higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

30 MAY 2019

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	True
	1.1.2	False
	1.1.3	True
	1.1.4	False
	1.1.5	True
	1.1.6	True
	1.1.7	True
	1.1.8	True
	1.1.9	True
	1.1.10	True
	1.1.11	True
	1.1.12	True
	1.1.13	False
	1.1.14	True
	1.1.15	False
	1.1.16	True
	1.1.17	False
	1.1.18	True
	1.1.19	True
	1.1.20	False

(20 × 1) (20)

1.2	1.2.1	D
	1.2.2	A
	1.2.3	D
	1.2.4	D
	1.2.5	C
	1.2.6	D
	1.2.7	C
	1.2.8	B
	1.2.9	C
	1.2.10	B

(10 × 2) (20)
[40]

TOTAL SECTION A: 40

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SECTION B

QUESTION 2

2.1 2.1.1 Trainer is the source and conveyor of facts to learners.

2.1.2 Minimal prompts are words that the facilitator needs to make to show the speaker that he/she is listening. For example: 'yes', 'really'.

2.1.3 Process is a logical sequence of steps, events, phases or stages.

2.1.4 Procedure is a specific and detailed description of every step, stage, event or phase.

2.1.5 Empathy is being able to put oneself in another person's shoes. It is also called advanced understanding.

(5 × 2) (10)

2.2
- Minimal prompts
- Open-ended questions
- Closed-ended questions
- Probing
- Active listening
- Interpretation of verbal and non-verbal signals
- Paraphrasing and summarising (Any 4 × 1) (4)

2.3
- Motivating the group so that all will participate.
- Directing activities of the group.
- Managing the group process.
- Keeping members involved as a group.
- Summarising and making the learning experience meaningful. (5 × 2) (10)

2.4 2.4.1 Affective aims refer to changed emotions and beliefs.

2.4.2 Psychomotor aims refer to acquired manual skills.

2.4.3 Cognitive aims refer to knowledge that an employee must attain.

(3 × 2) (6)

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2.5
- Newly-employed employee
- Low productivity
- High turnover figures
- Complaints about a lack of knowledge and skills from supervisors and clients
- Variety of method and rate of work amongst a group of workers doing the same or similar work
- A long adjustment time to a new job
- Aspects in the process like wasted material
- Absenteeism and labour unrest that cannot be explained
- Low morale
- New system and technology
- Change in enterprise (Any 10 × 1) (10)

[40]

QUESTION 3

3.1
- The objective of the training session, whether it is to increase knowledge, improve skill or change an attitude. The method must be compatible with the training objective.
- The participants, who have to enjoy the method. The method must also ensure maximum involvement by the participants.
- The trainer must be able to use the method and also like the method.
- The senses must be involved in combination as much as possible.
- The time available for training.
- The combination of techniques to provide variety and to give the best results.
- The nature of knowledge, skills or attitudes will determine the choice of method.
- The culture of the enterprise will determine the methods used.
- The instructional space, facilities, equipment and material will determine which method is chosen.
- The cost effectiveness, which could preclude a method if it is too expensive. (10 × 2) (20)

3.2 Step 1: Determination of needs on an enterprise and individual level
Step 2: Collection of data, analysis of data and type determination
Step 3: Determine training programme/syllabus
Step 4: Formulate aims and objectives
Step 5: Select content
Step 6: Select method
Step 7: Select media
Step 8: Develop material
Step 9: Pilot programme
Step 10: Evaluation and feedback (10)

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3.3
- Identify relationships between tasks from the job specification.
- Identify which tasks are subordinate to others.
- Identify which tasks are prerequisites to other tasks.
- Schedule tasks that have to be performed first, early in the sequence.
- Place easy tasks early in the sequence.
- Place general concepts which influence the understanding of later concepts early in the sequence.
- Place application of concepts close to the point of its teaching/introduction.
- Provide for practice and review later in the course.
- Sequence the course in modules.
- Place difficult and cumulative concepts later in the course.
- Move from the general to the specific.
- Summarise at the end.
- Move from concrete to abstract.
- Move from known to unknown (Any 10 × 1) (10)

[40]

QUESTION 4

4.1
- A goal is a broad/general statement of intent. It is wide in scope. It is not specific and it lacks direction.
- An objective: It is a narrower statement of intent. It describes what will be achieved by an activity. (2 + 2) (4)

4.2
- Creates interest
- Keeps the attention and interest of the trainees
- Limits explanations by 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 (10)

