higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE (VOCATIONAL)

## EARLY CHILDHOOD DEVELOPMENT
### NQF LEVEL 2

**28 November 2023**

**This marking guideline consists of 6 pages.**

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## SECTION A

## QUESTION 1

| | | | | |
|---|---|---|---|---|
| 1.1 | 1.1.1 | D | | |
| | 1.1.2 | C | | |
| | 1.1.3 | D | | |
| | 1.1.4 | B | | |
| | 1.1.5 | A | | |
| | | | (5 × 2) | (10) |
| 1.2 | 1.2.1 | True | | |
| | 1.2.2 | False | | |
| | 1.2.3 | False | | |
| | 1.2.4 | True | | |
| | 1.2.5 | False | | |
| | | | (5 × 2) | (10) |
| 1.3 | 1.3.1 | C | | |
| | 1.3.2 | A | | |
| | 1.3.3 | F | | |
| | 1.3.4 | E | | |
| | 1.3.5 | B | | |
| | | | (5 × 2) | (10) |
| 1.4 | 1.4.1 | Oxygen | | |
| | 1.4.2 | Touch | | |
| | 1.4.3 | Imagination | | |
| | 1.4.4 | Ubuntu | | |
| | 1.4.5 | Chronic | | |
| | | | (5 × 2) | (10) |
| 1.5 | 1.5.1 | Bodily | | |
| | 1.5.2 | 40 weeks | | |
| | 1.5.3 | Parallel play | | |
| | 1.5.4 | Support mechanism | | |
| | 1.5.5 | Translation | | |
| | | | (5 × 2) | (10) |
| | | | | **[50]** |

**TOTAL SECTION A: 50**

## SECTION B

## QUESTION 2

2.1 2.1.1
- The child will not be able to speak properly.
- The child will not be able to eat properly. (2 × 2) (4)

2.1.2
- Assist parents with referrals to medical doctors.
- The child can be helped through an operation or surgery.
- The child can be helped to build self-confidence.
- Caregivers should build a good relationship with the child.

(Any 3 × 1) (3)

2.1.3
- The child may find it difficult to make friends because he/she looks different from other children.
- Other children may be afraid to make friends with the child because he/she looks different from them.
- Other children may not like to share their toys with him/her.
- The child will be lonely because he/she may not have friends.
- Other children may discriminate against him/her. (Any 3 × 1) (3)

2.2 2.2.1
- What is your nationality?
- Describe the traditional clothes that you wear during cultural events.
- Which traditional foods do you eat at home?
- How do you feel about a child that is dependent on a wheelchair attending classes with you? (Any relevant questions) (3 × 1) (3)

2.2.2
- Children should be treated with fairness and dignity in order to develop respect.
- Children should receive services despite their age, culture and gender.
- Every child regardless of nationality, race or social structure, must attend school.
- Children can learn together in the same class even if their abilities are different.
- For children to learn successfully in class, they must respect one another.
- Children are different and equal and no one is better than the other. (Any 2 × 1) (2)

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2.2.3
- Cut and paste activity:✓ Give children A4 paper, magazines, blunt-nosed scissors and glue to cut and paste children of different races, able-bodied or disabled.✓
- Group puzzle-fitting activity:✓ Give children a floor diversity puzzle to do as a group.✓
- Colouring activity:✓ Give children pictures of dolls/people/ children dressed in clothes of different and representing cultures to colour in. ✓
- Movement activity:✓ Group children in different nationalities to perform their dances.✓
- Drawing activity:✓ Give children an A4 page with crayons to draw a rainbow.✓
- Beanbag throwing activity: The activity should be explained to the children before the activity starts. A number of empty buckets and a beanbag for each should be placed in a row and the children should stand two together at each bucket and beanbag. One of each pair should be blindfolded. The bucket can be moved a little bit. The others who are not blindfolded should only verbally guide their partners to throw the beanbag into the bucket. The blindfolds are then taken off and put on the other children and the activity is repeated. (Any 5 × 2) (10)

**[25]**

**QUESTION 3**

3.1 3.1.1
- Reading
- Writing
- Speaking and
- Listening
- Thinking and reasoning
- Language structure (Any 5 × 1) (5)

3.1.2
- Reading stories to them.
- Encouraging reading choices.
- Creating a conversation with children about books.
- Parents/caregivers/siblings going with the child to the library.
- Parents/caregivers going to bookshops with the child.
- Reading books together with children.
- Reading aloud regularly. (Any 5 × 1) (5)

3.1.3
- Hold a book with clean hands.
- Do not eat and read at the same time.
- Do not underline or write in a storybook.
- Do not cut pictures from a story book. (Any 3 × 1) (3)

3.2 3.2.1
- Let a child in a wheelchair throw the ball instead of kicking it.
- Help a child who is short-sighted to kick the ball by putting it next to the child. (Any 1 × 1) (1)

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3.2.2
- Arrange that puzzle pieces have knobs to help learners who struggle to hold and manipulate them.
- Arrange that balls have loops to help learners who struggle to hold a ball.
- Provide balls that have bells inside to help learners who are short-sighted. (Any 2 × 1) (2)

3.3
- Discovery or exploratory play
- Manipulative play
- Constructive play
- Fantasy play
- Social play
- Motor-physical play
- Quiet play
- Games with rules (8)

3.4
- Children can be provided with emotional support.
- Strong teacher-child relationship support can be built. (Any 1 × 1) (1)

**[25]**

**QUESTION 4**

4.1 4.1.1
- The child becomes unhappy.
- The child easily shows anger towards other kids.
- The child shows poor academic performance.
- The child isolates himself/herself from other kids.
- The child does not want to play with other kids.
- The child can get very angry and beat other children.
- The child can become arrogant towards the teacher. (Any 3 × 2) (6)

4.1.2
- A social worker
- An occupational therapist
- A psychologist
- A generic therapist (Any 3 × 1) (3)

4.1.3
- Remind children that they are loved by both parents.
- Tell them that they are not the cause of the divorce.
- Assure them that they will visit their parents during the weekends.
- Avoid the blaming game and do not share any negative feelings.
- Advise them to talk about their feelings.
- Give them more time to talk and listen attentively to them.

(Any 2 × 2) (4)

4.2
- A formal school is structured and has a systematic form of learning.
- It is a school that provides education with a definite objective and curricula that is conditional to finish education. (Any 1 × 2) (2)

4.3 4.3.1
- Throw a ball.
- Kick a ball.
- Roll a ball.
- Catch a ball.
- Climb on a jungle gym. (Any 3 × 2) (6)

4.3.2
- Grip crayons correctly.
- Draw patterns.
- Thread beads. (Any 2 × 2) (4)

**[25]**

**QUESTION 5**

5.1 5.1.1 Boys can play with dolls.

5.1.2 Girls can play with cars.

5.1.3
- Men can cook.
- Men can be chefs. (Any ONE)

5.1.4 Women can be pilots.

5.1.5 Men can look after/teach children.

(5 × 2) (10)

5.2 5.2.1
- Pictures of different church buildings used by different religions.
- Pictures of different clothing worn by different religions.
- Pictures of groups of different congregations and religions.

(Any 2 × 2) (4)

5.2.2 Christmas (1)

5.3 5.3.1 It is the care of mother and baby after delivery. (2)

5.3.2
- Help the mother to return to her normal state before pregnancy.
- Make sure that the baby develops properly.
- Support the mother on how to take care of the baby after birth.
- Help the new mother with the baby so that she can get enough rest and recover after the delivery.
- Help with the house chores. (Any 4 × 2) (8)

**[25]**

**TOTAL SECTION B: 100**
**GRAND TOTAL: 150**

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