higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

3 JUNE 2016

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

1.1 False
Too many bright colours can make children restless.

1.2 True

1.3 False
The string must be shorter than 30cm so that it is not a strangulation hazard.

1.4 True

1.5 False
Good ventilation in the outdoor play area is important, for example the outdoor play area must be far enough away from the parking area so that children are not exposed to car exhaust fumes.

1.6 False
This area may be outdoors as well, for example it can include a playhouse structure that can be used in a variety of ways. Props and materials for situations such as picnics, the beach, gardening, shopping or a restaurant can be included.

1.7 True

1.8 True

1.9 True

1.10 True

(10 × 2) **[20]**

QUESTION 2

2.1 H
2.2 K
2.3 M
2.4 A
2.5 B
2.6 N
2.7 G
2.8 P
2.9 E
2.10 F
2.11 Q
2.12 D
2.13 L
2.14 I
2.15 O

(15 × 2) **[30]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 3

3.1 The pram must:

- Be able to fold easily and fit in the boot of a car.
- Be easy to push.
- Be easy to move on steps.
- Have a handle that is at a comfortable height.
- Have secure points to attach a harness to.
- Have space for a back rest to lift up and support an older baby who wants to see out of the pram.
- Have brakes that are safe.
- Have a safety device that prevents it from folding up.
- Be light enough for one person to manage it.
- Have sides that are high enough to protect the child from falling out.
- Be well-balanced and not fall over easily. (Any 10 × 1) (10)

3.2

- The curtains must be washable for hygienic reasons.
- Consider the colour and print of the fabric in relation to the playroom.
- Curtains should be lined if the purpose is to keep out deep penetrating sunlight.
- Curtains can be used to keep heat from leaving the playroom.
- Curtains can be used to control the amount of natural light in the playroom. (5 × 1) (5)

3.3

- A separate rest area with a cot per baby maintains good hygienic standards.
- Each baby has his/her own space and feels safe.
- Babies are less disturbed while they are asleep.
- Babies can sleep any time that they are tired.
- There is less work as the cots remain in position. (5 × 1) (5)

3.4

- As you get ready for meals, talk to the children about things that are happening. When toddlers help by taking out all the mealtime utensils, talk to them about the utensils. For example:
  'What colour is this cup?'
- When walking outdoors with a toddler, stop to collect leaves and ask questions that require more than a yes or no answer. For example:
  'What colour is this leaf?'
- After a storytelling lesson, ask questions about the story using pictures.
- Take the toddlers on trips to the park and surround these events with lots of pictures, photographs, comments and questions.
- Watch TV programs together, discussing what you are watching.

(5 × 2) (10)

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3.5 Toys should:

- Be safe and durable
- Be made of good quality material
- Be painted with non-toxic, lead free paint
- Not be rusted
- Not have any sharp edges or corners
- Not be battery operated
- Not have strings longer than 30cm
- Be securely knitted if they are stuffed
- Not have any loose parts
- Not have hinges that can catch and pinch little children's fingers
- Not make loud noises
- Be properly sanded if they are wood to avoid splinters (Any 4 × 2) (8)

3.6 3.6.1 Between the ages of 2 and 3 years✓
During this stage the child plays with things by himself/herself in very basic ways. During this period children are not verbal with other children and they play alone.✓ They are egocentric and can be very aggressive towards children who want to take their toys, and therefore often cry.✓ Ownership often occurs where the child sees the toy as his/her own property. They will sometimes watch other children play.✓

3.6.2 Between the ages of 2 and 4 years✓
The child mainly plays by himself/herself.✓ They play alongside other children and can often play with the same material but it is still largely without interchange and the child keeps to himself/herself. Brief interaction can occur between children✓ where they may talk to one another without actually playing together.✓

3.6.3 4 years and older
The children begin to play with one another in social groups of two to four friends.✓ Leadership abilities begin to develop during this stage.✓ Their games are imaginative in nature✓ as they cooperate, share ideas and toys and interact with one another.✓
(4 × 3) (12)
[50]

QUESTION 4

4.1
- The educarer will have time to think about how he/she will present the lessons.
- The replacement educarer can continue without problems should the educarer leave unexpectedly or become ill and cannot attend that day.
- Written planning ensures continuity of activities and makes planning for the following year easier.
- It helps the staff to understand how the children progress.
- It makes report writing for the educarer easier.
- The educarer will be better prepared and confident when presenting the lesson.
- Planning for resources and equipment can be done in advance.
- Children enjoy activities when the educarer has relevant, well selected activities and resources for each activity.
- It makes the evaluation of the educarer by the principal easier.
- It allows the educarer to self-reflect on the lessons given. (10 × 1) (10)

4.2
- The educarer needs to briefly explain the reason for presenting the specific activity. For example the aim may be to develop the child's hand-eye coordination.
- Activities must be planned according to the apparatus/aids/equipment that is available. The educarer can improvise where it is necessary.
- The age and the developmental level of the children must be considered. The activity should not be too difficult or too easy, it must be challenging but within the child's capabilities. Work within the child's life world, provide meaningful experiences and use meaningful language. Plan fun and enjoyable activities.
- The number of assistants available to help with the activities should be considered because, for example, additional help is required for messy play activities.
- The layout and the different areas in the playroom must be considered.
- The duration of the activities should range between 8 and 15 minutes. A messy play activity may take between 10 and 15 minutes, during which one messy play activity should be presented.
- Different types of activities should be included, for example, an active play and a language. The educarer should not plan a painting and a drawing activity as these are both messy play activities.
- The concluding activity should be a calming down activity which helps to prepare the child for the following activity. (Any 5 × 2) (10)

