



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

PERSONNEL TRAINING N5

13 JUNE 2014

This marking guideline consists of 8 pages.

SECTION A (COMPULSORY)**QUESTION 1**

| | | | | |
|-----|--------|-------------------------|-------------------------|-------------|
| 1.1 | 1.1.1 | False✓✓ | | |
| | 1.1.2 | True✓✓ | | |
| | 1.1.3 | True✓✓ | | |
| | 1.1.4 | True✓✓ | | |
| | 1.1.5 | False✓✓ | | |
| | 1.1.6 | False✓✓ | | |
| | 1.1.7 | False✓✓ | | |
| | 1.1.8 | False✓✓ | | |
| | 1.1.9 | False✓✓ | | |
| | 1.1.10 | True ✓✓ | | |
| | 1.1.11 | True✓✓ | | |
| | 1.1.12 | True✓✓ | | |
| | 1.1.13 | False✓✓ | | |
| | | | (13 x 2) | (26) |
| 1.2 | 1.2.1 | Informal sector✓✓ | | |
| | 1.2.2 | Principle of planning✓✓ | | |
| | 1.2.3 | Affective skills✓✓ | | |
| | 1.2.4 | Productivity✓✓ | | |
| | 1.2.5 | Response question✓✓ | | |
| | 1.2.6 | U shape✓✓ | | |
| | 1.2.7 | Self study✓✓ | | |
| | | | (7 x 2) | (14) |
| | | | | [40] |
| | | | TOTAL SECTION A: | 40 |

SECTION B**QUESTION 2**

| | | |
|-----|-------|--|
| 2.1 | 2.1.1 | TRAINING - is the systematic and planned acquisition of specific measurable work- related skills as they apply to an employee' situation and environment✓✓ |
| 2.1 | 2.1.2 | EDUCATION - classroom tuition / education of children and adults, acquisition of knowledge✓✓ |
| 2.1 | 2.1.3 | FORMAL SECTOR - Information regarding the enterprises which operate in this sector is known to the authorities, a recorded sector✓✓ |
| | 2.1.4 | LABOUR INTENSIVE PRODUCTION – method of production in which more labour is used in relation to the technology✓✓ |

- 2.1.5 LABOUR FORCE - people who want to work irrespective of whether or not they have jobs√√
- 2.1.6 PRIVATE SECTOR – enterprises within the economic system that operate on the basis of private initiative√√ (6 x 2) (12)
- 2.2
- Are self-directing√√
 - Are actively involved in the learning process√√
 - Evaluation is a mutual activity√√
 - Need to know why they should learn√√
 - Need to choose and decide for themselves√√
 - Are experienced√√
 - Must have the need to learn and cannot be forced
 - Need to address specific problems they have in their everyday lives
 - Are motivated by forces within themselves
- (Any 6 x 2) (12)
- 2.3
- To get individual response√√
 - Test understanding√√
 - Breaks general silence in a group√√
 - Involves someone who is directly not participating
- (Any 3 x 2) (6)
- 2.4
- To develop interpersonal, social and communication skills√√
 - Increase self-confidence of participants√√
 - Become empathetic towards other person's problems√√
 - Assist in future problem-solving√√
 - Examine previous behaviour√√
 - To try out new behaviour learned
 - To experiment behaviour that could be potentially useful
- (Any 5 x 2) (10)
[40]

QUESTION 3

- 3.1 3.1.1 GROUP FACILITATOR – acts as a communication specialist in the assistance of groups to discuss, evaluate and decide on solutions. Ability to form cohesive working groups√√
- 3.1.2 PROGRAMME DESIGNER – as a subject matter expert will use the identified training needs to design a training programme to address the need√√
- 3.1.3 EVALUATOR – assesses training needs, assessment instruments which determine training needs, assessment instrument which test skills, knowledge and attitudes, evaluate the effectiveness of the training√√
- 3.1.4 NEEDS ANALYST – identify and investigate training needs where a problem is evident, or where competency gap in skills, knowledge and attitudes is creating a problem, to design a programme to make employee competent√√
- 3.1.5 ADMINISTRATOR OF A TRAINING PROGRAMME – ensure training takes place as planned in line with budget and according to training objectives√√
- 3.1.6 SUBJECT SPECIALIST – must acquire relevant qualifications, experience, competence and interest in the wider context√√
(6 x 2) (12)
- 3.2
- Cognitive skills√: include intellectual versatility, creativity, problem-solving and decision-making√
 - Affective skills√: having attitudes of responsibility, honesty, knowledge of people and what motivates people, being sensitive and empathetic to employees√
 - Observation skills√ – allow to intuitively and objectively watch, analyse and apply what have been inferred (understood) √
 - Intra-personal skills√ – afford an opportunity to objectively evaluate own values, needs, interests, style and competencies√
- (Any 4 x 2) (8)
- 3.3
- Can be adapted for small and large audiences√√
 - Stimulates and retains attention√√
 - Individual pace can be catered for√√
 - Equipment relatively cheap√√
 - Can be used as an alternative if the enterprise does not have competent trainers√√
 - Is portable
- (5 x 2) (10)

- 3.4
- To check understanding√√
 - Prompt discussion√√
 - Focus a group to a particular point√√
 - Involve learners in discovering facts√√
 - Stimulate trainees' interest at the beginning of the presentation√√
 - Sustain attention during the course
 - Discover what problems and difficulties are being experienced
 - Aid assimilation by revising, repeating and asking trainees to rephrase
 - Assist in the eventual modification of mistakes in the module
 - Make trainees feel that their thoughts and feelings are important
- (Any 5 x 2) (10)
[40]

