higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

PERSONNEL TRAINING N5

2 DECEMBER 2016

This marking guideline consists of 8 pages.

SECTION A

QUESTION 1

1.1   1.1.1   Mentor
        1.1.2   Checklist
        1.1.3   Capital-intensive production
        1.1.4   Closed questions
        1.1.5   Principle of socialisation
        1.1.6   Trainer
        1.1.7   Skill
        1.1.8   Programme designer
        1.1.9   Needs analyst
        1.1.10   Remedial teacher

                                                          (10 × 2)   (20)

1.2   1.2.1   A registered or recorded sector; information regarding enterprises
                  which operate in this sector is known to the authorities

        1.2.2   People who want to work, irrespective of whether or not they have
                  jobs

        1.2.3   People who find themselves without the necessary skills to do the
                  available jobs

        1.2.4   What a person acquires through a cognitive or thinking process;
                  what a person knows

        1.2.5   An affective stance which is related to the feelings of a person; a
                  tendency to behave in a certain way

                                                          (5 × 2)   (10)

1.3   1.3.1   False
        1.3.2   True
        1.3.3   True
        1.3.4   True
        1.3.5   True

                                                          (5 × 2)   (10)
                                                                      [40]

                                          TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1   (12)

2.2
- Easily available
- Information can be built up step by step
- Used for key words
- Simple to prepare
- Installation and writing material are the only costs involved
- Can be used throughout the training session
- Can be used in various situations and for different audience sizes
- It is cheap   (Any 6 × 2)   (12)

2.3
- Do not ask questions bundled as one.
- State the question clearly and concisely.
- Pose the question to the entire group before calling out a name.
- Give trainees time to consider the question.
- Acknowledge all responses.
- Reword a question if it is unclear.   (6 × 2)   (12)

2.4
- Training is a systematic and planned acquisition of a specific measurable work-related skill as it applies to an employee's immediate work situation.
- Development is conscious planning of the employee's future, aimed at developing the employee's full potential and career path; it is a long-term investment.   (2 × 2)   (4)

[40]

QUESTION 3

3.1
- Availability of suitable media
- Type of learning to take place (content)
- Objectives of the training session
- Learner factors – learner preference, group size, attention span
- Equipment size – equipment size should fit the training venue
- Trainer factor – the ability of the trainer to use the media   (Any 5 × 2)   (10)

3.2
- Management skills – includes development of training framework, negotiation, adaptability, planning and preparation of training
- Analytical skills – doing a cost-benefit analysis, and statistical and strategic analysis of training
- Economic skills – knowledge of the enterprise structure and functions, economics, distribution channels, political and social systems
- Administrative skills – on-going scheduling of training interventions, record-keeping and updating training interventions   (4)

3.3
- Learners lose interest after a while.
- Audio equipment needs constant cleaning.
- It cannot easily be revised or re-sequenced.
- It is only suited to cognitive or affective learning.
- It does not have the same potential for learning as video equipment.
- Feedback and interaction are not possible.   (6 × 2)   (12)

3.4
- To prompt discussion
- To uncover feelings about a subject
- To allowing a trainee to express him/herself, allowing him/her to feel that his/her opinion matters
- Useful when the trainer senses latent apathy or hostility   (4)

3.5   3.5.1   Psychologists – the specialists who treat learners when problems such as emotional turbulence, stress or inability to handle tense situations cause the learners not to learn

3.5.2   Remedial teachers – assist learners who have problems with reading, writing and arithmetic, as well as language-related problems

3.5.3   Occupational therapists – assist learners who have problems with concentration and absorption of information due to incoordination in the brain

3.5.4   Speech therapists – assist learners with hearing and speech defects

3.5.5   Educational psychologists – assess learners' intelligence and abilities, and determine the interests of learners, so as to suggest possible career choices

(5 × 2)   (10)
[40]

QUESTION 4

4.1   4.1.1   Look at the candidate's design and mark according to the following requirements:

- The design fits the discussion layout.
- Provision has been made to accommodate 12 delegates.
- The position of the facilitator is indicated.   (3 × 2)   (6)

4.1.2
- Participants can freely communicate.
- Facilitators can easily take control by taking up position in the front.   (2 × 2)   (4)

