



Education Training and Development Practices Sector Education and Training Authority

ETDP SETA QUESTION PAPER 1

National Examination

**Qualification: Library Assistant
(SAQA ID: 94598)**

NQF Level: 5
Credits: 131
Total Marks: 150
Time: 2.5 Hours

This question paper consists of 15 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of:
 - a. **SEVEN** questions:
 - Question One (30)
 - Question Two (30)
 - Question Three (22)
 - Question Four (15)
 - Question Five (15)
 - Question Six (15)
 - Question Seven (23)
 - b. A Source Document for **Question 2.2 ONLY**.
(NB: The source document is attached at the end of the question paper.)
2. Answer ALL the questions.
3. Read ALL the instructions carefully and take particular note of what is required.
4. Start EACH question on a NEW page.
5. Rule off after each question.
6. Leave a line between answers.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Use the mark allocation and nature of each question to determine the length and depth of an answer.
9. Pay special attention to spelling and sentence construction.
10. Write neatly and legibly.

Question 1

- 1.1 A school-going learner has stated the incorrect physical address on their library registration form. Give three consequences of this for the user and the library. (3)
- 1.2 A user wishes to borrow a library item.
- 1.2.1 Mention four essential steps that a Library Assistant needs to consider regarding issuing the book? (4)
- 1.2.2 Give a reason for four of the essential steps mentioned in 1.2.1 above. (8)
- 1.3 A user returns a library item.
- 1.3.1 Mention three essential steps that a Library Assistant needs to consider regarding receiving of a library item. (3)
- 1.3.2 Give a reason for each step (6)
- 1.4 Library records
- 1.4.1 Mention two parts of the user's records essential for the integrity of library records? (2)
- 1.4.2 Give a reason for each identified part. (4)

Marks Question One: 30

Question 2

2.1 An old person visits the library to obtain information on grants. The real need, however, is information on how to apply for a child grant.

Using your knowledge of a reference interview, conduct a step-by-step dialogue to assist the person to identify the real need and provide guidance to the old person by making the necessary referrals. (**Note:** All the reference interview steps must be implemented in your dialogue.)

Use the following conversation format as your guide.

Yourself (e.g. Tshepo):

Old person:

Tshepo:

Old person:

(15)

2.2 A user is looking for information on HIV/AIDS and Women. In order to answer the question below, refer to the **Source Document** at the end of the question paper. The Source Document contains information extracted from a website.

Read the information, then evaluate the website in terms of the categories listed below. You need to make ONLY 3 evaluative points per category.

- a. Authority
- b. Coverage
- c. Currency
- d. Objectivity
- e. Usability

(15)

Marks Question Two: 30

Question 3

- 3.1 File the following items alphabetically.
- a. Schalkie van Wyk
 - b. Rian Malan
 - c. Sindiwe Magona
 - d. Etienne van Heerden
 - e. Achmat Dangor (5)
- 3.2 From the alternatives given below, choose the correct answer to the question. Choose the letter with the correct answer and write it next to the question number 3.2.1 in the Answer Book
- 3.2.1 Why is shelf reading important?
- A. Because the supervisors insist on it
 - B. The person looking for a library item will be able to find it.
 - C. For cataloguing purposes
 - D. Patrons demand it
 - E. All the above (2)
- 3.2.2 Define shelf-reading. (2)
- 3.3 From the alternatives given below, choose the correct answer to the question. Choose the letter with the correct answer and write it next to the question number 3.3.1 in the Answer Book.
- 3.3.1 A user is looking for information on a recent significant incident. What resource will the Library Assistant direct him to for this information?
- A. Books
 - B. Periodicals
 - C. Documents
 - D. Daily newspapers
 - E. None of the above
- 3.3.2 Justify your answer to 3.3.1 above. (5)

3.4 Answer the following questions

3.4.1 What is a book? (2)

3.4.1.1 What is the uses of a book as information sources? (1)

3.4.2 What is an audio tape? (1)

3.4.2.1 What is the uses of an audio tape as information sources? (1)

3.4.3 What is a video tape? (2)

3.4.3.1 What is the uses of a video tape as information sources? (1)

Marks Question Three: 22

Question 4

4.1 Study the community profile below and answer the questions that follow.

| Profile Section | Community Facts/Data |
|------------------------------|---|
| Social and cultural Issues | A community in which people are pre-exposed to being taken care of by foster parents or older siblings. Previously marginalised. Not self-sustaining. Totally dependent. Lone parents and has highest proportion of single moms. Generally poor and dependant on social grants. Limited access to informational resources including health, education etc. Susceptible to abuse since there is no older figure for protection at times. |
| Access to Services/Resources | Sometimes no access to schools, health, educational support, community and social services, government services, clinics, police, and recreational services. |
| Economic Issues | Mostly dependant on social grants for food and clothing. Dependant on a responsible adult to take care of them. |
| Education and Skills | Uneducated or very low level of education. |
| Age and Gender | All genders. High proportion of the 0-14 years' age group. |
| ICT Access | No access to phones, mobile phones, internet connectivity, e-readers. |

