higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 4

28 November 2023

This marking guideline consists of 9 pages

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

2.1 primary
2.2 informal
2.3 life skills
2.4 imitating
2.5 care dependency grant
2.6 level
2.7 active
2.8 Education White Paper 6
2.9 partnership
2.10 Best Practice
2.11 Effective Practice
2.12 holistically
2.13 career path
2.14 Department of Basic Education
2.15 'hands-on'

(15 x 1) **[15]**

QUESTION 3

3.1 True
3.2 False.✓ Reading books stimulates cognitive development✓
3.3 False.✓ Refugee children are protected under the SA constitution and have equal rights to education.✓
3.4 True
3.5 True
3.6 False.✓ Cultural awareness is promoted by parents/educators.✓
3.7 False.✓ Children can learn songs in different languages.✓
3.8 True
3.9 True
3.10 True (Accept any relevant motivations) (10 × 2)

[20]

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QUESTION 4

4.1 Observation sheet/Notebook/Journal
4.2 Checklist or tick list
4.3 Rubric
4.4 Assessment
4.5 Baseline assessment
4.6 Continuous assessment/Formative assessment
4.7 Summative assessment
4.8 Science table/Discovery table
4.9 Fantasy area, make-believe area, Life Skills area.
4.10 Learning environment
4.11 Weather chart
4.12 Birthday chart
4.13 Calendar
4.14 Attendance chart or register
4.15 Inclusion

(15 × 1) **[15]**

QUESTION 5

5.1 H
5.2 J
5.3 I
5.4 C
5.5 A
5.6 F
5.7 E
5.8 B
5.9 D
5.10 P
5.11 N
5.12 O
5.13 M
5.14 K
5.15 L

(15 × 1) **[15]**

TOTAL SECTION A: 75

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SECTION B

QUESTION 6

6.1 6.1.1

- Providing the young child with encouragement,✓ guidance,✓, praise and the setting of boundaries.
- Disciplining their child – This should be constructive✓ never demeaning.✓
- High expectations – Goals and expectations must be realistic✓ and attainable.✓
- Competition – Healthy competition should be taught and that winning is not everything, rather doing their best is important. Try not to put very young children in competitive situations as they do not understand about fairness of winning and losing.
- Ensure activities are set that are challenging but attainable.
- Accept the child as he/she is. Do not compare children.
- Praise their child's successes.
- Build a believe system that encourages curiosity and discovering things.

(Any relevant answers 3 × 2) (6)

6.1.2

- Let the child mix with peers✓ as often as possible. ✓
- Teach the child social skills such as kindness✓ and thoughtfulness.✓
- Give the child small tasks that will help those less fortunate✓ e.g., donating toys to orphanages.✓
- Teach the child manners such as saying 'please' and 'thank you'.
- Teach the child to take responsibility for things or chores.
- Teach the child to listen to others.
- Teach respect.
- Teach the child to understand sharing and taking turns.

(Any relevant answers 3 × 2) (6)

6.2 6.2.1

- Present activities in an interesting✓ and exciting way to encourage the children to make discoveries.✓
- Allow the children to make their own discoveries✓ without pointing out things to them.✓
- Give the children time✓ to make discoveries and overcome challenges before intervening.✓
- Set up the classroom in a way to invite participation from the children. Have activity tables at the height of the children and encourage participation.
- Take interest in things the children show interest in, and answer questions asked in a way to encourage further discovery.
- Have a variety of resources available for the children to explore and discover.

(Any relevant answers 4 × 2). (8)

6.2.2
- Treat all children with respect.
- Greet each child as they enter and leave the centre.
- Take an interest in each child: get to know their likes and dislikes, strengths and weaknesses.
- Find out about the child's home situation and things that could impact their behaviour at school.
- Greet each child by name.
  Listen to the child when they talk to you and show interest in what they are saying.
- Get down to the level of the child when talking to the child and look the child in the eyes.

(Any relevant answers 5 × 1). (5)
[25]

QUESTION 7

7.1 Measuring✓
- Children have opportunities to learn how to measure.
- Children learn about capacity and volume as they measure out the cake flour, pour spoons of sugar, cups of milk etc.✓

Counting✓
- Let children count out the ingredients you need.✓

Following directions✓
- Learn to follow the recipe card ✓

Learning to listen and follow instructions✓
- Children must follow the verbal instructions that you give as you make the dish together.✓

Early Literacy ✓
- They also start to recognise common words, especially those found on labels of food items they often see.✓

Sequencing✓
- This means understanding that events should happen in a particular order.✓

Science Concepts✓
- While cooking, children watch all kinds of food materials change form as they are heated, chopped, frozen and defrosted.✓
- They see how two materials can mix (flour and water), how some substances dissolve (the salt disappears in the water) and how water evaporates from the pot when the stew is boiling.

(7 × 2) (14)

7.2 7.2.1 Reggio Emilia Approach (1)

7.2.2
- Take the child to the garden✓ and speak about the flowers, birds, soil etc.✓
- Let the child take care of the pets by feeding and cleaning them.
- Plant a veggie garden.
- Pick flowers and smell them.

(Any relevant answers) (2)

7.3 7.3.1
- Make sure that there is enough space for the wheelchair to move around freely.✓
- Encourage the other children to include the wheelchair-bound child in the physical activities by throwing the ball to him/her.✓
- Plan activities on a flat surface where the wheelchair can move safely.

