



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE PERSONNEL TRAINING N5

14 June 2021

This marking guideline consists of 7 pages.

SECTION A

QUESTION 1

1.1	1.1.1	B		
	1.1.2	B		
	1.1.3	C		
	1.1.4	D		
	1.1.5	C		
	1.1.6	C		
	1.1.7	D		
	1.1.8	B		
	1.1.9	A		
	1.1.10	A		
			(10 × 1)	(10)
1.2	1.2.1	True		
	1.2.2	False		
	1.2.3	True		
	1.2.4	False		
	1.2.5	False		
	1.2.6	True		
	1.2.7	True		
	1.2.8	True		
	1.2.9	False		
	1.2.10	True		
			(10 × 1)	(10)
1.3	1.3.1	B		
	1.3.2	H		
	1.3.3	C		
	1.3.4	E		
	1.3.5	D		
	1.3.6	F		
	1.3.7	A		
	1.3.8	G		
	1.3.9	J		
	1.3.10	I		
			(10 × 1)	(10)
1.4	1.4.1	In-basket		
	1.4.2	Labour force		
	1.4.3	Principle of guidance		
	1.4.4	Training		
	1.4.5	Checklist		
			(5 × 2)	(10)
				[40]

TOTAL SECTION A: 40

SECTION B

QUESTION 2

- 2.1
- Analyses human resource needs in SA
 - Plans infrastructure so that it satisfies human resource needs in terms of training and development
 - Improves the quality of available resources by means of training and development
 - Develops every employee's potential
 - Promotes labour relations stability
 - Provides secure employment for workers
 - Balances the demand for labour with the supply of labour
 - Implements government's decisions concerning labour
 - Reports to and advises policy makers on policy changes and legislative amendments
- (10 × 2) (20)
- 2.2
- 2.2.1 Formal sector – information regarding the enterprises which operate in this sector is known to the authorities. Therefore, it is a recorded sector.
- 2.2.2 Public corporations – government-owned businesses established and governed by laws or companies owned by public authorities, e.g. ISCOR.
- 2.2.3 Government enterprises – produce goods and render services to the public at prices which the public can afford such as the SA Mint.
- 2.2.4 Skilled labour – refers to the part of labour force which possesses the skills to do the job that they have been employed for.
- 2.2.5 Training – the systematic and planned acquisition of specific measurable work-related skills that apply to an employee's situation and environment.
- (5 × 2)
- 2.3
- 2.3.1 Capital-intensive production – a method of production according to which more capital is invested in production than in the wages and salaries of workers.
- 2.3.2 Labour-intensive production – a method of production according to which more labour and less technology is used.
- (3 × 2) (6)

- 2.4
- Principle of totality
 - Individualisation principle
 - Motivation principle
 - Principle of perception
 - Principle of purposefulness/objectivity
 - Principle of activity
 - Psychological climate
 - Principle of socialisation
 - Principle of development
 - Communication principle
 - Principle of feedback
 - Principle of questioning
 - Principle of repetition
 - Principle of trainer behaviour
- (Any 4 × 1) (4)

[40]

QUESTION 3

- 3.1
- A culture of learning and skills development should be fostered in primary schools.
 - A body linking the formal and informal sectors should be formed.
 - An integrated approach to education and training to give school leavers a more structured approach to job seeking.
 - Funding programmes to encourage employers to support practical training.
 - Training according to the needs of small enterprises to fit the NQF.
 - Make equity policies part of development programmes.
 - Establish a large number of career guidance and placement centres.
 - Address population planning.
- (Any 5 × 2) (10)
- 3.2
- Illegible and uncoordinated writing
 - Slow writing speed
 - Low and inaudible speech
 - Lack of language skills or a poor vocabulary
 - Stammer and stutter
- (Any 5 × 2) (10)
- 3.3
- 3.3.1 Trainer – give training by using different methods and media.
- 3.3.2 Group facilitator – he/she acts as communication specialist who assist groups to discuss and evaluate a certain subject.
- 3.3.3 Method specialist – he/she is able to apply all possible training methods and is proactive and creative in using and designing new methods.

