higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 3

10 March 2020

This marking guideline consists of 7 pages.

Copyright reserved

SECTION A

QUESTION 1

1.1 Anaemia
1.2 Symptoms
1.3 Epidemic
1.4 Antibodies
1.5 Pathogen
1.6 Perinatal
1.7 Parasite
1.8 Lymph
1.9 Rubella
1.10 Dehydration

(10 × 2) **[20]**

QUESTION 2

2.1 True
2.2 True
2.3 False
2.4 True
2.5 False
2.6 False
2.7 False
2.8 False
2.9 True
2.10 True
2.11 False
2.12 True
2.13 True
2.14 True
2.15 True

(15 × 1) **[15]**

QUESTION 3

3.1 Corporal punishment
3.2 Poverty
3.3 Nursery school
3.4 Personal identity
3.5 Voluntary services
3.6 Community
3.7 Family
3.8 Racially mixed family
3.9 Foster family
3.10 Babysitter

(10 × 1) **[10]**

Copyright reserved

QUESTION 4

4.1 R
4.2 H
4.3 J
4.4 G
4.5 F
4.6 E
4.7 D
4.8 I
4.9 B
4.10 K
4.11 O
4.12 Q
4.13 P
4.14 N
4.15 M

(15 × 1) **[15]**

TOTAL SECTION A: 60

SECTION B

QUESTION 5

5.1
- Could cause a lack of nutritious food
- A lack of proper recreation
- Poor health care
- Lack of stationery at schools
- Poor access to good education
- Poor sanitation

(Any 4 × 2) (8)

5.2
5.2.1 She needs a nanny.
5.2.2 She is a child minder or day mother.
5.2.3 She is an au pair.
5.2.4 A crèche/play centre/ECD facility

(4 × 2) (8)

5.3
5.3.1 The custom of having more than one wife

5.3.2 A household in which the family is run by the wife or by women

(2 × 2) (4)
[20]

Copyright reserved

QUESTION 6

6.1
- Boiling them in a pot on the stove
- Using a cold-water steriliser
- Using a steriliser in the microwave
- Using an electronic steam steriliser (4)

6.2
- Bleach
- Insect spray
- Air fresheners or even soap
- Drain cleaner (4)

6.3
- There is much head contact among pre-schoolers.
- They may share hairbrushes.
- When they sleep, they often sleep close to each other.
- They may be sharing hats, etc, in the fantasy area. (4)

6.4
- Through the air by coughing or sneezing and not covering the mouth
- Through food and drinks
- Through insects
- Through contact like taking hands
- Through contaminated water (Any 4 × 2) (8)

[20]

QUESTION 7

7.1
- Improve health care centres, especially in the rural areas.
- Conduct regular programmes on good health care habits.
- Have vaccination campaigns.
- Control the spread of diseases. (Any 4 × 2) (8)

7.2
- Through being sexually abused
- By touching/playing with another infected child's blood
- From the infected mother – during childbirth (3)

7.3
- Put all detergents on high shelves in a lockable cupboard.
- Have safety locks installed on cupboards.
- Never have cords lying over counters.
- When using a saucepan, turn the handle inward.
- Make sure gas or paraffin stoves are switched off when not in use.
- Have smoke alarms. (Any 5 × 1) (5)

7.4 The right to a name and nationality from birth
The right to health and health services that entitles them to grow and develop in health (2 × 2) (4)

[20]

Copyright reserved

QUESTION 8

8.1
- Different cultures have different views on how individuals fit into society.
- Gender identity: Different cultures have their own ideas on how to treat different genders.
- Discipline: In many cases, some cultures are stricter than others.
- Diet: Some religions have strict rules about what to eat or not to eat.
- Dress: Some religions, such as Islam, have strict dress codes.
- Sleeping arrangements: Some parents allow their children to share beds with them, whereas this practice is unacceptable in other cultures.
- Health and hygiene: Certain cultures use their own remedies, while others insist on professional medical care. (Any 5 × 1) (5)

8.2
- Let the child observe other children or adults using the toilet.
- Start with equipment like a small potty.
- Ask the child regularly if he/she wants to use the toilet.
- Explain to the child how to use the potty.
- Keep the atmosphere relaxing; don't yell if the child is not getting it right.
- Talk about the toilet and the different body parts.
- Have a set time or daily toilet routine. (Any 5 × 1) (5)