- 4.1.1 Give your observations on the community profile. (4)
- 4.1.2 Analyse the community's information needs. (2)
- 4.1.3 Determine the library services as well as the type of collection you would offer to this community. (4)

4.2 Study the scenario below and answer the questions that follow.

An information librarian at a university has embarked on a research initiative for which she solicits input from the university community. She wishes to investigate how the library can best address their (university community's) needs. She designs an online questionnaire to obtain information on the services and the type of information and collection the university community wants to access in the library. The results of this study will feed into the collection development policy of the library as well as shape the type of services that the library offers.

- 4.2.1 Extract the Batho Pele principle being implemented by the librarian. (2)
- 4.2.2 Demonstrate if there is any way in which the information librarian's service can be improved. (3)

Marks Question Four: 15

Question 5

- 5.1 New books have just been delivered to the library. Give 3 (three) physical processing steps that you would take to make these books shelf ready. Explain the importance of each step. (6)
- 5.2 A user is working in the library. On the floor near her desk is a bucket of water that is being used by a cleaner. The user's library book falls into the bucket of water. How would the Library Assistant deal with this situation? (9)

Marks Question Five: 15

Question 6

- 6.1 The table below shows objective library statistics collected over a period of five (5) years on material type circulation, service usage, membership registration, services, circulation time and circulation by subject.

Study the data and then answer the questions that follow.

| Type of Activity | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|----------------|----------------|----------------|----------------|----------------|
| Membership Registration | | | | | |
| Undergraduates | 21 000 | 21 850 | 23 357 | 23 724 | 22 560 |
| Post Graduates (Honours) | 18 370 | 18 700 | 19 560 | 19 673 | 19 830 |
| Post Graduates (Masters and PhD) | 10 530 | 10 433 | 10 467 | 10 231 | 10 479 |
| Lecturers | 3 255 | 3 478 | 3 265 | 4 320 | 4 250 |
| Researchers | 4 600 | 3 260 | 4 590 | 4 000 | 3 900 |
| Alumni | 620 | 690 | 630 | 700 | 770 |
| TOTAL | 58 375 | 58 411 | 61 869 | 62 648 | 61 789 |
| Circulation/usage by Material Format | | | | | |
| Short Loan Books | 165 030 | 169 560 | 170 200 | 181 770 | 189 700 |
| Electronic Books | 98 000 | 81 050 | 91 300 | 89 980 | 83 200 |
| Print Books | 156 000 | 134 500 | 170 436 | 154 340 | 167 000 |
| Reference Material | 98 200 | 81 450 | 92 300 | 79 988 | 85 230 |
| Electronic Journals | 265 030 | 269 563 | 270 230 | 281 776 | 289 750 |
| TOTAL | 782 260 | 736 123 | 794 466 | 787 854 | 814 880 |
| Library Services Usage | | | | | |
| Reference Transactions (users asking reference questions) | 120 000 | 123 560 | 125 434 | 137 000 | 140 123 |
| Meeting Rooms (meeting rooms are booked out to users) | 79 007 | 78 430 | 86 200 | 75 458 | 87 140 |
| Internet and PC Use | 121 006 | 123 622 | 124 430 | 137 800 | 140 427 |
| Interlibrary Loans (from other libraries) | 89 000 | 87 450 | 89 230 | 85 450 | 87 345 |
| Database Training (average number of students) | 159 207 | 168 400 | 169 200 | 169 450 | 171 000 |
| TOTAL | 568 220 | 581 462 | 594 494 | 605 158 | 626 035 |

| Circulation by Subject | | | | | |
|------------------------|----------------|----------------|----------------|----------------|----------------|
| General Humanities | 257 000 | 264 500 | 273 436 | 274 340 | 277 000 |
| English Literature | 168 060 | 168 561 | 167 230 | 171 706 | 189 750 |
| Education | 123 100 | 123 500 | 123 135 | 120 000 | 129 550 |
| General Social Science | 256 700 | 264 500 | 270 436 | 274 340 | 277 000 |
| Accounting | 98 240 | 81 650 | 92 900 | 79 900 | 85 230 |
| TOTAL | 903 100 | 902 711 | 927 137 | 920 286 | 958 530 |

6.1.1 Interpret the statistical information in the table above and evaluate the data to identify trends. State the implications of these trends for collection development and library services. (11)

6.2 Below is a scenario about record-keeping practices at a library. Read the scenario and answer the question that follows.

The Library Assistant discovers the following regarding library patron records:

- Some users are not registered at all;
- The forms are incompletely filled in (some information is missing);
- Some patrons have duplicate records on the system (registered more than once) and all are active;
- Library has no record of its patrons with disabilities;
- Patrons are assigned incorrect categories.

