



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE
JUNE EXAMINATION
PERSONNEL TRAINING N5

4 JUNE 2013

This marking guideline consists of 10 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	Scattershot layout√√		
	1.1.2	Mentor√√		
	1.1.3	Check list√√		
	1.1.4	Principle of individualism√√		
	1.1.5	Technology√√		
	1.1.6	Capital intensive production√√		
	1.1.7	Labour force√√		
	1.1.8	Training√√		
	1.1.9	Games√√		
	1.1.10	Closed-ended question√√	(10 × 2)	(20)
1.2	1.2.1	B√√		
	1.2.2	B√√		
	1.2.3	A√√		
	1.2.4	A√√		
	1.2.5	D√√		
	1.2.6	D√√		
	1.2.7	A√√		
	1.2.8	C√√		
	1.2.9	C√√		
	1.2.10	C√√	(10 × 2)	(20)
				[40]
		TOTAL SECTION A:		40

SECTION B**QUESTION 2**

- 2.1 2.1.1 SAQA – South African Qualifications Authority√√ (2)
- 2.1.2 OBJECTIVES OF THE NQF
- Creating a fair system of education and training which will serve all South Africans√√
 - Improving the quality of education and training for economic growth and competitiveness√√.
 - Combine education and training√√
 - Defragment and unify the training and educational systems in South Africa√√
 - Allow learners to move easily from one area and level of learning to another.√√
 - Give recognised credits for learning that has already taken place√√
 - Set standards and assessment procedures for qualifications which are nationally applicable. (Any relevant answer) (10)
- 2.2 2.2.1 TRAINING – systematic and planned acquisition of specific measurable work-related skills√√
- DEVELOPMENT – a process consisting of a combination of training programmes and practical experience, covering a wide range of knowledge, skills and attitudes, through which an individual is prepared for a managerial position over a long period; conscious planning of an employee's future, not only focussed on an individual's needs but also the needs of an organisation√√
- (Any relevant answer) (4)
- 2.2.2 BENEFITS FOR TRAINING AND DEVELOPMENT
- Improve performance√√
 - Reduce accidents and injuries in the workplace√√
 - Motivate employees√√
 - Increase profit√√
 - Reduce labour turnover and absenteeism√√
 - Adapt to technological changes and become flexible
 - Remain competitive in the market (Any relevant answer) (12)

2.3 FUNCTIONS OF A TRAINING PRACTITIONER

- Needs analyst√ – being competent in identifying and investigating training needs where a problem is evident√
- Programme designer√ – design a training programme to address the identified need√
- Group facilitator√ – acts as a communication specialist in the assistance of groups to discuss, evaluate and decide on solutions which will form cohesive working groups √
- Evaluator√ – assesses training needs, assessment instruments which test skills, knowledge and attitudes√
- Method specialist√ – being able to use and apply all possible training methods and be creative in designing and using new methods√
- Media specialist√ – being able to operate all available media and assist in procuring technologically advanced media√.
- Subject specialist – acquisition of relevant qualifications, experience, competence and interest in a wide context
- Instructor – uses different methods and media to train, specifically in terms of knowledge and skills (Any relevant answer) (6 × 2)

(12)
[40]**QUESTION 3****3.1 TECHNICAL COMPETENCIES**

- Adult learning skills√ – using knowledge of andragogics as well as learning and didactic principles√
- Audio-visual skills√ – being able to combine audio-visual media to enhance learning√
- Interactive skills√ – being able to use the latest available technology√√
- Knowledge and use of training methods√ – being able to use and apply all possible training methods and be creative in designing and using new methods√
- Subject matter skills√ - having necessary qualifications and experience in the subject or programme√ (Any relevant answer) (5 × 2)

(10)**3.2 FACTORS TO CONSIDER FOR SELECTING MEDIA**

- Refer to the frame of reference of the learner before choosing a medium to avoid distraction of attention√√
- Choose a delivery system – ensure the media used is balanced and ensure variety; use more than one medium and activity√√
- Choose the simplest and most convenient medium. It must not place obstacles between the learner and the achievement of objectives√√
- Choose a medium which will demonstrate the desired competence and so fulfil the planned learning objective√√

- Choose a medium which will ensure involvement and active participation from learners√√
 - Consider the environment where the media will be used√√
 - Identify the job performance which must be learned before choosing a medium
 - Consider time available
 - Consider cost
- (Any relevant answer) (6 × 2) (12)

