MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N5

20 JUNE 2018

This marking guideline consists of 9 pages.

SECTION A

QUESTION 1

1.1   1.1.1   C
        1.1.2   A
        1.1.3   D
        1.1.4   B
        1.1.5   B
        1.1.6   B
        1.1.7   C
        1.1.8   D
        1.1.9   C
        1.1.10   B

(10 × 2)   (20)

1.2   1.2.1   J
        1.2.2   C
        1.2.3   E
        1.2.4   G
        1.2.5   B
        1.2.6   D
        1.2.7   A
        1.2.8   F
        1.2.9   H
        1.2.10   I

(10 × 1)   (10)

1.3   1.3.1   True
        1.3.2   True
        1.3.3   True
        1.3.4   False
        1.3.5   True

(5 × 2)   (10)

TOTAL FOR SECTION A: 40

SECTION B

QUESTION 2

2.1   2.1.1   Credibility:
Education and training should have value and acceptance on both national and international level.

2.1.2   Flexibility:
Education and training should allow for multiple ways of achieving the same learning standards.

2.1.3   Access:
Education and training should provide easy access to appropriate levels of education and training for all prospective learners.

2.1.4   Portability:
Education and training should equip learners to transfer their credits or qualification from one learning centre or employer to another.

2.1.5   Recognition of prior learning:
Education and training should provide for the counselling of learners by specially trained individuals who meet nationally recognised standards for educators and trainers.
(5 × 2)   (10)

2.2
- To create an integrated national framework for learning achievements
- To facilitate access to, and mobility and progression within education and training and career paths
- To enhance the quality of education and training
- To accelerate the redress of past unfair discrimination in education, training and employment opportunities
- To contribute to the full personal development of each learner and the social and economic development of the nation at large   (5 × 2)   (10)

2.3
- Adults do not want to be told what to do.
- They are actively involved in the learning process.
- For adults, the learning climate is collaborative, but they are also self-dependent and self-responsible. They are in control of their own learning process.
- Adults take part in the planning of the learning activity and setting the learning objectives.
- Evaluation is a mutual activity between learner and trainer.
- Learning is experiential and self-discovered.
- Trainers focus on the reciprocity of the learning transaction.
- Trainers must still manage or guide the process.
- Two-way communication takes place.
- The learning climate must be comfortable and must be characterised by variety and mobility.

- Adults need to know why they are learning.
- Adults bring a great amount of and quality experiences into the learning process.
- Individual differences regarding experience must be catered for.
- Adults are ready to learn when they experience a need to know more or a need to achieve something.
- Adult learning is life centred, task orientated or problem centred.
- Motivation to learn is internal and intrinsic as well as more potent and persistent in adults, and it includes the need for recognition, self-esteem and self-actualisation.
- Adults learn according to a need for certain knowledge, and learning does not necessarily follow a sequence.
- Adults want to apply and use new knowledge in a work situation or in practice.
- The degree of difficulty is dictated by adults' previous experience and existing knowledge.
- Adults must be able to apply the methods of learning.
- They make connections and draw conclusions by themselves.
- Adults build new knowledge, skills and attitudes (SKA) on existing SKA.
- The trainer must not structure the learning process, but rather facilitate it according to the needs of the learners.
- Adults want to see the big picture. (Any 6 × 2) (12)

2.4 2.4.1 Instructor:
The instructor uses different methods and media to train, specifically regarding a skill or an attitude.

2.4.2 Subject specialist:
A subject specialist has acquired relevant qualifications, experience, competence and interest in a wide context.

2.4.3 Group facilitator:
This trainer acts as a communications specialist in assisting groups to discuss, evaluate and decide on solutions which will lead to cohesive working groups.

2.4.4 Media specialist:
This trainer is able to operate all available media and is proactive in assisting the training department to procure technologically advanced media.

(4 × 2) (8)
[40]

QUESTION 3

3.1   Communication skills✓
- Influencing a group to be cohesive and to reach objectives and performance criteria set✓
- Presenting a course to reach the training objectives✓
- Questioning effectively to assist learners in learning and reaching objectives.✓
- Listening effectively✓
- Interacting and socialising with groups and individuals ✓

        Writing skills:✓
- The skill to derive a learning objective from a need/competency gap✓
- Ability to research a subject✓
- Ability to write learning materials in an orderly and logical manner✓
- Being precise and complete✓   (2 × 6)   (12)

3.2
- Can be adapted/is flexible (small or large groups)
- Stimulates and retains attention
- Individual pace can be catered for
- Portable
- Can be used as an alternative if enterprise does not have enough competent trainers
- Equipment is relatively cheap   (6 × 2)   (12)

3.3
- To check understanding
- To prompt discussions
- To focus a group on a particular point
- To involve learners in discovering facts
- To stimulate trainees' interest at the beginning of the presentation
- To determine existing knowledge
- To sustain attention during the course
- To discover what problems and difficulties are being experienced
- To aid assimilation by revising, repeating and asking trainees to rephrase
- To assist in the eventual correction of mistakes in the module
- To make the trainees feel that their thoughts and feelings are important
- To help trainees learn from each other and respect others' opinions
- To check whether you have achieved your objective
- To stimulate the trainees to think creatively
- To draw the timid or quiet person into the discussions   (Any 12 × 1)   (12)

