



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

7 December 2023

This marking guideline consists of 10 pages.

SECTION A**QUESTION 1**

- 1.1 A
- 1.2 C
- 1.3 A
- 1.4 A
- 1.5 A
- 1.6 A
- 1.7 D
- 1.8 B
- 1.9 A
- 1.10 C

(10 × 1) [10]

QUESTION 2

- 2.1 True
- 2.2 False
- 2.3 False
- 2.4 False
- 2.5 True
- 2.6 True
- 2.7 True
- 2.8 True
- 2.9 False
- 2.10 False

(10 × 1) [10]

QUESTION 3

- 3.1 B
- 3.2 E
- 3.3 A
- 3.4 F
- 3.5 C
- 3.6 J
- 3.7 I
- 3.8 D
- 3.9 H
- 3.10 G

(10 × 1) [10]

QUESTION 4

- 4.1 Urbanisation
- 4.2 Counselling
- 4.3 Technical
- 4.4 In-basket
- 4.5 Games
- 4.6 DVD
- 4.7 Models or actual objects or simulators
- 4.8 Loaded
- 4.9 Meetings
- 4.10 Course

(10 × 1) (10)
[40]

TOTAL SECTION A: 40

SECTION B**QUESTION 5**

- 5.1 5.1.1 Managed and owned by government✓ and provide services to the public.✓
- 5.1.2 Known as the “unrecorded sector”✓ since information regarding people doing business in this sector are not on record with authorities.✓
- 5.1.3 This is a sector within the economy that operates on the basis of private initiative.

(3 × 2) (6)

- 5.2
 - Internal noise due to illness, tiredness, worry
 - Impaired eyesight
 - Impaired hearing
 - Poor concentration
 - Physical noise
 - Behavioural problems
 - Inability to recognize words, due to different language
 - Inability to recognise information due to lack of previous background knowledge
- (Any 3 × 2) (6)
- 5.3
 - Cognitive skills
 - Affective skills
 - Observation skills
 - Intrapersonal skills
- (4)

- 5.4
- Used to predict future managerial potential
 - Used to select, develop and place individuals in management, sales and technical positions
 - Used for needs analysis
 - Teaches decision-making skills (4 × 2) (8)
- 5.5
- 5.5.1 This includes physical space/areas✓ where training will take place, e.g. computer room✓
- 5.5.2 Includes e.g. the computer, “blackboard”, data projector, electronic whiteboard, video conferencing, etc.
- 5.5.3 Includes the expendable (can be used up) items used, e.g. chalk etc.
- 5.5.4 Includes the aids used to facilitate the learning process,✓ e.g. a transparency with a diagram and keywords on it.✓ (4 × 2) (8)
- 5.6
- Trainer must emphasize points of agreement
 - Minimise the points of disagreement
 - Ask that personal disagreement be kept out of training session
 - Trainer to then resume training session (4)
- 5.7
- Participants cannot participate, since the arrangement is purely trainer-orientated
 - Interaction between participants cannot take place
 - Movement is restricted
 - Participants might feel that they are treated like children. (Any 2 × 2) (4)
- [40]**

QUESTION 6

- 6.1
- 6.1.1 Systematic and planned acquisition of specific measurable work-related skills✓ as applied to an employee's immediate work✓
- 6.1.2 Formal classroom tuition to children as well as adults✓ comprising basic knowledge or facts with no practical application in the work environment✓
- 6.1.3 Conscious planning of the employee's future✓to developing the career of the individual✓ (3 × 2) (6)
- 6.2
- 6.2.1 Speech therapist
- 6.2.2 Psychologists
- 6.2.3 Remedial teachers (3 × 2) (6)