3.3 GUIDELINES FOR ASKING QUESTIONS

- State the question clearly and concisely√√
 - Relate the question to the subject being discussed and avoid general questions√√
 - Draw on previous experiences√√
 - Relate to the present circumstances√√
 - Put the question to the group before it is directed to an individual√√
 - Pause after asking the question for trainees to consider√√
 - Look for non-verbal signals of those who want to attempt an answer
 - Acknowledge all responses
- (Any relevant answer) (6 × 2) (12)

3.4 IMPORTANCE OF USING CLASSROOM LAYOUT

- Participants are not distracted√√
 - All trainees can see the trainer and the visual aid√√
 - The trainer is in control since attention is focused on the trainer√√
 - Formal tuition can take place
- (Any relevant answer) (3 × 2) (6)
- [40]**

QUESTION 4

4.1 ADVANTAGES OF BEGINNING WITH WARM-UP EXERCISES

- ❖ Anonymity – introverted learners are more likely to participate√√
 - ❖ Full participation – all learners are equally involved and at the same time√√
 - ❖ Group responsibility – learners of the group are jointly responsible for the success and the enjoyment of the game and are not trainer- dependent√√
 - ❖ Andragogics – learners in a group will have their preconditioned ideas of what training and learning is, changed√√
 - ❖ Learning objective – the warm-up exercise will always serve as an introduction for the learning objective√√
 - ❖ Motivation – because the exercise is fun, participants will not have a problem with joining in√√.
 - ❖ Process elements/structure – the purpose of the exercise is explained to trainees and they must be aware that it is part of the learning process.
 - ❖ Risk taking – positive feedback in the form of competition can eliminate the possibility of failure when a risk/chance is taken by participants
- (Any relevant answer) (6 × 2) (12)

4.2 ADVANTAGES OF ROLE-PLAY

- ❖ Trainees get hands-on experience in the solving of a problem√√
- ❖ Reality can be simulated very closely√√
- ❖ Trainees 'think on their feet' and they must make immediate decisions in role-play√√
- ❖ Self-knowledge and insight are developed√√
- ❖ Teach trainees how to explore relationships regarding feelings and behaviour in human interaction√√
- ❖ Trainees can have fun and thereby benefit from the process
- ❖ The technique is flexible as the trainer can change time, materials and the tone as necessary while the role-play is taking place
- ❖ It minimises the threat of embarrassment as trainees project themselves onto a role
- ❖ Develops a broad range of human skills, e.g. self-expression, listening, communicating points of view and interpersonal interaction

(Any relevant answer) (5 × 2) (10)

4.3 IMPORTANCE OF THE WRITING BOARD

- ❖ Installation and writing material are the only costs involved – cheap√√
- ❖ Can be used in various situations and for different audiences√√
- ❖ Can be used throughout a training session – easily available√√
- ❖ Simple to prepare√√
- ❖ Can be used to stick pictures on to act as a display board√√
- ❖ Information can be built up step by step
- ❖ Used for key points

(Any relevant answer) (5 × 2) (10)

4.4 REASONS FOR ASKING OPEN-ENDED QUESTIONS

- ❖ Prompts discussion√√
- ❖ Uncovers feelings surrounding a subject√√
- ❖ Allows trainees to express themselves and feel that their opinions matter√√
- ❖ Useful when a trainer senses latent apathy or hostility√√

(Any relevant answer) (4 × 2) (8)
[40]

QUESTION 5

5.1 LESSON PLAN

TITLE – Using training methods effectively to optimise training✓

OBJECTIVES/OUTCOMES:

1. To understand the various training methods✓✓
2. To know factors that are important when selecting training methods✓✓
3. To be able to use and apply different training methods effectively

SUBTOPICS	TRAINER ACTIVITY	LEARNER ACTIVITY	METHOD	MEDIA
Introduction✓	Introduces him/herself, the topic and the objectives. The trainer must also introduce the warm-up activity✓	Trainees introduce themselves and perform the warm-up activity✓	Any suitable method	Any suitable media
Body	Factors for selecting methods, types of methods, advantages and disadvantages, how to use them effectively✓	Mainly listening and asking questions if necessary✓	Any suitable method	Any suitable media
Conclusion	Summary of the presentation, ask questions to find out whether the objectives were achieved and give trainees an activity to do✓	Ask questions and perform the activity✓	Any suitable method	Any suitable media

