



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N1340(E)(J14)H

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

(4110445)

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09:00–12:00

This question paper consists of 8 pages.

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA
NATIONAL CERTIFICATE
PERSONNEL TRAINING N5
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO SECTIONS.

SECTION A: 40 Marks
SECTION B: 160 Marks
GRAND TOTAL: 200 Marks
 2. SECTION A is COMPULSORY.
 3. Answer any FOUR questions in SECTION B.
 4. Read ALL the questions carefully.
 5. Number the answers according to the numbering system used in this question paper.
 6. Write neatly and legibly.
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SECTION A


QUESTION 1

1.1 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–G) next to the question number (1.1.1–1.1.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.1.1	Education	A	expresses the supply and demand of labour
1.1.2	Labour market	B	simulated exercise requiring trainees to act
1.1.3	Role play	C	the unemployed and those who have jobs
1.1.4	Labour force	D	focuses on literacy, numeracy, subject knowledge, etc.
1.1.5	Case studies	E	simulated type of learning to analyse an imaginary business problem
		F	requires trainees to act out the roles
		G	systematic and planned acquiring of skills


(5 × 2) (10)

1.2 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write 'True' or 'False' next to the question number (1.2.1–1.2.5) in the ANSWER BOOK. Correct the statement if it is FALSE.

1.2.1 The principle of a psychological climate requires trainers to structure training in such a way that the trainees use all their senses. 

1.2.2 'Recognition of prior learning' is one of the principles of the NQF.

1.2.3 Demonstrations can be used in technical and non-technical training.

1.2.4 A checklist ensures that all details pertaining to the effective roll-out of workshops are not missed or neglected. 

1.2.5 The disadvantage of using interactive media is that equipment is relatively expensive.

(5 × 2) (10)

1.3 Various options are given as possible answers to the following statements. Choose the answer and write only the letter (A–D) next to the question number (1.3.1–1.3.5) in the ANSWER BOOK.

1.3.1 Small groups (5 or 6 people) who take part in task teams to reach a decision:



- A Course
- B Buzz groups
- C Congress
- D Meeting

1.3.2 Learning style considering all angles and implications before making a move:

- A Activists
- B Reflectors
- C Pragmatists
- D Theorists

1.3.3 Learning problem experienced during the output stage:

- A Low or inaudible speech
- B Poor long-term memory
- C Impaired hearing
- D Incorrect associations



1.3.4 Role of the training practitioner:

- A Inventor
- B Marketer
- C Comedian
- D Socialist

1.3.5 'Jake knows what he is doing. What do you think, Stacey?' is an example of what type of question?




- A Test question
- B Redirected question
- C Open question
- D Response question

(5 × 2) (10)

1.4 Briefly define each of the following terms:

1.4.1 Labour productivity

1.4.2 Informal sector

1.4.3  Theatre layout

1.4.4 Case study

1.4.5 Remedial teacher

(5 × 2) (10)

[40]

TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1 South Africa is experiencing quite a number of manpower problems.


Discuss the following manpower problems listed below:

2.1.1 Mechanisation and technological development (5 × 1) (5)

2.1.2 Low productivity  (5 × 1) (5)




2.2 Explain the objectives of the Department of Labour. (4 × 2) (8)

2.3 Demonstrations are illustrated lectures or presentations.

2.3.1 Name SIX advantages of using demonstrations as a method.  (6 × 2) (12)


2.3.2 Name FIVE disadvantages of using demonstrations as a method. (5 × 2) (10)
[40]

QUESTION 3

- 3.1 You have decided to use an actual object during your presentation.
Explain FOUR advantages of using this medium.  (4 × 2) (8)
- 3.2 Name and briefly explain FIVE guidelines when using all types of audio-visual training media. (5 × 2) (10)
- 3.3 List FIVE examples of input in terms of the systems approach to training. (5)
- 3.4 Conducting a needs analysis, designing and implementing training programmes, conducting an impact assessment and monitoring the effective use of the training budget.
Explain how you can apply the following roles:
- 3.4.1  Needs analyst
- 3.4.2 Evaluator
- 3.4.3 Administrator of a training programme
- 3.4.4 Programme designer
- 3.4.5 Group facilitator  (5 × 2) (10)
- 3.5 Motivate by listing SEVEN reasons why it is important to ask questions during your presentation. (7)
- [40]**

QUESTION 4

4.1 Choose a learning principle from COLUMN B that matches a term in COLUMN A. Write only the letter (A–E) next to the question number (4.1.1–4.1.5) in the ANSWER BOOK.

COLUMN A		COLUMN B
4.1.1	Motivation	A all senses to be used in the learning process
4.1.2	Learn by doing	B each individual learns at a tempo depending on his/her abilities
4.1.3	Own pace 	
4.1.4	Trial and error	C individuals must find learning enjoyable and not resist learning for some reason or another
4.1.5	Multi-sensory input	D practical application and use reinforces learning
		E learners to be allowed to make mistakes

(5 × 2) (10)

4.2 When conducting training for the hotel group's line managers, the practitioner must also use the in-basket method.

 Explain the aims of using this method. (4 × 2) (8)

4.3 It is important that each lesson starts with warm-up activities.

Name FIVE objectives of these activities. (5 × 2) (10)

4.4 As a training practitioner, it is important that learning problems experienced by trainees at different stages are identified to refer these trainees for professional help.

Explain the roles of the following professionals in dealing with learning problems:

4.4.1 Psychologists



4.4.2 Speech therapists

4.4.3 Neurologists 


4.4.4 Educational psychologists

4.4.5	Occupational therapists		
4.4.6	Remedial teachers 	(6 × 2)	(12) [40]

QUESTION 5

5.1	Write the following abbreviations and acronyms out in full:		
5.1.1	SETA		
5.1.2	SAQA		
5.1.3	 NTB		
5.1.4	NSA		
5.1.5	NSF	(5 × 2)	(10)
5.2	List FIVE basic aims of OBE.	(5 × 2)	(10)
5.3	Facilitators working with adults must understand the characteristics of adult learners.		
5.3.1	List FOUR prerequisites for adult learning.	(4 × 2)	(8)
5.3.2	List any SIX aims of role play. 	(6 × 2)	(12) [40]

QUESTION 6

6.1	Name FIVE advantages of a self-study method.	(5 × 3)	(15)
6.2	Differentiate between <i>mentoring</i> and <i>counselling</i> .	(2 × 2)	(4)
6.3	 Name THREE disadvantages of using games as a training method.	(3 × 2)	(6)
6.4	Discuss each of the following principles of the NQF:		
6.4.1	Integration		
6.4.2	Flexibility		
6.4.3	Credibility		
6.4.4	Portability		
6.4.5	Coherence	(5 × 3)	(15) [40]

TOTAL SECTION B: 160
GRAND TOTAL: 200