- 6.3
- Improved working skill
 - Higher production
 - Less equipment failure
 - Improved safety records
 - Fewer complaints from clients and customers
 - Improved sales
 - Increased knowledge
 - Positive enterprise changes
 - Evaluation should also take place into training itself (Any 4 × 1) (4)
- 6.4
- Difficult to use the skills learned outside the classroom
 - Too simple and unrealistic
 - Trainers tend to dominate discussions
 - Case study focus on past events, there is no dynamic unfolding of events
 - Participation cannot change the course of events
 - Trainer has to prepare extensively
 - Trainers tend to make generalised and impractical decisions and statements
 - Trainees often “hide in numbers” and do not take a chance on an idea
 - Insufficient background information may make it difficult to analyse
 - Very restricted use to developmental exercises (Any 4 × 2) (8)
- 6.5
- Expensive in terms of time and transport ✓✓
 - Restricted to small groups ✓✓
 - Requires careful planning ✓✓
 - Distracting factors cannot be controlled ✓✓ (4 × 2) (8)
- 6.6
- Obtains clarity
 - Assists understanding of difficult concepts (2 × 2) (4)
- 6.7
- Is used when a training intervention is being held in-house
 - Only employees of the enterprise are therefore invited to attend
 - Will be posted on notice board and sent by e-mail
 - Training intervention will usually not last longer than a day (4)

[40]**QUESTION 7**

- 7.1
- 7.1.1 Refers to production methods according to which more labour ✓ is used in relation to available technology ✓✓ (3)
- 7.1.2 Refers to production methods according to which more capital is invested in the use of technology and equipment for production ✓ in relation to wages paid to workers. ✓✓ (3)
- 7.2 Is a form of mentoring, ✓ usually for a person who is suffering from a problem with self-esteem, ✓ confidence, the wrong attitude, ✓ or where a person might be experiencing problems such as anxiety, ✓ depression and stress ✓ – for work-related or personal problems. Counselling should be handles by qualified persons ✓ (6)

7.3	7.3.1	This trainer is able to operate all available media and is proactive in assisting the training department to procure technologically advanced media	(2 × 2)	(4)
	7.3.2	The instructor uses different methods and media to train, specifically regarding a skill or knowledge.		
7.4	• Set up equipment in such a way that trainees will learn systematically • Check working order of equipment beforehand • Prepare trainees with lecture or explanation • Instruct trainees to take notes of steps during the demonstration • Do not distract the trainees in any way from the demonstration • Simultaneous, verbal and visual stimuli should reach the trainee • There should be no delay between the showing of a skill and the practising of the skill • Interactive demonstrations are when the trainees are hands-on while the trainer is demonstrating • Different skills as part of a complete task, should be broken down into small steps • Practice must be directed and supervised by the trainer to minimize risks		(4 × 2)	(8)
7.5	• Realistic since it is 3-dimensional • Uses more than one sense • Demonstration possible • Learners can practice		(4 × 2)	(8)
7.6	7.6.1	Cannot be answered by “yes” or “no” answer and contains more than one possibility		
	7.6.2	Requires only a “yes” or a “no” or a specific answer.	(2 × 2)	(4)
7.7	• A series of lectures presented by various experts or trainers, ✓ • A senior trainer will usually co-ordinate the course and ✓ • Simultaneously be in charge of the proceedings, ✓ • A course can last for any length of time. ✓			(4)
				[40]

QUESTION 8

- 8.1
- The development of a culture of learning and skills development starting at primary school
 - Forming of a coordinating body to assist in the linking between formal and informal sectors
 - Development of programmes targeted at different categories of unemployed persons
 - Encouragement and support for the development of plans for enterprises who are restructuring so that retrenched persons can be employed by the state
 - The development of an integrated approach to education and training to give school-leavers more structured access to jobs
 - The development of funding programmes by the state to provide incentives to employers to support practical training
 - Provision being made for the training needs of SME's to fit in with the NQF
 - Making equity employment policies part of all development programmes
 - Establishing a large node of career guidance and placement centres who will aim their services to the communities that they are part of
 - Address population planning since job creation cannot keep up with the population increase (Any 3 × 2) (6)
- 8.2
- Motivation
 - Guidance and recall
 - Reinforcement and exercise
 - Knowledge and results
 - Learn by doing
 - Learning motor skills
 - Obtain knowledge and learn attitudes
 - Whole or partial learning
 - Learning curves and plateaus
 - Dividing tasks and the order of learning
 - Meaningful learning vs rote learning
 - Own pace
 - Different types of learning for different periods of time
 - Contiguity
 - Only the learner can learn
 - Active participation
 - Setting of objectives
 - Trial and error
 - Multi-sensory input
 - Individual differences (Any 6 × 1) (6)

