higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

DAY CARE MANAGEMENT N6

10 JUNE 2019

This marking guideline consists of 11 pages.

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SECTION A

QUESTION 1

1.1 C
1.2 B
1.3 C
1.4 A
1.5 A
1.6 B
1.7 C
1.8 B
1.9 A
1.10 B

(10 × 1) **[10]**

QUESTION 2

2.1 Preserving vitamins
2.2 Decreasing fat
2.3 Decreasing sugar
2.4 Silence cloth
2.5 Menu
2.6 Food intolerance
2.7 Diabetic
2.8 Rickets
2.9 Menu cycle
2.10 Marasmus

(10 × 2) **[20]**

QUESTION 3

3.1 False
3.2 True
3.3 True
3.4 False
3.5 True
3.6 True
3.7 True
3.8 True
3.9 False
3.10 True

(10 × 1) **[10]**

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QUESTION 4

4.1 I
4.2 G
4.3 J
4.4 A
4.5 B
4.6 H
4.7 E
4.8 F
4.9 D
4.10 C

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 5

5.1
- Include a variety of food types.
- Use a variety of cooking methods.
- Colour and type of food is important.
- Texture combinations should be kept in mind.
- Avoid too many spices.
- Do not serve vegetables of the same family together, for example, cabbage and cauliflower.
- Do not serve a specific food type twice at the same meal, for example, carrot salad and cooked carrots.
- Food of different temperatures can be served at the same meal, for example a cold salad and a hot dessert.
- Generally, children do not like spicy food. (Any 5 × 1) (5)

5.2
- It makes it easier to limit the repetition of certain types of food.
- Food and labour costs can be controlled.
- It facilitates the purchasing of food, lessens waste and time can be used more effectively.
- Less time is spent on planning menus and ordering foods.
- The menu planner can more easily see when a problem occurs, for example, too little fruit in the menu. Thus we can 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 3 × 1) (3)

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5.3
- Complete the toilet routine before meal times so that all the children wash their hands before eating.
- Children may be asked to assist during meals, for example, they may lay the table or wipe the table after a meal.
- The size of the furniture, eating utensils and crockery must be suitable for the children.
- Serve a small helping at first and allow for second helpings but do not insist on a clean plate.
- Encourage each child to say grace, a thank you prayer or simply observe a moment of silence, as they choose.
- Social contact during meals must be encouraged. It is a way to improve children's communication skills. The educarer should sit with the children to model the correct behavior.
- Do not insist on perfect table manners.
- Do not expect the children to wait until everyone has finished their meal.
- Allow them to go out to play under supervision. (Any 6 × 1) (6)

5.4
- Wash dishes, crockery, cutlery and pots immediately after use.
- Do not allow pets or pet food dishes in the kitchen.
- Do not wash clothing in the same sink that is used for cutlery and crockery.
- Wipe up all food spills immediately.
- Keep the kitchen free from insects and rodents and pests, for example, rats, mice, flies and cockroaches.
- Empty dustbins regularly. They should be washed and disinfected daily and should always be covered so that they do not attract flies.
- Wash and sterilise tea-towels/dishcloths daily.
- Pack cutlery/crockery once it has been washed to avoid contamination by flies.
- Wash working surface after each meal.
- Clean and disinfect all kitchen surfaces, appliances and equipment regularly.
- Wash floors daily. (Any 10 × 1) (10)

5.5
- 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)

5.6
- Interest is earned.
- Money may be withdrawn at any time.
- No bank fees are payable on savings accounts.
- Withdrawals can be done at any branch of the bank, provided the drawer identifies himself/herself.
- Debit cards can be coupled to savings accounts.
- Some banks even supply cheques drawn on a savings account to assist clients in transferring large amounts of money. You will have to go to the bank to apply for a cheque. (Any 3 × 1) (3)

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5.7
- You qualify to apply for a garage (petrol) card, debit card, credit card, cheque book and deposit book. However, you have to pay for these services.
- Money may be withdrawn at any time, from any bank or ATM.
- You can apply for an overdraft facility that allows you to spend more money than you have in your account at a certain time. This helps with your cash flow at difficult times during the month.
- You receive a monthly bank statement electronically or by post at the end of the month. (Any 3 × 1) (3)

5.8
- Calculate the amount of money that is likely to come in during the year
- Calculate how much you will need for essential things
- Calculate what is required for future security, for example, insurance
- Calculate how much money will be left over for savings, extras, and expansion (4)

5.9
- Members of staff are encouraged to do their best.
- These people are known to the institution, and there are therefore fewer problems with regards to adapting.
- Recruitment costs are lower.
- Demonstrates that promotions are possible.
- Applicants know exactly what to expect. (Any 4 × 1) (4)

