



# higher education & training

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

## **MARKING GUIDELINE**

### **NATIONAL CERTIFICATE PERSONNEL TRAINING N5**

**30 NOVEMBER 2018**

**This marking guideline consists of 8 pages.**

**SECTION A (COMPULSORY)**

**QUESTION 1**

1.1	1.1.1	C		
	1.1.2	C		
	1.1.3	A		
	1.1.4	B		
	1.1.5	B		
			(5 × 2)	(10)
1.2	1.2.1	Department of Labour		
	1.2.2	educational therapist		
	1.2.3	Extrinsic		
	1.2.4	any question		
	1.2.5	media		
			(5 × 2)	(10)
1.3	1.3.1	C		
	1.3.2	B		
	1.3.3	A		
	1.3.4	E		
	1.3.5	D		
			(5 × 2)	(10)
1.4	1.4.1	True		
	1.4.2	True		
	1.4.3	False		
	1.4.4	True		
	1.4.5	True		
			(5 × 2)	(10)
				<b>[40]</b>

**TOTAL SECTION A: 40**

**SECTION B****QUESTION 2**

- 2.1      2.1.1
  - Cheap
  - Portable
  - Reliable
  - Easily produced, compiled and revised (if notes)
  - Durable
  - Without mistakes
  - Does not require batteries, power points, cables or maintenance staff
  - Does not fuse
  - Does not become unsynchronised
  - Learners control pace of learning
  - Allows for individualism (Any 5 × 2)      (10)
- 2.1.2
  - 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 time to consider the question.
  - If no one answers, look for nonverbal signals.
  - Acknowledge all responses.
  - Avoid questions that require a yes or no answer.
  - Reword questions if unclear.
  - Encourage learners to substantiate their answers. (Any 5 × 2)      (10)
- 2.2      **I – Interest:**
- Focuses the attention and interest of learners on training
  - Warm-up activities if first lesson
  - Links the lecture with previous lecture if second or subsequent
  - Creates interest by being enthusiastic and thorough
- N – Need:**
- Identifies learning needs
  - Discusses learning needs with learners
  - Allows learners to give input and interpretation
  - Adapts according to their interpretation
- T – Topic:**
- Explains topic/subject matter/content
  - Explains how the lecture will be structured
  - Explains the umbrella topic if first lecture in lesson plan

**R – Range:**

- Explains level of difficulty to learners
- Learners must know and understand job requirements
- Explains how it fits the job

**O – Objectives:**

- Sets objectives
- Gives reason for training
- Discusses learner expectations
- Evaluates the procedure

(Any 5 × 4) (20)  
**[40]**

**QUESTION 3**

- |     |       |  |                             |
|-----|-------|--|-----------------------------|
| 3.1 | 3.1.1 | Illustrated lecture or presentation  | (2)                         |
|     | 3.1.2 | <ul style="list-style-type: none"> <li>• Allows skills to be used immediately</li> <li>• Can be used in technical and nontechnical training</li> <li>• Reduces the gap between theory and practice</li> <li>• Involves trainees in the learning process</li> <li>• Involves all senses in the learning process</li> <li>• Enhances the transfer of learning by simple and practical set-up of equipment</li> <li>• Relatively cheap</li> </ul> | (Any 5 × 2) (10)            |
|     | 3.1.3 | <ul style="list-style-type: none"> <li>• Paper tower</li> <li>• Alphabetic introductions</li> <li>• Animal crackers</li> <li>• Balloon games</li> <li>• House and garden</li> <li>• Moving any large piece of furniture</li> <li>• Tinfoil relay</li> <li>• Walking the plank</li> <li>• Yukkies</li> </ul>  | (Any 5 × 2) (10)            |
| 3.2 |       | <ul style="list-style-type: none"> <li>• Emphasise points of agreement.</li> <li>• Minimise points of disagreement.</li> <li>• Ask for personal disagreements to be kept out of the training session.</li> <li>• Resumes training.</li> </ul>  | (4 × 2) (8)                 |
| 3.3 |       | <ul style="list-style-type: none"> <li>• Individuals gain different perspectives by sitting in different parts of a room.</li> <li>• Individuals get to know fellow participants.</li> <li>• Handicapped persons are not relegated to the back of the room.</li> <li>• Cliques do not arise.</li> <li>• Communication is facilitated.</li> </ul>   | (5 × 2) (10)<br><b>[40]</b> |

