higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

PERSONNEL TRAINING N5

7 NOVEMBER 2013

This marking guideline consists of 9 pages.

SECTION A

QUESTION 1

1.1   1.1.1   True√√
       1.1.2   True√√
       1.1.3   False√√
       1.1.4   False√√
       1.1.5   False√√
       1.1.6   False√√
       1.1.7   False√√
       1.1.8   True√√
       1.1.9   True√√
       1.1.10   True√√

(10 x 2)   (20)

1.2   1.2.1   LABOUR PRODUCTIVITY – a measure of how well all resources at the input stage are combined and used in order to reach needed results – ratio of output to input√√

       1.2.2   INFORMAL SECTOR – unrecorded sector since information regarding people doing business in this sector are not recorded with appropriate authorities√√

       1.2.3   THEATRE LAYOUT – an arrangement which only contains chairs and is efficient as far as space utilization is concerned√√

       1.2.4   CASE STUDIES – an oral or written account of an event, incident or situation with the intention of developing critical thinking√√

       1.2.5   REMEDIAL TEACHER – assists learners who experience reading, spelling and even basic maths problems

(5 x 2)   (10)

1.3   1.3.1   A√√
       1.3.2   B√√
       1.3.3   C√√
       1.3.4   D√√
       1.3.5   D√√

(5 x 2)   (10)

TOTAL SECTION A: **[40]**

                                   Please turn over

SECTION B

QUESTION 2

2.1 REQUIREMENTS FOR EDUCATIONAL, TRAINING AND DEVELOPMENT COURSE

- Have achievable objectives√√
- Be specifically planned√√
- Be in line with training needs of employees√√
- Meet enterprise goals√√
- Allow an individual an opportunity to grow and develop√√   (Any 10 x 1)   (10)

2.2 HINTS FOR THE TRAINER AS A MEDIUM
- Be enthusiastic but natural√√
- Avoid distracting mannerisms√√
- Always face the audience√√
- Shifting position, by walking to different areas of the training room√√
- Use humour to create relaxed atmosphere√√
- Keep a surprise in store for learners
- Maintain attention by means of eye contact   (Any 10 x 1)   (10)

2.3 INTERPERSONAL COMPETENCIES
- Communication skills√ – ability to influence a group to be cohesive to reach objectives√
- Writing skills√ – a skill to drive a learning objective from a need/competency gap and to research a subject√   (Any 4 x 1)   (4)

2.4 FACTORS TO CONSIDER WHEN CHOOSING A TRAINING METHOD
- Objectives of the training session – either to gain knowledge, attitude or skills√√
- Content – the type of learning to take place will influence the decision√√
- Learner factors – attention span, group size disabilities will also influence choice of method√√
- Factors regarding the trainer – if the trainer is comfortable using the media√√
- Time constraints will also influence choice of method√√
- Advantages and disadvantages of specific method
- Environment where the training will take place   (Any 10 x 1)   (10)

2.5 EXAMPLES OF PROBLEMS WHICH MAY OCCUR DURING INPUT STAGE
- Inability to recognise words due to it being a different language√
- Inability to recognise information due to lack of background√
- Poor concentration√
- Impaired eyesight√
- Impaired hearing√
- Behavioural problems√
- Physical noise
- Internal noise due to tiredness   (Any 6 x1)   (6)

       [40]

QUESTION 3

3.1 FOUR BUSINESS COMPETENCIES FOR AN EFFECTIVE TRAINER
- Management skills√ – involves development of training framework and planning and preparation of the training intervention√
- Analytical skills√ – being able to do cost-benefit, statistical and strategic analysis of training interventions√
- Economic skills√ – knowledge of enterprise structures and functions√
- Administrative skills√ – deals with ongoing scheduling of training interventions and management of allocated budget√ (Any 8 x 1) (8)

3.2 AIMS FOR USING ROLE PLAY
- To develop interpersonal, social and communication skills√√
- To increase the self-confidence of the participants√√
- To become empathetic towards other person's problems√√
- 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
- To get answers to real world problems (Any 2x 1) (12)