5.10
- Unemployment benefits
- Illness benefits
- Maternity benefits
- Adoption benefits
- Death benefits (Any 3 × 1) (3)

5.11
- Debutante ball
- Dance – disco
- Bring and braai
- Mystery drive
- Family picnic
- Fun walk/run
- Sports day
- Fete
- Cake sale
- Karaoke evening
- Camping out (Any 4 × 1) (4)

[50]

QUESTION 6

6.1
- It contains the minimum acceptable requirements in order to do the job effectively.
- Forms the foundation of the recruiting function.
- Complete job information may be a valuable source of information for the principal in deciding what training is necessary.
- It is an important source to distinguish between the different jobs and the salaries for the different jobs.
- A job description gives a clear explanation of the employee's relation to the other workers in the daycare center and can prevent any possible misunderstandings. (Any 3 × 1) (3)

6.2
- An employee saves and pays towards a pension while he or she is well and able to work and will be able to draw money from the scheme if he or she should fall ill or reach retirement age.
- In the event of death, a cash payment will be made to the deceased's family.
- Should the employee become disabled or not be able to do his or her job, he or she will receive a cash payment and a disability payment.
- Employees gain from the employer's contribution to the pension.
- There are no charges for separate policies, as there would be if each employee took out their own pension policy.
- Benefits can be transferred should the employee change his or her job.
- Contributions are deducted from the income amount on which the employer is taxed. (Any 3 × 1) (3)

6.3

6.3.1 The manager takes the future into account and plans for the execution of certain business activities and their implementation.

6.3.2 Occurs when matters are arranged in a way that everything and everyone works together systematically to form a whole. Management regulates the activities and resources of an undertaking.

6.3.3 The process of initiating activities and keeping them going. Someone must provide guidance to employees who manage specific activities.

6.3.4 The process management uses to ensure that the activities of different people or divisions are co-ordinated and harmonised by means of co-operation to ensure that the aims of the organisation are achieved.

6.3.5 Management controls the execution of plans to ensure that everything is done according to planning and objectives.

6.3.6 Employees must be persuaded to remain at the business permanently; to execute the tasks given to them in the most efficient manner.

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6.3.7 Communication takes place between people throughout the day, between educarer and children, between parents and staff. Communication makes co-operative human behavior possible. It entails the transfer of information, expectations, understanding and needs from one person or group of people to another person or group of people.

6.3.8 Implementation means turning plans into reality by means of working procedures, for example, organising an outing. This task must be allocated to a responsible member of staff.

(8 × 2) (16)

6.4
- Provides support for and interactions with individual employees, parents and children.
- Enables task delegation.
- Facilitates employee workshops and skill development.
- Provides for professional development (of administrator).
- Enables better overall planning, for example, financial planning.
- Results in less burn-out.
- Affords job satisfaction. (Any 3 × 1) (3)

6.5
- Answering the telephone – routine activities
- Friendly conversations with colleagues
- Routine correspondence
- Searching for documents
- People arriving late for work
- People taking extended tea/lunch breaks
- Wasting time on trivial, drawn-out meetings
- Poor organisation
- Inaccuracy, incomplete or improper handling
- Excessive detail
- Procrastination
- Interruption
- Failure to delegate (Any 3 × 1) (3)

6.6
- Asthma
- Coronary heart disease
- Menstrual disease
- Repeated indigestion
- Abdominal pain/diarrhoea
- Excessive nervousness
- Eruption of the skin, for example, boils/pimples
- Heart palpitations
- Migraine
- Depression
- Gout
- Food-related disorders – bulimia, anorexia, obesity (Any 3 × 1) (3)

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6.7
- Self-image
- Self-communication
- Self-esteem
- Positive attitude
- Self-assertion
- Handling of conflict (Any 5 × 1) (5)

6.8
- Ignore or withdraw from conflict – deliberate way to avoid dealing with conflict
- Accommodation – both parties are allowed to have their say. Conflict is not resolved nor is it investigated.
- Subordinates – conflict is delayed because something more important came up.
- Agreement/compromise – by agreement the parties' requirements are partly satisfied.
- Arbitration – a third party or person is called in to try and solve the conflict. This is done when normal negotiations fail. The third person must be acceptable to both parties.
- Mediation – a mediator is called in to solve the conflict between parties, and must be acceptable to both parties. The mediator must be objective, trustworthy and a good listener without forcing advice on the parties. A mediator will find a solution.
- Solving conflict by co-operation – both parties vent their feelings and consider all aspects. (7 × 2) (14)

[50]

