higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 4

22 November 2024

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1 C✓
1.2 A✓
1.3 B✓
1.4 C✓
1.5 B✓
1.6 D✓
1.7 B✓
1.8 A✓
1.9 D✓
1.10 D✓
1.11 C✓
1.12 A✓
1.13 C✓
1.14 B✓
1.15 D✓

(15 × 1) **[15]**

QUESTION 2

2.1 a learnership✓
2.2 context✓
2.3 appropriate✓
2.4 Foundation✓
2.5 exploring✓
2.6 vertical✓
2.7 daily✓
2.8 holistic✓
2.9 best✓
2.10 birth✓
2.11 lack✓
2.12 learning✓
2.13 art✓
2.14 rote✓
2.15 child-centred✓

(15 × 1) **[15]**

QUESTION 3

3.1. True✓
3.2 True✓
3.3 False✓
3.4 False✓
3.5 False✓
3.6 True✓
3.7 True✓

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3.8 True✓
3.9 False✓
3.10 False✓
3.11 True✓
3.12 False✓
3.13 True✓
3.14 True✓
3.15 False✓
3.16 False✓
3.17 False✓
3.18 True✓
3.19 True✓
3.20 False✓

(20 × 1) **[20]**

QUESTION 4

4.1	4.1.1	K✓
	4.1.2	D✓
	4.1.3	J✓
	4.1.4	A✓
	4.1.5	F✓
	4.1.6	B✓
	4.1.7	M✓
	4.1.8	I✓
	4.1.9	G✓
	4.1.10	H✓
	4.1.11	L✓
	4.1.12	E✓

(12 × 1) (12)

4.2	4.2.1	Parent meeting✓
	4.2.2	Newsletter✓
	4.2.3	Survey✓
	4.2.4	Notice board✓
	4.2.5	Message book/WhatsApp✓
	4.2.6	Register✓
	4.2.7	Text message✓
	4.2.8	Email✓

(8 × 1) (8)

4.3	4.3.1	Fine✓
	4.3.2	Gross✓
	4.3.3	Fine✓
	4.3.4	Fine✓
	4.3.5	Gross✓

(5 × 1) (5)
[25]

TOTAL SECTION A: 75

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SECTION B

QUESTION 5

5.1 5.1.1 Daily plan✓
5.1.2 Monthly plan✓
5.1.2 Yearly plan✓
5.1.2 Micro-group plan or small group plan✓

(4 × 1) (4)

5.2 5.2.1 **PERSONAL/GENERAL:**
NAME AND SURNAME OF CHILD ✓ DATE OF BIRTH✓
AGE OF CHILD✓ AREA OF ASSESSMENT✓
DATE OF ASSESSMENT✓
GROUP (5)

5.2.2 Activity 1: The children will match the number on the card to the number of dots on the other card.✓✓

Activity 2: The children count Lego blocks and place the Lego blocks on the correct number card.✓✓

NOTE: ONE mark for a numeracy activity related to the numbers 1-10 and ONE mark for the activity being age appropriate.
(Accept all relevant answers 2 × 2) (4)

5.2.3 Activity 1: Children make houses using blocks in the block corner. Can the child place blocks onto each other successfully.✓✓

Activity 2: The children cut and paste healthy food pictures from a magazine.

NOTE: ONE mark for a fine motor skill activity and ONE mark for the activity being age appropriate.✓✓
(Accept all relevant answers 2 × 2) (4)

5.2.4 Activity 1: Children kick a ball into a target✓✓

Activity 2: The children go through an obstacle course where they must crawl under a bench, climb over a small table and run to the finish line.✓✓

NOTE: ONE mark for a gross motor skill activity related and ONE mark for the activity being age appropriate.✓✓
(Accept all relevant answers 2 × 2) (4)

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5.3
- Introduce songs from different cultures✓during music time.
- Tell/read stories from different cultures✓during story time.
- Themes can include different cultures dress, customs, ✓ cultural and religious holidays ✓and different cultural food.
- Have a range of cultural dresses, music instruments, etc. in the fantasy area.