QUESTION 4

- 4.1
- Managerial skills become inadequate√√
 - Employee skills become insufficient√√
 - Working methods become obsolete/irrelevant√√
 - Machinery become outdated√√
 - Employees may lose jobs√√
 - Employees must be retrained
 - Result in negative feelings in workers because Job security is affected
 - Some may feel frustrated, useless, stressed and burnout due to changes
- (Any 5 x 1) (10)
- 4.2
- Skills Development Act√√
 - Skills development Levies Act√√
 - National Qualifications Authority Act
 - South African Qualifications Authority Act
 - Further Education and Training colleges Act
- (Any 4 x 2) (4)
- 4.3
- 4.3.1 REMEDIAL TEACHERS - assist learners who have problems with reading, writing, and arithmetic and language related problems√√
- 4.3.2 OCCUPATIONAL THERAPISTS - assist learners with concentration and absorption of information due to un-coordination in the brain√√
- 4.3.3 SPEECH THERAPISTS – assist learners with speech and hearing defects√√
- 4.3.4 EDUCATIONAL PSYCHOLOGIST – conduct tests for learners' intelligence, abilities, and determine their interests to suggest possible career choices for them√√
- 4.3.5 NEUROLOGISTS – treat people who have problems with the brain and the nervous system√√

- 4.3.6 PSYCHOLOGISTS - treat learners with problems such as emotional turbulence, stress and/or inability to handle tense situations√√ (6 x 2) (12)
- 4.4
- Give trainees an opportunity to apply knowledge and practise a simulated real-life situation which make them ready for job situation√√
 - Give trainees an opportunity to think creatively and constructively by teaching√√
 - participants to absorb information, analyse a simulation, make connections between relevant sections and to develop solutions√√
 - Trainees interact and learn from each other√√
 - Trainees are taught tolerance of others√√
 - Rectifies deficiencies of lectures
 - Provides active participation
 - Complex and theoretical concepts can be illustrated
 - Trainees learn to explain and defend proposals and decisions
- (Any 6 x 2) (12)
- 4.5
- Is efficient as far as space is concerned√√
 - All participants are in view of the front of the room
- (Any 2 x 1) (2)
[40]

QUESTION 5

- 5.1
- Introduction√: trainer must introduce the topic, the objectives and must create a need amongst trainees and be able to generate interest√√
 - Body/developmental√: trainer presents the lesson, must maintain eye contact, content must be structured and logical, learner activities are described√√.
 - Consolidation/summary√ - a structured summary/paraphrase of the lecture takes place, give trainees exercises√√
- (Any 3 x 2) (9)
- 5.2
- Requires electric power√√
 - Could be untidy if handwritten√√
 - Requires practice to use effectively√√
 - Not easy to change the bulb if is blown√√
 - Blue and orange colours if used can be annoying and irritating if used√√
 - It is expensive
 - Not effective in daylight
 - Requires screen
- (Any 5 x 2) (10)

5.3 5.3.1

√

| 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√ | | |
| 11 Media aids | | |
| 12 Social programme | | |
| 13 Seminar folder | | |
| 14 Press coverage | | |
| 15 Stationery | | |

(Any 11 x 1) (11)

- 5.3.2
- Trainers turn back on trainees√√
 - Information cannot be stored / conserved for the future√√
 - Requires clear handwriting√√
 - Can be time-consuming if the trainer writes as the training progresses√√
 - Fixed size and audience size is therefore limited√√

(10)
[40]**QUESTION 6**

- 6.1
- 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 presentation√√
 - Do not distract the trainees in any way from demonstration√√
 - Simultaneously, verbal and visual stimuli should reach the trainees√√
 - There should be no delay between the showing of a skill and the practising of the skill
 - 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

(Any 6 x 2) (12)

- 6.2
- Reality is illustrated✓✓
 - Learn with different senses✓✓
 - Stimulates and retains attention✓✓
 - Can be used as an alternative if the enterprise does not have enough competent trainers✓✓
 - Duplicate copies are inexpensive and tapes can be reused✓✓
 - Can be replayed, repetition is therefore possible
 - Useful if clips of five to ten minutes are shown to avoid boredom
- (Any 5 x 2) (10)
- 6.3
- 6.3.1 Principle of totality - trainer involves whole personality and competencies in the training situation and the learner must also be involved✓✓
- 6.3.2 Principle of perception - trainer must learning use different methods and media for learners to learn through all their senses✓✓
- 6.3.3 Principle of activity – learners must be given tasks/projects so that they can actively take part in their learning✓✓
- 6.3.4 Principle of development – trainer must arrange subject matter in such a way that guide the student from the elementary to the complex, from known to unknown, from the concrete to the abstract, the developmental stage of the learner must be considered✓✓
- (4 x 2) (8)
- 6.4
- Allows the trainer an opportunity to determine the aims, and content✓✓
 - Could succeed in arousing interest✓✓
 - Informs and clarifies learning material✓✓
 - Could be entertaining if the speaker has a sense of humour✓✓
 - Effective if information is presented in an integrated and interesting manner✓✓
 - It is easy as it can be planned
 - A large group of trainees is exposed to the same lecture at the same time
 - Classroom instruction can be flexible in the sense that different media and methods can be added to the lecture
 - No special equipment or facilities are necessary
 - Costs are not exorbitant since they will be standardised and used repeatedly
- (5 x 2) (10)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200