QUESTION 7

7.1
- Children are not allowed in the kitchen without supervision.
- Burns often occur in the kitchen. The handles of pots and pans must be turned to the inside of the stove.
- Electrical cords must not hang from cupboards.
- Glassware and crockery must be stored in a safe place.
- All household cleaners and chemicals must be stored out of reach and under lock and key.
- Table cloths are dangerous because they can be pulled down.
- Be careful not to splash boiling water/oil near children.
- There must be at least one fire extinguisher at hand.
- All knives/dangerous utensils must be kept out of reach
- Keep electrical appliances away from water and unplug them when not in use.
- Do not place a high chair near the stove or around busy areas.
- Keep the washing machine door closed at all times.
- Watch for dangerous spills that will make the floor slippery.
- Avoid clutter on the floor and work surfaces to prevent accidents.
- Keep all electrical equipment out of reach.
- Keep all chemicals away from sources of heat.
- Label all containers carefully.
- Do not smoke in the kitchen.
- Use a safety guard on the stove.
- Keep children out of the kitchen, and certainly never leave them unattended in the kitchen (Any 7 × 1) (7)

7.2
- 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 at the stage when they still put everything into their mouths.
- Do not plant poisonous plants in areas that are accessible to children.
- Be aware of all the dangerous plants in your garden. (5)

7.3
- Toys should be washable, made of plastic or rubber
- They should not have rough/uneven edges as both are dangerous and difficult to clean.
- Avoid toys that come apart, in other words, toys that break into small parts.
- Dolls' cloths should be washed whenever necessary.
- Fantasy clothes should also be washed when necessary.
- Containers in which crayons/scissors are kept should cleaned regularly.
- Blocks should be wiped daily to prevent them from becoming dirty and sticky.
- Other equipment, for example, outdoor water play/sand play toys and bicycles should be cleaned weekly
- All toys should be packed away when not in use. This will help to keep them clean and prevent damage (Any 5 × 1) (5)

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7.4
- Isolate the sick child. Infectious diseases pass quickly from one child to another.
- Contact the parents.
- Console the child and make him or her feel comfortable.
- If the child's condition worsens rapidly, take him or her to the doctor/clinic/hospital/call an ambulance.
- Always write down your observations. This will help parents to give the doctor the correct information so that he or she can diagnose the child correctly.
- Before giving medication to a child, obtain the parents' written permission first, or else you may be held responsible for incorrect dosage, et cetera.
- If parents request that you administer medication, ensure first that
  - medication it is supplied in a bottle with the pharmacy's details
  - the child's own name appears on the bottle's label
  - the dosage and times of administration are specified
- Keep medication out of children's reach
- Check if medication needs refrigeration. (10)

7.5
- Nonperishable food
- Water changed weekly
- Torches, matches, gas stove, pot
- Blanket
- Candles
- Clothing
- Toys
- Radio with batteries
- Milk powder with bottles
- Well-equipped emergency/first aid kit (Any 5 × 1) (5)

7.6
- Stay calm.
- Sound the alarm.
- Evacuate the building and get the children out first.
- Call the police or civil service for help.
- Take shelter on a high-lying position, for example, on a roof.
- Take some food and extra clothing with.
- Be aware that some children may have a terrible fear of water.
- Listen to early warnings.
- Supervision of children is extremely important.
- Let children hang onto floating objects.
- Try not to swim against the current. (Any 7 × 1) (7)

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7.7
- There must be rules and the children must follow the rules, for example, do not splash water in the toilet.
- Boys and girls can use the same toilet. It will promote learning about sexual differences.
- Do not force a child to use the toilet during the routine toilet time. You should, however, ensure that they use the toilet regularly during the day.
- Children with bladder problems must use the toilet first.
- Proper supervision in the bathroom is important.
- Allow children to take their time.
- Toilets must be clean and hygienic.
- It is preferable for toilets not to have doors, or if they have doors, they should be low-swung 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 use the toilet. Avoid dressing children in jeans and dungarees as these clothes can cause difficulties when the child tries to remove it. Simple pull on pants/shorts are better.

(Any 4 × 1) (4)

7.8
- Make sure the car is in a good working condition.
- Take all the necessary precautions when you drive. Obey the rules of the road and stay alert.
- Keep all doors locked and install childproof safety locks.
- Teach children to enter and leave the car on the passenger's side only.
- Never allow a child to stand on the seat or climb around the car when the car is moving.
- Ensure that the child does not stick his hand, head or any other body part out of the window.
- Do not allow yelling or distractions when you drive. If a child needs attention, pull safely off the road and then tend to the child.
- Never allow the child to sit in the driver's seat or play with the controls when the car is parked.
- Always have a first aid kit and torch with fresh batteries in the car.
- Ensure that adult passengers model behavior you expect from your children.
- On long trips provide quiet games to keep children occupied. Stop at least every two hours so they can stretch their legs. Try not to travel too far in one day.

(Any 4 × 1) (4)

7.9
- Nausea
- Weakness
- Weak or irregular breathing
- Cold, clammy skin
- Paleness
- Faintness
- Thirst

(Any 3 × 1) (3)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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