



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

17 June 2025

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 B✓
- 1.7 D✓
- 1.8 C✓
- 1.9 A✓
- 1.10 C✓

(10 × 1) [10]

QUESTION 2

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

(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 Labour✓
- 4.2 Counselling✓
- 4.3 Economic✓
- 4.4 In-basket✓
- 4.5 Role-play✓
- 4.6 Interactive✓
- 4.7 Models✓
- 4.8 Open✓
- 4.9 Course✓
- 4.10 Circle✓

(10 × 1) [10]

TOTAL SECTION A: 40

SECTION B

QUESTION 5

- 5.1
 - 5.1.1 Adult Basic Education & Training✓✓
 - 5.1.2 South African Qualifications Authority✓✓
 - 5.1.3 Sector Education & Training Authorities✓✓

(2 × 3) (6)

- 5.2
 - Incorrect Associations ✓✓
 - Poor short-term memory✓✓
 - Poor long-term memory✓✓
 - Not enough information✓✓

(Any 3 × 2) (6)

- 5.3
 - Adult learning skills✓
 - Audio-visual skills✓
 - Interactive skills✓
 - Knowledge of, and use of training methods✓
 - Subject matter skills✓

(Any 4 × 1) (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	Facilities – This includes physical space/areas✓ where training will take place, e.g., a computer room.✓		
	5.5.2	Equipment – Includes e.g., the computer, “blackboard”, data projector, electronic whiteboard, video conferencing, etc.✓✓		
	5.5.3	Materials – Includes the expendable (can be used up) items used, e.g., chalk, etc.✓✓		
	5.5.4	Media – Includes the aid used to facilitate the learning process,✓ e.g., the transparency with a diagram and keywords on it.✓	(4 × 2)	(8)
5.6	Repeat,✓ what he has said.✓ Starting with the words: “Correct me if I am wrong,✓ but are you saying ...”✓		(4 × 1)	(4)
5.7	Is a gathering of people✓ to discuss and solve problems.✓ Participants do not listen to speakers,✓ but divide into groups from the start.✓		(4 × 1)	(4)
[40]				

QUESTION 6

6.1	6.1.1	Refers to a group of available people in a community✓ who have competencies to do the tasks required which form part of a vacant position, knowledge, skills and attitudes.✓		
	6.1.2	Refers to the part of the labour force which possesses the skills to do the job✓ they had been employed for.✓		
	6.1.3	Refers to many of the persons who find themselves without the necessary skills✓ to do the jobs that are available.✓	(3 × 2)	(6)
6.2	6.2.1	Remedial teachers✓✓		(2)
	6.2.2	Occupational therapist✓✓		(2)
	6.2.3	Speech therapist✓✓		(2)
6.3	• Cognitive skills ✓ • Affective skills ✓ • Observation skills ✓ • Intra-personal skills ✓		(4 × 1)	(4)