4.1.3
- Can be prepared before the time
- Water-soluble pens can also be used
- Trainer will face the audience
- Can be used with different audience types and sizes   (Any 2 × 2)   (4)

4.2   4.2.1   Adults
        4.2.2   Children
        4.2.3   Adults
        4.2.4   Children
        4.2.5   Children
        4.2.6   Adults

(6 × 2)   (12)

4.3   Adult Basic Education and Training   (2)

4.4
- Subject specialist
- Needs analyst
- Program designer
- Group facilitator
- Evaluator
- Method specialist
- Media specialist
- Supervisor or administrator of a training programme
- Individual career-development adviser
- Organisational change agent or marketer   (Any 3 × 2)   (6)

4.5   4.5.1   Coaching – assisting a person to perform duties and responsibilities more effectively and also to develop to his/her full potential; work-related mentoring

             4.5.2   Counselling – the psychological support provided by a mentor to assist a worker to develop greater confidence and a more positive self-image; it is a form of mentoring for a person who is experiencing problems with self-esteem, confidence and wrong attitudes

             4.5.3   Seminar – a short course of study to explain certain problems; a form of learning where each learner in the group is expected to be at a level to be able to actively participate

                                            (3 × 2)   (6)
                                                [40]

QUESTION 5

5.1
- It is most effective for the transfer of information.
- It could succeed in arousing interest.
- It informs and makes it possible to clarify the learning material.
- It allows the trainer to determine the aims and content.
- It could be entertaining if the speaker has a sense of humour.
- No special equipment or facilities are necessary.
- The cost is not exorbitant, since the method will be standardised and used repeatedly.   (Any 6 × 2)   (12)

5.2
- Be open-minded.
- Create a climate of trust, friendliness and helpfulness.
- Carefully listen to trainees.
- Do not criticise any effort.
- Be aware of non-verbal cues and act on them.
- Ask easier questions of those not involved.
- Ask for input on the learners' own experience.
- Be an enthusiastic trainer.
- Let the trainees work in groups since it is easier to communicate with smaller, intimate groups.
- Always ensure good eye contact with the audience.   (Any 5 × 2)   (10)

5.3
- It is suitable if there are time constraints.
- It is cost-effective.
- It does not have advantages and disadvantages of some other media.
- You can choose the delivery system.
- It is the simplest and most convenient medium.
- It eliminates the trainer factor, i.e. the ability of a trainer to use the medium.
- It is suitable for content learning.
- It makes provision for diverse learner factors, such as learner preferences, group size, and attention span.
- It is best if other suitable media are not available.
- It can be suited to the objectives of the training session – to impart knowledge or skills, or to change attitudes.   (Any 6 × 2)   (12)

5.4   5.4.1   Motivation – motivate learners through success achieved in the learning intervention; the trainer should arouse and maintain this will to learn.

        5.4.2   Psychological climate – establish a relationship of mutual trust, respect, and cooperation with the learners.

        5.4.3   Reinforcement – use revision to enhance the learners' chances to retain what they have learned.
                                                              (3 × 2)   (6)
                                                                          [40]

QUESTION 6

6.1
- The trainer must ensure a variety of activities.
- The trainer must choose activities that will suit the abilities of the participants.
- The trainer must also consider physical space, since some activities may require a bigger space.
- The safety of the participants should also be considered.
- The materials that will be used must be in order and ready before the activity commences.
- The type of activity must fit in with the training objectives.   (Any 5 × 2)   (10)

6.2
- Untrained employee
- Competent and trained personnel who have to establish the training, determine the standard of training, and deliver the training
- Training material
- Proper available technology
- Available time
- Training budget
- Enterprise needs   (Any 5 × 2)   (10)

6.3
- To invigorate the group and not give an opportunity for daydreaming
- To develop the critical thinking abilities of trainees to analyse a situation
- To solve problems and draw conclusions from it
- To make decisions and be flexible while involved in interpersonal communication
- To teach co-operation and consideration of the opinions of others
- To lead trainees to become sensitive, empathetic towards others and develop social skills (Any 5 × 2) (10)

6.4
- Stammer or stutter
- Lack of language skills or vocabulary
- Low or inaudible speech
- Slow writing speed
- Illegible or uncoordinated writing (5 × 2) (10)

[40]

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