higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 3

21 November 2024

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1 Care
1.2 fungus
1.3 growth deficiency
1.4 wellbeing
1.5 lesions
1.6 Children's rights
1.7 kitchen
1.8 Chicken pox
1.9 18 months
1.10 abuse

(10 × 1) **[10]**

QUESTION 2

2.1 False✓ − Kilojoules is a unit of measure of energy in food✓
2.2 True✓✓
2.3 False✓ − Children are cared for by a foster family for short periods of time until their family can take care of them or until a more permanent home is found.✓
2.4 True✓✓
2.5 False✓ − They have the same rights as normal children.✓
2.6 True✓✓
2.7 True✓✓
2.8 True✓✓
2.9 False✓ − B stands for check breathing.✓
2.10 False✓ − It must always be recorded in the accident book.✓

(10 × 2) **[20]**

QUESTION 3

3.1 E
3.2 H
3.3 A
3.4 F
3.5 D
3.6 J
3.7 B
3.8 L
3.9 K
3.10 C

(10 × 1) **[10]**

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QUESTION 4

4.1 Neglect
4.2 Pandemic
4.3 Emergency numbers
4.4 Child Care Act
4.5 Hot liquid
4.6 1.5 msq
4.7 Family
4.8 Play
4.9 Beef
4.10 Resuscitation

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 5

5.1 5.1.1 1 − A right to shelter
2 − A right to basic education
3 − A right to food and clean water
4 − A right to basic health care (4)

5.1.2
- It is the child's right to safe shelter from the elements.
- Children have the right to go to school and be educated.
- Children have the right to healthy food and a balanced diet.
- Children have the right to health care when sick or in need or health interventions such as glasses if required. (4)

5.1.3
- The right to inclusion, integration and mainstream facilities and services.
- The right to a normal environment.
- The right to all other benefits enjoyed by non-disabled children and siblings.
- The right to family, social and community life.
- The right to sports and recreation.
- The right to an accessible environment.
- The right to develop independence and self-reliance
- The right to special needs and attention.
- The right to be different.
- Hearing impaired children have the right to sign language.
- The right to devices that assist them when they need them.
- The right to appropriate active learning that is suitable for their abilities without being isolated. (Any 5 × 1) (5)

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5.2 5.2.1 A school from the general education system✓ where children of all abilities are accommodated.✓ (2)

5.2.2 Inclusive education means that all learners, including those requiring extra support✓ because of learning or physical disability,✓ social disadvantage, cultural difference or other barriers to learning are included in the education schooling system.✓ (3)

5.2.3
- The teacher can get Sinoxola to help in the class.
- Let Sinoxola work near the teacher's table so she can help Sinoxola before he causes a disturbance.
- Ensure Sinoxola takes his medication as prescribed. (3× 2) (6)

[30]

5.3
- The property must be securely fenced.
- Access in and out of the property must be controlled.
- There must be no broken windows or equipment that can injure the children.
- A suitable emergency plan should be in place.
- No swimming pools but if there is one then it should be covered and fenced with no access by the children.
- No harmful pets.
- Equipment should be splinter and rust free
- Electrical points should be covered or out of reach of the children.
- All poisonous substances should be out of reach.
- All furniture or heavy equipment should be secured so as not to fall on the children.
- Children should not have access to the kitchen area. Glass indoors should be safety glass. (Any 6 × 1) (6)

[30]

QUESTION 6

6.1 6.1.1 A person who provides direct care✓ (as for children or elderly people) so that they are happy and healthy.✓ (2)

6.1.2 Is the person who earns the main income✓ that provides for the family's needs such as housing, food, clothes and education.✓ (2)

6.1.3
- Consists of the parents and children (nuclear family) living together with family members, including the grandparents, cousins etc.✓
- They may live in the same house or on the property or in close proximity to each other.✓
- The child has the benefit of having more people to rely on and the child care is easier as there are more people to assist.✓ (3)

6.1.4
- Consists of a couple (mother and father – same-sex parents)✓ and their children, no other family members (extended family) e.g., grandparents, cousins etc. live with the nuclear family.✓
- A nuclear family gives the child a feeling of emotional and financial security.✓ (3)

6.1.5 Foster parents are people who officially take a child into their family for a period of time,✓ without becoming the child's legal parents.✓ (2)

6.2
- Men are role models for younger boys and girls.
- This is very important in families where there is a single parent and there is no father figure.
- Men have different skills to women.
- Men will engage in more rough-and-tumble activities than women.
- There is a stigma to men working with young children.
- Many people still feel that caring for children is the role of the mother.
- Men tend not to be seen as a nurturing caregiver.
- Men are often stereotyped and some parents feel uncomfortable having a male caregiver. (Any 4 × 1) (4)

6.3
- Children have lost✓ their parents to HIV and AIDS pandemic.✓
- Parents have abandoned their children✓ usually due to poverty.✓
- Parents have to work far from home✓ because of large-scale unemployment.✓
- The eldest child then needs to take care of the younger siblings at home and run the household.
- Other adult's family members who could have looked after the children possibly are sick or have died. (Any 3 × 2) (6)

6.4
- Be willing to listen to the child✓ and any concerns the child may have.✓
- If your college has a health and wellness centre,✓ make an appointment for the learner to receive counselling. ✓
- Assist them✓ in enrolling into a nutritional feeding programme, if needed.✓
- Be trained in HIV and AIDS✓ so you as an educator can help those in need.✓
- Have a meeting with the child's parents to offer them support as well.
- Set up a meeting between the parents and Department of Social Development so they can also support the parents.