- 6.4
- Allow skills to be used immediately.✓✓
 - Can be used in technical and non-technical training.✓✓
 - Reduce the gap between theory and practice.✓✓
 - Trainees remain involved in the learning process.✓✓
 - All senses of the trainee are involved in the learning process.✓✓
 - A simple and practical set-up of equipment can enhance the transfer of learning.✓✓
 - They are relatively cheap.✓✓
- (Any 4 × 2) (8)
- 6.5
- Realistic – three dimensional✓✓
 - Stimulate/use more than one sense✓✓
 - Make demonstrations possible✓✓
 - Opportunity for learners to practice✓✓
- (4 × 2) (8)
- 6.6
- To check understanding✓✓
 - To prompt discussions✓✓
 - To focus a group on a particular point✓✓
 - To involve learners in discovering facts✓✓
 - To stimulate trainees' interest at the beginning of the presentation✓✓
 - To determine existing knowledge✓✓
 - To sustain attention during the course✓✓
 - To discover what problems and difficulties are being experienced✓✓
 - To aid assimilation by revising, repeating and asking trainees to rephrase✓✓
 - To assist in the eventual correction/modification of mistakes in the module✓✓
 - To make the trainees feel that their thoughts and feelings are important.✓✓
 - To help trainees learn from each other and respect others' opinions.✓✓
 - To check whether you have achieved your objective.✓✓
 - To stimulate the trainees to think creatively.✓✓
 - To draw the timid or quiet person into the discussions✓✓
- (Any 2 × 2) (4)
- 6.7
- Participants are not distracted.✓✓
 - All participants can see the trainer and the visual aids.✓✓
 - Trainer is in control since attention is focused on him/her.✓✓
 - Formal tuition can take place.✓✓
- (Any 2 × 2) (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	<table border="1"> <thead> <tr> <th>ADULTS</th><th>CHILDREN</th></tr> </thead> <tbody> <tr> <td> • Are self-directing ✓ • Expect to be able to answer part of question from their own experience✓ • Do not want to be told what to do✓ • Actively involved in learning process✓ • Are ready to learn when they experience a need to know or a need to achieve something.✓ </td><td> • Dependent on teacher✓ • Expect to have questions answered by external sources✓ • Expect to be told what to do✓ • Passive learners✓ • Learn as and when directed by the teacher✓ </td></tr> </tbody> </table>	ADULTS	CHILDREN	• Are self-directing ✓ • Expect to be able to answer part of question from their own experience✓ • Do not want to be told what to do✓ • Actively involved in learning process✓ • Are ready to learn when they experience a need to know or a need to achieve something.✓	• Dependent on teacher✓ • Expect to have questions answered by external sources✓ • Expect to be told what to do✓ • Passive learners✓ • Learn as and when directed by the teacher✓
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• Are self-directing ✓ • Expect to be able to answer part of question from their own experience✓ • Do not want to be told what to do✓ • Actively involved in learning process✓ • Are ready to learn when they experience a need to know or a need to achieve something.✓	• Dependent on teacher✓ • Expect to have questions answered by external sources✓ • Expect to be told what to do✓ • Passive learners✓ • Learn as and when directed by the teacher✓				

(Any 3 × 2) (6)

7.3 7.3.1 He/she is able to use and apply all possible training methods, and being proactive and creative in using and designing new methods.✓✓ (2)

7.3.2 He/she ensures that training takes place as planned and within a planned budget.✓✓ (2)

7.4

- The paper tower✓✓
- Alphabetical introductions✓✓
- Animal crackers✓✓
- Balloon games✓✓
- House and garden✓✓
- Moving the piano✓✓
- Tinfoil relay✓✓
- Walking the plank✓✓
- Yukkies✓✓

(Any 4 × 2) (8)

- 7.5
- Cheap✓✓
 - Portable✓✓
 - Reliable✓✓
 - Easily produced, compiled and revised✓✓
 - Durable✓✓
 - Without mistakes✓✓
 - No batteries, power points, cables or maintenance staff required ✓✓
 - Does not blow a fuse✓✓
 - Does not become unsynchronised✓✓
 - Learners can control their pace of learning ✓✓
 - It allows for individualisation✓✓
- (Any 4 × 2) (8)
- 7.6
- 7.6.1 Put to a specific individual.✓✓ (2)
- 7.6.2 Put to the group in general.✓✓ (2)
- 7.7 Are small teams of participants,✓ who take part in team tasks✓ to reach a decision or recommendation✓ to share with other groups.✓
- (4 × 1) (4)
- [40]**

