higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

14 NOVEMBER 2013

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 False - Red and orange are suitable colours for outdoor play equipment.

1.2 False - Red, blue and yellow are primary colours

1.3 False - A collection of first-size baby clothing is called a baby layette.

1.4 True

1.5 True

1.6 True

1.7 False - Displays of children's art works should be at the eye level of children.

1.8 True

1.9 True

1.10 False - During creative activities the educarer should encourage creativity and free expression.

(10 x 2) (20)

QUESTION 2

2.1 D

2.2 H

2.3 J

2.4 B

2.5 O

2.6 L

2.7 E

2.8 F

2.9 K

2.10 G

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2.11 C

2.12 M

2.13 P

2.14 R

2.15 Q (15 x 2) (30)

TOTAL SECTION A: 50

SECTION B

Consider any other suitable answers for Questions 3, 4 and 5

QUESTION 3

3.1 The **pushchair should:**

- be easy to fold and fit into the car.
- be easy to move up and down steps.
- be well balanced and not fall over easily.
- be well sprung, have wheels with ball bearings and good breaks.
- have good tyres.
- have a handle at a comfortable height.
- have a safety harness.
- have a sun shield.
- be light enough to handle on one's own.
- have a basket between the wheels.

1 ☑ each (10)

3.2

- A fire guard or a screen needs to be placed in front of the heater.
- The heater must have a suitable base.
- If the heater is accidentally knocked over, the power supply should cut off immediately.
- The air vents should be of such a size that toddlers cannot push objects through them.
- The electrical cord and plug must be properly earthed.

***2* ☑ each** (10)

3.3 **Pictures should:**

- be bright and colourful.
- look real.
- 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.

1 ☑ **each** (6)

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3.4
- Babies need more sleep than older children do. Separate facilities away from the older children are necessary.
- The sleep patterns of babies differ from older children so it is necessary to have a rest area away from other activities.
- A separate sleeping place for each child encourages a feeling of security.
- Babies are less disturbed while asleep. Babies can sleep when they are tired.
- There is less work as the cots remain in position. The areas looks tidy.
- Having a cot per baby maintains good hygienic standards.
- The sleeping area for babies should be situated in such a way that it is easily evacuated should the need arise.

***2* ☑ each** (10)

3.5
- Most of the time, whenever the opportunity arises.☑ If there are interesting things around, babies will move about and exercise their bodies spontaneously. ☑ (2)

3.6
- Run after toddler and when you pick him up, tickle and hug him.
- Run away from toddler and encourage him to catch you.
- Play *follow my leader* and include running, jumping, stretching, climbing.
- Crawling through a tunnel.

1 ☑ each (4)

3.7.1 **Solitary play**

The child generally engages in solitary play between 2 and 3 years. ☑ During this stage the child plays with things in very basic ways by himself. 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 own property. They will sometimes watch other children play.☑ (4)

3.7.2 **Social play**

Children engage in social play from about 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. ☑ They co-operate, share ideas and toys and interact with one another. ☑ (4)

[50]

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QUESTION 4

4.1 **The educarer must:**

- praise/encourage the baby/toddler for any and all attempts and efforts that are successful.
- be patient and calm.
- work within the child's life world.
- provide meaningful experiences.
- use meaningful language.
- have fun and enjoy activities with the child while he/she is learning.

1☑ each (6)

4.2

- Talk frequently to the baby whilst attending to his/her physical needs. ☑
- Sing simple songs.
- Provide the baby with the opportunity to make his/her first acquaintance with books.
- 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, e.g. bottle, doll, bed.
- Speak to the 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.
- Watch suitable television programmes with the baby.

