higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## PERSONNEL TRAINING N6

## 19 NOVEMBER 2019

**This marking guideline consists of 8 pages.**

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## SECTION A

## QUESTION 1

| | | |
|---|---|---|
| 1.1 | 1.1.1 | G |
| | 1.1.2 | O |
| | 1.1.3 | A |
| | 1.1.4 | L |
| | 1.1.5 | P |
| | 1.1.6 | E |
| | 1.1.7 | N |
| | 1.1.8 | K |
| | 1.1.9 | I |
| | 1.1.10 | M |
| | 1.1.11 | J |
| | 1.1.12 | F |
| | 1.1.13 | B |
| | 1.1.14 | C |
| | 1.1.15 | D |

(15 × 1) (15)

| | | |
|---|---|---|
| 1.2 | 1.2.1 | Stated needs |
| | 1.2.2 | Normative needs |
| | 1.2.3 | Job needs assessment |
| | 1.2.3 | Technical needs |
| | 1.2.4 | Cognitive aims |
| | 1.2.6 | Sequencing |
| | 1.2.7 | P – KD = N |
| | 1.2.8 | Non-technical needs |
| | 1.2.9 | Criteria |
| | 1.2.10 | Affective aims |
| | 1.2.11 | Training media |
| | 1.2.12 | Felt needs |
| | 1.2.13 | Macro-level needs |
| | 1.2.14 | Goal |
| | 1.2.15 | Objective |
| | 1.2.16 | Micro-level of needs |

(16 × 1) (16)

| | | |
|---|---|---|
| 1.3 | 1.3.1 | Facilitator |
| | 1.3.2 | Trainer |
| | 1.3.3 | Trainer |
| | 1.3.4 | Trainer |
| | 1.3.5 | Facilitator |
| | 1.3.6 | Facilitator |
| | 1.3.7 | Facilitator |
| | 1.3.8 | Trainer |
| | 1.3.9 | Facilitator |

(9 × 1) (9)

**[40]**

**TOTAL SECTION A: 40**

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## SECTION B

## QUESTION 2

2.1 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 the group.
Step 9: Apply remedial methods to those who do not reach competency.
(9 × 2) (18)

2.2 2.2.1 Training module is a small part of a complete training programme.

2.2.2 Elements of competence are actions, behaviour or outcomes that a person must be able to demonstrate.

2.2.3 Training is the transfer or gaining of technical knowledge, related skills, values and attitudes in order to develop proficiency and to develop the natural aptitudes and other abilities to improve the capabilities as an employee.

2.2.4 Performance criteria are descriptions of previously set standards against which the performance of the person is measured and judged.

2.2.5 Competence is an ability to do something.

2.2.6 The trainer is the source and conveyor of facts to learners.

2.2.7 The facilitator acts as a leverage to get the problem solved; he/she allows a learning process to begin and to grow without becoming involved in the same manner as a traditional teacher or lecturer.
(7 × 2) (14)

2.3
- Square
- Open
- Leaning
- Eye contact
- Relax (5)

2.4
- Advanced listening
- Empathy
- Immediacy (3)

**[40]**

**QUESTION 3**

3.1
Step 1: Determination of needs: enterprise-wide and individual
Step 2: Collection of data, analysis of data, type determination
Step 3 Determine training programme/syllabus
Step 4: Formulate aims and objectives
Step 5 Select content
Step 6: Select methods
Step 7: Select media
Step 8: Develop material
Step 9: Pilot programme
Step 10: Evaluation and feedback (10)

3.2
- 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.
- Move from general to the specific.
- Summarise at the end.
- Move from the concrete to the abstract.
- Move from the known to the unknown. (10 × 2) (20)

3.3
- 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 enterprise
- Be effective (Any 10 × 1) (10)

**[40]**

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## QUESTION 4

4.1
- 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 rates of work amongst a group of workers doing the same or similar work
- A long adjustment to a new job
- Aspects in the work process like wasted material
- Absenteeism and labour unrest that cannot be explained
- Low morale
- New systems and technology
- Change in enterprise (Any 10 × 1) (10)

4.2
- Complements the training content
- Ensures that there is no misunderstanding
- Focuses the attention of the trainees
- Explains and so avoids unnecessary questions
- Saves training time
- Assist with communication, which results in better interaction
- Replaces passive learning and leads to more dynamic learning
- Makes training productive (Any 5 × 2) (10)

4.3
- Use capital letters
- Lettering must be clear
- Lettering must be big enough to read from a distance
- Use only key words
- Use only 6 words per line
- Only use 5 to 9 lines per page
- Use a heading on each new page
- Use colour
- Use bullets to distinguish between points
- Make use of graphics/pictures
- Do not make mistakes
- It must be neat
- It must be well-structured
- It must be logical (Any 10 × 1) (10)

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4.4
- 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)

**[40]**

**QUESTION 5**

5.1
- Admit that he is experiencing stress.
- Manage time better by means of time management.
- Non-competitive physical exercise
- Relaxation techniques such as meditation
- Talking to friends, family or colleagues
- Attacking the problem indirectly, by avoiding it or changing jobs
- Becoming aware of how one functions in the stressful situations and what particularly causes stress in one and consciously changing it
- Developing outside interests and hobbies
- Developing self-esteem and self-confidence
- Changing to a healthier diet
- Laughter (Any 10 × 2) (20)

5.2
- Task design
- Role demands
- Interpersonal demands
- Enterprise structure
- Enterprise leadership
- Enterprise life stage (6 × 1) (6)

5.3 5.3.1 Stress is a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. The body has psychological, emotional and physiological responses to the demand, which threatens the person's well-being.

5.3.2 Burnout is the prolonged exposure to stress. The individual will become exhausted, will start to suffer from depression and have a mental breakdown.

(2 × 3) (6)

5.4 It must be determined whether the training programme has achieved the training of skills, knowledge and attitudes that are to the benefit of the enterprise. An immediate objective of training for the enterprise is to quantify, in terms of money, what the contribution of the training department is to the enterprise. Management is often faced with smaller budgets, higher costs and fewer people to do the job and will require a high return on training investment. Line management often blame poor performance on a lack of training or ineffective training. (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 × 2) (10)

6.2
- Determine what you want to find out.
- Use a comment sheet covering items determined in the first step.
- Design the form so that the reaction can be tabulated and quantified.
- Obtain honest reactions by making the forms anonymous.
- Encourage the trainees to write additional comments not covered by the questions. (5 × 2) (10)

6.3
- Observation
- Interviews
- Questionnaires
- Tests/examinations
- Records (Any 4 × 1) (4)

6.4
- Planning
- Organising
- Leading
- Controlling
- Staffing (5)

6.5 Exploratory (1)

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6.6 6.6.1 Capital costs refer to those costs which form a large amount of the training budget during the production or development stages.

6.6.2 Start-up costs are normally expended just once to develop the class lesson plan and to obtain reusable tools and materials required to hold the classes.

6.6.3 Recurrent costs involve those costs which are repeated for every training intervention and which are unavoidable.

6.6.4 General overheads refer to those costs that are unavoidable, and which are recurrent in training.

6.6.5 Variable costs refer to costs that are directly related to a specific training project.

(5 × 2) (10)
**[40]**

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

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