QUESTION 8

- 8.1
- Employment Equity Act, 1998✓✓
 - Labour Relations Act, 2000✓✓
 - Labour Relations Act, 1995 (LRA)✓✓
 - Basic Conditions of Employment Act, 1997(BCEA)✓✓
 - Unemployment Insurance Act, 2001✓✓
 - Unemployment Insurance Contribution Act, 2002✓✓
 - Skills Development Act, 2002✓✓
 - Skills Development Levies Act, 1999✓✓
- (Any 3 × 2) (6)
- 8.2
- Motivation✓
 - Guidance and recall✓
 - Reinforcement and exercise✓
 - Knowledge and results✓
 - Learn by doing✓
 - Learning motor skills✓
 - Learning knowledge (concepts) and attitudes✓
 - Whole or partial learning✓
 - Learning curves and plateaus✓
 - Contiguity✓
 - Only the learner can learn✓
 - Active participation✓
 - Setting of objectives✓
 - Trial and error✓
 - Multi-sensory input✓
 - Individual differences✓
 - Own pace✓
 - Different types of learning for different periods of time✓
 - Meaningful learning versus rote learning✓
 - Dividing of tasks and the order of learning✓
- (Any 6 × 1) (6)
- 8.3
- Ability to influence a group to be cohesive and reach objectives and performance criteria set✓✓
 - Presenting a course to ultimately reach the training objectives✓✓
 - Questioning effectively to assist learners to learn and reach objectives✓✓
 - Listening effectively✓✓
 - Interaction and socialisation with groups and individuals✓✓
- (Any 2 × 2) (4)

- 8.4
- 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 classroom
 - Some trainers fall into the trap of packing too much information into one lecture✓✓
- (Any 4 × 2) (8)
- 8.5
- It is cheap✓✓
 - Can be used in various situations for different audience sizes✓✓
 - Can be used throughout a training session✓✓
 - Simple to prepare✓✓
 - Can be used to stick pictures✓✓
 - Readily available✓✓
 - Installation and writing material only costs involved✓✓
 - Information can be built step-by-step✓✓
 - Used for key points✓✓
- (Any 4 × 2) (8)
- 8.6
- Puts the trainee on the defensive✓✓
 - Obscures real feelings and facts✓✓
 - Trainee ends up feeling trapped and not consulted✓✓
- (Any 2 × 2) (4)
- 8.7
- 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✓✓
- (2 × 2) (4)
- [40]

QUESTION 9

- 9.1
- To make the process learner-centred✓✓
 - To acknowledge that all learning is done for a purpose✓✓
 - To relate learning competence✓✓
 - To learn from the learner's point of view✓✓
 - To make our qualifications internationally acceptable✓✓
 - To recognise that much learning takes place outside the formal education system✓✓
 - To make communication, problem-solving, social interaction and learning-how-to-learn part of the capabilities those learners should achieve.✓✓
- (Any 3 × 2)

9.2	• Activists✓✓ • Reflectors✓✓ • Theorists✓✓ • Pragmatists✓✓	(Any 3 × 2)	(6)
9.3	• Input✓ • Process✓ • Output✓ • Feedback✓	(Any 4 × 1)	(4)
9.4	• Introduction ✓✓ • Body/Development stage✓✓ • Consolidation/Summary stage✓✓	(3 × 2)	(6)
9.5	• Icebreakers✓✓ • Energisers✓✓ • Attention switchers✓✓ • Introductions✓✓	(Any 1 × 2)	(2)
9.6	• Feedback and interaction not possible✓✓ • Audio equipment needs constant cleaning and maintenance✓✓ • Cannot be easily revised or re-sequenced✓✓ • Does not have the potential of learning as video-equipment✓✓ • Only suited to cognitive or affective learning✓✓ • Learners lose interest after a while✓✓	(Any 4 × 2)	(8)
9.7	Acknowledge the contributions ✓ but suggest to trainee that the group could learn✓ from different points of view✓. If the person continues, quietly speak to him/her alone during break.✓	(4 × 1)	(4)
9.8	• Are get-togethers where interested persons take part in ✓ discussions of mutual importance.✓ • Either private or public✓ • Private – members only have access or right to attend✓ • Public – not limited to members to attend✓ • Organised to involve public✓ • Controlled by conveners✓ • Organised by secretary and manager✓	(Any 4 × 1)	(4)
			[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200