higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 4

17 November 2022

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1 A
1.2 B
1.3 D
1.4 A
1.5 C
1.6 D
1.7 D
1.8 B
1.9 B
1.10 B

(10 × 2) **[20]**

QUESTION 2

2.1 True
2.2 False✓ – they are particularly aimed at disadvantaged communities✓
2.3 True
2.4 True
2.5 True
2.6 False✓ – All children are protected by the Bill of Rights✓
2.7 True
2.8 False✓ – It is still important that there is no overcrowding✓
2.9 False✓ – there are many different types of special needs✓
2.10 True

(10 × 2) **[20]**

QUESTION 3

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

(10 × 1) **[10]**

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QUESTION 4

4.1 Notice board
4.2 Values
4.3 Microsystem
4.4 Infusion
4.5 Life skills
4.6 Newsletter
4.7 Survey
4.8 Ethics
4.9 Message book
4.10 Diversity

(10 × 1) **[10]**

QUESTION 5

5.1
5.1.1 Birth to 17/18 months
5.1.2 4/5 to 6 years
5.1.3 Birth to 9 years or 0 -9 years
5.1.4 18 months to 3 years
5.1.5 3 to 6 years

(5 × 1) (5)

5.2
5.2.1 Large muscles/physical
5.2.2 Creativity/physical fine-motor development
5.2.3 Language development/vocabulary/social skills interacting with others and puppets.
5.2.4 Language development/cognitive development
5.2.5 Large muscles/physical or eye-hand-foot-coordination, balance
5.2.6 Cognitive/maths/visual discrimination/visual perception
5.2.7 Social development/understanding sharing/rules of games
5.2.8 Emotional development
5.2.9 Physical/life skills or eye-hand-coordination or small muscle development/responsibility
5.2.10 Sensory development/new vocabulary of textures

(10 × 1) (10)
[15]

TOTAL SECTION A: 75

SECTION B

QUESTION 6

6.1 Examples:
- The love for children
- Wanting to make a difference in the lives of children
- My mother was an ECD teacher

(The answer should be realistic and relate to ECD as a career) (Any 2 × 1) (2)

6.2
- Educate the children in the centre
- Provide physical care for the children in the centre
- Plan suitable activities for the children in the centre
- Assess the children in the centre
- Supervise the children as they play and engage in activities
- Act as 'loco parentis' (act in the place of a parent) while children are at the centre (Any 3 × 1) (3)

6.3
- First aid: In case a child or staff member needs medical attention.
- Early Childhood Development: To ensure developmentally appropriate activities are provided.
- Assessment in ECD: ECD assessment differs from assessment of older children.
- Health issues in ECD: In case the child falls ill at school or comes to school ill.
- Nutrition in early childhood: To ensure the child eats a healthy diet for optimum physical and brain development.
- Communication skills. The practitioner needs to be able to communicate effectively with the children, staff and parents.

(1 mark for naming and 1 mark for the explanation of each point) (Any 4 × 2) (8)

6.4
- Day care centres
- Crèches
- Children's homes
- Places of safety
- Pre-schools
- Hospitals (Any 2 × 1) (2)

6.5 6.5.1
- Start your own ECD centre
- Become a day mother
- Start a business selling educational toys
- Open a Toy Library
- Children’s party planner

(Accept any relevant answer given BUT it must be a small business venture and in the field of ECD) (Any ONE) (1)

6.5.2 Start your own ECD centre:

- I would find a suitable premises for the centre.
- I would buy ECD equipment.
- I would advertise my services.
- Start the process of registration.
- Depending on how many children I could enrol, I would employ trained staff to assist me. (Any 2 ×1)

Become a day mother:

- I would identify a suitable area in my home for the children to play and rest.
- I would decorate the area according to the age of the children that I would be taking in.
- I would advertise my services in the local newspaper and shopping centres. (Any 2 × 1)

Open a Toy Library

- Find a suitable premises
- I would buy ECD toys.
- I would advertise my services. (Any 2 x 1)

Start a business selling educational toys:

- I would make enquiries at local educational toys manufacturers to sell toys for them.
- I would set up an online webpage to advertise and sell the toys.

(The explanation must relate to the basic setting up of a small business in the ECD sector.) (2 × 2)

(4)

6.6

- Assistant ECD Practitioner
- Study towards an ECD qualification to Level 5 Diploma to be an ECD Practitioner.
- Study further as Grade R teacher, Diploma (level 6)
- or a BED (foundation phase)
- to become a Grade R or foundation phase teacher. (Any 5 × 1) (5)

[25]

QUESTION 7

7.1

- Assessment can identify children with special needs.
- It provides an objective view of the child's progress at a particular time.
- It is possible to see if progress has been made over a period of time.
- It assists the practitioner in her/his planning of activities.
- Evidence can be documented regarding the child's progress for the purpose of reporting to parents, doctors, specialists, etc. (Any 4 × 1) (4)

7.2
- ECD practitioners are not qualified to assess young children formally using standardised tests.
- They can make inaccurate judgements which could have serious negative consequences for the child.
- Learners should not be put under pressure to perform.
- Learners should not write tests or perform formal assessment activities. (2)

7.3 7.3.1
- Decide what you want to assess.
- Set the criteria you will be assessing.
- Plan activities as part of the daily program that will allow you to assess.
- Develop or collect the assessment tools you will use.

