



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

30 September 2020

This marking guideline consists of 8 pages.

SECTION A

QUESTION 1

1.1	1.1.1	B		
	1.1.2	C		
	1.1.3	C		
	1.1.4	B		
	1.1.5	A		
	1.1.6	A		
	1.1.7	B		
	1.1.8	D		
	1.1.9	B		
	1.1.10	A		
			(10 × 1)	(10)
1.2	1.2.1	True		
	1.2.2	False		
	1.2.3	True		
	1.2.4	True		
	1.2.5	True		
	1.2.6	True		
	1.2.7	True		
	1.2.8	True		
	1.2.9	True		
	1.2.10	False		
			(10 × 1)	(10)
1.3	1.3.1	D		
	1.3.2	A		
	1.3.3	E		
	1.3.4	B		
	1.3.5	C		
	1.3.6	H		
	1.3.7	F		
	1.3.8	I		
	1.3.9	G		
	1.3.10	J		
			(10 × 1)	(10)
1.4	1.4.1	Agenda		
	1.4.2	Consolidation or summary		
	1.4.3	Throughput or process		
	1.4.4	Pragmatists		
	1.4.5	Daily		
			(5 × 2)	(10)
				[40]

SECTION B**QUESTION 2**

- 2.1
- Managerial skills become inadequate.
 - Employee skills become insufficient.
 - Working methods become obsolete/irrelevant.
 - Machinery become outdated.
 - Employees may lose jobs.
 - Employees must be retrained.
 - It results in negative feelings in workers because their job security is affected.
 - Some may feel frustrated and useless and may be stressed and burnt out due to changes.
- (Any 5 × 2) (10)
- 2.2
- 2.2.1 Training is the systematic and planned acquisition of specific, measurable, work-related skills as they apply to an employee's situation and environment.
- 2.2.2 Education refers to formal classroom tuition offered to children as well as to adults, basic knowledge and facts, and it has little or no application.
- 2.2.3 Andragogics is the process of assisting/facilitating adults to discover knowledge.
- 2.2.4 Counselling is a form of mentoring, usually offered to someone who is suffering from a self-esteem problem, lack of confidence or the wrong attitude or is experiencing problems such as anxiety, depression and stress in the workplace.
- 2.2.5 Labour productivity is a measure of how well all resources at the input stage are combined and used in order to reach needed results – it is the ratio of output to input.
- 2.2.6 A course is a series of lectures presented by various experts or trainers.
- (6 × 2) (12)
- 2.3
- 2.3.1 Educational psychologists test learners' intelligence and abilities and determine learners' interests in order to suggest possible career choices for them.
- 2.3.2 Psychologists treat learners suffering from, for example, emotional turbulence, stress and/or the inability to handle tense situations.

- 2.3.3 Neurologists treat persons who suffer from brain-related diseases and/or experience problems of the nervous system.
- 2.3.4 Remedial teachers assist learners who are experiencing problems with reading, writing, arithmetic or language.
- 2.3.5 Occupational therapists assist learners who lack concentration and battle with the absorption of information due to problems in the brain.
- 2.3.6 Speech therapists assist learners with speech and hearing defects. (6 × 3) (18)
- [40]**

QUESTION 3

- 3.1
- The untrained employee/training needs
 - Competent and trained personnel
 - Training material
 - Available technology
 - Available time
 - Training budget
 - Enterprise needs (Any 6 × 2) (12)
- 3.2
- This method gives the trainer an opportunity to determine the aims and content of the training.
 - No special equipment or facilities are needed.
 - A large group of trainees are exposed to the same lecture at the same time.
 - A lesson plan ensures that the lessons are planned logically.
 - Classroom instructions can be successful.
 - It could assist in arousing interest.
 - It could succeed in arousing interest.
 - It informs and clarifies learning material.
 - It could be entertaining if the speaker has a sense of humour.
 - This method is effective if information is presented in an integrated/interesting manner.
 - It is easy, as it can be planned.
 - Classroom instruction can be flexible in the sense that different media and methods can be added to the lecture.
 - Costs are not exorbitant since the lessons will be standardised and used repeatedly. (Any 5 × 2) (10)

- 3.3
- Ability to influence a group to be cohesive and to reach objectives✓✓
 - Presenting a course✓✓
 - Effective questioning skills✓✓
 - Effective listening skills✓✓
 - Interaction and socialisation with groups and individuals✓✓
- (10)

- 3.4
- The equipment is relatively expensive.
 - Preparation requires time, knowledge and skills from the trainer.
 - A stable power supply is at all times necessary.
 - Files can easily be lost or corrupted.
 - Backups are necessary.
 - It cannot be taken with the learner for later reference.
 - Systems and programs may be incompatible.
 - Using computers requires a motivated and computer-literate audience before learning can take place.
 - Computer technology is changing rapidly, and enterprises must pro-actively keep up with changes and developments.
 - Much 'technophobia' exists, which should be dealt with before training can commence.
- (Any 4 × 2) (8)
[40]

QUESTION 4

- 4.1 4.1.1 Convention:
- A gathering of delegates from different enterprises
 - Aim of reaching some kind of agreement acceptable to all on a specific subject
 - For example, convention organised by the World Health Organisation (WHO) on AIDS
- (3)

