done.
 - Respond immediately to the alarm or instructions.
 - Do not panic – be firm, decisive and calm with others.
 - Take a mental note of any issues that should be reported to coordinators when arriving at the assembly point.
 - Do not stop or return to collect any items you cannot take with you immediately and without putting yourself in any danger.
 - Make sure everyone in the area is aware of the evacuation call.
 - As you move towards the exit, take others with you, including any visitors who may not be aware of what is happening or of what they must do.
 - Close all doors and windows and leave the building via the shortest route.
 - Avoid any inflammable material storages.
 - Assemble at a point where you will be registered as safely out of the building.
 - Look out for maps showing the location of assembly points and how to get to them.
 - Report any missing or trapped persons – do not go back for them on your own.
 - Do not leave the assembly area or premises until told to do so – someone else may be put in danger or lose their life, thinking you were left behind in the building and return to search for you.
 - Ideally the fire procedure should be practised at regular intervals.
 - Get to know where the fire alarm buttons are and remember what the evacuation alarm sounds like.
- (Any 6 × 1) (6)
- [16]**

QUESTION 2: CONDITIONS OF WORK

- | | | |
|-----|---|----------------------------------|
| 2.1 | 2.1.1 False
2.1.2 False
2.1.3 True
2.1.4 False
2.1.5 True | (5 × 1) (5) |
| 2.2 | <ul style="list-style-type: none"> • Pay rates, pay periods, when pay is first received, deductions from pay and how pay increases may be earned • Hours of work, such as reporting and quitting time, lunch periods, breaks, and clean-up time • Availability of overtime and overtime pay and premium pay for working shift schedules • Time-reporting systems including location of time cards and how to punch in and out • Employee options under the company's benefit plans, such as group life, health and dental insurance • Procedure to follow when sick • Procedure to follow when late • Basic safety rules, the procedure for reporting accidents and the joint employee-company responsibility for identifying hazards under the Occupational Safety and Health Act • Tour of the department and other areas of the company • Introduction to co-workers • Assignment to a work area and identification of necessary resources • Location of cafeteria, lockers and rest rooms • Location of first-aid facilities | (Any 10 × 1) (10)
[15] |

QUESTION 3: COMMUNICATION

- | | | |
|-----|---|---------------|
| 3.1 | 3.1.1 motivation
3.1.2 physical
3.1.3 Lateral
3.1.4 formal
3.1.5 Extreme nervousness
3.1.6 distorted
3.1.7 gestures
3.1.8 channels
3.1.9 press releases
3.1.10 encoded | (10 × 1) (10) |
|-----|---|---------------|

- 3.2
- Meetings can become disruptive.
 - Meetings can be hijacked by an employee who wishes to steer the meeting in another direction.
 - Employers can use meetings to reprimand and embarrass employees.
 - Meetings can be too long/waste valuable time.
 - Meetings can lose focus.
 - People who attend meetings are often not needed there.
 - There are many formalities, e.g. drawing up and circulating a notice and agenda, preparing the venue.
 - There might be a lack of seriousness as many come unprepared and do not provide any input.

(Any 6 × 1)

(6)
[16]**QUESTION 4: MOTIVATION****Motivational factors:**

- Interesting, challenging work
- Using one's capabilities
- Opportunity to do something meaningful
- Recognition for achievement
- Sense of importance to an organisation
- Access to information
- Involvement in decision making

(Any SEVEN)

Maintenance factors:

- Congenial people to work with
- Good working conditions
- Pensions
- Paid insurance
- Job security
- Vacations
- Holidays
- Good pay

(Any SEVEN)

(7 + 7)

[14]

QUESTION 5: DISCIPLINE

- | | | |
|-----|-------|---|
| 5.1 | 5.1.1 | E |
| | 5.1.2 | D |
| | 5.1.3 | H |
| | 5.1.4 | F |
| | 5.1.5 | C |
| | 5.1.6 | A |
| | 5.1.7 | G |
| | 5.1.8 | B |

(8 × 1)

(8)

- 5.2
- All rules should be reasonable.
 - Know what the law says about employee discipline.
 - The rules and consequences for breaking it should be known and well understood by all the workers.
 - Remind employees continuously about rules in the workplace as soon as you identify a problem, e.g. employees start a trend of arriving late.
 - Document employee discipline.
 - Offences should be investigated properly and objectively.
 - The punishment must fit the crime.
 - Flexibility should be allowed to accommodate changes to a normal situation.
 - Discipline should be used to correct behaviour rather than punish it.
 - Even in disciplinary situations always respect the employee.
 - Have a calm discussion and refrain from raising your voice in disciplinary situations.
 - Apply equal and consistent action to employees who transgress/no favouritism.
 - Discipline in private.
 - Always remind employees about the rewards and advantages of implementing and enforcing discipline in the workplace. (Any 8 × 1)

(8)
[16]**QUESTION 6: LEADERSHIP**

- 6.1
- | | |
|-------|-------|
| 6.1.1 | False |
| 6.1.2 | False |
| 6.1.3 | False |
| 6.1.4 | True |
| 6.1.5 | True |

(5 × 1) (5)

- 6.2
- Controlling/Monitoring work
 - Good problem solving and decision making
 - Planning work
 - Knowing staff
 - Practising effective communication to avoid misunderstanding and chaos
 - Providing performance feedback to employees
 - Training, coaching, developing subordinates
 - Showing employee appreciation/Giving recognition to work well done
 - Providing written communications and documentation
 - Creating and maintaining a motivating atmosphere
 - Managing personal time
 - Effective running of meetings and conferences
 - Self-development activities
 - Career counselling of subordinates/staff wellness
 - Representing the company positively to the community
 - Creating a safe, clean and healthy working environment
 - Implementing effective disciplinary and grievance procedures
 - Fair salary and wage practices (Any 8 × 1)

(8)
[13]

QUESTION 7: HUMAN RELATIONS

- Understand human behaviour.
- Recognise and respect people's individuality and encourage other to do the same.
- Treat people with respect and courtesy.
- Apply good listening skills.
- Be optimistic and positive.
- Treat subordinates fairly.
- Be sensitive to the needs of others.
- Be able to deal effectively with conflict.
- Be able to clear up misunderstandings as soon as it occurs.
- Practise good/clear/accurate communication.
- Recognise/Acknowledge work that is well done.
- Allow participation in decision making and encourage input to make employees feel valued.
- Create opportunities for healthy social interaction.

(Any 10 × 1) **[10]****TOTAL: 100**