

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA
NATIONAL CERTIFICATE
PERSONNEL TRAINING N5
TIME: 3 HOURS
MARKS: 200

NOTE: If you answer more than the required number of questions, only the required number of questions will be marked. All work you do not want to be marked must be clearly crossed out.

INSTRUCTIONS AND INFORMATION

1. Read ALL the questions carefully.
 2. SECTION A is COMPULSORY.
 3. Answer any FOUR questions in SECTION B.
 4. Number the answers correctly according to the numbering system used in this question paper.
 5. Start each question on a NEW page.
 6. Write neatly and legibly.
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SECTION A (COMPULSORY)**QUESTION 1**

- 1.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.1.1–1.1.13) in the ANSWER BOOK.
- 1.1.1 Games allow the trainer an opportunity to determine the aims, and content of training.
- 1.1.2 Realism is one of the requirements which must be kept in mind during media preparation.
- 1.1.3 Without the ability to use correct type of question at the applicable moment, the learning process could be hampered.
- 1.1.4 A checklist ensures that all details pertaining to the effective roll-out of workshop are not missed or neglected
- 1.1.5 Discussion layout is recommended for sessions where visual aids will be used.
- 1.1.6 The principle of psychological climate requires trainers structure training in such a way that trainees use all their senses.
- 1.1.7 The input in terms of training will include training methods specific to the training needs.
- 1.1.8 It is important to develop a training programme before need assessment is conducted.
- 1.1.9 One of the disadvantages of role play is that the competitive part dominates the learning experience.
- 1.1.10 The trainer must also acknowledge incorrect contributions from trainees.
- 1.1.11 'Recognition of prior learning' is one of the principles of the NQF.
- 1.1.12 The South African labour market is characterised by a high demand for skilled labour and an excessive supply of unskilled labour.
- 1.1.13 Trade certificates are offered at NQF level 5. (13 x 2) (26)

- 1.2 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.2.1– 1.2.7) in the ANSWER BOOK.
- 1.2.1 The goods sold in this sector are not exported to other countries, but sold locally
- 1.2.2 Trainers must set short and long term objectives for the training programme.
- 1.2.3 These skills include having attitudes of responsibility, honesty, knowledge of people and also being empathetic towards trainees
- 1.2.4 The relationship between a specific output and input that has been made to obtain the particular output
- 1.2.5 These questions encourage understanding and trainees have to apply knowledge to a problem
- 1.2.6 The layout creates psychological climate of openness, mutual trust and facilitates two-way communication.
- 1.2.7 The training method through which the principle of individualisation is applied (7 x 2) (14)
- [40]**
- TOTAL SECTION A: 40**

SECTION B

Answer any FOUR questions from this section.

QUESTION 2

- 2.1 Define the following words:
- 2.1.1 Training
- 2.1.2 Education
- 2.1.3 Formal sector
- 2.1.4 Labour intensive production
- 2.1.5 Labour force
- 2.1.6 Private sector (6 x 2) (12)

- 2.2 Facilitators working with adults must understand the characteristics of adult learners.
Give any SIX of these characteristics. (12)
- 2.3 Explain the advantage of asking direct questions during training. (6)
- 2.4 What are the aims of using role-play as a method of training? (10)
[40]

QUESTION 3

- 3.1 Vusi is a training practitioner at Sasol. He is responsible for conducting needs analysis, design and implement training programmes, do impact assessment and also monitors the effective use of the training budget.
Explain how Vusi can apply the following roles:
- 3.1.1 Group facilitator
- 3.1.2 Programme designer
- 3.1.3 Evaluator
- 3.1.4 Needs analyst
- 3.1.5 Administrator of a training programme
- 3.1.6 Subject specialist (6 x 2) (12)
- 3.2 Explain the intellectual competencies which Vusi must possess in order to be effective in his job. (8)
- 3.3 Vusi prefers sound media (audio-tapes) when presenting.
What are the advantages of this form of media? (10)
- 3.4 Motivate why it is important for Vusi to ask questions during presentation (10)
[40]

QUESTION 4

- 4.1 Although keeping up with technological developments assists an organisation to remain competitive, technology also has some negative impact on organisations.
Explain the negative effects of technology on organisations. (10)
- 4.2 Name any TWO pieces of legislation (acts) on training and development in South Africa. (4)
- 4.3 As a training practitioner, it is important that you identify learning problems experienced by trainees at different stages and refer these trainees for professional help.
Explain the roles of the following professionals in dealing with learning problems:
- 4.3.1 Remedial teachers
- 4.3.2 Occupational therapists
- 4.3.3 Speech therapists
- 4.3.4 Educational psychologists
- 4.3.5 Neurologists
- 4.3.6 Psychologists (6 x 2) (12)
- 4.4 Explain SIX advantages of case studies. (12)
- 4.5 What is the advantage of using the theatre layout when conducting training? (2)
[40]

QUESTION 5

- 5.1 The format of a lecture consists of THREE stages.
Identify the stages and also explain what each stage entails. (9)
- 5.2 Explain the disadvantages of using projectors during presentation. (10)
- 5.3 Your company is arranging for a seminar which will take place in three months time.
- 5.3.1 Design a checklist you will use for arranging this seminar. (11)
- 5.3.2 Sam is one of the presenters at the seminar and enjoys using a board.
What are the disadvantages of this type of media? (10)
[40]

QUESTION 6

Rachel completed her N6 certificate in Human Resources Management at Tshwane South FET College. She has recently been appointed as a trainer at Nissan at Rosslyn plant.

- 6.1 Rachel wants to demonstrate to new employees at Nissan on how to assemble parts to manufacture one of the cars. Explain the guidelines for demonstrations (12)
- 6.2 She also intends showing them a video to further elaborate on what she has demonstrated. What are the advantages of using videos? (10)
- 6.3 Explain how she can apply the following principles to optimise learning
- 6.3.1 Principle of totality
- 6.3.2 Principle of perception
- 6.3.3 Principle of activity
- 6.3.4 Principle of development (4 x 2) (8)
- 6.4 Rachel uses the lecture method when presenting.
What are the advantages of this method? (10)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200