3.3 METHODS TO OVERCOME PROBLEM AREAS IN THE LABOUR MARKET
- The development of a culture of learning and skills development should begin at primary school level√√
- Coordinating body to assist in the linking between formal and informal sectors must be put in place√√
- The development of programmes targeted at different categories of unemployed persons√√
- The encouragement and support for the development of plans of enterprises who are restructuring so that retrenched persons can be employed by the state√√
- Development of an integrated approach to education and training to give school-leavers more structured access to jobs√√
- The development of funding programmes by the state to provide incentives to employers to support practical training
- Provision being made for the training needs of small enterprises to fit in line with NQF
- Making equity employment policies part of all development programmes
- Establishing career guidance and placement centres
- Address population planning since population increase is overtaking job creation amounts (Any 10 x 1) (10)

3.4 DISADVANTAGES OF TELEVISION AND VIDEO MACHINE WITH VIDEO TAPES
- Must be preceded by introduction and 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 equipment
- Tapes become stretched and unusable after repeated use
- Needs constant cleaning and maintenance   (Any 10 x 1)   (10)
                                                                         [40]

QUESTION 4

4.1 GUIDELINES WHEN CHOOSING ICE-BREAKERS
- Choose the activity which suits the abilities of participants as some activities cannot be carried out by individuals with disabilities√√
- Some activities need a large physical space for carrying out and the activity should not be halted once started√√
- Safety of participants must be considered√√
- The activity must be useful and must tie with the training objective√√
- Materials to be used must be in order and complete before the activity commences√√
- The timing of the activity must consider the group size and the activity√√
- The type of activity must be carefully chosen to fit in with the training objective
- Trainer must ensure a variety of activities
- Principle of confidentiality should be agreed upon by the group if necessary
                                                        (Any 12 x 1)   (12)

4.2 OBJECTIVES OF THE DEPARTMENT OF LABOUR
- To analyse human resources needs in RSA√√
- To plan the infrastructure so that it will provide for human resources needs in terms of training and development√√
- To improve the quality of available resources by means of training and development√√
- To develop every employee's potential√√
- To promote labour relation stability√√
- To provide secure employment for workers√√
- To balance the demand for labour with the supply for labour
- To implement government decisions on labour
- To report and advise policy makers on possible policy changes and legislative amendments   (Any12 x 1)   (12)

Please turn over

4.3   4.3.1   ASSESSOR – design assessment instruments to assess knowledge, skills and knowledge and also write training reports√√

       4.3.2   MANAGER OF TRAINING AND DEVELOPMENT – plans and monitors budget, set standards, policies and procedures√√

       4.3.3   TRAINER – conducts training using different methods and media√√

       4.3.4   NEEDS ANALYST – identifies discrepancies in skills, knowledge and attitude, identifies and investigates training needs based on problems√√

       4.3.5   PROGRAMME DESIGNER – writes training objectives, selects content, activities and material and implements learning opportunity, uses training need to develop a training programme√√

       4.3.6   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√√

                                                          (Any 12 x1)   (12)

4.4   LEARNING STYLE – a unique and preferred method that a learner chooses to collect information√√ and how the person responds to the information √√
                                                          (Any 4 x 1)   (4)
                                                                           [40]

QUESTION 5

5.1   5.1.1   ADVANTAGES OF DISCUSSION / CIRCULAR LAYOUT
                - Participants can freely communicate√√
                - Facilitators can easily take control by taking up position in the front of the room or move between participants√√   (Any 4 x 1)   (4)

       5.1.2   DISCUSSION LAYOUT

                Look at candidate's design and mark according to the following requirements
                requirements and mark according to the following criteria

                - The design fits the discussion layout√√
                - Provision made to accommodate 12 delegates√√
                - Position of the facilitator is indicated√√   (Any 6 x 1)   (6)

5.2   ADVANTAGES OF OHP
       - Can be used with different type sizes of audience√√
       - Trainer will face the audience√√
       - Can be prepared before time, even on a computer√√
       - Water-soluble pens can also be used√√
       - Can range from plain transparency to multicoloured with overlays√√
       - Colour can be used effectively   (Any 10 x 1)   (10)

5.3   **REASONS FOR ASKING QUESTIONS**
- Encourage involvement by providing an opportunity for exchanging ideas and information√√
- Enables the trainer to assess what participants already know√√
- Develop interests and create curiosity√√
- Emphasise and reinforce information√√
- Helps learners to think creatively√√
- Participants think through the problem and to analyse the question√√
- Draw a timid person into discussion
- To get attention and to arouse interest at the beginning of a session
- To check understanding
- To prompt discussion
- To focus a group on a particular point
- To involve learners in discovering facts   (Any 12 x 1)   (12)

