



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

12 June 2024

This marking guideline consists of 8 pages.

SECTION A (COMPULSORY)

QUESTION 1

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

(10 × 1) [10]

QUESTION 2

- 2.1 True
- 2.2 False
- 2.3 False
- 2.4 True
- 2.5 True

(5 × 2) [10]

QUESTION 3

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

(10 × 2) [20]

TOTAL SECTION A: 40

SECTION B

QUESTION 4

- 4.1
- To develop social, interpersonal and communication skills
 - To get answers to real-world problems
 - To try out new learned behaviour
 - To assist with problem solving in future
 - To examine previous behaviour
 - To increase the self-confidence of participants
 - To become empathetic towards one another
 - To experiment with behaviour that could potentially be useful (Any 6 × 2) (12)
- 4.2
- Reality illustrated
 - Learn with different senses
 - Stimulates and retains attention
 - Replay possible
 - Alternative if the organisation does not have competent trainers
 - Useful if clips of five to ten minutes are shown to avoid boredom (Any 5 × 2) (10)
- 4.3
- Ensure a variety of activities.
 - Consider the safety of participants.
 - Choose an activity that suits the abilities of participants as some activities cannot be carried out by individuals with disabilities.
 - The activity must be useful and must tie with training objectives.
 - Confidentiality should be agreed upon by the group if necessary.
 - Ensure that materials to be used are in order and completed before the activity commences.
 - The timing of the activity must consider the group size and activity.
 - Carefully choose the type of activity to fit in with the training objective.
 - Consider physical space before an activity is chosen. (Any 6 × 2) (12)
- 4.4
- Internal noise due to illness
 - Impaired eyesight
 - Impaired hearing
 - Poor concentration
 - Physical noise
 - Behavioural problems
 - Inability to recognise information due to a lack of previous background knowledge
 - Inability to recognise words (Any 6 × 1) (6)
- [40]**

QUESTON 5

- 5.1 5.1.1 Mentoring is a process that involves a one-to-one relationship between a more senior and competent person (the mentor) and a more junior, less knowledgeable and less competent person (the protégé/protégée). It is also known as one-on-one training.
- 5.1.2 Education refers to formal classroom tuition to children as well as adults that relates to the acquisition of knowledge.
- 5.1.3 Capital-intensive production refers to the method of production in which more capital is invested in the production in relation to the wages and salaries of workers.
- 5.1.4 A learning style is the unique and preferred method that learners chooses to gather or collect information and the manner in which a person responds to the information.
- 5.1.5 According to the principle of perception, learning takes place by means of the senses and the trainer must use various methods and media for perception to be formed.
- 5.1.6 A case study is an oral or written account of an event, incident or situation with the intention of developing critical thinking. Trainees read, study and analyse a hypothetical business problem that contains real-life elements.
- (6 × 2) (12)
- 5.2 5.2.1 Design assessment instruments to assess knowledge, skills and write reports
- 5.2.2 Conduct training using different methods and media
- 5.2.3 Identify discrepancies in skills, knowledge and attitude and identify and investigate training needs based on problems
- 5.2.4 Communication specialist in the assistance of groups to discuss, evaluate and decide on solutions that form cohesive groups
- 5.2.5 Plan and monitor the budget and set standards, policies and procedures
- (5 × 2) (10)
- 5.3
 - Put participants at ease
 - Help introduce participants to one another and provide information about all participants
 - Help overcome the initial resistance of the group
 - Help raise willingness and concentration to learn
 - Allow the trainer to switch attention when he/she is moving attention from one topic to another
- (5 × 2)

- 5.4
- The topic must be correct.
 - The topic is towards the top of the transparency.
 - Colour should be used and be tidy/neat.
 - Lettering must be legible.
 - Use four to six lines on the transparency.
 - Use no more than eight words per line.
 - Information must be relevant to training methods.
 - Draw an outline around the slide.
 - Use up the entire slide.
 - Use only keywords.
 - Use numbers or bullets to distinguish between lines.
 - Underline the keyword in the sentence.
 - Use contrasting colours to attract attention.
 - Use capital letters.
 - Letters must not be smaller than 1 cm.
 - Keep it simple.
 - It must be accurate.
 - Use diagrams, pictures and mind maps to liven up the slide.
 - Number slides if more than one is prepared.
- (Any 4 × 2) (8)
[40]

