higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

DAY CARE PERSONNEL DEVELOPMENT N4

16 NOVEMBER 2016

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	B
	1.1.2	C
	1.1.3	A
	1.1.4	B
	1.1.5	B
	1.1.6	C
	1.1.7	C
	1.1.8	C
	1.1.9	A
	1.1.10	B
	1.1.11	C
	1.1.12	B
	1.1.13	B
	1.1.14	B
	1.1.15	B
	1.1.16	A
	1.1.17	C
	1.1.18	C
	1.1.19	B
	1.1.20	A

(20 × 1) (20)

1.2	1.2.1	Questionnaire
	1.2.2	Minutes of meeting
	1.2.3	Sanguine personality
	1.2.4	Self-image
	1.2.5	Self-actualisation or self-realisation
	1.2.6	Warm-up
	1.2.7	Manicure
	1.2.8	Settlement
	1.2.9	Subordination
	1.2.10	Persuasive interview
	1.2.11	Group interview
	1.2.12	Job interview or employment interview
	1.2.13	Disciplinary interview
	1.2.14	Consultation
	1.2.15	Information interview
	1.2.16	Non-verbal signals
	1.2.17	Informal function or light refreshments
	1.2.18	Buffet
	1.2.19	Catering
	1.2.20	Formal function

(20 × 1) (20)

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1.3 A
C
E
F
H (5)

1.4 B
C
D
E
F
G (5)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 Do not use extravagant language to impress people.✓
Instead, use direct, simple and clear wording.✓
Use good grammar.✓
Be careful of long, complex sentences which could cause confusion.✓✓
Be clear and to the point.✓
The use of jargon is often discourteous.✓
Vary your tone of voice to prevent a monotonous tone.✓
Speak in a low-pitched voice.✓
Don't speak too fast.✓ (10)

2.2
- Personal appearance is very important.
- Be interested and enthusiastic.
- Maintain eye-contact.
- Don't be late for the interview.
- Ask questions about the job.
- Don't be overbearing.
- Don't take up a know-it-all attitude.
- Express yourself clearly.
- Use good voice, diction and grammar.
- Be sure of your purpose or goals (plan your career!). (10 x 1) (10)

2.3 2.3.1
- Place all knives on the right side of the service plate; cutting edges facing inwards.
- Place a bread knife next to or on top of the serviette or napkin.

2.3.2 Place a serviette or napkin horizontally or vertically on the service plate or side plate, if one is provided.

2.3.3 Soup/Porridge spoons must be placed to the right of the knives; hollow sides facing upwards.

2.3.4 Special cutlery, e.g. tongs for snails will be placed to the left side of the forks and a fork for seafood to the right side of all the knives.

2.3.5 A side plate must be placed to the left of the forks. The side plate is to be used for salad or bread.

(5 × 2) (10)

2.4
- The bar and eating area must be within reach of the guests.
- It must suit the type of function.
- Lighting must be considered; it must not be too bright or too dim.
- The area must not appear to be overcrowded or empty.
- The table or tables and chairs should be in harmony.
- The temperature in the area must be controlled; provide heaters in winter and air-conditioners in summer.
- A side table may be provided in the eating area for the serving of dessert.

(Any 5 × 1) (5)

2.5
- Keep hair healthy, shiny and clean by washing it with a suitable shampoo.
- Wash hair regularly.
- Use a special shampoo for dandruff.
- Rinse hair and apply conditioner. Leave in for a few minutes.
- Rinse hair properly with clean water.
- Keep the use of hair-dryers and heated rollers to a minimum, because it damages the hair. Rather let hair dry naturally.
- Follow a healthy diet in order to have healthy, shiny hair. (Any 5 × 1) (5)

2.6
- Bath or shower daily.
- Bath or shower after exercise or when going out.
- Use bath soap and a face cloth or sponge.
- Use deodorant or anti-perspirant.
- Wear clean underwear and clothes every day.
- Use hand- and body lotion. (Any 5 × 1) (5)

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2.7 2.7.1 Use low-fat dairy products. ✓✓ (2)

2.7.2
- Eat lean, smaller servings.
- Remove all visible fat before cooking.
- Choose fish, veal and/or poultry.
- Avoid organic, canned and processed meat.

(Any 3 × 1) (3)
[50]

QUESTION 3

3.1 In the past there were only few nursery schools.✓
Parents wanted to give their children a pre-school educational opportunity.✓
The need arose for more nursery schools.✓
Both parents and community got involved and worked together to open the first community nursery schools.✓
Many educare centres have been established since then in all part of the country.✓
There is evidence to prove that a high-quality pre-school educare programme produces young adults with many more qualities than those who have not had that experience (grassroots).✓
Day care and pre-school education form part of the solution for today's social problems in South Africa.✓
The involvement of parents with the day-care institution, provide parent and children education that will render assistance to families and the communities to improve and uplift their way of life.✓✓
By means of day care the parents and the broader community have to accept responsibility for the education of the community's children.✓ (10)

3.2
- Centres to further the child's abilities
- Privately owned centres
- Centres for the children of employees at firms
- Centres for supplementary care
- Centres for remedial work
- Centres for substitute day care (Any 5 × 1) (5)

3.3 3.3.1 The outdoor plat area must be safely and adequately enclosed,✓ especially where vehicles pick up✓ and drop children,✓ and suitable gates must be fitted in order to prevent the children from leaving the premises of their own accord.