- 4.1.2 Meeting:
- A get-together, where interested persons take part in discussions of mutual importance
 - Can be either private or public
 - Private meetings are for members only.
 - Only members have the right to attend.
 - Monthly management meeting
 - Public meetings attendance are not limited to the members of the organisation.
 - Organised to involve public
 - To make organisation's activities known
 - Conducted according to various clauses contained in laws and procedures
- (3)

- Organised by a secretary with a manager who keeps order and runs the meeting as chairperson (Any 3 × 1)

4.1.3 Seminar:

- A short course of study to explain certain problems
- Delegates gather for the purpose of education/information.
- Organised for members only or for both members and the public
- One or two speakers normally present a seminar.
- Delegates do not actively take part.
- Similar to a conference
- Number of people attending smaller and meeting lasts for shorter period of time (Any 3 × 1) (3)

4.1.4 Buzz groups:

- Small groups (5–6 people)
- Take part in team tasks
- Aim is to reach a decision or to arrive at a recommendation (3)

- 4.2
- The trainer must admit that he/she does not know the answer or that he/she is not sure about the answer.✓✓
 - This will engender respect.✓✓
 - The trainer must endeavour to get back to the trainee as soon as possible with the required information or explanation.✓✓
 - If it is not possible to find an explanation or information quickly,✓✓ the trainer must still contact the trainee and inform him/her of the difficulties.✓✓ (10)

4.3 4.3.1 Facilities include the physical space/areas where training will take place, for example in a computer room.

4.3.2 Equipment includes, for example, the computer, blackboard, data projector, etc.

4.3.3 Materials involve the expendable (can be used up) items to be used, for example chalk, board markers, etc.

4.3.4 Media include the aids used to facilitate the learning process, for example a transparency with a diagram and keywords on it. (4 × 2) (8)

- 4.4
- Paper tower
 - Alphabetic introductions
 - Animal crackers
 - Balloon games
 - House and garden
 - Moving the piano/any large piece of furniture
 - Tinfoil relay (10)

- Walking the plank
- 'Yukkies'

(Any 5 × 2)

[40]**QUESTION 5**

- 5.1
- | | |
|-------|--|
| 5.1.1 | E – Enthusiastic |
| 5.1.2 | F – Flexible |
| 5.1.3 | F – Fun/humour |
| 5.1.4 | E – At ease |
| 5.1.5 | C – Able to consolidate |
| 5.1.6 | T – Able to use different techniques/methods |
| 5.1.7 | I – Able to interact/participate |
| 5.1.8 | V – Able to use visual aids |
| 5.1.9 | E – Excellence |

(9 × 2) (18)

- 5.2
- To check understanding
 - To prompt discussions
 - To focus on a group and a particular point
 - To involve learners in discovering facts
 - To stimulate learners' interest
 - To determine existing knowledge
 - To sustain attention
 - To discover problems and difficulties
 - To aid assimilation
 - To assist with eventual modification in mistakes
 - To make trainees feel they are important
 - To help trainees get help from each other
 - To check if objectives have been achieved
 - To help trainees think creatively
 - To help draw timid trainees into a discussion
 - To encourage involvement by providing an opportunity for exchanging ideas and information
 - To develop interests and create curiosity
 - To emphasise and reinforce information
 - To assist participants in thinking through the problem and analysing the question
 - To raise attention and arouse interest at the start of a session

(Any 5 × 2) (10)

- 5.3
- To develop interpersonal, social and communication skills
 - To increase the self-confidence of participants
 - To become empathic towards others' problem
 - To assist in future problem solving
 - To try out new behaviour learned
 - To examine previous behaviour

Downloaded from www.mycourses.co.za (12)

- To experiment with behaviour that could be potentially useful

(Any 6 × 2)

QUESTION 6

6.1	6.1.1	Items✓	Date to be checked✓	Date still to be checked✓	
		1. Topic✓ 2. Venue✓ 3. Date✓ 4. Duration✓ 5. Costs/budget✓ 6. Delegates✓ 7. Speakers✓ 8. Accommodation✓ 9. Transport✓ 10. Catering✓ 12. Media aids 13. Social programme 14. Seminar folder 15. Press coverage 16. Stationery			(Any 10 × 1) (10)
	6.1.2	<ul style="list-style-type: none"> • Trainers turn their back on trainees when using the board.✓✓ • Information cannot be stored/conserved for the future.✓✓ • It requires clear handwriting.✓✓ • Using a board can be time consuming if the trainer writes as the training progresses.✓✓ • As the board has a fixed size, the audience size is limited.✓✓ 			(10)
6.2		<ul style="list-style-type: none"> • Set up the equipment in such a way that all trainees will learn systematically.✓✓ • Check the working order of the equipment beforehand.✓✓ • Prepare trainees with a lecture or explanation.✓✓ • Instruct trainees to take notes of the steps during your presentation.✓✓ • Do not distract the trainees in any way from your demonstration.✓✓ • Simultaneously, verbal and visual stimuli should reach the trainees. • There should be no delay between the showing of a skill and practising it. • Different skills as part of a complete task/process must be broken down into smaller sequential steps. • Practice must be directed and supervised by the trainer to minimise risks and to maximise learning. 			(9 × 2) (18)
6.3		A direct question is put to a specific individual and requires a specific answer.			(2) [40]

TOTAL SECTION B: 160
GRAND TOTAL: 200