**QUESTION 4**

- 4.1 A workshop is a gathering of people✓ who discuss✓ and solve problems.✓  
 Participants do not listen to speakers,✓ but divide into groups from the start.✓ (5)
- 4.2 A course is a series of lectures✓ presented by various experts or trainers.✓  
 A senior trainer usually coordinates the course✓ while simultaneously being  
 in charge of the proceedings.✓ A course can last any length of time.✓ (5)
- 4.3 4.3.1 Put to the group generally  
 4.3.2 Put to a specific individual  
 4.3.3 Different points of view are summarised. (3 × 2) (6)
- 4.4
- Can be used with different audience types and sizes
  - Trainer faces audience
  - Prepared before the time (even on a computer)
  - Water-soluble pens can be used
  - Ranges from plain transparency to multicoloured with overlays
  - Effective colour use (5 × 2) (10)
- 4.5
- Training media save time because learners understand better.
  - Learners remember much more because more than one sense is used.
  - It ensures productive and creative training because the learner becomes more involved.
  - It fills the gap between verbalisation and real-life direct experience.
  - It serves as the base for training.
  - It increases motivation to the learner and lessens boredom.
  - It helps with individualised learning, e.g. learning a foreign language with the assistance of audiotapes. (7 × 2) (14)
- [40]**

**QUESTION 5**

- 5.1
- Untrained employee/Training need
  - Personnel trainer
  - Training manuals/notes, etc.
  - Training budget
  - Available time
  - Technology (5 × 2) (10)

- 5.2
- Improved working skill
  - Higher production
  - Less equipment failure
  - Improved safety records
  - Fewer complaints
  - Improved sales
  - Increased knowledge
  - Positive enterprise changes
- (Any relevant 5 × 2) (10)
- 5.3
- 5.3.1 This type of arrangement could be used for brainstorming sessions where one person must control the proceedings, take notes, etc.
- 5.3.2 Participants are all equal, open communication can take place, but there is a necessity for note-taking by all.
- 5.3.3 It is a democratic and open arrangement with no leader and all can view one another.
- (3 × 2) (6)
- 5.4
- Developing a culture of learning and skills development at primary school level
  - Putting coordinating bodies in place to assist in linking formal and informal sectors
  - Developing programmes targeted at different categories of unemployed persons
  - Encouraging and supporting the development of plans of enterprises that are restructuring so that retrenched persons can be employed by the state
  - Developing an integrated approach to education and training to give school-leavers more structured access to jobs
  - Developing state-funded programmes to give incentives to employers to support practical training
  - Making provision for the training needs of small enterprises to be in line with NQF
  - Making equity employment policies part of all development programmes
  - Establishing career guidance and placement centres
  - Addressing population planning since population increase is overtaking job creation amounts
- (7 × 2) (14)  
**[40]**

**QUESTION 6**

- 6.1
- Knowledge of enterprise structures and functions
  - Knowledge of how economy impacts enterprise decisions
  - Assessing alternative financial and strategic advantages and disadvantages
  - Knowing about distribution channels, input, output and information sources
  - Understanding the impact political and social systems can have on the enterprise
  - Knowing the techniques and methods used in enterprise development
- (5 × 2) (10)
- 6.2
- Illegible or uncoordinated writing
  - Slow writing speed
  - Low or inaudible speech
  - Lack of language skills or vocabulary
  - Stammer
- (5 × 2) (10)
- 6.3
- 6.3.1
- Training room or area must be comfortable and free from distractions, e.g. telephones.
  - Desk or table space must be available if exercises or note-taking will take place.
  - Furniture must be movable to adapt to e.g. group work.
- 6.3.2
- Lighting should be adequate for note-taking.
  - Visibility of the blackboard, etc. is important.
  - Lighting must be adjustable for viewing of e.g. videos.
- 6.3.3
- Screens must be big enough for size of room.
  - Screens must be placed so that all will have a view.
  - Projectors must not be placed in a spot where it will block the view of the trainer or screen or board for any trainee.
- 6.3.4
- Always have spare globes.
  - Take your own extension cord to venue.
  - Take a soft cloth to dust equipment if necessary.
  - Take a pointer.
- 6.3.5
- Inform learners about the medium.
  - Explain to learners why the medium is used.
  - Add verbal explanations.
- (5 × 3) (15)

- 6.4
- Training course/delivery
  - Training methods
  - Training media
  - Learning principles
  - Didactic principles
- (5)  
**[40]**

**TOTAL SECTION B: 160**  
**GRAND TOTAL: 200**