higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

18 NOVEMBER 2016

This marking guideline consists of 9 pages.

Copyright reserved

SECTION A

QUESTION 1

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

(10 × 2) **[20]**

QUESTION 2

2.1 K
2.2 A
2.3 L
2.4 Q
2.5 P
2.6 C
2.7 H
2.8 D
2.9 E
2.10 I
2.11 M
2.12 G
2. 13 R
2.14 N
2.15 B

(15 × 2) **[30]**

TOTAL SECTION A: 50

Copyright reserved

SECTION B

QUESTION 3

3.1
- Baby clothes must be safe. There should be no ribbons and cords which can strangle the baby.
- Baby clothes should have a simple design and must be easy to put on and take off.
- Baby clothes must be easy to wash. The clothes should not stretch or shrink. Drip dry materials are suitable as these save time and energy.
- Avoid nylon clothes as these are inflammable. They do not breathe and do not absorb moisture. Select cotton or mixtures of cotton and polyester, or cotton and wool. (4 × 2) (8)

3.2
- Divide the preschool playroom into a soft surface and solid surface which will give children a variety of playing, napping and learning options for playroom activities.
- Hardwearing anti-slip surfaces will be easy to keep clean.
- Soft surfaces will be comfortable to play on.
- Classroom flooring should be low maintenance and allergy proof.
- Colours must be considered carefully.
- Flooring must contribute to the acoustics of the playroom. (6)

3.3 3.3.1 Exploratory play

- Children explore the objects around them and in the process discover their properties. For example, a baby may put a wooden block into his/her mouth.

3.3.2 Mastering of skills through play

- During play children practice certain actions until they develop skills and proficiency in them. For example, a child may practice riding a bicycle until he/she can control it in such a way that he/she does not lose balance.

3.3.3 Construction play

- Children use toys or creative materials to express their thoughts and understand the world around them. For example, during block and construction play.

3.3.4 Fantasy play

Children act the roles of others so that they can learn what is expected of adults. For example, the child may act out the roles of doctor or mummy.

(4 × 3) (12)

3.4 Pictures should:

- Be bright and colourful
- Look realistic
- Be simple (not busy) and clear (1 to 2 objects)
- Be changed regularly
- Be protected by plastic (note safety)
- Be low enough for babies to see and touch
- Be suitable for age and development of the child (Any 4 × 1) (4)

3.5
- Manipulative play is fun for toddlers
- It has many brain development benefits – toddlers learn about size, shape and weight as he plays with various toys.
- They build early math skills by learning about sorting, patterns and sequences.
- They will also get to compare and contrast toys, even if they do not realise it.
- Manipulative play develops the muscles in the toddler's hands, fingers and arms. (5 × 2) (10)

3.6
- Talk frequently to the baby even while attending to his/her physical needs; talk about what is happening when you are with your child.
- Sing simple songs.
- Recite simple action verses accompanied with books.
- A picture cube can be used in place of a book.
- Use verbal stimulation when playing with baby.
- Ascribe names to people and objects that are important to the baby, for example bottle, doll, bed.
- Speak to baby in a calm and friendly tone.
- The baby learns that words and pictures have meanings and this leads to preparation for reading. He/She realises and understands that words correlate with pictures.
- Copy the playful sounds babies make as this will encourage two-way communication.
- Play simple games such as 'peek-a-boo' and tickle games.
- Talk, using short and basic sentences.
- Talk about and point out objects that can be seen and heard, for example, ball, car.
- Praise attempts to talk, for example, 'good talking!'
- Smile and show that you are listening.
- Look at books together and talk about the pictures.
- Talk about what your child is doing.
- Take your child for walks; go to the park and other fun places, and talk about these places to help them learn new words. (Any 5 × 2) (10)

[50]

QUESTION 4

4.1
- Lead-free toys must be used.
- Pre-school children must not play with electrically powered toys unsupervised.
- Battery-driven toys can also be dangerous. Small batteries can be placed in children's mouths and can lead to lead poisoning.
- The seams of soft toys have to be well finished to prevent the stuffing and small parts like buttons and bows from being removed by children.
- Soft toys should be fire-resistant.
- Cords or strings on toys which are pulled should not be longer than 30 cm to prevent strangulation.
- Toys that make loud noises should not be played with for long periods at a time. They can damage the child's hearing.
- All toys must be checked regularly. Broken or damaged toys must be removed until they have been repaired.
- Stuffed toys should be washable.
- Read instructions carefully to make sure that you understand them. Special attention to directions will result in safer play and longer toy life.
- Always remove and immediately discard all packaging from a toy before giving it to a baby or small child.
- Make use of a good quality material that is flexible.
- Toys should not have loose parts that can be swallowed by young children. (Any 5 × 2) (10)

