higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

DAY CARE MANAGEMENT N6

8 June 2021

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 I
1.2 H
1.3 G
1.4 J
1.5 B
1.6 A
1.7 C
1.8 D
1.9 F
1.10 E

(10 × 2) **[20]**

QUESTION 2

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

(10 × 1) **[10]**

QUESTION 3

3.1 Menu cycle
3.2 Food allergy
3.3 Public liability
3.4 Fundraising
3.5 Job description
3.6 Formal appraisal
3.7 Time management
3.8 Ex officio member
3.9 Office-bearers
3.10 Procrastination

(10 × 2) **[20]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1
- Include a variety of food types.
- Use a variety of cooking methods.
- The colour and type of food are important.
- Texture combinations should be kept in mind.
- Avoid too many spices.
- Do not serve vegetables of the same family together, e.g. cabbage and cauliflower.
- Do not serve a specific food type twice at the same meal, e.g. carrot salad and cooked carrots.
- Food of different temperatures can be served at the same meal, e.g. cold salad and hot dessert.
- In general, children do not like spicy food. (10)

4.2
- Buy fresh fruit and vegetables regularly and choose only unblemished fresh produce.
- Store vegetables in closed containers in the refrigerator.
- Serve vegetables soon after cooking, as their vitamin content decreases when they are kept warm for extended periods.
- Cook vegetables for the shortest possible period in as little water as possible.
- Never add bicarbonate of soda to cooking water to preserve the colour of green vegetables.
- Peel vegetables and fruit immediately before use. If you soak them in water for long periods, their vitamin content will be reduced. (Any 5 × 1) (5)

4.3
- The repetition of certain types of food can be limited more easily.
- Food and labour costs can be controlled.
- It facilitates the purchasing of food, lessens waste and time can be used most effectively.
- Less time is spent on planning menus and ordering foods.
- The menu-planner can more easily see when a problem occurs, e.g. too few fruit on the menu. This helps to ensure that all necessary nutrients are included.
- New recipes, cooking methods and food combinations can be added.
- Interesting menus can help to encourage a taste for all foods, especially in young children. (Any 5 × 1) (5)

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4.4
- Never bribe children to eat.
- Give help when needed, but encourage toddlers to feed themselves even though it will be messy.
- Eat with toddlers so that they can learn to imitate proper eating habits.
- Do not insist on perfect table manners. It is normal for toddlers to want to eat with their hands.
- Avoid giving toddlers foods that can cause chocking, e.g. peanuts.
- Provide some finger foods at each meal.
- Never rush children at meal times.
- Never force children to finish everything on their plate.
- Do not offer new tastes and textures at once. Vary colours, tastes and textures.
- Serve small portions at a time.
- Protect the floor with newspaper so that the spills can easily be cleaned up.
- Use the correct size table and chairs for toddlers. They must be washable.
- Use bibs to protect toddlers' clothing.
- Eating crockery must be of a suitable size for small children.
- Ensure a relaxed environment during meal times.
- Ensure that toddlers' hands and faces are washed before and after meals.

(Any 10 × 1) (10)

4.5
- All transactions must be recorded.
- There must be sufficient internal control measures.
- It must be accurate.
- It must be consistent.
- It must reflect the course of the financial activities of the organisation meaningfully. (5)

4.6
- Receipts
- Cheque counterfoils
- Invoices
- Deposit slips
- Bank statements (Any 3 × 1) (3)

4.7
- Manual bookkeeping
- Computerised bookkeeping (2)

4.8
- Unemployment benefits
- Illness benefits
- Maternity benefits
- Adoption benefits
- Death benefits (Any 3 × 1) (3)

4.9
- Debutante ball
- Dance – disco
- Bring and braai
- Mystery drive
- Family picnic
- Fun walk/run
- Sports day
- Fête
- Cake sale
- Karaoke evening
- Camp-out (Any 3 × 1) (3)

4.10
- Tuition fees
- Fundraising activities
- Donations
- Subsidies (4)

[50]

QUESTION 5

5.1
- Ensure that children are given quality care
- Support and supervise the staff who deliver this service
- Consult and respect the wishes of the children's parents
- Provide adequate resources in the day care centre to enable the service to function
- Set up a rich, stimulating environment in which the service can be delivered
- Be a role model for staff and children (Any 5 × 1) (5)

5.2
- See that everything gets done, as they cannot do it all themselves
- Share their work with the staff and any volunteers
- Encourage the parents in their tasks of fundraising and educate parents by arranging parent meetings
- Attend meetings ex officio, give monthly reports and, on the basis of quarterly checks, make requests for new equipment
- Take responsibility for the safety and welfare of the children and staff in the centre and ensure that the children are under supervision at all times
- Give guidance and help to the educarers in their daily work with the children
- Hold weekly meetings
- Draw up the daily programme together with the staff, giving the time of the activities for the day
- Plan weekly menus with the cook and order food and cleaning materials
- Organise and supervise daily cleaning of the centre, toys, blankets, sheets and towels
- See that administrative work is done (Any 10 × 1) (10)