4.3 Step 1: Determine what the aim and objective of the enterprise is.
Step 2: Determine the job description of every employee and describe the desired performance.
Step 3: Determine where a specific problem area in terms of the 'performance gap' of employee is. (3)

4.4
- Develop systematically
- Standardise the steps of the development
- Be comprehensive
- Ensure internal consistency
- Be reliable
- Be applicable to jobs
- Be applicable to people
- Be applicable to training needs
- Be job-related
- Have relevance to the enterprise
- Be effective (Any 10 × 1) (10)

4.5 P – KD = N ✓

P represents the job performance/output in terms of skills, knowledge and attitudes that is required from the employee. ✓
KD represents what the worker knows or can do in terms of skills, knowledge and attitude. ✓
N represents the training need. ✓ (1 + 3) (4)

4.6
- Identify a need for training.
- Identify tasks performed as part of the course.
- Divide the course up into meaningful phases/units/modules.
- Ensure the capability of the trainee to be trained in planned knowledge, attitudes or skills.
- Link the various phases up with one another.
- Every phase must include a section in which information is consolidated, drilled or practised.
- Evaluation must take place on a continuous basis to serve as feedback loops.
- Media must form an integral part of the training.
- Methods must be suitable for the type of the course being presented.
- The length of the sessions must be adapted to suit the level of trainees.
- The difficulty of the content must not be beyond the capabilities of the trainees.
- Evaluation must be done.
- Continual adjustment is necessary, because no course is perfect.
- There must be a balance between the cost of developing, training and maintaining a course and the contribution the course makes to the attainment of individual and enterprise objectives.
- Try out and revise final version of the programme.
- Install the final version of the programme.
- Monitor the performance of employees that have been through the programme to ensure continuous programme effectiveness. (Any 9 × 1) (9)

[40]

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QUESTION 5

5.1
- Available person at the table
- Details about the programme
- Name tags
- Registration forms
- Bulletin boards
- Refreshments
- Handling of the guest speaker/trainer (7)

5.2
- Task design
- Role demands
- Interpersonal demands
- Enterprise structure
- Enterprise leadership
- Enterprise life stage (6)

5.3 A Type A individual is usually very aggressive and competitive and will experience more intense stress ✓✓ than a Type B individual who will be more relaxed.✓✓ (2 + 2) (4)

5.4
- Physiological symptoms
- Psychological symptoms
- Behavioural symptoms
- Cognitive effects
- Work-related effects (5)

5.5
- Improved selection and job placement strategies
- Realistic goal setting
- Redesigning of jobs
- Increased employee involvement
- Improving enterprise communication by opening up the channels
- Establishment of corporate wellness programme
- Training
- Team building exercises
- Day care facilities
- Employee assistance programmes
- Mentoring (Any 5 × 1) (5)

5.6
- Meals and refreshments during the day
- Recreation facilities and programmes for free time
- Alternative programmes for spouses accompanying
- Symbolic opening ceremony
- Symbolic closing ceremony (5)

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5.7
- Goal-setting, where the goals that are set must be objective, measurable, specific and understandable.
- Participation, where employees are part of the process of reaching the goals of the enterprise.
- Time limit, within which the employee must accomplish his/her goal.
- Assessment, where employees are measured against the standards which they helped to establish. (4 × 2) (8)

[40]

QUESTION 6

6.1
- It must be ongoing 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 wider training system as a whole. (5)

6.2
- Improved working skills
- Higher production
- Less equipment failure
- Better safety records
- Fewer complaints from clients and customers
- Improved sales
- Increased knowledge
- Enterprise changes (8)

6.3
- Desire to change
- Knowledge of correct behaviour
- Positive enterprise culture and climate
- Assistance to apply training programme information
- Rewards for changed behaviour (5)

6.4
- Records of the course
- Records of the persons attending the course
- Records of the trainer
- Records regarding the methods and media used (Any 3 × 2) (6)

6.5
- Central budget
- Individual training budget
- Shared budgets (3)

6.6
- Capital costs for development
- Start-up costs
- Recurrent costs
- Direct/Variable costs
- General overheads/fixed costs (5)

6.7
- Basic or exploratory research
- Operational or applied research (2)

6.8 Human✓ Resources✓ Information✓ Systems ✓ (4)

6.9 A budget refers to the envisaged costs (also described as a formal qualification expressed in figures) based on past statistics and figures and considering the plans for the future and taking the current market costs of items into consideration (2)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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