higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 3

27 November 2023

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

2.1 False
2.2 True
2.3 True
2.4 True
2.5 False
2.6 True
2.7 True
2.8 True
2.9 False
2.10 False

(10 × 1) **[10]**

QUESTION 3

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

(10 × 2) **[20]**

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QUESTION 4

4.1 Incubation
4.2 Culture
4.3 Dowry
4.4 Colostrum
4.5 Emergency procedures
4.6 Dysfunctional
4.7 Suffocation
4.8 Scabies
4.9 Rickets
4.10 Childline

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 5

5.1 5.1.1 Not meeting the minimum childcare needs✓ of food, clothing, shelter and attention✓

5.1.2 Including children from all cultures, religions and races as well as those with special needs✓ in mainstream education✓

(2 × 2) (4)

5.2 5.2.1
- Poverty✓ – This affects Tembi's health and access to educational resources in the home.✓
- Unemployment✓ – Her mother cannot afford to send Tembi to school.✓
- Inadequate housing✓ – This is due to the underdeveloped area in which she lives. This may mean they have no access to running water or electricity.✓
- HIV✓ – There is a danger of the virus being passed on to Tembi.✓
- Drugs and alcohol abuse of her father✓ – His dying left the family without an income. It also exposed Tembi to abuse when her father was alive.✓

(5 × 2) (10)

5.2.2
- Have a feeding scheme at the school where children are given at least one good meal a day.
- Plant vegetables and fruit and give these to the children to supplement their diet.
- Send vegetables and fruit home to needy families.
- Have fundraisers to buy food parcels for needy families.
- Obtain sponsoring from NGOs to assist needy families.

(Any 3 × 2) (6)

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5.3 Emotional abuse involves non-physical behaviour that belittles another person✓ and can include insults, being put down, verbal threats✓ or other tactics that make the victim feel threatened,✓ inferior, ashamed or degraded. (3)

5.4
- Child support grant
- Foster care grant
- Care dependency grant (3)

5.5
- Bath mat
- Towel/Nappy placed at the bottom of the bath (2)

5.6
- Boys wear blue and girls wear pink.
- Boys play with cars and girls play with dolls.
- Boys are rowdy and girls are quiet.

(Or similar answers) (Any 2 × 1) (2)
[30]

QUESTION 6

6.1 6.1.1 A group of people living together,✓ connected by their commitment to one another✓ emotionally, physically and economically (3)

Commented [L1]: Please move mark up.

6.1.2
- A blended family is formed by the remarriage of a divorced✓ or widowed parent.✓
- It includes the new husband and wife plus some or all of their children from the previous marriage✓ as well as children who may be the result of the new marriage.✓ (4)

6.1.3
- Allow everyone to express their feelings.
- Have mutual respect in the family.
- Create new traditions and rituals within the stepfamily.
- Address all practical matters, e.g. who will be responsible for school fees.
- Do not allow children to influence one spouse negatively towards the other spouse.
- Work together as parents when making house rules and deciding on discipline.
- The new couple needs to support each other, especially when making decisions. Children need to know that there is consistency. (Any 6 × 1) (6)

6.1.4
- Nuclear family
- Single-parent family
- Child-headed family
- Same-sex family
- Stepfamily
- Foster family (6)

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6.2
- A child needs to be listened to.
- A child needs to be physically touched (hugged).
- A child needs to be protected from bad experiences.
- A child needs to be praised and affirmed.
- A child needs to have a routine.
- A child needs to be respected.
- A child needs to have boundaries.
- A child needs to be loved. (Any 3 × 1) (3)

6.3
- Talk to the children about their culture.
- Have a culture day where they can dress up.
- They can bring traditional food.
- They can bring objects from their different cultures.
- Sing songs from the different cultures. (Any 4 × 1) (4)

6.4
- HIV and AIDS should be handled in a sensitive way.
- There should always be confidentiality.
- Support the absent child by giving activities to do at home.
- Ensure that the child takes any medication they may need.
- Ensure that the child follows a healthy diet, full of vitamins. (Any 4 × 1) (4)

[30]

QUESTION 7

7.1
- Wash your hands before and after nappy changing.
- Prepare the changing mat and use a clean nappy.
- Prepare warm water and swabs or baby wipes.
- Remove the soiled or wet nappy and dispose of solid matter in the toilet.
- Dispose of the nappy in a plastic bag.
- Clean the baby's genital area, bottom and anus with warm water and swabs or wet wipes.
- Put dirty swabs or wet wipes in the bag and throw it in the dustbin.
- Dry the baby carefully.
- Rub in baby lotion or petroleum jelly.
- If the baby has nappy rash, use a zinc-based ointment on the area or let the baby be without a nappy for a short while. (10)

7.2
- They are ultra-convenient.
- They are easy to use.
- They are considered to be more sanitary than cloth diapers.
- They have a higher absorption capability.
- Technology such as special crystals pull the liquid away from the skin, preventing nappy rash.
- They require no washing or drying.
- They are readily available at most supermarkets and department stores.
- Many brands now offer biodegradable and organic disposable nappies.

