higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

EARLY CHILDHOOD DEVELOPMENT
NQF LEVEL 4

(5030124)

22 November 2019 (X-Paper)
09:00–12:00

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

Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 Child-centred learning has its focus on …

A curricular objectives.
B learning through discovery.
C extrinsic motivators.
D grades and rewards.

1.2 Effective parenting will ensure that a child …

A is stimulated by attending extra classes
B has a good self-image.
C is timid in company.
D performs satisfactory in school.

1.3 Through healthy competition children …

A lose confidence when they are not first.
B learn that doing their best is what is important.
C learn winning is most important.
D are encouraged to compare themselves with others.

1.4 Parents who establish the role of the leader in the home will …

A set clear rules for children.
B have no boundaries for children.
C allow children freedom.
D create an unstable home environment.

1.5 As an ECD practitioner you should …

A treat all children, parents and colleagues with respect.
B overlook the opinion of others.
C refrain from adopting new ideas.
D see yourself as the most important person.

1.6 Language development will not be successful if …

A love is shown to the child.
B there is interaction with the child.
C the child is constantly being corrected.
D books are being read to the child.

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1.7 A foundation phase teacher will focus on teaching children from grade …

A RR to Grade 1.
B RR to Grade 3.
C R to Grade 3.
D R to Grade 1.

1.8 A physical education teacher could provide the following programmes at a preschool

A Health and safety
B Volleyball
C Communication and life skills
D Ball skills

1.9 Planning in ECD …

A should be rigid so that children and parents know what to expect.
B is done once a year, preferably at the beginning of the year.
C is not important if the teacher is experienced.
D allows for unexpected events and changes.

1.10 Assessment in ECD …

A is formal because reports are written.
B is done only twice a year when reports go out to parents.
C is usually based on observations done while children are playing.
D can't diagnose problems a child may have.

(10 × 1) **[10]**

QUESTION 2

Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question number (2.1.–2.15) in the ANSWER BOOK.

2.1 A child-centred classroom is characterised by (different/similar) activities.

2.2 Curriculum is linked to the (academic/developmental) process of the child.

2.3 Children learn best from (people in the community/their parents).

2.4 The ECD curriculum makes provision for (more/less) play-based activities.

2.5 Experiential education involves (direct/indirect) experience in the learning environment and learning content.

2.6 The high-scope approach identifies key (processes/experiences) in a child's development.

2.7 Children with special needs can be (stigmatised/sensitised) due to them being different.

2.8 (Education White Paper 6/SA Children's Act) acknowledges and encourages children of all abilities to be included in mainstream schools.

2.9 Children are actively involved in learning activities to promote (active/holistic) development.

2.10 (Effective practice/Best practice) is what works best for a particular community.

2.11 (Effective practice/Best practice) is the collective experiences of communities of exceptional quality teaching.

2.12 Children learn best when they are involved in (active/rote) learning.

2.13 Children learn best when the environment is (interesting/chaotic).

2.14 Children learn best through (sitting and listening/play and discovery).

2.15 An effective ECD program must use ('hands-on'/'hands-free') experiences.

(15 × 1) **[15]**

QUESTION 3

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (3.1–3.10) in the ANSWER BOOK. Correct all statements that are false.

3.1 Learning by doing is a method best suited to early childhood.

3.2 The focus of child-centred education is on the whole child whereby the child initiates his/her own learning.

3.3 A characteristic of teacher-centred learning is that strict discipline is often a requirement in the classroom.

3.4 In a multicultural school the teacher will have to find ways of teaching all language and culture groups as effectively as possible.

3.5 Parents are the child's secondary caregiver and therefore need to take a step back when the child goes to school.

3.6 Cultural awareness amongst children must be created by themselves.

3.7 When children are being taught music/songs it should only be done in the child's mother tongue.

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3.8 Development of language and vocabulary is promoted through the use of new words while the child is engaged in fantasy play.

3.9 The Reggio Emilia approach focuses mainly on the child's cognitive development.

3.10 Piaget states that there are two major stages of cognitive (intellectual) development.

(10 × 2) **[20]**

QUESTION 4

Give a word or term for each of the following descriptions. Write only the word or term next to the question number (4.1–4.10) in the ANSWER BOOK.

4.1 The first assessment that babies are subjected to minutes after their birth

4.2 The chart used by the local clinic to record the assessment of babies' (0–12 months) overall development

4.3 This is used by an ECD centre to indicate if children are reaching certain milestones

4.4 Used by ECD centres to evaluate the achievement of toddlers' developmental outcomes by using gradings for each criterium

4.5 A collection of all the activities that have been completed by the child

4.6 A record of the child's achievement given to parents

4.7 An assessment tool used to keep a record of reflections concerning your interactions with the children on a daily basis

4.8 The table used to display objects that the child can interact with and make his/her own discoveries

4.9 The exhibition consisting of a variety of objects that are linked to one particular theme

4.10 The name of the area in the classroom in which literacy is encouraged

(10 × 1) **[10]**

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QUESTION 5

Choose a description from COLUMN B that best matches an item in COLUMN A. Write only the letter (A–U) next to the question number (5.1–5.20) in the ANSWER BOOK.