- 3.3.4 Instructor – uses different methods and media to train others in a certain skill or an attitude.
- 3.3.5 Subject specialist – has acquired the relevant qualifications, experience, competence and has a wide range of interests. (5 × 2) (10)
- 3.4
- Reality is illustrated.
 - Trainees learn by using their different senses.
 - Stimulates and retains attention.
 - Can be used to great effect if the enterprise does not have enough competent trainers.
 - To make tapes is inexpensive and they can be reused.
 - Because a presentation can be replayed, repetition is possible.
 - Short clips of five to ten minutes are shown to avoid boredom.
- (Any 5 × 2) (10)
[40]

QUESTION 4

- 4.1
- Democratic and open arrangement.
 - Learner-centred.
 - No leader since all participants view one another as equals.
 - The absence of tables makes everybody equally vulnerable.
 - Free communication can take place.
 - The facilitator is the equal of group members.
 - Because participants might feel exposed, they might withdraw or not return after break.
 - Only for small groups of not more than 10 members.
 - Used for discussions about relationships and communication as part of sensitivity training, data gathering or organisational development.
 - This is the usual arrangement for meetings.
 - Some people might sit with their backs to a flip-chart.
 - One activity easily flows into another and learners may not even notice the transition. (Any 10 × 2) (20)
- 4.2
- Trainer has to define the reason for the disagreement.
 - Trainer has to avoid points of disagreement.
 - Trainer bans personal disagreements during training sessions.
 - Trainer then resumes training. (4 × 3) (12)
- 4.3
- To predict future managerial potential.
 - To select, develop and place individuals in management, sales, and technical positions.
 - To do a needs analysis.
 - To teach decision-making skills. (8)
- [40]**

QUESTION 5

- 5.1
- Knowledge of enterprise structures and functions.
 - Knowledge of how economics impacts on enterprise decisions.
 - Assessing alternative financial and strategic advantages and disadvantages.
 - Knowing distribution channels, input, output, and information sources.
 - Understanding the impact that political and social systems can have on the enterprise.
 - Knowing the techniques and methods of enterprise development.
- (6 × 2) (12)
- 5.2
- Difficult to use the skills learned outside of the classroom.
 - Too simple and unrealistic.
 - Trainers tend to dominate discussions.
 - Focus on past events, no dynamic unfolding events.
 - Participants cannot change the course of events.
 - Trainer has to prepare extensively; the problem has to be described in detail.
 - Trainers tend to make generalised and impractical decisions and statements.
 - Trainees often hide behind numbers and do not take a chance on an idea.
 - Insufficient background information may make it difficult to analyse since trainers might assume that trainees know the background.
 - Very difficult to develop exercises.
- (10 × 2) (20)
- 5.3
- | | | | |
|-------|---|--|-------------|
| 5.3.1 | National Training Board | | |
| 5.3.2 | National Skills Authority | | |
| 5.3.3 | Standard Generating Body | | |
| 5.3.4 | South African Qualifications Authority. | | |
| | | | (4 × 2) (8) |
- [40]**

QUESTION 6

- | | | | | |
|-----|-------|--|-------------|------|
| 6.1 | 6.1.1 | <ul style="list-style-type: none"> • Learner factors or 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 • Environment – equipment has to fit in the training room, be able to use media in the room • Trainer factors – does she or he have the skills required to use the media? • Cost-effectiveness of the media • Advantages and disadvantages of specific media • Choose a delivery system that it is balanced and has variety • Choose the simplest and most convenient media • Availability of suitable media | (Any 6 × 2) | (12) |
| | 6.1.2 | <ul style="list-style-type: none"> • 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 • Prevents interaction with peers and trainers • Individuals need to plan extensively • Study groups cannot be more than 10 people to be effective • Self-development techniques are used only with regard to cognitive skills • Difficult for people who have reading disabilities • Many students are not disciplined to follow the study time table • Employer of the learner can be negative about the process | (Any 6 × 2) | (12) |
| 6.2 | 6.2.1 | I – Interest | | |
| | 6.2.2 | N – Need | | |
| | 6.2.3 | T – Topic | | |
| | 6.2.4 | R – Range | | |
| | 6.2.5 | O – Objectives | | |
| | | | (5 × 1) | (5) |
| 6.3 | | The conscious✓ planning✓ of an employee's future.✓ | | (3) |
| 6.4 | | <ul style="list-style-type: none"> • Self-concept of the adult • Experience • Readiness to learn • Orientation to learning | (Any 4 × 2) | (8) |

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200