(Any 3 × 1) (3)

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7.3 7.3.1 The Road to Health Book is a record of the physical development of the child✓ as well as the immunisations that the child has received.✓ (2)

7.3.2
- Weight
- Age
- Vaccines
- When to come for the next vaccine
- Progress of weight gain or loss (Any 4 × 1) (4)

7.3.3
- You will be able to monitor the weight growth or loss of the child.
- You can determine what vaccines they have had.
- Schools and healthcare centres will ask to see it. (Any 2 × 1) (2)

7.4
- Wash your hands with warm soapy water for 20 seconds.
- Use a mask if you have a cough.
- Cover your nose and mouth when you sneeze or cough and then wash your hands.
- Keep up to date with vaccines.
- Clean and sanitise toys, objects and surfaces at least daily and when soiled.
- Clean and disinfect the diapering area and potty chairs after each use as well as bathroom toilets and sinks at least daily and when soiled.
- Water tables and other sensory tables can spread illness when children's hands contaminate the water or play materials. Have children wash their hands before and after playing at the tables; handwashing should be supervised to make sure it is done correctly. Clean and sanitise the tables regularly.
- During illness outbreaks it is very important to close water tables until the outbreak is over. (Any 4 × 2) (8)

7.5
- BCG (tuberculosis)
- Polio oral vaccine (Any ONE) (1)

[30]

QUESTION 8

8.1 Eating sufficient food of the correct nutritional value✓ so that growth and development will not be adversely affected in any way✓ (2)

8.2 8.2.1
- Fish
- Chicken
- Beef
- Pork or mutton (Any 2 × 1)

8.2.2
- Beans
- Soya
- Peanut butter (Any 2 × 1)

(2 × 2) (4)

8.3
- Be creative with meals.
- Have a variety of food.
- Give them more time to eat.
- Do not make them eat when they are full.
- Involve the children in meal preparation.
- Have a picnic in the garden.
- Find different ways of presenting food.
- Serve bite-size amounts.
- Sit down together at the table. (Any 4 × 1) (4)

8.4
- Fruit salad✓ – Each child can bring a piece of fruit to school and children can cut it up and make a fruit salad that they can eat during snack time.✓
- Shaped sandwiches✓ – Children can take two pieces of whole-wheat bread and put cheese on the sandwich. They then cut a shape into the bread with a cookie cutter.✓ (2 × 2)

(Any TWO examples: must be suitable for the children to be involved and include healthy foods) (4)

8.5
- Whole-wheat crackers
- Bran muffins
- Cheese slices
- Boiled eggs
- Fruit
- Peanuts and raisins
- Biltong
- Veggie sticks (Any 4 × 1) (4)

8.6
- Anorexia✓ – Unrealistic view of one's body; seeing oneself as fat when this is not the case✓
- Bulimia✓ – Eating and then vomiting up the food afterwards to lose weight✓

(2 × 2) (4)

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8.7 8.7.1 No (1)

8.7.2
- Children get the salt (sodium) they need from their daily intake of foods that have salt naturally (eggs, yoghurt).
- It can cause liver problems, high blood pressure, asthma and stomach cancer.
- It is not necessary to add more salt to food. (3)

8.8 Scurvy (1)

8.9
- Water helps to flush out waste products.
- We lose water through sweating and passing urine, so it needs to be replaced.
- It regulates body temperature.
- It moistens tissues in the eyes, nose and mouth.
- It protects body organs and tissues.
- It carries nutrients and oxygen to cells.
- It lubricates joints.
- It helps dissolve minerals and nutrients to make them accessible to your body. (3)

[30]

QUESTION 9

9.1 9.1.1
- Latex gloves
- Savlon or Dettol
- 1 packet of gauze swabs
- 1 packet of cotton wool
- Waterproof plasters
- Small plastic bowl
- Household bleach (Any 3 × 1) (3)

9.1.2 Incident report form (1)

9.1.3
- Make sure you have the correct medicine for the child.
- Read the label and measure the dose carefully.
- Do not allow the children to take medicine on their own.
- Always put the container away after use. (4)

9.2 An unfortunate incident✓ that happens unexpectedly and unintentionally✓ (2)

9.3
- Show the children how to use the equipment safely.
- Supervise the children while they are busy and be aware of any safety hazards.
- Remind the children each time of the safety rules in the garden.
- Be careful of sharp objects. Rather remove them.
- Check for glass or other dangerous objects before the children are allowed into the garden.
- Ensure that there are no poisonous plants in the garden. (Any 5 × 2) (10)

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9.4
- Do not throw blocks around.
- Do not throw blocks at other children.
- Pack away the blocks after playing with them.
- Keep blocks in the block area (on the mat).
- Do not build a block tower as tall as the child.
- Blocks must only be used for block play.
- Keep small blocks out of reach of younger children.
- Larger blocks should be stored on the lower shelves.

(Any 5 × 2) (10)
[30]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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