3.3.2 All rooms must have ceilings.✓ Measures should be taken for protection against and for combating fires,✓ the protection against electrical fittings and appliances✓ and other articles or things which may be dangerous or cause injuries to any child.

3.3.3 The provision of the Health Act, 1977(Act 63 of 1977),✓ regarding the exclusion of children from school on account of infectious diseases, are also applicable to all pre-school institutions.✓✓

(3 × 3) (9)

3.4
- There should be ready access between the toilet area, playroom and outdoor play-area.
- The facilities must always be neat, attractive and clean, in order to educate the children in basic hygiene.
- The area must be suitable for the execution of routine activities, e.g. use of the toilet, washing hands, etc.
- Provide at least ONE mirror, installed at such height as to be conveniently used by the children.
- Provide a good ventilation system.
- The floors must be of a watertight material finish with a smooth surface, that's slip-free and easy to clean.
- Provide an adequate number of watertight bins with self-closing lids, for the disposal of paper towels, tissues and other waste articles.
- Provide a reasonable supply of toilet paper, tissues and soap that is available and accessible to the children.
- It is more hygienic to have a liquid soap holder, than a cake of soap.

(9 x 1) (9)

3.5
- Good human relationships
- Parental involvement
- Balance in and variety of activities
- Planning
- Comprehensive programme
- Individual care
- Continuity of care
- Regularity and flexibility
- Variety of concrete experiences (Any 6 × 1) (6)

3.6
- The development of the child as a whole (in totality)
- A balance between free play and directed activities
- That the required variety of activities are presented
- That the tempo of activities varies
- The reaching of educational objectives
- That time is allowed for physical care of the child, such as toilet routine and refreshment time (6 x 1) (6)

3.7 3.7.1
- The educarers' daily planning should also be shown on an applicable form.
- Lessons should be planned carefully and a list must be made of the aim, activity and apparatus of every lesson. (2 x 1) (2)

3.3.2
- Draw up a general schedule that includes the different themes that will be presented, outings and special dates to be remembered.
- The general schedule should be posted where parents can see it.
- During weekly planning sessions, staff members write out weekly plans on applicable forms.
- Draw up a schedule for staff duties and responsibilities.
- Reminders can be noted along with assignments for each person. (Any 3 × 1) (3)

[50]

QUESTION 4

4.1
- The 'mental effort'✓ (planning,✓ decision making✓✓ et cetera.)
- The 'work-book'✓ (bookkeeping,✓ reports,✓ letter✓ et cetera.)
- The 'filing'✓ (of documents✓) of an organisation (10)

4.2 4.2.1 These include:
- Frequent meetings
- Annual general meeting
- Special or extraordinary meeting (Any 2 × 1) (2)

4.2.2 These include:
- Those held behind closed doors
- Decisions taken are confidential
- Members are bound by secrecy (Any 3 × 1) (3)

4.2.3 When the members of large organisations who come from different towns get together,✓ it is called a congress.✓ (2)

4.3
- The name and address of the organisation
- The telephone number of the secretary
- The date of dispatch
- An indication of the nature of the document
- The day, date, time and venue of the meeting
- Signature of the secretary (6 x 1) (6)

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4.4
- Formation
- Legal personality
- Objectives
- Powers
- Exercise of power
- Membership of school body
- Executive committee
- Annual general meeting
- Finance
- School rules
- Amendment of a constitution
- Dissolution of school body
- Certificate of acceptance (Any 6 × 1) (6)

4.5
- Easily accessible
- Secure against theft
- Dust-proof
- Flexible
- Suitable for the type of records or reports. (5 x 1) (5)

4.6
- During this time transition takes place from the home and parent to the educarer and care group.
- The parent or responsible person brings the child to the centre.
- The educarer must know this person or must get prior notification of any changes in the arrangements.
- Greet the child in a friendly manner and make him/her feel welcome.
- If the time allows it, the educarer and parent mat have a discussion or conversation. (5 x 1) (5)

4.7
- Discussion rings
- Birthday rings
- Poetry and rhyme rings
- Movement rings
- Music rings
- Story rings (6 x 1) (6)

4.8
- Practise self-control
- Practise emotional control
- Be courteous
- Be tactful
- Have charm
- Think logically (Any 5 × 1) (5)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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