- 8.3
- The skill to derive a learning objective from a need/competency deficiency
 - The ability to research a subject
 - The ability to write learning material on the level of the learner
 - Putting learning material together in an orderly and logical manner
 - Being precise and complete (Any 2 × 2) (4)
- 8.4
- To develop social, interpersonal and communication skills
 - To get answers to real world problems
 - To try out new behaviour learned
 - To assist in the future with problem solving
 - To examine previous behaviour
 - To increase the self-confidence of the participants
 - To become empathetic towards other persons' problems
 - To experiment with behaviour that could be potentially useful (Any 4 × 2) (8)
- 8.5
- Trainer has to turn his back on the learner
 - Information cannot be conserved for the future
 - Trainer has to write and draw neatly
 - Can be time-consuming if trainer writes as trainer progresses
 - Fixed size and audience size is therefore limited
 - Trainer turns his back on the learners (4 × 2) (8)
- 8.6
- Embarrassing for those who do not know the answer
 - Could be confusing for the slower learner (2 × 2) (4)
- 8.7
- A study group which investigates a particular problem
 - A number of specifically chosen people deliver lectures to explain the problems surrounding the subject
 - Once the lecture has been delivered, an opportunity is given to the audience to ask questions
 - Guest speakers are usually experts in their field and "deliver papers"
 - It is similar to a seminar but less formal (2 × 2) (4)
- [40]**

QUESTION 9

- 9.1
- 9.1.1 Standards
- 9.1.2 Unit standard
- 9.1.3 A Qualification
- (3 × 2) (6)

- 9.2 Name any THREE didactic principles that relate directly to the trainer. (3 × 2) (6)
- 9.3 Name the FOUR elements of the Systems approach to training. (4)
- 9.4 The Lecture and lesson training method is usually intended for presentation to trainees in one session.
Briefly discuss any four disadvantages of the lecture and lesson method. (4 × 2) (8)

QUESTION 9

- 9.1 9.1.1 Are the specified and prescribed level of competency required for a unit of learning, a skill or an experience
- 9.1.2
- It is a description of the end points of learning. ✓✓ or
 - It is the smallest unit of knowledge, skills and attitudes that can be credited to a learner. ✓✓ or
 - It can stand alone, but usually forms part of the qualification. ✓✓ or
 - It is a statement/expectation/aspiration and forms the basis for judgements or assessments that are made. (Any ONE)
- 9.1.3 It is a planned combination/sequence of national unit standards that is intended to provide learners with applied competence and a basis of further learning. ✓ or a combination of learning skills and attitudes that industry wants to recognise as a whole ✓ (3 × 2) (6)
- 9.2
- Totality
 - Individualisation
 - Motivation
 - Perception
 - Purposefulness(objectivity)
 - Activity
 - Psychological climate
 - Socialisation
 - Development
 - Communication
 - Feedback
 - Questioning
 - Repetition
 - Physical behaviour of trainer and relating to learners
 - Guidance (Any 3 × 2) (6)

- 9.3
- Input
 - Process
 - Output/throughput
 - Feedback.
- (4)
- 9.4
- Lectures limit participation of learners
 - Lectures take place according to one-way communication
 - Trainers must have excellent communication skills
 - Trainers need to be subject experts and competent to deal with interpersonal issues
 - Trainers must do complete preparation
 - Trainers might not be able to add more to a lecture than planned, since lectures are limited in time
 - It is not always possible to get feedback from all the learners
 - It is not possible to ensure that all the learners “keep up”
 - It does not follow adult learning principles
 - Lectures have to be pitched at the average level of difficulty in a mixed group and individualisation is not possible
 - Some trainers fall into the trap of packing too much information into one lecture
- (Any 4 × 2) (8)
- 9.5
- Can be adapted/is flexible (small or large groups)
 - Stimulates and retains attention
 - Individual pace can be catered for
 - Portable
 - Can be used as an alternative if enterprise does not have enough competent trainers
 - Equipment is relatively cheap
- (Any 4 × 2) (8)
- 9.6
- Stop the trainee before he/she wastes too much time
 - Interrupt with words, e.g. “Thank you for your interesting input ...”
 - Mention that it could be discussed on a later stage
 - Then reinstate the topic and continue
- (4)
- 9.7
- It is a gathering of delegates from different enterprises
 - With the aim of reaching some kind of agreement
 - Acceptable to all on a specific subject
- E.g. a convention organised by WHO(World Health Organisation) (3 + 1) (4)
- [40]**

TOTAL SECTION B: 160
GRAND TOTAL: 200