QUESTION 6

- 6.1
- State the question clearly and concisely.
 - Relate the question to the subject being discussed.
 - Pose the question to the entire group before calling out a name.
 - Give trainees a chance/time to consider the question.
 - If no one answers, look for nonverbal signals.
 - Acknowledge all responses.
 - Rephrase the question if unclear.
 - Encourage learners to substantiate answers.
 - Do not ask two questions bundled as one (ask only one question at a time).
 - Draw on previous experience.
 - Relate to the present circumstances.
 - Ask in the beginning of a lesson to determine what the students know.
 - Ask during the lesson to check whether the trainees understand what is being explained.
 - Ask at the end to test the knowledge of trainees.
 - Do not ask questions merely to take up time.
 - Do not ask too difficult questions.
 - Correct answers immediately.
 - Ask questions on different levels of difficulty.
 - Call upon everyone equally.
 - Avoid sarcasm.
 - Let the questions follow a pattern.
 - Avoid the any questions trap.
 - Do not ask questions going around the room clockwise.
 - Do not answer the question yourself
- (Any 6 × 2)

- 6.2
- Untrained employees
 - Competent and trained personnel
 - Existing materials
 - Available time
 - Training budget
 - Enterprise needs
 - Proper technology
- (Any 6 × 2) (12)
- 6.3
- Integration
 - Relevance
 - Credibility
 - Coherence
 - Flexibility
 - Standards
 - Access
 - Legitimacy
 - Articulation
 - Progression
 - Recognition of prior learning
 - Guidance of learners
- (Any 5 × 2) (10)
- 6.4
- Participants cannot participate as the arrangement is purely trainer-orientated.
 - Movement is restricted.
 - Participants might feel that they are treated like children.
 - Interaction between participants cannot take place.
- (Any 3 × 2) (6)
- [40]**

QUESTION 7

- 7.1
- Managerial skills become inadequate.
 - Workers must be retrained.
 - Working methods become obsolete.
 - Job security of workers is affected.
 - Machinery becomes outdated.
 - Pressure is exerted on workers to be able to use new technology.
- (Any relevant 5 × 2) (10)
- 7.2
- 7.2.1 Speech therapist
 - 7.2.2 Neurologist
 - 7.2.3 Occupational therapist
 - 7.2.4 Psychologist and psychiatrist
 - 7.2.5 Remedial teacher
- (5 × 2) (10)

- 7.3
- Employment Equity Act
 - Labour Relations Act
 - Basic Conditions of Employment Act
 - Unemployment Insurance Act
 - Skills Development Act
 - Skills Development Levies Act
 - Compensation for Occupational Injuries and Disease Act
 - Occupational Health and Safety Act
- (Any relevant 5 × 2) (10)
- 7.4
- Slow writing speed
 - Illegible or uncoordinated writing
 - Low or inaudible speech
 - Lack of language skills or vocabulary
 - Stammer or stutter
- (5 × 2) (10)
- [40]**

QUESTION 8

- 8.1
- Experience is obtained in cooperation.
 - Participants learn flexibility and creativity.
 - Participants develop creative thinking.
 - Participants develop advanced communication skills.
 - Participants develop affective skills when they acquire new understanding.
 - Participants develop decision-making and problem-solving skills.
- (Any relevant 5 × 2) (10)

8.2

CHECKLIST FOR A SEMINAR✓✓

ITEMS	DATE TO BE COMPLETED BY	PERSON RESPONSIBLE
Seminar topic✓		
Venue✓		
Date✓		
Duration✓		
Costs✓		
Delegates✓		
Speaker✓		
Accommodation✓		
Speaker's fee✓		
Transport costs✓		
Catering✓		

NOTE:

Checklist layout✓✓

Relevant items listed: ✓ per item (1 × 10) = 10 marks (Any relevant answer) (12)

8.3	8.3.1	ABET refers to the education and training schemes that enterprises organise for their employees to specifically develop competencies to assist the enterprise in reaching the desired outcomes for the enterprise.	(2)
	8.3.2	• Structure for mutual planning • Climate setting • Diagnosis of learning needs interests and values • Design of the learning experience • Managing and conducting the learning experience • Evaluation • Formulation of learning objectives	(Any 6 × 2) (12)
	8.3.3	• To analyse the human resources needs in RSA • To plan the infrastructure so that it will provide for the human resources needs • To improve the quality of available resources by means of training and development • To promote labour relations stability • To provide secure employment for workers • To update legislation that deals with the labour situation • To implement government decisions on labour • To develop every employees' potential • To balance the demand for labour with the supply of labour • To report and advise policymakers on possible changes and legislative amendments	(Any relevant 4 × 1) (4)
			[40]
			TOTAL SECTION B: 160
			GRAND TOTAL: 200