1 ☑ **each** (10)

4.3

- painting
- scribbling
- tearing and sticking
- dough
- mud
- water play

1☑ each (6)

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4.4 General information:
Lesson Type: Messy play – painting ☑
Duration: 10 minutes☑
Number of Children: 6☑
Age group: 12 – 18 months☑
Theme: My Family☑
Date: 24 May ☑

INTRODUCTION	AIDS	OUTCOMES/OBJECTIVES
• Get the toddlers in the paint area☑ • Introduce the paint media to the toddlers: paper, paint, brushes (no 18) ☑	• Paint • Paper • Brushes ☑☑	• To get the children's attention☑ • To introduce the paint media ☑
BODY	**AIDS**	**OUTCOMES/OBJECTIVES**
• Allow toddlers to paint☑ • Educarer supervises☑	• Paint • Paper • Brushes☑☑	• To give the toddler an opportunity to experiment with the paint☑ • To develop muscle control ☑
CONCLUSION	**AIDS**	**OUTCOMES/OBJECTIVES**
• Toddlers lie down on carpet and listen to soft music. ☑☑	• CD • CD Player☑☑	• To get the toddlers to rest ☑☑

(24)

The above is an example

4.5 Outdoor play
- Develops the child's physical strength and co-ordination (motor development). The child improves his/her self-confidence and self-esteem as s/he becomes more agile and proficient.
- Fosters fantasy play, for example, a blanket over a jungle gym transforms it into a castle, a fort, a house, a cave, etc.
- Fosters social interaction and co-operation among children as they learn to play together, share and take turns.
- Provides for a variety of learning opportunities, for example, language development such as fast/slow, high/low.

***2* ☑ each** (4)

[50]

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QUESTION 5

5.1 Hand puppets, sock puppets, glove puppets, stick puppets, finger puppets, vegetable puppets, paper plate marionette.
***1* ☑ each** (6)

5.2 **Observation:**
- Helps educarer with lesson planning.
- Helps in report writing.
- Is useful when reporting child's progress to parents.
- Is useful when a report needs to be sent to child's medical specialist.
- Helps when the educarer needs to refer the child for special assistance.

***2* ☑ each** (8)

5.3
- It gives the child an opportunity to explore, to investigate his world and express his feelings and ideas through his creative work.
- The child develops a positive self-image.
- The child's self-confidence is promoted when he masters certain skills and creates something.
- It is therapeutic, as it is soothing and relaxing.
- It provides the child with opportunities to get rid of his/her frustration, fury and excess energy in an acceptable manner.
- The child learns to take turns and to share with others.
- He learns to socialise with others in a relaxed manner.
- The child develops intellectually.
- There are opportunities for problem solving and decision making.
- There are opportunities for language development.
- New concepts are learnt.
- There is opportunities for development in visual and motor co-ordination.
- The child's senses are developed.
- The child's aesthetic awareness develops.

Any ten/1 ☑ each (10)

5.4
- To practise fine motor co-ordination when handling drawing media such as pencils
- To offer opportunities to distinguish foreground and background when drawing
- To offer opportunities for free experimentation with drawing media

2 ☑ each (6)

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5.5
- Children with food allergies for example milk, chocolates and eggs have to be considered.
- Discourage recipes that take too long to prepare and that take a lot of adult preparation.
- Discourage food that has no nutritional value: honey can be used instead of sugar, whole grain flour instead of refined flour. It is important that the attitude of good food must 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 etc.
- Keep the age group in mind when selecting recipes, the younger child will not be able to do difficult activities.
- When selecting a recipe make sure that all the activities will be safe for the children.

Any five/2 ☑ *each* (10)

5.6 5.6.1 **Arrival**
- Separation from parent or guardian☑
- Does he know where to store his/her belongings? ☑

5.6.2 **Meal times**
- Does the child have a healthy appetite? ☑
- Can he/she eat independently? ☑

5.6.3 **Problem solving**
- How did he/she respond to the problem, for example, did the child cry and just looked helpless? ☑
- How did he/she solve the problem? ☑

5.6.4 **Music**
- Did he/she show any reaction to the music being played? ☑
- Is it helpful for his/her development? ☑

5.6.5 **Story time**
- Can the child listen to the story? ☑
- Is he/she eager to learn new words? ☑

(5 x 2)
(10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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