COLUMN A		COLUMN B	
5.1	Curriculum	A	a process whereby multiculturalism becomes a daily part of the curriculum through all areas
5.2	Inclusion	B	use the plan-do-review approach
5.3	National curriculum	C	a set of learning programs and their content
5.4	High-scope curriculum	D	used by communities to support learning in the early years
5.5	Infusion	E	a way of understanding a child's background
5.6	Reggio Emilia approach	F	makes communication with parents quick and convenient
5.7	Montessori approach	G	collage using waste materials
5.8	Jean Piaget	H	self-directed learning
5.9	Surveys	I	usually at the entrance to remind parents of important information
5.10	Technology	J	allowing children with special needs in mainstream schools
5.11	Newsletters	K	good way to communicate to parents and to update them on events at the school
5.12	Message books	L	Continuous Assessment Policy Statement
5.13	Parent meetings	M	one-on-one method of interacting with parents
5.14	Notice boards	N	way to communicate important information to parents on a daily basis
5.15	Home visits	O	should not be near the reading corner
5.16	Toy libraries	P	children under two years learn through their senses
5.17	Manipulative area	Q	children can experiment and engage with items
5.18	Curiosity or discovery area	R	Lego or block building
5.19	Fantasy area	S	all the children's experiences are documented
5.20	Creative area	T	children are exposed to role play
		U	way of gathering information from parents

(20 × 1) **[20]**

TOTAL SECTION A: 75

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SECTION B

QUESTION 6

6.1 The role parents play in their child's life can lead to the child becoming a successful adult.

Describe how parents can achieve this goal. (6 × 2) (12)

6.2 One of the principles of effective practice is to take the age and stage of the children's development into consideration.

How would you as ECD practitioner ensure that this principle is achieved? (4 × 2) (8)

6.3 Provide guidelines to help foster multiculturalism in the ECD setting. (5)

[25]

QUESTION 7

7.1 The Montessori method of teaching and learning is considered child-centred.

Explain this statement. (4 × 2) (8)

7.2 Name the THREE main role players that form an integral part of a child's life. (3)

7.3 A child in your group is suffering from very weak eyesight.

7.3.1 How would you accommodate him/her with regard to the setup of the classroom? (2 × 2) (4)

7.3.2 Briefly explain TWO creative activities that would take his/her disability into consideration. (2 × 2) (4)

7.4 State THREE items with examples that you could include in the 'prop' box of the fantasy area that will be representative of different cultures. (3 × 2) (6)

[25]

QUESTION 8

8.1 Describe the following terms:

8.1.1 Youth care worker

8.1.2 Nanny

8.1.3 Au pair

8.1.4 Day mother

(4 × 2) (8)

8.2 Describe TWO tasks that a nanny may be expected to do. (2 × 2) (4)

8.3 Being realistic regarding personal strengths and weaknesses is a requirement for an effective entrepreneur.

8.3.1 State THREE strengths that an entrepreneur should have that will ensure success in the ECD field.

8.3.2 Motivate your answers given in 8.3.1

(2 × 3) (6)

8.4 Name the guidelines for setting up a parents meeting. (7)

[25]

QUESTION 9

9.1 9.1.1 State FIVE main goals when planning an ECD program. (5 × 1) (5)

9.1.2 Explain each of the main goals you mentioned in QUESTION 9.1.1. (5 × 2) (10)

9.2 Complete the activity planning for a 4-5-year-old group indicated in the table below. Write only the answer next to the question number (9.2.1–9.2.10) in the ANSWER BOOK.

AIM	ACTIVITY	RESOURCES
1. Developing listening skills	9.2.1	9.2.2
2. Developing an identity of SELF	9.2.3	9.2.4
3. Development of co-ordination skills	9.2.5	9.2.6
4. Development of emotion recognition	9.2.7	9.2.8
5. Exploring shapes	9.2.9	9.2.10

(10 × 1) (10)

[25]

QUESTION 10

10.1 Indicate which of the following activities are GROSS MOTOR and which are FINE MOTOR activities. Write only 'Gross motor' or 'Fine motor' next to the question number (10.1.1–10.1.7) in the ANSWER BOOK.

10.1.1 Obstacle course

10.1.2 Thread beads

10.1.3 Playdough and clay

10.1.4 Hopscotch

10.1.5 Dot-to-dot drawing

10.1.6 Mix, stir, spread

10.1.7 Walk, run, skip, jump, hop, crawl, roll

(7 × 1) (7)

10.2 You are designing a new assessment checklist for your Grade R group.

10.2.1 State THREE important general details that should be on the checklist. (3)

10.2.2 State THREE levels of achievement that you will provide for. (3)

10.2.3 State SIX criteria the children need to achieve under the heading Physical Development. (6 × 2) (12)

[25]

TOTAL SECTION B: 125
GRAND TOTAL: 200

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