5.4   **APPLYING DIDACTIC PRINCIPLES**

     5.4.1   PRINCIPLE OF FEEDBACK – measurement or assessment should be ongoing to motivate learners, learners must know how they have performed and also to correct their mistakes√√

     5.4.2   PRICIPLE OF PLANNING – trainer must set short and long term objectives as any task stands a better chance of succeeding if is planned properly√√

     5.4.3   PRINCIPLE OF MOTIVATION – learners must be extrinsically motivated by means of success achieved in the learning intervention. trainer must arouse and maintain learners' willingness to learn√√

     5.4.4   PRINCIPLE OF DEVELOPMENT- learning must be based on the development of an individual, subject matter must be arranged to guide student from elementary to complex, from known to unknown√√   (Any 8 x 1)   (8)
                                                          [40]

QUESTION 6

6.1   PROGRAMME FOR THE SEMINAR

EDCON COMPANY√		
TOPIC: Applying training methods effectively to achieve learning outcomes√		DATE: 24 January 2014√
	√	
TIME	EVENT / ACTIVITY	BY
8:00 – 8:30√	Registration	
8:30 – 9:00	Welcome and introduction√	G Smit√
9:00 – 9:30	Ice-breaker√	S Manthata
9:30 – 11:30	Presentation: training methods√	Thato
11:30 – 11:45	Tea	
11:45 – 13:00	Presentation: Factors to be considered when selecting methods√	Thato
13:00 – 14:00	Lunch	
14:00 – 15:00	Case-study / role play & group discussion	Thato
15:00 – 15:30	Tea	
15:30 – 16:30	Group presentations√	Thato
16:30 – 17:30	Feedback and summary	Thato
17:30 – 18:00	Reaction questionnaire and closing√	G Smit

Mark allocation breakdown
- Name of the company indicated: Edcon√
- Topic: Applying training methods effectively to achieve learning outcomes√
- Date: 24 January√
- Sub-heading: Time, Event & Responsible person indicated√
- Times clearly indicated with no breaks of time in the programme√
- A person is allocated for items in the events section - – any names √
- Welcome and introduction√
- Ice breaker√
- Topics related to training methods provided (2 minimum)√√
- Trainees afforded an opportunity to do some work on the topic, e.g. case studies, group work or presentation√
- Feedback, summary, closing and reaction questionnaire√   (Any 12 x 1)   (12)

6.2   A TRANSPARENCY

Look at the candidates' responses and mark according to the guidelines on designing transparencies
- Topic is correct i.e. Applying training methods effectively to achieve learning outcomes√
- Topic is towards the top of the transparency√
- Colour is used and is tidy/neat√
- Lettering is legible√
- Six lines used on the transparency√
- Six words used per sentence√
- Information on the transparency is relevant to training methods√√√

NB: If the information provided by a candidate on the transparency is incorrect i.e. not relevant to the topic stated above, the candidate will only get 2 marks for the design. In other words the guidelines above should only be considered and marks allocated if the information provided by the candidate is correct i.e. in line with the topic   (Any 10 x 1)   (10)

6.3   REASONS FOR USING DEMONSTRATIONS
- Reduce the gap between theory and practice√√
- Relatively cheap√√
- Allow skill to be used immediately√√
- Being able to do a task immediately builds self confidence√√
- Can be used in technical and non-technical training√√
- A simple and practical set-up of equipment can enhance the transfer of learning√√
- Trainees remain involved in the learning process
- In structured and unstructured learning, trainee is in the actual work environment
- Trainee can develop his/her own style of working
- All senses are involved in the learning process   (Any 12 x 1)   (12)

6.4   TYPES OF QUESTIONS AND RELEVANT EXAMPLES

6.4.1   RESPONSE QUESTIONS – trainees must apply knowledge to a case-study or a problem√ + RELEVANT EXAMPLE√

6.4.2   DIRECT QUESTIONS - requires a specific answer, put to a specific individual√ + RELEVANT EXAMPLE√

6.4.3   OPEN-ENDED QUESTIONS – encourage discussion and tend to allow elaboration√

NB: The examples of questions given by candidates must be relevant to the topic i.e .
Applying training methods effectively to achieve learning outcomes√   (Any 6 x 1)   (6)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200