higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

14 November 2022

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

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

(10 × 1) (10)

1.2	1.2.1	D
	1.2.2	F
	1.2.3	G
	1.2.4	E
	1.2.5	I
	1.2.6	C
	1.2.7	A
	1.2.8	P
	1.2.9	L
	1.2.10	O
	1.2.11	K
	1.2.12	M
	1.2.13	N
	1.2.14	S
	1.2.15	H

(15 × 2) (30)

1.3	1.3.1	C
	1.3.2	B
	1.3.3	D
	1.3.4	A
	1.3.5	C
	1.3.6	D
	1.3.7	D
	1.3.8	C
	1.3.9	B
	1.3.10	A

(10 × 1) (10)
[50]

TOTAL SECTION A: 50

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SECTION B

QUESTION 2

2.1
- Correct floor covering – carpets absorb sound and give warmth to a room.
- Tiles have good acoustic qualities.
- Curtains can help absorb sound.
- Put rubber stoppers on chair legs.
- Put plastic covers on tables.
- Put in a ceiling. (Any 5 × 1) (5)

2.2
- Different kinds of flooring – variety of textures to feel
- Durable – will experience wear and tear
- Easy cleaning – babies often drop things or vomit
- Not collect dust – only carpet where necessary
- Be smooth – no splinters or cracks
- Be comfortable to play on and cost-effective
- Have a positive influence on colour in the playroom
- Laminated, easy to clean and maintain
- Carpeting – only for warmth and softness
- Tiles – practical, easy to clean and maintain (Any 5 × 2) (10)

2.3 2.3.1 Solitary play
- The child plays alone.
- The child shows no real interest in other children.
- The child often watches other children play.
- The child is absorbed in exploring objects, rather than actually playing with them.
- From naught to two years. (Any 3 × 1)

2.3.2 Parallel play
- Children may appear to be playing together, but they are actually playing alone.
- For example, two children building blocks – each building their own tower.
- The child will speak to himself or others.
- Often an imaginary friend emerges.
- From two to four years. (Any 3 × 1)

2.3.3 Social play
- Children slowly start engaging in co-operative play in groups of two to four.
- Games start to get rules.
- They can co-operate, take turns, share ideas and win or lose.
- They enjoy make believe – house-house, mommy, daddy, et cetera.
- From four years. (Any 3 × 1)

(3 × 3) (9)

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2.4 2.4.1 Manipulation play refers to activities in which children practice how to use toys or objects in a specific manner, for example stack nestling cups. They will explore with their hands, mouth, fingers and bodies, therefore strengthening their muscles.

OR

To manipulate means to gain control. Children will learn about properties of objects and gain control over them. Manipulative skills are closely linked to fine motor skills and co-ordination.

(Any 1 × 2) (2)

2.4.2
- Physical
  Fine motor skills develop (muscles in the hand, wrist, fingers toes, eyes and tongue).
  Develops co-ordination, hand-eye, fingers and the two hands working together to pick up a doll.
- Social
  More skills = more independence, more confidence. This leads to positive bonds with others.
- Emotional
  Gain control over body, they feel they have control over their environment. This makes them feel safe. Through play they express emotions and attain greater independence.
- Intellectual
  Babies still in sensory motor phase, learn by exploring with mouth, hands and fingers. The more opportunities given, the more they learn.
  They learn that they can make things happen, it does not only happen by itself.
  Problem-solving skills are learnt. (4 × 2) (8)

2.4.3
- It should be interesting.
- There should be a variety of toys and equipment to develop different manipulation skills.
- Safety and durability is important – toys such as hammers should only be used under supervision.
- Talk to babies while playing – so toys should lend themselves to language development.
- Babies should be able to develop manipulative skills through everyday activities.
- Toys should be stimulating and encourage babies to do something before the toys give a response.
- Toys should encourage looking, reaching and grabbing.
- Material should be age-appropriate. (Any 4 × 2) (8)

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2.5
- Were the children able to reach the objectives planned for the activity?
- What were the children's responses?
- What worked well? What didn't work well?
- How can this activity be changed to make it more effective or appropriate?
- Do the planning, timing, presentation or resources need some improvement?
- Were there sufficient aids or apparatus for all the children?
- Were children getting bored?
- Was the objective of the lesson attained? (Any relevant 4 × 2) (8)

[50]

QUESTION 3

3.1 3.1.1
- Parents can donate recyclable objects for musical instruments.
- They can donate instruments.
- They can play appropriate CDs to convey a positive message.
- Parents can practise new songs and dances learnt at crèche with children.
- Parents should allow space for music at home.
- Allow children to play on for example pots and pans.
- They can attend musical concerts with children. (Any 4 × 2) (8)

3.1.2
- Shaker
- Drum
- Bells
- Rattles
- Maracas
- Bottle with rice (Any relevant 2 × 1) (2)

3.2 3.2.1
- Birth to four months – still learning about their environment, most actions are reflexes, may imitate facial expression.
- Four to 12 months – generally play with toys to discover the properties of it, however, by 12 months, they will start by for example pushing a car back and front. Infants to be introduced by dressing in costumes.
- 12 to 18 months – symbolic stage of development starts they start to replace real objects with symbols. Older babies like dressing up – get attention.
- From two years old – children mature in thinking skills, start to use objects in play, for example a block becomes a car.
- From four years – co-operate play, from five years – social play. Enjoy playing mommy, daddy and contribute ideas about the game. (Any 3 × 2) (6)

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3.2.2 Children always enjoy playing, therefore:

- Anywhere – indoors and outdoors.
- Anytime – planned or during free time.
- Arrange an area with developmental level in mind.
- Limit the number of props and change them weekly.
- Play with children – give ideas and encourage risks.

