



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE
NOVEMBER EXAMINATION
PERSONNEL TRAINING N5
NOVEMBER 2014

This marking guideline consists of 8 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	Occupational therapist√√		
	1.1.2	Andragogics√√		
	1.1.3	Course√√		
	1.1.4	Board√√		
	1.1.5	Role-play√√		
	1.1.6	Principle of motivation√√		
	1.1.7	Formal sector√√		
	1.1.8	Games√√		
	1.1.9	In-basket√√		
	1.1.10	Close-ended question / direct√√	(10 x 2)	(20)
1.2	1.2.1	False√√		
	1.2.2	False√√		
	1.2.3	False√√		
	1.2.4	True√√		
	1.2.5	True√√		
	1.2.6	True√√		
	1.2.7	True√√		
	1.2.8	True√√		
	1.2.9	False√√		
	1.2.10	True√√	(10 x 2)	(20)
TOTAL SECTION A:				40

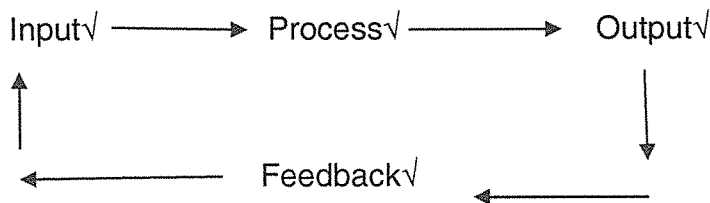
SECTION B**QUESTION 2**

- 2.1 Training is the systematic and planned acquisition of specific measurable work-related skills as these apply to the employee's immediate work environment√√, WHEREAS development refers to the conscious planning of an employee's future based on training interventions to develop his/her career. It is a long-term investment√√ (4)
- 2.2
- Analyse human resources needs in RSA√√
 - Plan infrastructure to provide for human resources needs in terms of training and development√√
 - Improve the quality of available resources by means of training and development√√
 - Develop every employee's potential√√
 - Promote labour relation stability√√
 - Provide secure employment for workers
 - Balance the demand with the supply of labour
 - Update legislation which deal with labour situation

- Implement government decisions on labour
 - Report and advise policy makers on possible policy changes and legislative amendments
- (Any 10 x 1) (10)
- 2.3 Integration√, relevance√, credibility√, coherence√, flexibility√, standards, legitimacy, access, articulation, progression, portability, recognition of prior learning, guidance of learners (4)
- 24
- Creating a fair system of education and training which serves all South Africans√√
 - Improving the quality of education and training so that RSA can grow economically and become internationally competitive√√
 - Combining education and training√√
 - De-fragment and unify the educational and training systems in RSA√√
 - Allow learners to move from one area and level of learning to another√√
 - To give recognised credits for learning that has already taken place
- (Any relevant answer) (10)
- 2.5
- Ensures that a learner understand better and communication and interaction between the learner and the trainer are established√√
 - The learner remembers more because more than one of the senses are involved√√
 - Saves time because the learner understands faster and concentrates more easily√√
 - Establishes dynamic learning as the learner uses different senses√√
 - Ensures productive and creative training because the learner is more involved√√
 - Individualised learning can take place√√
 - Result in motivation and lessening of boredom
 - Fills the gap between verbalisation and real-life, direct experience
 - Serves as the base for training to take place
 - Makes learning more fun
 - Stimulates creativity
 - Enhance comprehension, retention, concentration
- (12)
[40]

QUESTION 3

- 3.1 3.1.1 Mentoring - a process which involves a one-to-one relationship between a more senior, more competent person and a more junior, less knowledgeable and less competent person, one-on-one training√√ (2)
- 3.1.2 Coaching - is work related mentoring, the protégé is assisted to perform duties and responsibilities more effectively and to develop to his full potential√√ (2)
- 3.1.3 Counselling - a form of mentoring, usually for a person who is suffering from a problem with self-esteem, confidence or wrong attitude, anxiety, depression or stress and is assisted by qualified psychologists and psychiatrists√√ (2)
- 3.2
- The training unit is a processing system, converting untrained personnel into trained personnel for the various functions in the organisation√√
 - The inputs (training needs and untrained personnel) are converted into the output of trained personnel through sub-systems such as development and evaluation√√
 - Feedback is received from evaluation and from workers' performance on the job√√
 - Training system is open as it depends on the environment in which it operates and the environment is also dependent on the system – there is interaction between the environment and the system√√



(Any relevant answer) (12)

- 3.3 3.3.1 Administrator of a training programme - ensures that training takes place as planned, within the budget, according to set objectives and required performance criteria√√
- 3.3.2 Change agent - assists in the development of change programmes within the enterprise and acceptance by employees, establish work groups to improve the functioning of teams, groups and departments√√
- 3.3.3 Programme designer - becomes subject matter expert and use the identified training needs to design a training programme to address the need√√

- 3.3.4 Career development adviser – helps individuals to assess their personal competencies, values and goals, so that a career plan can be identified, planned and implemented√√
- 3.3.5 Need analyst - identifies and investigates training needs where a problem is evident or where a competency gap in skills, knowledge and attitudes is creating a problem with the intent of designing training to solve the problem√√ (5 x 2) (10)
- 3.4
- Demonstrations reduce the gap between theory and practice√√ Are relatively cheap√√
 - Allow skill to be used immediately√√
 - Being able to do the task builds self-confidence√√
 - Can be used in technical and non-technical training√√
 - A practical set-up enhances the transfer of learning√√
 - Trainee remains involved in the training process
 - In structured or unstructured learning, the trainee is in the working environment
 - A trainee can develop his style of learning
 - All senses of the trainee are involved in the learning process
- (Any relevant answer) (12)
[40]