(4 × 2) (8)

[30]

QUESTION 7

7.1 7.1.1

- It tracks✓ the immunisations the child will receive.✓
- It records✓ any vitamin supplements the child may be on.✓
- It shows the child's growth✓ and indicates any deviations from the norm.✓
- If the child is developing according to the milestones✓ for a growing child.✓
- Any health issues the child may face will be recorded.

(Any 4 × 2) (8)

7.1.2 (a) The child's actual weight graph
(b) Any weight in this area is under the norm for that height
(2 × 1) (2)

7.1.3

- HIV/Aids
- Pregnancy and childbirth complications
- Neonatal illnesses
- Childhood illnesses
- Malnutrition
- Accidents (Any 4 × 1) (4)

7.1.4 Ensuring all potential safety hazards✓ are removed.✓ (2)

7.2

- Paralysis
- Muscle weakness
- Fatigue
- Trouble breathing (Any 2 × 1) (2)

7.3 7.3.1 'Top and tail' means that only the baby's face✓ and genital area are washed.✓

7.3.2 It is not necessary to fully bath the baby every day so top and tailing is done.✓ It keeps baby clean without having to fully bath the baby.✓
(2 × 2) (4)

7.4 7.4.1 In the intestines of mammals (1)

7.4.2

- Occurs through the ingesting of food contaminated with faeces✓ and containing Ascaris eggs.✓
- The larva hatch and burrow through the intestine,✓ reach the lungs and finally migrate up the respiratory tract.✓
- It is passed on to humans by eating food contaminated with animal faeces or touching items contaminated and then putting your fingers in your mouth. (Any 2 × 2) (4)

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7.5
- Modern kite
- Oriental/Chinese method
- Kite method
- The triangle method (Any 3 × 1) (3)

[30]

QUESTION 8

8.1
- Involve the child in meal preparation✓
  e.g., Give the child a blunt knife to cut up banana or cheese for a meal.
  Set the table✓
- Have a picnic✓
  Put a blanket outside and they can eat in the fresh air. Put fruit and veg on a skewer.✓
- Find fun ways of presenting the food✓
  Cut sandwiches out in different shapes, etc.✓
- Serve bite-sized amounts
  Children don't like large amounts on the plate; they prefer smaller amounts and they also prefer not to let their food touch another type of food.
- Sit at the table together.
  Sit at the table for at least one meal and share a good conversation.

(Any 3 × 2) (6)

8.2 Yes,✓ as children will bring a lot of unhealthy food.
There also might be food allergies✓ and maybe nuts or peanut butter is not allowed at the school.✓ It encourages healthy eating habits.
(1 for yes + 2 for explanation) (3)

8.3
- Nuts
- Biltong
- Banana loaf
- Raisins
- Fruit
- Cheese
- Boiled eggs (Any 4 × 1) (4)

8.4
- Fruit and vegetables
- Grains and cereal
- Milk and diary
- Meat fish and eggs (protein)
- Fats and oils (5)

8.5
- What should be planted?✓ It should be vegetables the children will eat.✓
- How much needs to be planted?✓ Try and have a variety.✓
- Do you have the correct equipment to plant?✓ They should be suitable for the children to use.✓
- What will the children's duties be in caring for the plants?

(Any 3 × 2) (6)

8.6 8.6.1 Pork, meat of carnivores, animals that have died due to illness or injury, or non-halal meat.

8.6.2 Pork, shellfish and insects

8.6.3 Any meat, fish, chicken, eggs, cheese butter (animal products)

(3 × 1) (3)

8.7 Flu is more intense than a cold✓ and symptoms will last longer.✓
Flu will also cause a fever, whereas generally a cold will not.✓ (3)

[30]

QUESTION 9

9.1 9.1.1
- Diarrhoea/very loose stools
- Vomiting
- Green faeces showing infection

9.1.2 Babies can dehydrate very quickly by losing fluids and developing an electrolyte imbalance.✓ If untreated it can lead to neurological problems, kidney failure✓ and even death.✓

(2 × 3) (6)

9.2
- First aid box should be equipped with all the necessary equipment.
- Have an evacuation procedure ready that shows a clear plan that can be followed.
- Have a list of important numbers.
- The necessary equipment needs to be available. e.g., fire extinguishers.
- It is important for the emergency plan be tested via a practice drill.
- Staff need to know their different duties are in the emergency plan.
- Children need to be educated about security and safety issues so that they are aware of the potential dangers that may present themselves.

(Any 5 × 1) (5)

9.3
- Cupboards✓ should be childproofed.✓
- Heaters✓ should be out of reach of children.✓
- Chemicals✓ must be stored in non-reachable, locked cupboards.✓
- No items✓ should be able to be pulled off counter.✓
- The kitchen✓ should be separate to the play area.✓
- Toilets should comply with regulations and kept impeccably clean.
- Steps should have safety guards to prevent falling down. (Any 5 × 2) (10)

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9.4
- Toys should not have sharp edges✓ that could cut the baby.✓
- Toys should not have small parts✓ that the baby could choke on.✓
- Toys should be painted in nontoxic paint✓ as this could poison the baby if they put it in their mouth.
- Toys should not have long rope or strings✓ that could strangle the baby.✓
- Toys should not have batteries that the baby could swallow.

(Any 4 × 2) (8)

9.5 Swollen glands behind the ears to the jaw. (1)

[30]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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