(Any TWO relevant examples can be accepted but they must be explained in a full sentence and must relate to an activity.) (4)
[25]

QUESTION 6

6.1 a. Beach ball and bucket set✓
c. Bounce horse✓
d. Bucket-type swing✓
f. Scooter✓
(Only the letters a–f is also an acceptable answer) (4)

6.2 6.2.1 The children will throw a ball ✓into a wastepaper bin, or small target area.✓ (2)

6.2.2 Let the child use a big ball✓ and let him throw it into a big target area.✓ (2)

6.2.3 The children choose a partner and sit in pairs✓ and describe their partner (body image). ✓ (2)

6.2.4 Match the child with poor self-esteem with a partner who is empathetic and caring✓ to encourage interaction.✓ (2)

6.2.5 Children will paint pictures of themselves✓ and then cut them out.✓ (2)

6.2.6 Give the child large brushes,✓ and let the child tear around the picture rather than cut it out.✓ (2)

6.2.7 Let the children sit in a semi-circle ✓and read a story to them.✓ (2)

6.2.8 Let the learner with poor auditory skills sit in front,✓ near you and make sure you speak clearly and loudly and show pictures as you tell the story.✓ (2)

NOTE: Accept all relevant answers for the original activity but it must be explained clearly and must relate to the area of development and be age appropriate.

The modified activity must relate to the original activity and clearly show how the special need has been accommodated.

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6.3 Visual ✓ Auditory ✓ Tactile ✓ Kinaesthetic✓ Verbal ✓
Other types of learning styles are:
Social, solitary, logical (Accept any 5 × 1) (5)
[25]

QUESTION 7

7.1
- Children imitate the behaviour of adults✓ – it is important to show children how to stay calm, control anger and plan solutions.✓
- Allow learners to express their feelings by engaging them in activities✓ where they can express their feelings.✓
- Keep children informed✓ about changes in the schedule to ensure a stress-free environment.✓
- Help children to tell the difference✓ between reality and fantasy.✓
- Communicate with children about daily events✓ even if they were stressful incidents.✓
- Encourage children to develop their skills and special interests – this will give children a feeling of self-confidence and boost their self-esteem.
- Teach children problem-solving skills.
- Allow children the space to express their feelings even if they are negative feelings like anger and fear.
- Let children contribute to family life, having their own chores and responsibilities. (Any relevant answers 5 × 2) (10)

7.2 7.2.1 The community or anyone who encounters the child.✓ (1)
A group of people living together in one place with common ownership.

7.2.2
- Mental illness:✓ Help is offered through community health centres, district hospitals and psychiatric hospitals.✓
- Substance abuse:✓ Social workers from the Department of Social Services will work with the family where substance abuse is a problem.✓
- Physical illnesses:✓ Government hospitals and clinics will treat young children free of charge.✓
- Domestic violence:✓ SAPS will assist in this case and Department of Social Services will assist, especially where children are being affected.✓
- Poverty:✓ Department of Social services provide grants to the unemployed as well as child grants for those who meet the criteria.✓
- Lack of housing: The government offers RDP housing for those who meet the criteria.
- Communities should take note that:
- Families need to have their basic needs met.
- Young children need to experience warm, supportive and nurturing relationships with parents and caregivers.

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- Young children and their families should be able to receive early intervention to avoid harmful consequences of domestic violence, substance abuse, mental illness etc.
- Communities need to work together to empower families by providing them with the necessary skills.
- Community should work together towards a common goal.
- In case of illness or death the community should step in and take care of the children in absence of parents or relatives.
- Young children should be watched over while playing in the streets.
- Church members can club together to help a struggling family.
- Communities protect and support their members. They look out for each other and support individuals and families in their community.

(Any 5 × 2) (10)

7.2.3
- They can give donations✓ to the schools with items such as paints, stationery, food etc.✓
- Put advertisements for their business✓ on the school buildings or in the school newspaper and pay the school.✓

Offer professional services at a reduced cost or even free.
Examples: The local optician could volunteer to check the children's eyesight or accounting firm could offer to do the centre's books. (2 × 2) (4)

[25]

QUESTION 8

8.1
- Practitioners should be clear✓ on what is acceptable and unacceptable behaviour in class.✓
- Practitioners should discuss the consequences✓ of unacceptable behaviour with the learners. ✓
- Learners must always feel safe and confident in class✓, and know that they will not be ridiculed in class even if they make mistakes.✓
- Practitioners should praise and encourage learners for positive behaviour.
- Allow the children to make the rules and set consequences. In this way they take ownership of the rules and are more likely to adhere to them.

