higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

7 JUNE 2018

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 True
1.2 True
1.3 True
1.4 True
1.5 True
1.6 False
1.7 False
1.8 False
1.9 False
1.10 False

(10 × 2) **[20]**

QUESTION 2

2.1 I
2.2 G
2.3 D
2.4 J
2.5 B
2.6 H
2.7 F
2.8 A
2.9 E
2.10 G

(10 × 2) **[20]**

TOTAL SECTION A: 40

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SECTION B

QUESTION 3

3.1
- A newly employed employee
- Performance problems
- Low productivity
- High turnover figures
- Complaints about a lack of knowledge and skills from supervisors and clients
- Variety of methods and rate of work amongst a group of workers doing the same or similar work
- Long adjustment time to a new job
- Aspects in the work process like wasted materials, etc.
- Low morale
- New systems and technology
- Change in enterprise
- Absenteeism and labour unrest that cannot be explained (Any 5 × 2) (10)

3.2
- Reason for using training media
- Audience characteristics
- Trainer factors
- Training objectives
- Training environment
- Production
- Cost-effectiveness
- Unique characteristics of each medium
- Availability/accessibility
- Physical condition
- Simplicity of design
- Time available
- Content
- Choice of delivery system (Any 10 × 1) (10)

3.3
- It must be on-going and not only done at the end of a course
- It should be done logically and be directed towards a specific goal and objectives
- Accurate and appropriate measuring instruments must be used
- It must control quality
- It must evaluate students and the training system as a whole (5 × 2) (10)

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3.4
- Creates interest
- Captures trainees' attention and interest
- Limits explanations by the trainer
- Illustrates abstract concepts
- Combines different senses
- Involves the trainee and leads to creative learning
- Individualised sessions can lead to differentiation
- Different aptitudes can be catered for
- Results in variation and motivation
- Encourages creative thinking (Any 5 × 2) (10)

[40]

QUESTION 4

4.1
- Booking confirmed
- Number of seats
- Availability of writing areas
- Podium
- Independent air-conditioning system
- Water jugs and glasses
- No-smoking signs
- Indicators outside the training room
- Lighting
- Private facilities for phoning
- Attendant to take messages
- Problems with room
- Equipment (Any 10 × 1) (10)

4.2 STEP 1: Analyse the duties and tasks of a job.

STEP 2: Describe measurable skills, units of knowledge and attitudes applicable to the duties and tasks in terms of training objectives.

STEP 3: Sequence the skills, units of knowledge and attitudes in a logical order.

STEP 4: Develop the modules

STEP 5: Test the modules

STEP 6: Develop the management system of the implementation of the programme.

STEP 7: Choose a group to train

STEP 8: Train group

STEP 9: Apply remedial methods to those who do not reach competency.

(9 × 2) (18)

4.3 A narrower statement of intent. (2)

4.4
- Stated needs
- Implied needs
- Felt needs
- Normative needs
- Needs based on demand
- Comparable needs
- Future/anticipated needs (7)

4.5 P – KD = N (1 + 1 + 1) (3)
[40]

QUESTION 5

5.1
- Invitation to speaker
- Confirmation with speaker
- Subject matter/topic of presentation
- Programme to speaker
- Length of presentation
- Media and materials available
- Type of audience/trainees
- Total number of trainees
- Presentation fees/honorarium
- Accommodation and transport
- Person to meet the speaker on arrival
- CV or photo of the speaker
- Someone to introduce the speaker
- Specific requirements
- Is speaker's spouse attending?
- Alternative back-up speaker (Any 10 × 1) (10)

5.2
- Basic or exploratory research
- Operational or applied research (2 × 2) (4)

5.3
- Admit that s/he is experiencing stress
- Manage time
- Non-competitive physical exercise
- Relaxation techniques
- Talking to friends or family
- Attacking the problem directly, avoiding or changing jobs
- Becoming aware of how one functions in stressful situations
- Developing outside interests or hobbies
- Developing self-esteem and self-confidence
- Changing to a healthier diet
- Laughter (Any 10 × 1) (10)

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5.4
- Task design
- Role demands
- Interpersonal demands
- Enterprise structure
- Enterprise leadership
- Enterprise life stage (6)

5.5 **Square:** The facilitator must squarely face the person he/she is communicating with. The facilitator's body must face the body of the person that he/she is communicating with.
Open: The facilitator must appear approachable. The facilitator must not stand or sit behind a desk or a lectern, fold his/her arms or hold an object like a book or file in front of his/her body.
Leaning: The facilitator must lean towards the trainees. His/her body must appear to come towards the trainees. This ensures that the trainees feel that the facilitator is assisting them and is not merely in the same room.
Eye contact: The facilitator must attain eye contact throughout the training session. This ensures that the trainees feel that the facilitator is giving them his/her undivided attention and that they are being heard, no matter what they are saying.
Relax: The facilitator must appear relaxed at all times. A relaxed attitude will ensure that the communication is open, friendly and positive. (5 × 2) (10)
[40]

QUESTION 6

6.1
- Planning
- Leading
- Organising
- Controlling
- Staffing (5 × 2) (10)

6.2
- Not too many goals can be set
- Too much emphasis on the individual
- Management might not be able to reward the employee
- Short-term success is overly stressed
- Employees might understand that they have to do more, regardless of the quality of work
- There are no quantifiable comparisons that can be made between employees
- Many supervisors do not understand the strategy
- Difficulty in setting goals in measurable terms
- Goals are seldom adapted
- Strict and rigid strategy
- Difficulty in translating enterprise goals into individual goals
- Too much paperwork for supervisory staff
- Conflict (Any 5 × 2) (10)

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6.3
- Motivating the group so that all will participate
- Directing the activities of the group~~'s~~ members
- Managing the group process
- Keeping the members involved
- Summarising and making the learning process meaningful (5 × 2) (10)

6.4
- Observation
- Interviews
- Questionnaires
- Tests/examinations
- Records (5 × 2) (10)

[40]

QUESTION 7

7.1
STEP 1: Determine needs: enterprise wide and individual

STEP 2: Collect data, analyse data, determine type

STEP 3: Determine programme/syllabus

STEP 4: Formulate the aims and objectives

STEP 5: Select content

STEP 6: Select methods

STEP 7: Select media

STEP 8: Develop material

STEP 9: Pilot programme

STEP10: Evaluation and feedback (10 × 2) (20)

7.2
- Fewer errors
- Reduced customer turnover
- Less equipment downtime
- Increased revenue collection
- Faster equipment start~~-~~up time
- Reduced employee turnover
- Proper implementation of new customer strategies
- Higher workplace morale
- Less time lost to grievance hearings
- Reduced recruitment costs
- Maximised productivity (Any 8 × 1) (8)

7.3
- Do adequate preparation
- Do ice breakers
- Turn every action into a learning experience
- Allow trainees to learn at their own pace
- Manage the learning process in logical steps
- Do not overload with facts
- Take frequent breaks
- Remind trainees to take notes
- Encourage participation
- Do not reject any statements
- Ask open-ended questions
- Don't ask closed-ended questions
- Ask trainees how they will use the information during the last stages of the discussion
- Summarise in easy language
- Beware of non-verbal language (12 × 1) (12)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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