3.4   • The competitive elements of the game can dominate the learning experience.
       • Games are expensive.
       • Games take a long time to finish.   (Any 2 × 2)   (4)
                                                                                    [40]

QUESTION 4

4.1   • The equipment is relatively expensive.
       • Preparation requires time, knowledge and skills from the trainer.
       • A stable power supply is required.
       • The equipment can be lost or corrupted, for example by computer virus.
       • Making backups are required, irrespective of electronic or hard copy being used, and this doubles the storage of information.
       • The learner cannot take the information for later reference.
       • Incompatibility of systems and programs is possible.
       • Using computers require motivated learners, and learners must be computer literate before they can learn anything on the computer.
       • Computer technology is changing rapidly, and enterprises must proactively keep up with changes and developments.
       • Much 'technophobia' (fear for technology) exists and it must be dealt with before training can commence.   (Any 5 × 2)   (10)

4.2   4.2.1   I – Interest✓
                The trainer must focus the trainees' attention and interest by using a warm-up exercise or linking the current content to a previous session and by being enthusiastic and thorough.✓

       4.2.2   N – Need✓
                The learning need must be identified by discussing it with learners and adapting it to their interpretation.✓

       4.2.3   T – Topic✓
                The subject matter and the structure of the lecture must be explained.✓

       4.2.4   R – Range✓
                Explain the level of difficulty and how the training will fit in with the job requirements.✓

       4.2.5   O – Objectives✓
                The reason for the training must be explained and the learners need to know what is expected of them.✓
                                                                        (5 × 2)   (10)

4.3
- Incorrect associations
- Poor short-term memory
- Poor long-term memory
- Insufficient information   (4 × 2)   (8)

4.4   It is a gathering of people to solve problems – they do not listen to speakers but divide into groups from the start to start discussions.   (2)

4.5
- Individuals gain different perspectives by sitting in different parts of a room.
- Individuals get to know fellow participants if they move around from time to time.
- Handicapped persons are not relegated to the back of the room.
- Forming of cliques (small, closed groups) is prevented.
- Communication is facilitated better.   (10)
                                                                     [40]

QUESTION 5

5.1   Orientation/introductory phase:
- Participants get to know each other and the trainer.
- They become familiar with what they will be learning.
- They lose their inhibitions and start relaxing.
Reason for training:
- Specifics of training objectives are set out clearly.
- Learners are exposed to the training content/material.
- They learn more about the method of learning and the media to be used.
Conclusion:
- Summaries
- Question-and-answer sessions
- Evaluations   (4 × 3)   (12)

5.2
- Using demonstrations reduces the gap between theory and practice.
- Using demonstrations involve all the senses in the learning process.
- They build self-confidence.
- It is relatively cheap to use demonstrations.
- They allow learners to use a skill immediately.
- They can be used in technical and non-technical training.   (6 × 2)   (12)

5.3   Convention:
A group of delegates from different enterprises comes together to reach some agreement on a specific subject, for example the WHO.

Congress:
Enterprises that are spread over a large geographical area often organise congresses to which branch offices send their delegates. These delegates can decide on new policies, or changes to policies. It is controlled by an executive committee and a chairperson.   (4 × 2)   (8)

5.4
- Realistic – three dimensional
- Stimulate more than one sense
- Make demonstrations possible
- Opportunity for learners to practise   (4 × 2)   (8)
[40]

QUESTION 6

6.1
- The employer of the learner can be negative about the process.
- To be effective study groups cannot have more than 10 people.
- The self-development technique can only be successful when cognitive skills are used.
- Self-study is difficult for people who have reading disabilities.
- Many learners are not disciplined enough to keep to a study timetable.
- Printed material is difficult to update and revise.
- Valuable learning experiences can thus be lost, and motivation can also drop because of less interaction with other learners and instructors.
           (Any 5 × 2)   (10)

6.2   Labour-intensive production – refers to production methods according to which more labour is used in relation to available technology

Capital-intensive production – refers to production methods according to which more capital is invested in the use of technology and equipment for production in relation to wages paid to workers.   (2 × 3)   (6)

6.3
- Inability to recognise words if training is offered in 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 stress (Any 6 × 2) (12)

6.4
- Every system is part of a wider, more general system.
- Sub-systems are linked to one another and they support the enterprise system.
- Every system has order and logic.
- The systems approach consists of three parts, that is, *inputs* that are transformed during the *process/throughput* into *output*.
- A processing unit will transform inputs by means of a process into an output.
- Every processing system has a receiving system which, in turn, provides input for another processing unit.
- Systems are driven by the feedback that they receive.
- A system can be open or closed, but training systems are open.
- Since the systems depend on the environment in which they operate, the environment is also dependent on them (i.e. interaction takes place).
- Change in one subsystem will lead to change in another. (10 × 1) (10)

6.5 These types of question encourage discussion and allow elaboration. These questions cannot be answered by a 'yes' or a 'no' answer. (2)

TOTAL FOR SECTION B: 160
GRAND TOTAL: 200