8.3
- Prepare all the items you will need during and after the bathing.
- Have a phone with you in case of emergency.
- Make sure the room is warm.
- First fill the baby bath with cold water, then with hot water.
- Undress the baby but leave the nappy on.
- Wrap the baby in a towel.
- Start with washing the baby's face and then the rest of the body.
- Pay attention to folds of the skin, under the arms and between the legs.
- When finished, wrap the baby in a dry towel and pat the baby dry, then dress it in comfortable clothing. (Any 5 × 1 – order not important) (5)

8.4
- The name of the child
- The age of the child
- The mass of the child
- The height of the child
- All immunisations received
- Any health problems (Any 5 × 1) (5)

[20]

QUESTION 9

9.1
- South African Police Services
- Department of Social Services
- Child Line
- Bobby Bear (Any 2 × 2) (4)

9.2 Parents should limit junk food.
Set an example when snacking by choosing healthier options.
Model good behaviour such as drinking many glasses water instead of juice.
When eating out, choose the healthier option and encourage your child to do the same. (Any 4 × 2) (8)

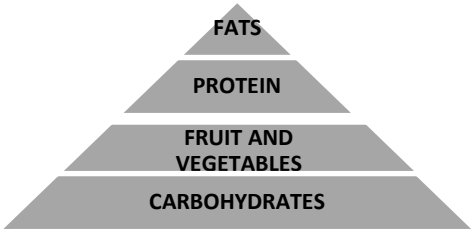
9.3
- Create a pleasant atmosphere and chat about the day.
- Have a make-believe picnic.
- Serve small portions.
- Encourage children to assist in setting the table.
- Try out what the child would like.
- Disguise food that the child doesn't like.
- Don't force the child to eat, rather find out why he/she dislikes certain foods.
- Do not use food as a reward. (Any 4 × 1) (4)

9.4
- Medical reasons, for example when the thyroid gland doesn't function properly
- Dietary reasons, lack of knowledge of good food, and consumption of too much junk food
- Genetics, that is, when the child has obese parents
- Home environment – the habits of the family
- Sedentary lifestyle – when children are not active
- Psychological reasons – when children stress or comfort eat (Any 4 × 1) (4)

[20]

QUESTION 10

10.1 Food pyramid



1 mark✓ for drawing and one mark for each label✓✓✓✓ (1 + 4) (5)

10.2 10.2.1 Social development, because she wants them to develop sharing and social skills

10.2.2 Intellectual development – developing their cognitive skills by counting

10.2.3 Emotional development, as she wants to make mealtimes pleasurable and stress free

10.2.4 Physical development, because she makes sure that she is giving them good, nutritious food

(4 × 2) (8)

10.3
- Regulates the body temperature.
- Carries nutrients throughout the body.
- Moistens the skin.
- Improves the digestive system.
- Lubricates the joints.
- Helps eliminate waste from your body. (Any 4 × 1) (4)

10.4
- Pale skin
- Spongy gums
- Open sores
- Teeth falling out, difficulty in moving around, depression, spots on the skin (Any 3 × 1) (3)

[20]

QUESTION 11

11.1
- They can step into rusted nails and contract tetanus.
- Dogs can bite them.
- They may fall from a tree and break a bone.
- They can drown in buckets of water standing around outside.
- They may step into broken glass. (Any 4 × 2) (8)

11.2
- Sexual abuse
- Physical abuse (2 × 2) (4)

11.3
- Have a special day where children can celebrate each other's differences regarding eating and clothing.
- Treat all children the same and ask them to share with each other their differences, that is, why they do certain things the way they do.

(Any 2 × 2) (4)

11.4
- Apply cool water to the burnt area.
- Remove any tight jewellery and clothing because the burnt area might swell.
- Do not apply any creams until a doctor has seen the burns.
- Blisters must not be punctured.
- Burnt clothing should not be removed; only by a doctor. (Any 4 × 1) (4)

[20]

TOTAL SECTION B: 140
GRAND TOTAL: 200

Copyright reserved