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4.3 It is any form of regular physical activity that babies and children do which includes the use energy. For a baby, physically active play may include reaching out to touch something, rolling over or balancing in a sitting position. For a child it may include running or jumping. (3)

4.4
- Indoors
- On a veranda
- Outdoors (3 × 1) (3)

4.5 **General information**

Lesson Type:	Manipulation play✓
Duration:	10 minutes✓
Number of Children:	6✓
Age group:	1–2 years✓
Theme:	My Family✓
Date:	24 May✓

INTRODUCTION		
Activity	**Teaching aids**	**Objectives/Outcomes**
• Get the toddlers in the manipulation area✓ • Sing a song that relates to the theme (I love my family)✓	• None✓✓	• To get the children's attention✓✓
BODY		
Activity	**Teaching aids**	**Objectives/Outcomes**
Set out any three manipulative play activities with appropriate teaching aids and learning objectives/outcomes while the educarer supervises. • Nesting and stacking games - stack cups or containers of different sizes • A range of items for sorting, measuring, matching, and making patterns with shells, bottle tops and blocks/tiles • Screwing materials like nuts, bolts and small plastic jars with lids ✓✓	• Nesting and stacking game shells • Bottle tops • Blocks/Tiles • Nuts • Bolts • Small plastic jars with lids ✓✓	• To develop fine motor skills in fingers and hands • To develop hand-eye coordination • To discover basic symbolic thinking • To engage in sorting and organising tiles or blocks, to recognize and copy patterns and to categorise and classify items • To develop the child emotionally through control of the body, especially the smaller muscles of the finger, hand, arm, and eye • To practise making decisions like choosing their own materials, and setting and solving their own problems. ✓✓
CONCLUSION		
Activity	**Teaching aids**	**Objectives/Outcomes**
• Toddlers tidy up • Toddlers lie down on carpet and listen to soft music ✓✓	• CD • CD Player ✓✓	• To teach the toddlers to tidy up after an activity • To get the toddlers to rest ✓✓

NOTE: The answer given is only an example. (24 × 1) (24)
[50]

QUESTION 5

5.1
- The educarer must apply professional discretion and strict confidentiality at all times. All records and reports on the child and the parents are confidential and therefore no information should be left lying around.
- Stationery to record observations must be close by and within the educarer's reach at all times.
- The results from the observation must be interpreted with compassion and caution and the educarer must follow the correct procedures.
- The child must not be aware of any observations that are taking place as it will affect his/her behaviour. This will defy the purpose of the observation.
- Regular contact with the parents is essential as this will keep both the educarer and the parents informed about events and activities that might influence the child's behaviour. This will then allow the educarer and the parents to act accordingly. (5 × 2) (10)

5.2
- Make the children's work the primary focus of the displays. Displays should be changed regularly but some areas should be left unchanged so that the children don't feel uncomfortable in what may appear to be new surroundings
- Keep all displays simple and uncluttered. Children can see for themselves that what they have created is worthy of public attention.
- Position displays where they will have the greatest impact and low enough for children to see and touch.
- Do not improve on the child's work for the purpose of impressing others.
- Display works from professional artists. This will encourage children to ask questions about such displays. (5 × 2) (10)

5.3
- Children with food allergies have to be considered, for example, allergies to milk, chocolates and eggs.
- Discourage recipes that take a lot of adult preparation and too long to prepare.
- Discourage the use of food that has no nutritional value, for example, honey can be used instead of sugar and whole grain flour instead of refined flour. It is important that the attitude of good food be brought across to the children. Healthy eating habits and knowledge of good nutritional value must be communicated to the children at an early age.
- Select recipes where the children can measure, pour, sift, cut, peel, mix, knead and so forth.
- Keep the age group in mind when selecting recipes; the younger children will not be able to do difficult activities. (5 × 2) (10)

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5.4
- Keep young children away from hot appliances like ovens, toasters and kettles.
- Teach children simple tasks like buttering and cutting bread with a round-ended knife, not sharp-edged knives.
- Ensure that children are properly dressed. Use aprons because they give an extra layer of protection against burns, as well as protects clothing from stains. Long, loose sleeves in the kitchen are a hazard. Wear shoes as bare feet are at risk from falling objects or hot food spills.
- Do not allow children to use electric mixers. Use the old-fashioned egg beater and proper wire whisks so that children can learn to do mixing tasks without using an electric mixer.
- Only the educarer, not the children, must put food in the oven.
- Do not use glass. Use plastic or wooden mixing bowls, measuring cups, measuring spoons and other utensils.
- Be prepared for emergencies. Keep a fire extinguisher in the baking area and be sure you know how to use it. Make sure you have knowledge of first-aid for minor burns and cuts. (Any 5 × 2) (10)

5.5
- Cookie cutters
- Tooth picks
- Rolling pins
- Dough hammers
- Plastic cutlery (5)

5.6 Painting activities provide opportunities for children to:
- convey ideas
- express emotions
- use their senses
- explore colours
- explore processes and outcomes
- have enjoyable experiences (Any 5 × 1) (5)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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