



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

29 November 2022

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	C
	1.1.4	A
	1.1.5	A
	1.1.6	B
	1.1.7	B
	1.1.8	B
	1.1.9	A
	1.1.10	C

(10 × 1) (10)

1.2	1.2.1	True
	1.2.2	True
	1.2.3	True
	1.2.4	False
	1.2.5	True

(5 × 2) (10)
[20]**QUESTION 2**

2.1	J
2.2	I
2.3	H
2.4	G
2.5	F
2.6	E
2.7	D
2.8	C
2.9	B
2.10	A

(10 × 2) **[20]****TOTAL SECTION A: 40**

SECTION B**QUESTION 3**

- 3.1 3.1.1 The learner must be assisted in the beginning of the learning process.
- 3.1.2 Immediate feedback of correct and incorrect results should be given to a learner.
- 3.1.3 Practical application and use of new learning will reinforce what has been learnt.
- 3.1.4 Individuals learn at their own pace depending on abilities, powers of comprehension and concentration.
- 3.1.5 All senses must be used in learning process. (5 × 2) (10)
- 3.2
 - The topic is correct.
 - The topic is towards the top of the transparency.
 - Six words are used per sentence.
 - Colour is used.
 - Lettering is legible. (5 × 2) (10)
- 3.3
 - Paper Tower – Given to a group of participants where teamwork and leadership will be stressed. Involves giving one newspaper, a pair of scissors and limited time to do an activity.
 - Alphabetic Introductions – Ensures group work and creativity where members must become acquainted. They choose a letter of alphabet to describe themselves.
 - Animal Crackers – Animal names are written on pieces of paper, blindly chosen by individuals, and stuck on their back. The member questions group to figure out what animal he/she is.
 - Balloon Games – As many colourful balloons as possible are inflated in a short space of time; relay races are held by blowing or held with chopsticks.
 - Yukkies – Cards with names of unpleasant objects are passed around a group with the description facing down. Members must guess what the object is through miming. (5 × 2) (10)

- 3.4
- Principle of totality
 - Individualisation principle
 - Motivation principle
 - Principle of perception
 - Principle of purposefulness
 - Principle of activity
 - Psychological climate
 - Principle of socialisation
 - Principle of development
 - Communication principle
 - Principle of feedback
 - Principle of questioning
 - Principle of repetition
 - Principle of physical behaviour
 - Principle of guidance
- (Any 5 × 2) (10)
[40]

QUESTION 4

- 4.1
- Call upon everyone equally.
 - Do not answer the question yourself.
 - Draw on previous experience.
 - Avoid ridicule and sarcasm.
 - Encourage trainees to motivate their answers.
- (5 × 2) (10)
- 4.2
- Employment Equity Act, 1998
 - Labour Relations Act, 1995
 - Basic Conditions of Employment Act, 1997
 - Unemployment Insurance Act, 2001
 - Unemployment Insurance Contributions Act, 2002
 - Skills Development Act, 1998
 - Skills Development Levies Act, 1998
 - Compensation for Occupational Injuries and Disease Act, 1993
 - Occupational Health and Safety Act, 1993
- (Any 5 × 2) (10)
- 4.3
- Movement of individuals from rural or farming communities to cities to seek employment
- (2)

- 4.4
- Cheap
 - Portable
 - Reliable
 - Easily produced, compiled and revised
 - Durable
 - Without mistakes
 - No batteries, power points, cables or maintenance staff
 - Does not fuse
 - Does not become unsynchronised
 - Learners can control pace of learning
 - Allows for individualisation
- (Any 8 × 2) (16)
- 4.5 A type of meeting controlled by an executive committee with a chairperson; covers a large geographical area
- (2)
[40]

QUESTION 5

- 5.1
- Set up equipment in such a way that trainees learn systematically.
 - Ensure working order of equipment beforehand.
 - Prepare trainees with a lecture or explanation.
 - Instruct trainees to take notes.
 - Do not distract trainees in any way from demonstration.
 - Trainees should receive simultaneous verbal and visual stimuli.
 - There should be no delay between the showing of a skill and the practising of the skill.
 - Interactive demonstrations happen when trainees participate hands-on.
 - Different skills as part of a complete task/process should be broken down into small sequential steps.
 - Practice must be directed and supervised.
- (Any 5 × 2) (10)
- 5.2
- Illegible or uncoordinated writing
 - Slow writing speed
 - Low or inaudible speech
 - Lack of language skills or vocabulary
 - Stammer or stutter
- (5 × 2) (10)
- 5.3
- It takes much longer to develop a self-study course than to develop a classroom-instruction course.
 - It is difficult to update a course once it has been compiled.
 - It inhibits interaction with peers and trainers.
 - Extensive planning is required.
 - Effective study groups cannot exceed 10 members.
 - Self-development techniques are only used regarding cognitive skills.
 - People with reading disabilities are disadvantaged.
 - Many students are not disciplined to follow the study timetable.
- (10)

- The learner's employer may be unsupportive.