Any relevant answers (3 × 2) (6)

8.2
- The morning ring is normally the first part of the day: children start the day in a familiar way,✓ which provides security for them.✓
- Social skills are encouraged✓ as children engage in discussion and interaction with their peers and teacher.✓
- It is an opportunity to introduce the theme and plans for the day.
- Special occasions like birthdays and special news can be acknowledged.
- It provides an opportunity for conversation and the development of language.
- The weather chart can be discussed. Any relevant answers (2 × 2) (4)

8.3
- The ECD centre must be wheelchair friendly:✓ doors wide enough for a wheelchair to access the classroom.✓
- If possible, build ramps where needed for wheelchairs.
- Stairs should have railings✓ to allow those with physical difficulties to hold on securely as they walk up or down the stairs.✓
- Loose steps, rubble or paving should be removed✓ to protect partially-sighted children.✓
- Wheelchairs and children on crutches:✓ Ensure enough space inside the classrooms for movement✓

Any relevant answers (4 × 2) (8)

8.4
- She must treat all the children with respect including those with disabilities.✓
- Help the children with disabilities in a kind and patient way.✓
- Explain to the children what the disability is and what challenges the child must face and how they can help the child.✓ (3)

8.5
- The practitioner must treat the boys and girls in her group as equals✓e.g. not allow any bullying, especially towards gender.✓
- Allow boys to play in all areas even with the traditional 'girls' toys✓ and vice versa with the girls.✓
- Posters should also depict girls in traditionally accepted 'men's' roles e.g. as doctors or pilots and boys in traditional 'girls' roles e.g. as nurses and hairdressers.
- Stories should also not stereotype gender roles.

Any relevant answers (2 × 2) (4)
[25]

QUESTION 9

9.1
- The parent will be kept aware of the child's development✓ and any challenges✓ the child may be facing if they are in regular contact with the school.
- It boosts the child's self-esteem✓ when the parent comes to the school and looks at his/her work.✓
- The school will feel comfortable approaching the parent if there are any problems with the child.
- The child will not try and pit the parent against the school if the parent is fully involved and knows all the facts.

Any relevant points (2 × 2) (4)

9.2 **DAY MOTHERS**

9.2.1 **Advantages**
- Care in a home environment✓ which will be less stressful for the baby.✓
- There are less children✓and the baby will get more individual attention.✓

(2 × 2) (4)

9.2.2 **Disadvantages**

- Social skills may be lacking✓ as the day mother can only take in a limited number of children✓
- The day mother is not necessarily registered at the Department of Social Development✓ and therefore is not always monitored effectively.✓ (2 × 2) (4)

9.3 9.3.1

- James drops out of college without completing his studies/qualifications✓ and therefore may not be committed to the business.✓
- James does not have business experience✓ and may not be able to run the business effectively.✓
- He is young✓ and this may cause a lack of confidence on the part of parents.✓
- He does not have ECD experience or qualifications✓ and may find it difficult controlling staff or talking to parents in an informed manner.✓
- Lack of Experience: James may not have prior experience or training in managing a daycare centre, which could make it difficult for him to navigate the various responsibilities involved, such as staff management, curriculum development, and financial planning.
- Emotional Distress: The recent breakup with his girlfriend might impact James's emotional well-being, affecting his ability to focus and make sound decisions in his new role as a daycare manager.
- Financial Constraints: Running a daycare requires significant financial investment for purchasing the business, maintaining facilities, hiring staff, and ensuring compliance with regulations. If James and his mother face financial limitations, it could hinder the daycare's operations and growth.
- Lack of Interest or Passion: James may not have a genuine interest or passion for working in the childcare industry. Without enthusiasm for the job, he may struggle to motivate himself and effectively engage with children, parents, and staff members.
- Lack of Support or Guidance: Without proper mentorship or support from experienced professionals in the childcare field, James may find it challenging to overcome obstacles and make informed decisions, leading to potential setbacks in managing the daycare. (Any 4 × 2) (8)

9.3.2 James could work on the following qualities to be successful:

- His self-confidence✓
- Careful thinking✓
- His ability to control resources✓
- High energy levels✓
- Study towards an ECD qualification
- Stay compliant with regulations
- Develop his creative thinking skills
- Identify opportunities
- Develop his organising skills
- Develop his leadership skills
- Invest in staff training
- Seek mentorship from another centre to assist him
- Focus on customer services. Any relevant answers (5 × 1) (5)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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