6.2.1 Describe the impact this record-keeping practice will have on the running and administration of the library. (4)

Marks Question Six: 15

Question 7

You are organising a reading session for lower primary pupils. Create a poster to advertise the event.

Marks Question Seven: 23

Total Marks: 150

SOURCE DOCUMENT:

United Nations

UN Women

<http://www.unwomen.org/en/what-we-do/hiv-and-aids>

The screenshot shows the top portion of the UN Women website. At the top left, the browser address bar displays 'www.unwomen.org/en/what-we-do/hiv-and-aids'. To the right, there are language options for 'English', 'Español', and 'Français', and a search bar with the text 'Search...' and a 'SEARCH' button. Below this is the UN Women logo, which consists of the United Nations emblem and the text 'UN WOMEN' with a stylized female symbol. To the right of the logo are four navigation buttons: 'EXECUTIVE BOARD', 'COMMISSION ON THE STATUS OF WOMEN', 'TRUST FUNDS', and 'GET INVOLVED'. Below these are seven main navigation buttons: 'ABOUT', 'WHAT WE DO', 'WHERE WE ARE', 'HOW WE WORK', 'PARTNERSHIPS', 'NEWS AND EVENTS', and 'DIGITAL LIBRARY'. At the bottom left of the navigation area, there are two small buttons: 'Home' and 'What we do'.

HIV and AIDS

Gender inequality contributes to the spread of HIV. It can increase infection rates, and reduce the ability of women and girls to cope with the epidemic. Often, they have less information about HIV and fewer resources to take preventive measures. They face barriers to the negotiation of safer sex, because of unequal power dynamics with men. Sexual violence, a widespread violation of women's rights, exacerbates the risk of HIV transmission. Evidence suggests that marriage can be a major risk factor, especially for young women and girls.

Many women living with HIV struggle with stigma and exclusion, aggravated by their lack of rights. Women widowed by AIDS or living with HIV may face property disputes with in-laws, complicated by limited access to justice to uphold their rights. Regardless of whether they themselves are living with HIV, women generally assume a disproportionate burden of care for others who are sick from or dying of AIDS, along with the orphans left behind. This, in turn, can reduce prospects for education and employment.

Our Solutions

UN Women brings gender equality and human rights perspectives to its work on women and HIV and AIDS. We spearhead strategies that make clear links to factors propelling the epidemic, such as violence against women, denial of legal rights and women's limited participation in decision-making. Our single most important strategy is empowering women and guaranteeing their rights so that they can protect themselves from infection, overcome stigma, and gain greater access to treatment, care and support.

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Our programmes help to amplify the voices of women living with HIV, using strategies that promote their leadership and meaningful participation in all decisions and actions to respond to the epidemic. We seek avenues to integrate gender equality and women’s rights into strategies, policies, budgets, institutions and accountability frameworks. Some of our initiatives address the multiple intersections between HIV and violence against women. Others advance access to justice for women in the context of HIV, with a focus on critical property and inheritance rights.



Our programmes are guided by key global norms and standards, such as the 2016 [Political Declaration on HIV and AIDS: On the Fast-Track to Accelerate the Fight against HIV and to End the AIDS Epidemic by 2030](#), the [Convention on the Elimination of Discrimination of All Forms of Discrimination against Women](#) (CEDAW), the [Beijing Platform for Action](#) and the [Sustainable Development Goals](#).

In June 2012, UN Women became the 11th cosponsoring agency of [UNAIDS](#), an important step towards ensuring that gender equality is at the heart of global action on HIV and AIDS.

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Visit UN Women’s updated and redesigned Gender and HIV/AIDS Web Portal for cutting-edge research, training materials, advocacy tools, current news, personal stories, and campaign actions on the gender equality dimensions of the HIV epidemic. [Read more](#)

Relaunch of the UN Women Gender and HIV/AIDS Web Portal

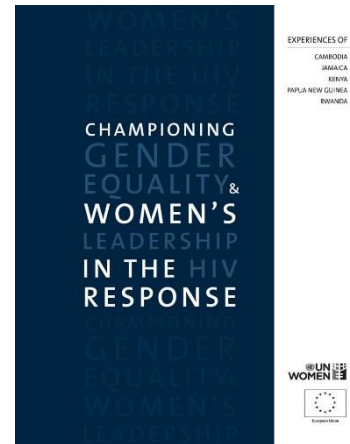


Featured Publication

[Championing Gender Equality in the HIV Response: The experiences of five programme countries](#)

This advocacy kit summarizes the results and lessons learned from Cambodia, Jamaica, Kenya, Papua New Guinea and Rwanda under the European Commission – UN Women programme, entitled "Supporting Gender Equality in the Context of HIV and AIDS (2009-2013)". [More](#)

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www.unwomen.org/en/what-we-do/hiv-and-aids

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