(Any 3 × 1)

7.3.2
- Observation report
- Rubric
- Check list
- Notebook and pen for writing observations (Any 3 × 1)

7.3.3
- Is the behaviour/results displayed appropriate for the age group and developmental level of the child?
- Has the child made progress?
- Has the child remained the same or regressed?
- Never compare children.
- Decide if more intervention is needed. (Any 3 × 1)

(3 × 3) (9)

7.4
- Earlier rather than later in the day when the children are tired.
- During the children's normal activities.
- During free play, planned activities and routine activities.
- Preferably when the child is not hungry, so after snack time. (Any 3 × 1) (3)

7.5
- Preferably during a planned parent meeting.
- On a one-on-one basis when there are no distractions.
- When the parent picks up the child in the afternoon.
- Electronic message if parent is not available e.g. whatsapp, e-mail.

(Any 3 × 1) (3)

7.6 When a child is:
- Hungry
- Tired
- Stressed
- Emotional
- Sick (Any 2 × 1) (2)

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7.7
- When a child is hungry: The child will be thinking about food and not be able to concentrate on the task.
- When the child is tired: The child is irritable and will not perform optimally.
- When the child is stressed: The child will lack concentration and is anxious.
- When the child is emotional: The child will not focus on the activity.
- When the child is sick: The child will not perform optimally.

(Answers should be relevant to the answer given in QUESTON 7.6.) (2)

[25]

QUESTION 8

8.1 Music/movement (1)

8.2
- Physical: The child develops muscles while dancing and moving to the music.
- Coordination and balance: While the child marches to a beat or dances to music.
- Language: As the child sings songs. New vocabulary
- Cognitive: As the child learns and memorises new songs.
- Emotional: Singing and dancing is fun and enjoyable.
- Social: When singing and dancing as a group or with a friend. Social rules e.g.; not bumping each other.

(Benefits should cover a range of domains to be holistic and relate to music or movement) (1 mark for domain and 1 mark for explanation) (Any 4 × 2) (8)

8.3
- Sing songs from different cultures.
- Sing songs in different languages.
- Teach the children different cultural dances.
- Use instruments from different cultures. (Any relevant answer) (4)

8.4
- Provide the children with love and acceptance.
- Treat the children with respect.
- Allow the children to play as much as possible.
- Give unconditional love.
- Allow children to express themselves freely.
- Help children understand their emotions.
- Set reasonable limits and boundaries.
- Provide a safe environment in which they can explore and learn.
- Encourage social interactions. (Any 6 × 1) (6)

8.5
- Cupboards
- Screens
- Pigeon holes/cubby holes
- Book cases
- Carpets or floor coverings
- Movable shelves
- Curtains (Any 6 × 1) (6)

[25]

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QUESTION 9

9.1 Covid19 Virus – during 2020 schools and ECD centres were closed for a big part of the year and even closed down. Many people lost their income and kept children at home. (2)

9.2
- Reading✓ to the child develops language.✓
- Letting the child set the table for meals✓ teaches life skills as well as maths concepts.✓
- Letting the child assist with cooking or preparing meals✓ helps the child with life skills as well as maths skills (numbers, state of matter, etc.) as well as science concepts.✓
- Letting the child assist with house chores develops independence✓ as well as muscles.✓
- Taking the child on outings✓ broadens the child's experiences and cognitive growth.✓
- Using everyday household items can teach the child about shape, size and colour.
- Watch educational TV shows and discuss with the child. (Any 5 × 2) (10)

9.3
- Parents need to ensure they pay fees on time✓ as this affects the cash flow of the centres.✓
- Assist with talents/skills✓ they may have, e.g. a bookkeeper could assist with doing the centre's financial books.✓
- Donate old toys and equipment✓ to the local ECD centre.✓
- Help with maintenance,✓ e.g. painting outdoor equipment or mending of toys.✓
- Offer to tell stories or supervise nap time one day a week so staff can have joint meetings. (Any 4 × 2) (8)

9.4
- Make sure that all the classrooms and parts of the school are accessible for wheelchair users.
- Ensure that activities and resources are accessible to all children.
- Audiobooks and other reading aids are provided so that children with dyslexia can participate alongside students reading the text. (older children)
- Provide children with a diverse range of dolls.
- Ensure that the food incorporates foods associated with a range of cultures.
- Let children that are short-sighted and those with hearing problems sit close enough to you while telling stories or during discussions. (5)

[25]

QUESTION 10

10.1 3–6 years/pre-schoolers (1)

10.2 Creative,✓ fantasy play,✓ educational games, e.g. puzzles,✓ book corner,✓ block play (4)

10.3 Taking the register,✓ weather,✓ discussion,✓ singing,✓ birthday ring. (Any relevant answer) (4)

10.4
- Learning about mass when filling cups or buckets
- Volume when measuring water
- Learn sizes and shapes when using different types of containers
- Learn about different forms when making moulds from wet sand

(Any relevant 3 × 1) (3)

10.5
- Playing is how children learn.
- It is a natural way of learning about the environment.
- It allows the child to learn negotiation skills, sharing and problem solving.
- Play allows children to use their imagination.
- Play is fun.
- Play stimulates brain development. (Any relevant 4 × 1) (4)

10.6
- Parents are the first educators.
- Parents have the most influence on the child's life.
- For success, there has to be consensus on how to discipline a child for it to be effective.
- There has to be cooperation between the school and the parents for education to be successful.
- Children are more motivated when their parents are involved in their education. (Any 4 × 1) (4)

10.7
- White Paper 5 shows the government's commitment to ECD.
- White paper 6 shows the government's commitment to special needs and inclusion and this includes the sector of ECD.
- Government offers 'fee free' schools to assist the disadvantaged child.
- There are numerous child grants made available to assist parents in need.
- The Department of Basic Education has taken control over ECD showing commitment to the education of young children.
- The Department of Basic Education has developed The South African National Curriculum Framework for children from birth to four years.
- Medical services are free for children under five years old.
- Immunisations for children are free. (Any 5 × 1) (5)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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