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5.3
- Indicates the minimum acceptable requirements in order to do the job effectively
- Forms the foundation of the recruiting function
- Complete job information could be a valuable source of information for the principal in deciding what training is necessary
- An important source to distinguish between the different jobs and the salaries of the different jobs
- Gives a clear explanation of the employee's relation to the other workers in the day care centre. Any misunderstandings could be avoided in this way. (5)

5.4
- Employees save and pay towards a pension while they are well and able to work. They will be able to draw from the scheme when they are ill or have reached the retirement age.
- In the event of their death, a cash payment is made to their family.
- In case of becoming disabled or not being able to cope with their job, they will receive a cash payment and a disability payment.
- Employees gain from the employer's pension contribution.
- There are no charges for separate policies, as there would be if each employee took out their own pension policy.
- Benefits can be transferred if the employees change jobs.
- Contributions are deducted from the amount of income on which employees are taxed. (Any 5 × 1) (5)

5.5
- Support for and interactions with individual employees, parents and children
- Task delegation
- Employee workshops and skill development
- Professional development (of administrator)
- Better overall planning, e.g. financial
- Less burn-out
- Job satisfaction (Any 5 × 1) (5)

5.6
- Insulation
- Isolation
- Simplification
- Delegation (4)

5.7
- Ignoring or withdrawing from conflict
- Accommodating
- Subordination
- Agreeing/Compromising
- Arbitration
- Mediation
- Solving of conflict through cooperation (7)

5.8
- Self-image
- Self-communication
- Self-esteem
- Positive attitude
- Self-assertion
- Handling of conflict (Any 5 × 1) (5)

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5.9
- Asthma
- Coronary heart disease
- Menstrual disease
- Repeated indigestion
- Abdominal pain/diarrhoea
- Excessive nervousness
- Eruption of the skin, e.g. boils/pimples
- Heart palpitations
- Migraine
- Depression
- Gout
- Food-related disorders, e.g. bulimia, anorexia, obesity (Any 4 × 1) (4)

[50]

QUESTION 6

6.1
- Opens and operates a banking account
- Registers with the authorities, e.g. SARS, Unemployment Insurance Fund
- Keeps records of all income, fees, donations, funds raised and subsidies, pays all accounts and files all receipts of accounts
- Draws up a budget and financial statement for the annual general meeting
- Arranges for the books to be audited
- Keeps a salary register
- Keeps all receipt books and other financial records
- Records all income and expenditure in the cashbook
- Reconciles the cashbook with the bank statement
- Draws up an income and expenditure statement at the end of each month and sends copies to any sponsoring companies or people (Any 5 × 1) (5)

6.2
- Planning
- Organising
- Leading
- Coordinating
- Control (5)

6.3
- There must be rules and the children must follow the rules, e.g. no splashing water in the toilet.
- Boys and girls can use the same toilet, as this promotes learning about sexual differences.
- Do not force children to use the toilet during the toilet routine time; however, ensure that they use the toilet regularly during the day.
- Children with bladder problems should use the toilet first.
- Proper supervision in the toilets is important.
- Allow children to take their time.
- Toilets must be clean and hygienic.
- It is better if the toilets do not have doors or if they have low swing doors.
- Teach boys to lift the toilet seat and lower it again after use.
- Children must wear comfortable clothes. They must be independent and be able to help themselves when they go to the toilet. Children should preferably not be dressed in jeans and dungarees, as these can cause difficulties when they want to remove it. Simple pull-on pants/shorts are best. (10)

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6.4
- Call for an ambulance immediately.
- Reassure the child.
- Do not transport the child.
- Be ready to apply cardiac massage and mouth-to-mouth resuscitation if required.
- Do not leave the child alone.
- Keep him/her comfortably warm (not too hot).
- Treat any obvious problems (e.g. bleeding).
- Lie the child down with his/her legs slightly raised.
- Do not give the child fluid to drink. Only moisten his/her lips if the child complains of thirst. (10)

6.5
- Never eat mushrooms that are not commercially grown.
- Teach children not to play with plants:
  - They should not use plants to make tea.
  - They should not put seeds or berries in their mouths.
  - They should not use sticks to stir their drinks or food.
- Keep plants, seeds, fruit and bulbs away from small children, especially when they are still putting everything into their mouths.
- Do not plant poisonous plants in areas that are accessible to children.
- Know which plants in the garden are dangerous. (5 × 2) (10)

6.6
- How to find a safe place to cross a road, e.g. at zebra crossings and traffic lights
- Looking right, left and right again before crossing a road
- Listening for traffic
- Walking if the road is clear, not running across the road
- Keep looking and listening for traffic as you cross the road (5)

6.7
- Sterile eye pads
- Cotton wool and gauze pads
- Box of ear buds
- Adhesive tape
- Sling (triangular) bandages
- Crepe bandages
- Safety pins
- Scissors
- Disinfectant lotion and soap
- Antihistamine syrup and cream
- 5-ml medicine measure spoons (Any 5 × 1) (5)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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