higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 4

11 March 2020

This marking guideline consists of 11 pages.

Copyright reserved

SECTION A

QUESTION 1

1.1 tool
1.2 outcome
1.3 Heritage
1.4 participative
1.5 child
1.6 teacher assistant
1.7 qualifications
1.8 child minder
1.9 developmental level
1.10 environment

(10 × 1) **[10]**

QUESTION 2

2.1 E
2.2 D
2.3 F
2.4 I
2.5 G
2.6 B
2.7 A
2.8 C
2.9 K
2.10 J

(10 × 1) **[10]**

QUESTION 3

3.1 B
3.2 A
3.3 D
3.4 C
3.5 A
3.6 B
3.7 C
3.8 D
3.9 C
3.10 B

(10 × 1) **[10]**

Copyright reserved

QUESTION 4

4.1 True

4.2 True

4.3 False – children in ECD are taught in an informal way through play

4.4 True

4.5 False – refers to indoor area and outdoor area of the school

4.6 False – refers to the quality of interaction between children and adults

4.7 False – children feel secure when they have a set routine and schedule to follow

4.8 True

4.9 True

4.10 False – good learning environment supports the child's development as a whole

(10 × 2) **[20]**

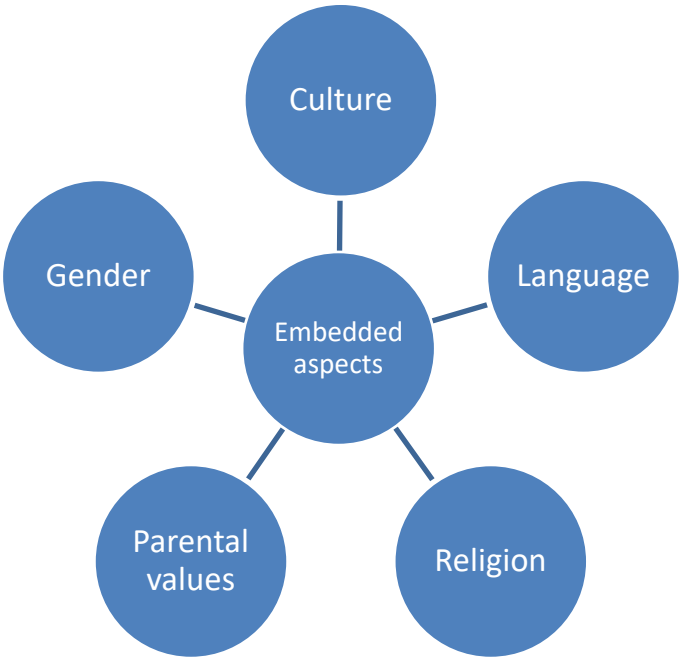
QUESTION 5

5.1
5.1.1 Formal
5.1.2 Informal
5.1.3 Baseline
5.1.4 Formative
5.1.5 Summative
5.1.6 Experiential education
5.1.7 Child Care Act
5.1.8 Learning environment
5.1.9 Quiet area
5.1.10 Culture

(10 × 2) (20)

Copyright reserved

5.2



(5)
[25]

TOTAL SECTION A: 75

SECTION B

QUESTION 6

6.1 6.1.1

- Using new words, naming items as they are used during the day
- Encouraging conversation
- Asking questions and encouraging the child to ask questions
- Exposing the child to appropriate picture books
- Stimulating vocabulary and introducing them to concepts of reading (Any 2 × 2) (4)

6.1.2

- Listening activities – identifying of sounds
- Asking open-ended questions to encourage conversation
- Games and activities that include listening and language skills (for example Simon says)
- Acting and role play as verbal expression as outlet for emotions (Any 2 × 2) (4)

6.2 6.2.1 Also known as whole-child approach✓ whereby the focus is on the all levels of development, namely cognitive, physical, emotional, social, creative and verbal✓ (2)

6.2.2

a)
- Recognising shapes
- Learning to be creative while building with blocks
- Learning about language while talking about construction

b)
- Learning about volume
- Developing hand/eye coordination while pouring water into containers
- Socialising while interacting and playing with friends

c)
- Learning about colour while painting
- Developing fine motor skills while painting, drawing or cutting
- Learning to be creative

(Any relevant 3 × 3) (9)

6.3

- Starting a daycare centre.
- Starting special skills programmes at a daycare centre, for example ball skills, computers, ballet, et cetera
- Offering services as a clown, magician or other kind of entertainer for parties/schools/at malls. (Any relevant answer) (3)

6.4
- Starting a business: finance,✓ qualifications in ECD,✓ management skills✓
- Staring special school programmes: love working with children,✓ have a particular skill to offer,✓ contacts in the ECD field✓
- Offering services as a child entertainer: be good at entertaining children,✓ outgoing personality,✓ enjoy working with children✓

(Any THREE prerequisites aligned to an entrepreneurial activity identified in QUESTION 6.3) (3)

[25]

QUESTION 7

7.1 7.1.1 Ask questions, talk about experiences and have fun with language.

7.1.2 Feel and express beat, move in different ways, sing and play instruments

7.1.3 Classify, sort and describe similarities, compare and arrange in order, develop number concepts, be aware of space and shape, be aware of time and anticipate sequence of events.

7.1.4 Make plans, make decisions. Solve problems, express feelings and be sensitive to others.

7.1.5 Draw, paint, role play, make-believe

(5 × 2) (10)

7.2
- Understand your role – Be a life coach.✓
- Provide the young child with encouragement, guidance, praise and the setting of boundaries.✓
- Focus on the right things – discipline✓
- Focus should be on the positive in order to build self-confidence and to develop open communication with the young child.✓
- High expectations – it is important to set goals✓ for the young child from an early age. The expectations should be realistic and attainable.✓
- Competition – provide opportunities for healthy competition to develop self-confidence and focus.✓
- Social involvement – provide opportunities for children to develop friendship.✓ Teach children about respect.✓
- Activity involvement – children should be encouraged to get involved in various activities to develop a range of skills including social, emotional, intellectual and physical skills.✓ This also gives parents an opportunity to interact when children take part in team activities.✓ (Any applicable 8 × 1) (8)

7.3 7.3.1
- Board games
- Puzzles
- Fun activities and educational aids
- Books (Any relevant educational toys mentioned) (5)

7.3.2 The toy library offers under-privileged children the opportunity to engage with a variety of educational resources such as books and puzzles. (2)
[25]

QUESTION 8

8.1
- Race
- Culture
- Religion
- Gender
- Ethnicity
- Language
- Economic status
- Disability
- Having HIV or other infectious diseases
- Age
- Sex
- Pregnancy
- Origin
- Marital status
- Belief
- Language
- birth
- Colour
- Sexual orientation
- Conscience (Any 10 × 1) (10)

8.2
- Engaged in active and meaningful learning.
- Activities must be holistic and developmentally appropriate.
- Environment must be appropriate for age or stage of development
- Consistent daily schedule
- Element of continuity building on previous activities
- Supportive role models must be involved in learning process
- Development must be monitored
- Monitoring should have an individualised plan of action.
- Monitoring should help each child to reach his or her full potential.
- Development involves both the care and education of young children within a developmental framework.
- Children must be encouraged to think critically and solve problems.
- Children learn best through play and discovery.
- Anti-bias approach must recognise each child in terms of own culture, religion, language, tradition and socio-economic background.
- Use real-life experiences and materials, active experimentation and discovery and not rote learning, memorising and teaching by telling
- Parental involvement (Any 5 × 1) (5)

8.3
- Seeing that the child has adequate shelter from the elements
- Seeing that the child has a balanced diet
- Seeing that the child is clothed adequately for the types of weather
- Seeing that the child has all immunizations
- Providing a healthy living environment
- Providing medical care when needed
- Ensuring that the child gets plenty of fresh air and exercise.
- Adequate antenatal care (Any 6 × 1) (6)

8.4
- The daily schedule/ programme gives the parent confidence that the child will be following a holistic daily programme where all the child's needs are being met.
- The educator can plan her day according to the programme and will be more prepared.
- It gives the child a sense of security. (Any 2 × 1) (2)

8.5 **N**on-**G**overnment✓ **O**rganisation✓. They are normally non-profit organizations receiving little or no financial support from governments. (2)

[25]

QUESTION 9

9.1
- Fenced
- Equipment well maintained and cleaned regularly
- Litter should be picked, especially rusty tins, glass or other dangerous litter. Broken equipment should be removed.
- At least 2 square metres per child to ensure they are able to move around freely
- No poisonous plants
- Different finishes for different areas, for example concrete surfaces for the wheel toys and soft, sandy areas below the climbing/swing/sliding board apparatus
- Pet area must be separate from the play area with no dangerous pets kept
- Gates locked at all times.
- Storage out of bounds to children and kept locked at all times
- Emergency and evacuation markings clearly visible
- Sandpit area sterilised regularly with coarse salt and covered when not in use
- Shaded areas to protect children from sun
- No swimming pool, but if there is it should be fenced and the pool must have a safety cover. (Any 6 × 1) (6)

9.2 9.2.1 While an activity may cover a specific aim or outcome in a specific area (subject),✓ other areas can also be covered at the same time.✓ (2)

9.2.2 Language can be developed by discussing shapes,✓.
Small muscle development can take place when cutting out shapes.✓
Large muscle development when walking on a circle drawn outside.
(any related answer) (2)

9.2.3 The student must be credited for any age-appropriate activity to develop the concept of SHAPE. This can be in a variety of ways to include the integration in other areas.

Examples. Answers must be appropriate for 4–5-year olds and must develop an understanding of shape.

- Forming shapes with their bodies
- Cut shapes from magazines and pasting them on posters
- Cutting shapes from play dough or clay using shaped cookie cutters
- Matching shapes
- Forming constructions with different shaped boxes

(Any 4 × 2) (8)

9.3 9.3.1 ECD practitioner can ask the child to repeat the instructions✓ to ensure that the child has understood everything.✓
Make eye-contact with the child or touch him before speaking. (2)

9.3.2 Children can be encouraged to participate in art activities✓ with rich textures using sense of touch to explore and engage with art materials.✓
Let the child sit in front during discussion and story time.
Use bigger illustrations. (2)

9.3.3 Children could be given extra tasks and chores to keep them occupied✓ and prevent them from disrupting the rest of the class.✓ (2)

9.3.4
- Children can be encouraged to take part in art or music activities that may help to calm them down.
- Constantly encourage the child when he looks emotionally insecure. (1)

[25]

QUESTION 10

10.1 10.1.1

- Self confidence
- Careful thinkers
- Able to work effectively with resources
- High energy levels
- Creative thinkers
- Good organisers
- Leadership qualities
- Achievers (Any 6 × 1) (6)

10.1.2

- Self-confidence: You need to show confidence in your ECD skills as well as your management skills.✓ You must be capable of looking after the children and providing adequately for all their needs.✓ You also need to manage your staff as they regard you as the leader of the centre.✓
- Careful thinker: All the aspects of the business need to be considered carefully:✓ the location, the staff, stock, educational equipment, furniture, start-up costs. Programmes, menus and parent events all require careful thinking.✓
- Able to work effectively with resources. Small businesses fail because owners do not know how to work with the finances /resources of the business.✓ Get professional assistance in this area. Proper book-keeping systems need to be in place.✓ Stock needs to be documented and controlled.✓
- High energy levels: ECD centres have long hours because parents rely on the school hours accommodating them.✓ Being the owner of an ECD centre means a lot of running around – shopping, collecting materials, planning menus, planning events and interviewing parents.✓ Maintenance usually takes place over weekends or during holidays when the children are not there, therefore the owner will also be working through these periods.✓
- Creative thinkers: Children differ and will therefore always challenge one's way of thinking.✓ Children must be kept stimulated and the staff encouraged.✓ Most ECD centres run on very tight budgets and this means the owner must be creative in ways to bring in money as well as with improvising with resources.✓
- Good organisers: The ECD owner must be able to organise on different levels: the programme,✓ routines, outings,✓ school concerts, parent evenings,✓ and fundraising events.✓
- Leadership qualities: Staff must be led in a way that will make their jobs fulfilling and productive.✓ Parents must be lead to support the centre in different ways.✓ The community can play a very decisive role in the lives of the young children and the owner
- of the centre needs to lead this initiative.✓
- Achievers**:** For any business to succeed the owner needs to have a vision and need to achieve.✓ The business must be kept ahead of its competitors.✓ Identify new ways of bringing money into the business. (Any 2 × 3) (6)

10.2
- Provide waste that the school can use in creative ways e.g. for art or tyres for the outside play area.
- Offer to read to or entertain the children.
- Offer assistance at school functions e.g. preparing food
- Be the eyes and ears regarding crime when the school is closed and reporting to the principal or police.
- Businesses in the community can invite the children for an outing e.g. the grocery store, or the police station.
- Sponsor or donate to the school e.g. paper, help with printing, advertising etc. (Any 4 × 2) (8)

10.3 Pre reading activities in Grade R are important for the following reasons:
- They introduce the child to the world of letters, sounds and words, preparing them for reading.
- The child learns there is a specific sequence to reading when paging through books, or putting pictures into a sequence.
- The child develops a love and respect for stories and books.
- The child learns that reading follows from left to right.
- The more experiences in pre- literacy the more capable the child will be when starting reading. (5 × 1) (5)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

Copyright reserved