(Any 4 × 1) (4)

3.2.3

- Provide toys and equipment.
- Ensure children's safety.
- Show how to play pretend games – participate.
- Make the area interesting.
- Develop trust and confidence.
- Don't use baby talk – put their actions into words.
- Observe how they speak.
- Encourage children to participate.
- Provide opportunities inside and outside.
- Observe insecurities, expectations and ideas about life.
- Record developments.
- Encourage packing away at the end of the day. (Any 6 × 1) (6)

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3.3 Any relevant answer

General information • Type of lesson – Problem-solving✓ • Theme – Any/None✓ • Age of children – Birth to 12 months old✓ • Date of activity – Any✓ • Number of children – One✓ • Duration – Five minutes✓			(6)
Introduction – Objective	**Activity**	**Apparatus**	
Objectives must relate to activity, for example: • Get baby's attention • Gain confidence ✓✓	For example: • Take baby to the mat • Cover a toy with a cloth, ask: Where is the toy?✓✓	For example: • Cloth • Toy	(6)
Main activity/Core – Objective	**Activity**	**Apparatus**	
Objective must relate to activity, for example: • To solve problems independently • To experience satisfaction when the problem is solved ✓✓	Activity must be age-appropriate, for example: • Do a simple puzzle with the baby. • Play hide and seek with toys. • Place something out of reach of baby and see if they can reach it. • Shape posting box game.✓✓	For example: • Puzzle • Favourite toy and blanket • Toy • Shape posting toy ✓✓	(6)
Conclusion – Objective	**Activity**	**Apparatus**	
For example: Calm down and relax ✓✓	For example: • Sing Tommy Thumb ✓✓	For example: • None ✓✓	(6)
Evaluation			

[50]

QUESTION 4

4.1 4.1.1

- Be professional and confidential.
  - Do not leave info lying around.
  - Do not discuss children with other parents.
  - Specialist feedback must be filed.
  - Children should not be aware that observation is taking place.
- Proper planning for observation is important.
  - Keep a small notebook.
  - Know what to observe.
  - Evaluate throughout the day.
  - An evaluation sheet will help.
- Be objective.
  - Observe each aspect individually.
  - Don't get personal.
  - Interpret results carefully.
- Contact with parents is important – anything that happens at home out of the ordinary, needs to be reported to the educarer.
- Be honest.
- Sit on a low chair – attract the least attention.
- Sit on the border of an activity – against a wall.
- Move unobtrusively when following from one activity to the next.
- Answer questions, but avoid a conversation.
- Don't attract the child's attention – no smiling or winking.
- Avoid conversations with adults.
- If a child is in danger, get involved. (Any 8 × 1) (8)

4.1.2

- Greet the parents – make them feel relaxed.
- Choose a time that will suit parents. Be punctual.
- Do not intimidate parents.
- Refrain from using technical terminology.
- Explain the purpose – to discuss the child's development.
- Be well prepared.
- The meeting should be positive.
- When there are problems, advice should be given.
- Refer them to a specialist if necessary.
- Keep it informal, but professional.
- Be honest, but keep feelings in mind.
- Have evidence of the child's work.
- Give an opportunity to ask questions.
- Always end positive and thank them. (Any 6 × 1) (6)

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4.2 4.2.1 Auditory awareness: The ability to recognise the presence of sound

4.2.2 Auditory discrimination: The ability to distinguish between sound and silence

4.2.3 Auditory sequence and memory: The ability to reproduce sound, notes or words in a specific order

(3 × 2) (6)

4.3 4.3.1

- Safe
- Healthy
- Pleasant
- Comfortable
- Convenient
- Child-sized equipment
- Spacious
- Designed to be flexible
- Encourage movement
- Designed to facilitate choice (Any 5 × 1) (5)

4.3.2

- Play area
- Rattle area
- Reaching area
- Sensory area
- Manipulative area
- Interactive game area
- Infant play area
- Hide-away area
- Exercise mat (Any 5 × 1) (5)

4.4

- Introduce one tool at a time.
- Explain safety measures and make sure that they are applied.
- Never leave children alone with tools.
- Only have a few children at the table at any time. (4 × 1) (4)

4.5

- It helps develop fine motor skills.
- Higher cognitive processes are used when children look for a specific item, or when concentrating to tear on the line.
- It improves hand-eye coordination.
- It helps children to sort, plan and arrange material.
- It introduces children to tearing techniques.
- It introduces children to pasting techniques.
- An awareness of space and line develops.
- Shapes become more meaningful as they tear around them.
- They become more independent by doing things for themselves.
- As they master the skill, they have a sense of achievement.
- They release energy – it is a therapeutic activity. (Any 6 × 1) (6)

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4.6 4.6.1
- Rollers and cookie cutters
- Plastic knives and straws
- Toothpicks and matches
- Nails, bottle tops, pipe cleaners and buttons
- Plastic animals/people
- Seeds and feathers (Any relevant 6 × 1) (6)

4.6.2
- Paper-mâché making
- Playing with play dough
- Playing with clay
- Playing with salt ceramic clay
- Puppet making (Any 4 × 1) (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200