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√√

Please turn over

- 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-PALY**
- 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]

Please turn over

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 DISADAVANTAGES 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