QUESTION 4

- 4.1 4.1.1
- Can be used with different sizes of audience√√
 - Trainer faces the audience√√
 - Can be prepared before the time√√
 - Can be prepared before learning takes place√√
 - Colour can be used effectively√√
- (Any relevant answer) (5 x 2) (10)
- 4.2
- Create a climate of trust, friendliness and helpfulness√√
 - Be open-minded√√
 - Carefully listen to trainees√√
 - Do not criticise any effort√√
 - Be aware of non-verbal clues and act on them√√
 - Ask easier questions to those who are not involved√√
 - Ask for input on their own experiences
 - Be an enthusiastic trainer
 - Make eye-contact with the audience
- (Any relevant answer) (12)

- 4.3
- Incorporate the principles of adult learning√√
 - Is economical since a choice can be made from thousands of courses√√
 - Individualisation principles can be applied√√
 - Student can follow his/her own pace√√
 - Feedback can be obtained during scheduled feedback sessions√√
 - Through group formation, assimilation of subject material as a result of repetition and discussion is furthered√√
 - Travel time is diminished
 - It is flexible and can run at anytime
 - It is mobile and can take place where classroom facilities are not available
- (Any relevant answer) (12)
- 4.4
- It is formal and control is possible√√
 - Trainees will be able to see media used√√
 - Creates a psychological climate of openness, mutual trust and respect√√
 - Facilitates two-way communication
 - Allows learners to see one another and the centre of the room
- (Any relevant answer) (6)
[40]

QUESTION 5

- 5.1
- 5.1.1 Principle of reinforcement – use revision/repetition to enhance the learner's chance to retain what they have learned√√
- 5.1.2 Principle of perception – use different methods and media so that learners can use different senses when learning√√
- 5.1.3 Principle of psychological climate – creating a relationship of mutual trust, respect and cooperation, accept learners with their weaknesses, become their role model√√
- 5.1.4 Principle of socialisation – learners must learn from one another, create an openness, friendliness, assistance and corporation learning environment√√
- 5.1.5 Principle of development – Arrange subject matter to guide learners from the elementary to the complex, from known to unknown, from concrete to the abstract, also consider the development stage of the learner√√ (5 x 2) (10)

- 5.2 5.2.1 Open-ended – cannot be answered by a 'yes' or a 'no' and contains more than one possibility, prompts discussion√√ (2)
- 5.2.2 • Prompts discussion√√
 • Uncovers feelings surrounding a subject√√
 • Allows a trainee to express him/herself and to feel his opinion matters√√
 • Useful when a trainer senses latent apathy or hostility√√ (4 x 2) (8)
- 5.2.3 Look at candidates' answer: must be an an open-ended question on training√√ (2)
- 5.3 • Develop critical thinking abilities√√
 • Solve the problem and to draw conclusions from it√√
 • Make decisions and be flexible while involved in interpersonal communication√√
 • Teaches cooperation and considerations of others' opinion√√
 • Develop intellectual ability in terms of thinking abstractly, being able to assimilate different types of information and to be aware of one's weaknesses and strengths √√
 • To become sensitive, empathetic towards others and develop social skills
 • Lear to use common sense necessary to understand complex problems
 • To invigorate a group and not give opportunity for daydreaming
 (Any relevant answer) (10)
- 5.4 • Participants cannot participate if the arrangement is trainer centred√√
 • Interaction between trainers cannot take place√√
 • Movement is restricted√√
 • Participants feel they are treated like children√√
 (Any relevant answer) (8)
- [40]

QUESTION 6

- 6.1
- It is important to know what the purpose of the seminar is✓✓
 - There must be a realistic budget for accommodation, speakers, transport costs, catering, media aid, name tags, press coverage etc✓✓.
 - Speakers must be invited in advance✓✓
 - Social programmes must be organised✓✓
 - Conference folder must be provided✓✓
 - Thank you letters must be sent out✓✓
- (Any relevant answer) (12)
- 6.2
- 6.2.1
- 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 possible
 - Useful if clips of five to ten minutes are shown to avoid boredom
- (Any relevant answer) (10)
- 6.2.2
- Must be preceded by introduction followed by discussion✓✓
 - Does not make allowance for individual learning pace✓✓
 - Relatively expensive✓✓
 - Needs electric power✓✓
 - Only used for small audiences✓✓
 - Trainer must be able to use the equipment
 - Tapes become stretched and unusable after repeated use
 - Needs constant cleaning and maintenance
- (Any relevant answer) (10)
- 6.3
- Inability to recognise words due to it being a different language, or words being illegibly written✓✓
 - Inability to recognise information due to a lack of previous background knowledge✓✓
 - Poor concentration and being distracted✓✓
 - Impaired eyesight✓✓
 - Impaired hearing
 - Behavioural problems
 - Physical noise
 - Internal noise due to tiredness
- (Any relevant answer) (8)
[40]
- TOTAL SECTION B: 160**
GRAND TOTAL: 200