7.3.2
- The child must be able to choose the activity that he/she wants to do and that he/she feels he will succeed in.✓ In this way, he/she will be able to learn at his/her own pace and develop self-confidence in their ability when he/she takes part in activities.✓

7.3.3
- Rather give the child shorter activities as his/her concentration is limited.✓ Let the child sit near you during story time and keep him/her involved in the story to keep his/her attention

7.3.4
- Ensure that the community is aware of the special needs children at the ECD centre and appeal to them for donations, e.g., wheelchairs; photocopiers, etc✓
- Encourage the community to cooperate with you at all levels by getting involved, e.g., parks to accommodate children with special needs✓
- Shopping centres and other places should be special-needs friendly e.g.; wheelchair parking and ramps.

(Any relevant answers) (4 × 2) (8)

[25]

QUESTION 8

8.1 8.1.1

- ECD practitioners✓ – To teach and look after the children✓
- Assistant ECD practitioners✓ – To assist the ECD practitioner, especially with larger groups.✓
- Administrative staff✓ – Bookkeeper; bursar – to handle the financial affairs of the centre.✓
- General assistants/cleaning staff – To ensure the centre is neat and clean at all times.
- Gardener – To keep the garden neat, safe, and clean.
- Cooks – Ensure the children are fed healthy meals.

(Any relevant answers 3 × 2) (6)

8.1.2

- Keeping attendance registers for both staff and children.
- Plan lessons and activities
- Planning of menus
- Sending accounts to parents
- Planning parent evening
- Planning outings for the children
- Ordering food
- Paying accounts
- Completing accident/incident register
- Taking stock of resources
- Compiling budgets
- Writing reports (Any relevant answers 8 × 1) (8)

8.1.3

- Make sure the parents are fully aware of the rules and regulations of the school from the start.
- Ensure open lines of communication between you and the parents.
- Parents should be free to visit the school whenever they feel they need to.
- Keep parents up to date with what is happening at the school. This can be through newsletters, notes and the noticeboard
- Maintain the highest confidentiality between the parents and the child.
- Accept constructive criticism from parents.
- Have regular parent meetings. (Any relevant answers 6 × 1) (6)

8.2

- Creative activities
- Fantasy play
- Educational games e.g., puzzles
- Reading in the book corner
- Block play
- Playing with musical instruments/toys (Any relevant answers 5 × 1) (5)

[25]

QUESTION 9

9.1 9.1.1 Pictures of cats,✓ dogs,✓ hamster and a bird in a cage✓
(Any FOUR pictures of pets or pet products can be accepted) (4)

9.1.2 My Pet or Pets or Caring for my pets. (1)

9.1.3 A tank with a lizard,✓ bird in a cage, a pet brush,✓ feeding bowl,✓ pet food,✓ a leash, a book on pets, soft toy animals etc. (5)

NOTE: Accept all relevant answers that are in line with the theme of PETS.

9.2
- Morning ring
- Group activities
- Toilet routine
- Free play
- Morning snack time (The last two can also be changed.) (5)

9.3 9.3.1
- Children learn through play.
- Play is a natural way of learning about the environment and the world around them.
- Through play children learn how to negotiate (negotiation skills), share, and solve problems.
- Play allows children to use their imagination.
- Play promotes holistic development.
- Play stimulates brain development.
- Play is fun. (Any relevant answers 4 × 1) (4)

9.3.2
- Social development:✓ The children interact as they play.✓
- Fine motor muscles✓ are developing as they put one block on another.✓
- Cognitive development:✓ They learn about shape, size, and colour. ✓
- Maths/Cognitive concepts: counting blocks.
- Emotional development: The children are having fun
- Language development: interacting with each other, recognising the letters on the blocks. (Any 3 × 2) (6)

[25]

QUESTION 10

10.1 10.1.1
- No fee/fee-free schools
- Compulsory Grade R to Primary schools/preschool (2)

10.1.2
- ECD has now moved over to the Department of Basic Education from the Department of Social Services.
- The Department has now developed the National Curriculum Framework for children from birth to four years.
- There is now free health care for young children.
- Free Municipal library use for children.
- (Any 3 × 1) (3)

10.2 When planning your assessment, you need to keep the following in mind:

- Who will you assess? ✓
- Why do you assess? ✓
- What do you want to assess? ✓
- Determining what you want to assess will help you plan the criteria.✓
- What do they already know? ✓
- No formal assessment (tests) may be used. ✓
- The age of the child as the assessment method must be developmentally appropriate.✓
- When will you assess?✓
- It should be in the daily routine and the children should not be tired or hungry.✓
- What tools you will use?✓
- Which tools will be most suitable for the assessment?
- Will you be assessing a group or an individual child?
- Will you need assistance, for example, someone to watch the other children while you assess?
- Where will you be assessing?
- Is the area big enough? (10 × 1) (10)

10.3 10.3.1

- Actions songs reinforce the words of the song✓. For example, the song may emphasise size or speed✓
- During the story for e.g., 'The three little pigs' they will be able to memorise the phrase✓ – 'I will huff, I will puff, I will blow your house down!' ✓
- When singing, emphasise the correct pronunciations of words, new words/vocabulary are learnt.
- Clap out the syllables of names e.g., C-A-T clapping at each syllable. (Any relevant answers 2 × 2) (4)

10.3.2

- Use songs to teach numbers✓e.g., '12345 once I caught a fish alive'✓
- Let the children make numbers✓ using their bodies.✓
- Let the children make numbers from playdough

(Any relevant answers 2 × 2) (4)

10.3.3

- Cutting with scissors
- Kicking a ball
- Throwing a ball
- Balancing on a beam (Any relevant answers) (2)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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