4.2
- Throw the ball to people and not at people. The child should focus on the person to whom he/she is throwing the ball.
- Inform an adult if the ball lands on the roof or is thrown over the wall. (children should not retrieve/get the ball themselves). Children should be supervised at all times.
- Do not play with balls close to windows or breakable objects. Open spaces should be available for these games. (3 × 2) (6)

4.3
- Jungle gym
- Swings and slides
- Balls
- Tricycles, wagons, bicycles
- Balancing beam
- Planks and boxes
- Skipping ropes
- Rackets and balls
- Bats and balls (Any relevant 4 × 1) (4)

4.4
- To gather information about the children, for example: one child playing alone; children playing with each other; child or children interacting with adults
- To assist in the planning of activities for the children. You can learn not only which materials children choose to play with, but also how children play with those materials. Such discoveries are helpful for you to create rich play environments for children.
- To be able to find a balance between guarding children's safety and allowing children freedom. (3 × 2) (6)

4.5 Plan a physically active play for a group of 4 toddlers aged 12–15 months.
Your lesson plan must include the following:

General information:
Lesson Type: Physically active play
Duration: 10 minutes
Number of Children: 4
Age group: 12–15 months
Date: 24 May (6)

Introduction	Teaching Aids	Outcomes/Objectives
• Get the toddlers to the physically active play area • Fun and physical warm-up. In a circle, everyone starts as a small seed, then slowly sprouts and grows, eventually flowering towards the sun.	• None	• To get the toddlers attention • Physical warm-up

(6)

Body	Teaching Aids	Outcomes/Objectives
○ Play with large balls or balloons ○ Play on low climbing frame ○ Play on low slide ○ Play with wheeling toys Educarer supervises	List as per activity selected	• To develop gross motor skills in legs and hands • To develop eye-foot co-ordination • To develop the child emotionally through control of body, especially the large muscles of hands and legs • To practise making decisions, choosing equipment/apparatus, and setting and solving own problems

(6)

Conclusion	Teaching Aids	Outcomes/Objectives
• Toddlers tidy up • Toddlers lie down on carpet and listen to soft music	• CD • CD Player	• To teach toddlers to tidy up after an activity • To get the toddlers to calm down

(6)

The above is an example **50]**

QUESTION 5

5.1 The educarer needs to:

- Create a safe and relaxed atmosphere.
- Never provide a model to copy.
- Set limits, but keep it to a minimum.
- Allow child sufficient time.
- Keep hands off children's work.
- Be involved, but only when necessary.
- Check the handling of apparatus.
- Assist child in handling of apparatus.
- Show an interest in and be enthusiastic about creative activities.
- Make meaningful comments.
- Do not force a child who is unwilling to participate.
- Involve children in tidy-up procedure. (Any 5 × 2) (10)

5.2
- Marie biscuit faces
- Clown face biscuits
- Fruit salad
- Rock cakes
- Muffins
- Decorated cup cakes
- Cheese sandwiches
- Alphabet biscuits
- Marshmallow Pops
- Baked bean salad (Any relevant 5 × 2) (10)

5.3
- Newspaper, paper plates, wallpaper samples, paper towels, wood, cloth, boxes, sand, leaves, tiles. (10)

5.4
- Develops eye-hand co-ordination as children build models.
- Helps to relieve aggression and tension in acceptable ways.
- Develops gross and fine muscles as children build models .
- Awareness of mathematical concepts such as grouping, dividing and adding.
- Provides opportunities for children to experiment.
- Spatial awareness – understanding of top and bottom, left and right.
- Increases vocabulary as children talk about their constructions.
- Presents opportunities for fantasy play as the children decide what to build.
- Presents opportunities for problem solving.
- Provides opportunities for children to work together in a group or individually. (Any 5 × 2) (10)

Copyright reserved

5.5
- Shape collage: educarer cuts out geometric shapes of various sizes and places these in the collage container. The children select the shapes and make their own designs. Cardboard may be used as a base.
- Seed collage: varies types of dry seeds may be used. Cardboard or tiles may be used as a base.
- Wood collage: children select from different sizes and shapes of wood (offcuts, twigs), wood shavings and sawdust. Cardboard or tiles may be used as a base.
- Leave collage: dry or green leaves may be used. Cardboard may be used as a base.
- Eggshell collage: finely chopped eggshells slightly coloured with food colouring or poster paint can be used. Cardboard may be used as a base.

2 to describe (5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved