higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 4

(5030124)

12 March 2018 (Y-Paper)
13:00–16:00

This question paper consists of 10 pages.

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TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer ALL the questions.
2. Read ALL the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Write neatly and legibly.

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SECTION A

QUESTION 1

Choose the correct word or words from those given in brackets. Write only the word or words next to the question number (1.1–1.15) in the ANSWER BOOK.

1.1 The (social/emotional) environment in the classroom refers to the child's interaction with peers and adults.

1.2 Creative outcomes are included in the (literacy/life skills) component of the Grade R curriculum.

1.3 In early childhood development, DAP stands for (developmentally appropriate practice/developmentally approved program).

1.4 In our changing world, more (mothers/fathers) must join the country's workforce, increasing the need for quality daycare.

1.5 (Inclusivity/Exclusivity) is one of the principles of early childhood education in South Africa.

1.6 Children under four years of age follow (a formal/an informal) curriculum in the ECD centre.

1.7 Boundaries and routines form part of a (positive/negative) learning environment.

1.8 The philosophy of child-centred education has led to the development of (levels/principles) of child development against which the needs of the child are considered.

1.9 The child whose culture is in the minority may feel (inferior/superior) to the other children in the group.

1.10 A child's developmental level refers to the (age of the child/the child's stage of development).

1.11 Apartheid or separate education meant that formal education was based on (inferiority/ethnicity).

1.12 A day mother (need not/must) be registered with the Department of Social Services.

1.13 (Participative/Passive) learning is most effective when teaching children.

1.14 The Montessori approach is a (learner-centred/teacher-centred) approach.

1.15 The (Early Learning Resource Unit/Early Childhood Practice) makes information available for daycare centres.

(15 × 1) **[15]**

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QUESTION 2

Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–O) next to the question number (2.1–2.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Jean Piaget	A	children dressing up as nurses, doctors, teachers, etcetera
2.2	Plan-do-review-sequence	B	children have different learning styles and these may include visual, auditory, tactile, etcetera
2.3	Diversity	C	children grouped in family groups
2.4	Science	D	Strives to cultivate a sense of social responsibility
2.5	Sensory activities	E	children investigate and this promotes valuable research skills
2.6	The Bill of Rights	F	Umbrella term applicable to children aged 0 – 9 years
2.7	Project-based learning	G	practitioner
2.8	ECD	H	different kinds of people; race, gender, language, religion, sexual orientation, culture or traditions
2.9	Montessori method	I	believed that there are four major stages of cognitive (intellectual) development
2.10	ECD centre	J	acting in a negative way towards a person before getting to know him/her
2.11	Attention deficit hyperactivity disorder (ADHD)	K	tracking the growth of a plant
2.12	Prejudice	L	pre-primary teacher
2.13	Grade R	M	a type of special need
2.14	Fantasy play	N	always putting a boy in the role of a dotor and a girl in that of a nurse
2.15	Stereotype	O	a child's best interests are of paramount importance.
		P	Case Study

(15 × 1) **[15]**

QUESTION 3

Give ONE word or a term for each of the following descriptions. Write only the word or a term next to the question number (3.1–3.5) in the ANSWER BOOK.

3.1 Activities like jumping, rolling, skipping and climbing.

3.2 Parent meeting held once a year

3.3 Children of working parents can be accommodated here once preschool finishes

3.4 A plan where groups of children will get the opportunity to work intensively with the educarer.

3.5 A time set aside for parents to discuss the progress of their child with the child's practitioner

(5 × 2 **[10]**

QUESTION 4

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (4.1–4.20) in the ANSWER BOOK.

4.1 Parents are encouraged to discuss educational and other TV programmes with their children since this promotes their child's educational experience.

4.2 The responsibility of parents is to teach their children the values of the community in which they live.

4.3 When children participate in a music ring they should only be taught songs in one language as teaching songs of different languages can cause confusion.

4.4 The ECD practitioner should not create awareness amongst the children regarding their own cultures as this should be done in the home.

4.5 The parent is the child's first (primary) educator.

4.6 Parents who provide their children with adequate stimulating experiences will encourage the social development of the child.

4.7 The foster care grant is for needy families.

4.8 A parent who earns less than R30,000 a year can apply for a child support grant to help them financially.

4.9 The Child Care Act is a legal document that regulates the child care provided in South Africa.

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4.10 The care dependency grant is given to take care of a child who has a severe disability and needs full-time and specialised care.

4.11 An effective way for practitioners to advise parents of important upcoming events is via small notes placed in the child's bag.

4.12 Formal meetings should be held on a regular basis with parents to report to them about their child's progress.

4.13 The teacher often uses a progress report whilst she is observing the children engaged in an activity.

4.14 Working together allows children to talk about what they are doing, using their own words.

4.15 A good idea when doing assessment is to use a simple assessment form on a clipboard.

4.16 A learning environment refers to the surroundings in which a child acquires knowledge.

4.17 According to the regulations governing ECD centres, 1,5 m^2 of outside area must be provided for each child.

4.18 Displays are useful in presenting concrete objects to the children.

4.19 A discovery table can also be called a science table, a nature table or an interest table.

4.20 Routines and schedules can bore the child as they are too monotonous.

(20 × 1) **[20]**

QUESTION 5

5.1 What will determine the length of a term plan? (1)

5.2 Choose TWO activities that represent creative art from the given list.
Cut and paste, rolling a ball, climbing on the jungle gym, painting, reading books.

(2)

5.3 Choose TWO activities from the list that will enhance eye-hand-coordination Skills.
Kicking a ball, bouncing a ball, riding on a tricycle, threading, running. (2)

5.4 Give a short description of ONE activity each that the practitioner can present to the 5-6-year-old children (Grade R) based on the following learning outcomes:

5.4.1 Data capturing

5.4.2 Listening to stories and acting them out

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5.4.3 Healthy habits

5.4.4 The weather

5.4.5 Developing balance

(5 × 2) (10)
[15]

TOTAL SECTION A: 75

SECTION B

QUESTION 6

6.1 6.1.1 Name the FIVE domains of *holistic development*. (5)

6.1.2 Give an example of how each domain in 6.1.1 can be incorporated in the daily programme. (5)

6.2 6.2.1 Explain how language is embedded in the child's being. (3)

6.2.2 Explain how being taught in a second language can affect the learning process negatively. (4)

6.3 The young child displays specific needs. Identify the different need of the child as highlighted in each of the statements below and explain how the educarer can assist the child:

6.3.1 A young child may find it difficult separating from parents when dropped off at the ECD centre in the morning.

6.3.2 A young child needs to be given enough opportunity to socialise and interact with peers.

(2 × 2) (4)

6.4 Assessment should be done throughout the year, throughout the programme and throughout the day to get a realistic assessment of the child's abilities.

Explain the difference between summative and formative assessment. (2 × 2) (4)
[25]

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QUESTION 7

7.1 Explain the difference between a *pre-primary school* and a *community ECD centre*. Copy the table below in your answer book.

Pre-School	ECD Centre

(5 × 2) (10)

7.2 The arrangement of a playroom will assist the children in knowing where certain resources can be found.

Briefly explain how you can set up the playroom to promote independence and encourage fun learning. (5)

7.3 7.3.1 Children of today live in a very stressful environment. It is important that parents and caregivers play their part in providing a stress-free environment.

Describe how this can be achieved. (5)

7.3.2 Describe FIVE informal learning experiences parents can provide for their children. (5)

[25]

QUESTION 8

8.1 Communities can play a vital role in the lives of children and in their well-being and education.

8.1.1 Identify a mobile resource centre that can supply toys and educational resources to the ECD centre. (2)

8.1.2 Explain FIVE other ways the community can assist crèches in their community. (5 × 2) (10)

8.2 Name FOUR possible reasons why schools struggle to teach children to read. (4)

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8.3 Complete the following table by using the information listed below. Use the most age appropriate resource for each section. Do not use the same item more than once. You do NOT need to redo the table. Write only the answer you have chosen next to the question number (8.3.1–8.3.9) in the ANSWER BOOK.

AGE GROUP	EFFECTIVE RESOURCES	EFFECTIVE STRATEGIES	AREA OF DEVELOPMENT
12 months to 18 months	8.3.1 8.3.2	Throwing and catching 8.3.3	Coordination Bonding/Security
3 yrs to 4 yrs	8.3.4 Matching fruit picture cards	8.3.5 8.3.6	Language development Cognitive development
5 yrs to 6 yrs	8.3.7 8.3.9	8.3.8 Cutting and pasting	Language Fine motor skills

Free play
Soft material ball
Round-nose scissors
Looking at pictures
Storytelling
Poster of animals
Material book
Discussion
Puppets

(9)
[25]

QUESTION 9

9.1 Effective practice is what works best for a community or school.

9.1.1 Describe the difference between effective practice and best practice. (4)

9.1.2 Discuss effective practice within the ECD environment. In your discussion, you need to give the ways in which effective practice can be achieved. (4 × 2) (8)

9.2 The following is a daily programme/schedule for the 3-6-year age group of Lesedi ECD Centre. The Centre opens at 7:30 in the mornings and closes at 17:00. Use the schedule activities (do not write the times only the activities) and divide them under the following headings. (13)

a. Routine times b. Structured activities c. Free play. **[25]**

TIMES	ACTIVITY
07:30 - 08:00	Children arrive and morning staff are there to receive them, unpack their bags and settle them. Play indoors
08:00 – 08:30	Breakfast
08:30 – 08:45	Toilet
08:45 – 09:00	Morning ring – group activity (planning for the day/link to theme)
09:00 – 09:40	Creative art
09:40 – 10:00	Music and movement
10:00 – 10:30	Toilet and snack
10:30 – 11:45	Outdoor free play
11:45 – 12:00	Toilet
12:00 – 12:20	Lunch
12:20 – 12:35	Story
12:35 – 13:30	Sleep/Rest
13:30 – 13:45	Wake up and toilet
13:45 – 17:00	Outside play, snacks and departure

QUESTION 10

10.1 Early childhood development is one of the areas in South Africa where there is plenty of scope for entrepreneurship.

Explain the following attributes an ECD centre owner should have for the business to be a success, and give ONE example for each.

10.1.1 Energetic and hard working

10.1.2 Good human relations and leadership skills

10.1.3 Suitably qualified and financial sense

10.1.4 Creative thinker

(4 × 3) (12)

10.2 Draw a mind map that shows the different employment options that exist in the ECD sector. (7)

10.3 Discuss THREE key points attributed to the Regia Emilla approach. (3 × 2) (6)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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