- 1 mark for the topic
- 4 marks for 2 objectives
- 1 marks for trainer activity per section (3 marks)
- 1 mark for trainee activity per section (3 marks)
- 1 mark for method
- No marks for media

(12)

- 5.2 5.2.1 ADVANTAGES OF U-SHAPE
- It is formal and control is possible✓✓
 - Trainees will be able to see a flip chart placed in the centre✓✓
 - A trainer can take control of the situation by moving into the open end✓✓
 - Participants can see one another✓✓
 - Communication flows easily and facilitates two-way communication
 - Creates a psychological climate of openness, mutual trust
- (Any relevant answer) (4 × 2) (8)
- 5.2.2 DISADVANTAGES OF U-SHAPE
- It can transform into a trainer-orientated arrangement✓✓
 - Trainees along the ends of the U cannot see the others in that row✓✓
 - It limits the use of the front of the room
- (Any relevant answer) (2 × 2) (4)
- 5.3 GUIDELINES FOR USING THE WRITING BOARD
- Use only key words✓✓
 - Plan the layout of the lesson beforehand and do the drawing accordingly✓✓
 - Diagrams must be simple and clear✓✓
 - Use colour✓✓
 - Writing must be easy to read✓✓
 - Writing must be in print and not cursive✓✓
 - Avoid talking to the audience while writing
 - Maintain eye contact with learners
 - Check if everybody can see from where they are seated
 - Hold the chalk so that it does not make an irritating noise
- (Any relevant answer) (6 × 2) (12)
- 5.4 EXAMPLES OF LEARNING PROBLEMS AT OUTPUT OR PRODUCTIVITY STAGE
- Illegible or uncoordinated writing✓
 - Slow writing speed✓
 - Low or inaudible speech✓
 - Lack of language skills or vocabulary✓
 - Stammer or stutter
- (Any relevant answer)(4 × 1) (4)
- [40]

QUESTION 6**6.1 DISADVANTAGES OF SOUND MEDIA**

- Feedback and interaction not possible√√
- Audio-tape equipment needs constant cleaning and maintenance√√
- Cannot be easily revised or resequenced√√
- Does not have the potential of learning as video-equipment√√
- Only suited to cognitive or affective learning√√
- Learners lose interest after a while (Any relevant answer) (5 × 2) (10)

6.2 IMPORTANT ELEMENTS TO BE CONSIDERED IN THE FACILITATION OF ADULTS

- Climate setting√ – psychological climate of mutual trust, respect, support and openness and enjoyment between trainer and learners√
- Structure of mutual planning√ – learners must have a say in the way his/her learning must take place√
- Diagnosis of learning needs, interests and values√ – using methods to correctly identify learning needs correctly√
- Formulation of learning objectives√ – learning needs must be directly translated into learning objectives√
- Design of the learning experience√ – selection of appropriate teaching strategies, design of lesson plans, material and using them accordingly√
- Managing and conducting the learning experience√ – through facilitation and control support must be given throughout√
- Evaluation – judging whether the learning/training has been achieved at the end of the training session (Any relevant answer) (6 × 2) (12)

6.3 A CHECKLIST FOR HAND-WRITTEN TRANSPARENCY

ITEM	COMPETENT	NOT YET COMPETENT
Is lettering legible? √		
Is there enough space between lines?√		
Was colour used appropriately?√		
Is the heading towards top of transparency? √		
Was six lines used per transparency?√		
Were six words used per sentence√		
Is transparency free of unnecessary marks? √		
Are elements adequately burned into a transparency? √		
Is transparency mounted squarely?		
Are overlays numbered?		
Are overlays' hinges clipped?		
Is transparency labelled?		
Is transparency simple?		

(Any relevant answer) (10)

6.4 APPLYING THE PRINCIPLE OF MOTIVATION

- Learn by doing✓✓
- Learn by discovery✓✓
- Good trainer/trainee relationship✓✓
- Group work✓✓
- Competition between groups
- Self-actualising
- Enthusiasm of trainer
- Rewards, marks, certificates and congratulations

(Any relevant answer) (4 × 2) (8)

[40]

TOTAL SECTION: 160
GRAND TOTAL: 200