higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE (VOCATIONAL)

## EARLY CHILDHOOD DEVELOPMENT
## NQF LEVEL 2

**17 November 2022**

**This marking guideline consists of 9 pages.**

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**INSTRUCTIONS TO MARKERS**

1. Mark all the questions.

2. Follow the answers according to the numbering system used in this question paper.

3. Use only a red pen.

4. Put your ticks and crosses neatly and legibly.

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## SECTION A

## QUESTION 1

| | | | | |
|---|---|---|---|---|
| 1.1 | 1.1.1 | B | | |
| | 1.1.2 | C | | |
| | 1.1.3 | A | | |
| | 1.1.4 | D | | |
| | 1.1.5 | A | | |
| | | | (5 × 2) | (10) |
| 1.2 | 1.2.1 | True | | |
| | 1.2.2 | False | | |
| | 1.2.3 | True | | |
| | 1.2.4 | True | | |
| | 1.2.5 | False | | |
| | | | (5 × 2) | (10) |
| 1.3 | 1.3.1 | C | | |
| | 1.3.2 | E | | |
| | 1.3.3 | A | | |
| | 1.3.4 | B | | |
| | 1.3.5 | F | | |
| | | | (5 × 2) | (10) |
| 1.4 | 1.4.1 | scribble | | |
| | 1.4.2 | technology | | |
| | 1.4.3 | development | | |
| | 1.4.4 | phobias | | |
| | 1.4.5 | feelings | | |
| | | | (5 × 2) | (10) |
| 1.5 | 1.5.1 | tactile | | |
| | 1.5.2 | fontanelles | | |
| | 1.5.3 | combining | | |
| | 1.5.4 | learnt | | |
| | 1.5.5 | excluded | | |
| | | | (5 × 2) | (10) |

**TOTAL SECTION A: 50**

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## SECTION B

## QUESTION 2

2.1 **Growth** refers to quantitative changes✓ like mass, length, growth and structure. ✓

- Growth refers to the physical size of the child. ✓
- The increase in function e.g., speech or math ability✓
- Personal growth like the persons psychological maturity. ✓
- Growth rates differ between e.g., boys and girls.

- **Development** refers to continuous changes✓ that the individual undergoes from conception until death. ✓
- These include physical, cognitive, ✓ emotional, social, ✓ moral-normative and personality development. ✓
- Reaching certain developmental milestones. (Any related answer) (10)

2.2 2.2.1 Problem-solving skills:✓

- This skill is developed when the toddler explores trying to find where the older brother could be hiding.✓

Decision making:✓

- This skill is developed when the toddler decides which direction to take when looking for the older brother.✓

Spatial awareness:

- This skill is developed when the toddler perceives that the spot he/she is choosing is a suitable hiding place. (Any related 2 × 2) (4)

2.2.2 Playing together:✓

- This social skill is developed when the toddler is playing with the older brother.✓

Taking turns:✓

- This social skill is developed when the toddler understands that they can take turns.✓

Communication:

- This skill is developed when the toddler is communicating with the older brother in between the hiding, seeking, and finding. (Any related 2 × 2)

(4)

2.3

- Speech Therapist – assists with any speech and language barriers.
- Social Worker- assists with problems at home e.g., divorce, abuse etc.
- Occupational Therapist – assists with learning problems e.g., fine motor development.
- Paediatrician – assists with health and developmental problems of young children.

(4)

2.4
- The child must be taught not to allow just any person to touch them in an inappropriate way.
- The child must be taught to report any person who touches their bodies inappropriately.
- The child must be taught that any of their body parts covered by their underwear or swimming costume are private and must not be touched by just anybody.
- The child must be taught to only allow close family members, carers or medical persons to touch their bodies to maintain their hygiene and health.
- The child must be taught to say 'No' without feeling guilty if there is an attempt to abuse their body. (3)

**[25]**

**QUESTION 3**

3.1 3.1.1 Picture A (1)

3.1.2
- Cloth books are more suitable for the 0-2 age group.
- Cloth books are safe even when the toddler puts it in his mouth.
- They can easily hold the cloth book.
- The book can't tear.
- The cloth books can be washed. (Any 3 × 1) (3)

3.1.3 Picture B (1)

3.1.4
- The big book has large letters/font that the learners can see when sitting in a group.
- The big book has big pictures.
- The big book repeats phrases/sentences which is suitable for emergent reading.
- Stories are suitable to their life world.
- The big book version is ideal for new (emergent) readers.

(Any 3 × 1) (3)

3.2 3.2.1 Time spent using a device such as a computer, television, smart phone, tablet, or video game. (1)

3.2.2
- It stimulates creativity and motivates children to acquire new skills using technology.
- It exposes children to the world outside.
- They can see things on a video that they have never seen before e.g.; the sea, a jungle etc.
- It can help children learn pronunciation.
- It can help children build vocabulary.
- It can help children learn a new language.
- It can expand children's imagination. (Any related 3 × 1) (3)

3.2.3
- She can use a CD player for them to sing and move to music.
- She can show them a music video and they can copy the moves.
- She can use a musical keyboard
- She can use microphones and let them perform in the group.
- She can use her phone to play music for them to move to.
- She can record their singing and play it back to them.
- (Any related answer). (Any 3 × 1) (3)

3.3
- Have special days where children have a chance to talk about their families.
- Celebrate all special holidays of all cultures in your class group.
- Introduce different cultural food, music, and clothing to the children in the class
- Ask parents to assist in creating a multi-cultural classroom.
- Invite different cultures to come and explain their customs and traditions to the children.
- Teach them songs of different cultures represented in the class.
- Tell them stories about different cultures.

