higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

PERSONNEL TRAINING N5

22 JUNE 2016

This marking guideline consists of 8 pages.

SECTION A

QUESTION 1

1.1	1.1.1	Media specialist
	1.1.2	Checklist
	1.1.3	Conference
	1.1.4	Capital intensive production
	1.1.5	TV/DVD

(5 × 2)   (10)

1.2   1.2.1   Labour market – refers to a group of available people in a community who have competencies to do the tasks required which form part of a vacant position.

        1.2.2   Labour productivity – a measure of how well all resources at the input stage are combined and used in order to reach needed results.

        1.2.3   ABET – this refer to education and training schemes that the enterprise organises for their employees to develop competency.

        1.2.4   Education – refers to formal classroom tuition to children as well as adults, basic knowledge and facts and has little or no application.

        1.2.5   Private sector – this is a sector within the economy that operates on the basis of private initiation.

(5 × 2)   (10)

1.3

TRAINING MEDIA	ADVANTAGES	DISADVANTAGES
1.3.1 Television	1.3.1 Reality illustrated	1.3.1 Relatively expensive
1.3.2 OHP	1.3.2 Can be used with any size of the group	1.3.2 Requires electric power
1.3.3 Black board	1.3.3 Simple to prepare	1.3.3 Trainer turn his back on learners
1.3.4 Printed material	1.3.4 Cheap	1.3.4 Cannot be used if learner has learning problems
1.3.5 Sound media, radio, CDs	1.3.5 Portable	1.3.5 Learners lose interest after a while

(5 × 3)   (15)

1.4   • Enable individuals to develop full potential.
      • Enable individual participants in society as a whole.
      • Enable individual to develop skills in maths.
      • Enable individuals to shape and development.
      • Enable individuals to develop critical understanding of their society.
      • Enable individuals to develop initiatives.   (Any 5 × 1)   (5)
                                                                                [40]

                                                          TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1   2.1.1   Programme designer – who in a role of subject matter is an expert,
              will use the identified needs in order to design training programme.

      2.1.2   Group facilitator – he/she acts as communication specialist in the
              assistance of groups to discuss and evaluate.

      2.1.3   Administrator – he/she ensures that training takes place as
              planned and within a planned budget.

      2.1.4   Assessor – assesses training needs, assessment instruments
              which test method.

      2.1.5   Trainer – conduct training using different methods and media
                                                                  (5 × 2)   (10)

2.2   • Objectives of the training session
      • Content and type of learning to take place
      • Learner factors learner preference, group size, attention span
      • Availability of suitable media
      • Equipment size should fit the training venue
      • Trainer factors: ability of trainer to use the media   (6 × 2)   (12)

2.3   • No special equipment needed.
      • A large group of trainees is exposed to the same lecture at the same time.
      • A lesson plan ensures that the lessons are planned logically.
      • Classroom instructions can be successful.
      • Could assist in arousing interest   (5 × 2)   (10)

2.4   • Topic is correct
        • Topic is towards the top of the transparent
        • Six words used per sentence
        • Colour is used
        • Lettering is legibly   (4 × 2)   (8)
                                                                                 [40]

QUESTION 3

3.1   • E – enthusiastic trainer must like what he/she does.
        • F – flexible, trainer must be able to adapt to change.
        • F – fun, trainer must create climate of enjoyment.
        • E – at ease, trainer must be at ease while involved in training.
        • C – consolidate, trainer must be able to summarise the training discussion
          for the group at regular intervals.
        • T – able to use different techniques/methods, must be conversant with
          different types of training methods and techniques.
        • I – able to interact or participate, trainer must be able to communicate with
          the trainees competently.
        • V – able to use visual aids, must be able to use all available visual aids.
        • E – pursue excellence in all what the trainer does, training objectives must
          be reached, planning, carrying out of training and evaluation must be done
          efficiently.   (9 × 2)   (18)

3.2   Unemployment – is a situation in which workers want to work, but cannot find
        jobs.   (2)

3.3   • To develop interpersonal, social and communication skills
        • To increase the self-confidence of the participants
        • To become empathic towards other person's problem
        • To assist in future problem-solving
        • To examine previous behaviour
        • To try out new behaviour learned
        • To experiment with behaviour that could be potentially useful   (Any 6 × 2)   (12)

3.4   • To analyse the human resources needs
        • To secure employment for workers
        • To promote labour relations stability
        • To update legislation which deals with the labour situation
        • To balance the demand for labour with the supply of labour
        • To implement government decisions on labour   (Any 4 × 2)   (8)
                                                                                 [40]