(Any 5 × 2)

- 5.4
- Uncluttered circle
 - Unfurnished circle
 - Circle with table
 - Rectangle with hole
 - Rectangle with solid table
 - Long and narrow rectangle
 - U-shape
 - V-shape
 - Circular/Semi-circular shape
 - Cabaret/Hollow square
 - Scattershot
 - Traditional
 - Conference
 - Chevron/Arched rows of tables
 - Theatre type
- (Any 5 × 2) (10)
[40]

QUESTION 6

- 6.1
- To develop interpersonal, social and communication skills
 - To increase the self-confidence of the participants
 - To become empathetic towards other people'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 5 × 2) (10)
- 6.2
- The trainer turns his back to learners.
 - Information cannot be conserved.
 - The trainer needs to write and draw neatly.
 - It can be time-consuming.
 - The board has a fixed size, which limits audience size.
- (5 × 2) (10)
- 6.3
- To check understanding
 - To prompt discussion
 - 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 eventual modification in mistakes
 - To make trainees feel they are important
 - To help trainees help and learn from each other
 - To check if objectives were achieved
- (12)

- To help trainees think creatively
- To help draw timid trainees into discussion (Any 6 × 2)

- 6.4
- Analysing human resources needs in RSA
 - Planning infrastructure to provide for human resources needs in terms of training and development
 - Improving the quality of available resources by means of training and development
 - Developing every employee's potential
 - Promoting labour relations stability
 - Providing secure employment for employees
 - Balancing the demand for with the supply of labour
 - Updating legislation which deals with the labour situation
 - Implementing government decisions on labour
 - Reporting and advising policy makers on possible policy changes and legislative amendments (Any 4 × 2)

(8)

[40]**QUESTION 7**

- 7.1
- Management skills
 - Analytical skills
 - Economic skills
 - Administrative skills (4 × 2) (8)
- 7.2 (12)
- Group facilitator: acts as a communication specialist in assisting groups to discuss, evaluate and decide on solutions which will work for cohesive working groups
 - Programme designer: as a subject-matter expert uses the identified training needs to design a training programme to address the needs identified
 - Evaluator: assesses training needs, assessment instruments which determine training needs, assessment instruments which test skills, knowledge and attitudes, evaluates the effectiveness of the training
 - Needs analyst: identifies and investigates training needs where a problem is evident, or where a competency gap in skills exists, or where knowledge and attitudes are creating a problem, to design a programme to make employees competent
 - Subject specialist: acquires relevant qualifications, experience, competence and interest in the wider context
 - Administrator of a training programme: ensures that training takes place as planned, within the budget, according to set objectives and required performance criteria
 - Change agent: assists in the development of change programmes within the enterprise and acceptance by employees, establishes work groups to improve the functioning of teams, groups and departments
 - Programme designer: becomes a subject-matter expert and uses the identified training needs to design a training programme to address needs
 - Career-development adviser: helps individuals to assess their personal

competencies, values and goals, so that career plans can be identified,
planned and implemented (Any 6 × 2)

- 7.3
- Learner factors/frame of reference – different learning preferences of learners
 - Objectives of the training session – to gain knowledge, skills or attitudes
 - Content – type of training which must take place
 - Availability of suitable media
 - Environment – equipment size to fit in the training room, ability to use media in the room
 - Trainer factors – does he/she have the skills required to use the media?
 - Cost-effectiveness of the media
 - Advantages and disadvantages of specific media
 - Delivery system to ensure balance and variety
 - Simplest and most convenient media (Any 6 × 2) (12)
- 7.4
- Predicts future managerial potential
 - Selects, develops and places individuals in management, sales and technical positions
 - Needs analysis
 - Teaches decision-making skills
 - Develops communication, leadership and motivation (Any 4 × 2) (8)
- [40]**
- TOTAL SECTION B: 160**
GRAND TOTAL: 200