(Any related 5 × 1) (5)

3.4
- The ECD centre accepts children who are physically challenged.
- The ECD centre accepts children with learning disabilities.
- The ECD centre accepts children who are HIV positive.
- The ECD centre has ramps for children on wheelchairs.
- The ECD centre uses colourful, bigger posters with large font for the visually impaired learners.
- The ECD centre's classes have wider doors to accommodate wheelchairs. (5)

(Any related 5 × 1) **[25]**

**QUESTION 4**

4.1 4.1.1
- To ensure that her pregnancy is progressing normally.
- To ensure the baby is growing and developing well.
- There are tests available to detect abnormalities or problems.
- To check her blood pressure, sugar levels etc. (2)

4.1.2
- A baby is considered prematurely if born less than 37 week's gestation.
- A baby who weighs less than 2,5 kg. (2)

4.1.3
- The dramatic changes/fluctuations in the mother's hormone levels.
- The overwhelming feeling of helplessness.
- It is often called the "baby blues"
- Medical intervention.
- Previous personal experiences. (2)

4.1.4
- Missed period.
- Tender and swollen breasts.
- Nausea or “morning sickness”
- Fatigue/tiredness.
- Frequent urination.
- Some experience headaches.
- Sensitivity to smells.
- Mood swings.
- Weight gain.

(2)

4.2
- Tactile perception✓ – information that we get by touching.✓
- Visual perception✓ – information that we get by seeing.✓
- Auditory perception✓ – information that we get by hearing.✓
- Olfactory perception✓ – information that we get by smelling.✓
- Gustatory perception – information that we get by tasting. (Any 4 × 2) (8)

4.3
- Delays in development may put the child at risk for later identification.
- Delays may affect later educational performance.
- It is not in the child’s interest to wait and see if he will outgrow the problem.
- The sooner the child can get intervention the better.
- Support given at an early stage has a bigger effect.
- Support can reduce the impact of the disability on the child’s development.
- It will help the parents to access support for their child.
- If detected before birth, parents can prepare beforehand to handle the situation. (Any related 5 × 1) (5)

4.4
- Culture
- Gender
- Class/group
- Race/Ethnic group
- Religion
- Family structure (such as single, both parents, extended families, child-headed homes, same-gender families) (Any 4 × 1) (4)

**[25]**

**QUESTION 5**

5.1.1
- Your self-image is the picture that you have about yourself.
- Self-image is how you experience your own body.
- Self-image is formed by personal experiences or internalizing the judgments of others
- A poor self-image may be the result of accumulated criticism experienced.
- Children are vulnerable to criticism as they have not mastered the skills of managing criticism yet.
- Self-image is based on self-knowledge obtained from self-evaluation. (Any related answer) (2)

5.1.2
- Children feel good about themselves.
- They are energetic and confident.
- They attempt tasks and believe that they will succeed.
- A good self-image affects all phases of growth and development.
- They will build good social relationships.
- They love to explore and try out new things.
- It helps them to handle criticism better. (5)

5.1.3
- By praising the child for good things he has done.
- By helping him to understand how to handle criticism.
- By showing him that you believe in him and that he can do things on his own.
- By encouraging the child to explore, complete tasks etc.
- By accepting and loving them. (Any relevant answer) (1)

5.2
- Learner uses their hands (gestures) when talking.
- Learner relies on what they see, do and experience.
- Learner enjoys practical activities/hands-on approach.
- Learner enjoys outings.
- Learner appreciates patting as a form of encouragement.
- Learner communicates by touching.
- Activities like art and construction help learner to learn.
- Learner needs to be active and taking a lot of breaks, difficult to sit still.
- They need to bounce a ball or stand on one foot or use hand movements when memorising work. (Any related 7 × 1) (7)

**[25]**

5.3
- Poor eye-hand co-ordination.
- Frowning or squinting when looking at something.
- Holding a book very close to their face to see.
- Holding a toy very close to their face to see.
- Clumsiness, bumping into things.
- Headaches.
- Poor eye-hand coordination. (Any 5 × 1) (5)

5.4
- Nutrition and health:✓
- Hungry children can't learn and easily fall ill.✓
- Parents can't afford nutritional meals or enough food.✓
- They might not have access to safe water, which can have devastating effects on their health.✓
- There might not be quality early childhood development services close to them.✓
- Lack of resources: parents may not be able to provide adequately for their children e.g., can't pay school fees, can't afford proper clothing.
- Parents may have lost their jobs and income. Can't provide for their children. (Any related 5 × 1)

(5)
**[25]**

**TOTAL SECTION B: 100**
**GRAND TOTAL: 15**