QUESTION 4

4.1
- Inability to recognise words due to being a different language
- Inability to recognise information due to lack of previous background knowledge
- Poor concentration on the part of the learner
- Impaired eyesight
- Impaired hearing
- Behavioural problems
- Physical noise
- Internal noise due to tiredness or worry   (Any 6 × 2)   (12)

4.2
- Installation and writing material only costs involved
- Can be used on various situations and for different audience sizes
- Can be used throughout a training session
- Simple to prepare
- Can be used to stick pictures on   (Any 4 × 2)   (8)

4.3
- State the question clearly and concisely
- Relate the question to the subject being discussed
- Pose the question to the entire group before calling out a name
- Give trainees time to consider the question
- If no one answers, look for non-verbal signals
- Acknowledge all responses
- Avoid many questions that require yes or no answer
- Reword question if unclear
- Encourage learners to motivate their answers   (Any 6 × 2)   (12)

4.4
- To improve performance
- To develop every employees potential
- Enable organisation to reach their objectives
- Reduce wastage of materials
- Decrease accidents in the workplace
- Reduce staff turnover
- Decrease in absenteeism rate   (Any 4 × 2)   (8)
                                                                                                [40]

QUESTION 5

5.1
- Each student can follow his/her own pace.
- Trainee learn at their own pace.
- Effective as classroom teaching.
- Cost saving.
- It is flexible and can run at any time.
- Principle of individualisation can be applied.
- Compatible with adult learning principles.
- It can accommodate work schedules, trainees can be employed.

(Any 5 × 2)   (10)

5.2
- The employer of the learner can be negative about the process.
- Study groups cannot be more that 10 people to be effective.
- The self-development technique can only be used where cognitive skills are concerned.
- Self-study is difficult for people who have reading disabilities.
- Many students are not disciplined enough to keep to a study timetable
- Printed material is difficult to update and revise.
- Valuable learning experience can be lost and motivation can also drop as a result of less interaction with other learners and instructors.   (Any 6 × 2)   (12)

5.3
- To develop interpersonal, social and communication
- Increase self-confidence of participants
- To assist in future problem-solving
- To try out new behaviour learned
- To examine previous behaviour learned
- To experiment with behaviour that could be potentially useful
- To become empathic towards other people's problems   (Any 5 × 2)   (10)

5.4
- Creates an intergrated national framework for learning achievement.
- Facilitates access to, and mobility and progression within education, training and career paths.
- Enhances the quality of education and training.
- Accelerates the redress of past unfair discrimination in education, training and employment opportunity.
- Contributes to the full personal development to each learner and the social and economic development of the nation at large.   (Any 4 × 2)   (8)

[40]

QUESTION 6

6.1
- Motivation – learners must be intrinsically motivated.
- Guidance and recall – the learner must be assisted in the beginning of the learning process.
- Reinforcement and exercise – learning must be internalised (made a part of the learner).
- Knowledge of results – immediate feedback of correct and incorrect results should be given to a learner.
- Learn by doing – practical application and use of new learning will reinforce what has been learnt.
- Learning motor skills – this involve the use of the limbs, being physically involved in the carrying out of some task.
- Learning knowledge and attitudes – the learner has to concentrate mentally for longer periods of time to learn knowledge and attitudes.
- Whole or partial learning – if what the learner has to learn is complicated and extensive, the learning material must be broken into smaller chunks for easier digestibility.
- Trial and error – learner must be allowed to make mistakes, since the adult learns well from mistakes.
- Multi-sensory input – all senses must be used in the learning process.
(Any 6 × 2)   (12)

6.2
- Training media save time because the learners understand better.
- The learner remembers much more because more than one senses are used.
- It ensures productive and creative training because the learner become more involved.
- It fills the gap between verbalisation and real-life, direct experience.
- It serves as the base for training to take place.
- It increases motivation to the learner and lessen boredom.
- Individualised learning e.g learning foreign language with the assistance of audiotapes.   (Any 6 × 2)   (12)

6.3
- Management skills
- Analytical skills
- Economic skills
- Administrative skills   (4 × 2)   (8)

6.4
- Allow skills to be used immediately.
- Can be used in technical and non-technical training.
- Reduce the gap between theory and practice.
- Trainees remain involved in the learning process.
- All senses are involved in the learning process.
- A simple and practical set-up of equipment can enhance the transfer of learning.
- They are relatively cheap.   (Any 4 × 2)   (8)

[40]

TOTAL SECTION B: **160**
GRAND TOTAL: **200**