higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

7 JUNE 2018

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	False
	1.1.2	True
	1.1.3	True
	1.1.4	False
	1.1.5	True
	1.1.6	False
	1.1.7	True
	1.1.8	False
	1.1.9	False
	1.1.10	True

(10 × 2) (20)

1.2	1.2.1	H
	1.2.2	E
	1.2.3	J
	1.2.4	I
	1.2.5	G
	1.2.6	D
	1.2.7	A
	1.2.8	K
	1.2.9	C
	1.2.10	L
	1.2.11	N
	1.2.12	M
	1.2.13	R
	1.2.14	O
	1.2.15	P

(15 × 2) (30)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1

- Bad smells are common in the baby room.
- Clean air is one of the most important indicators of a healthy environment.
- Children may catch a cold/allergies/asthma more often, as germs are trapped in the room.
- Ventilation ensures enough oxygen.
- Warm, moist air accelerates the growth of mould and bacteria.

(Any 2 × 1) (2)

2.1.2

- Air exchange system
- Windows that can open
- Windows and doors should be situated opposite one another in order to let the air flow, cross-ventilation
- Extractor fans
- Air conditioning

(Any 3 × 1) (3)

2.2

- Lined or thick curtains will help darken the room.
- Curtains must be drawn back to ensure that maximum light enters.
- Curtains should be washable.
- They should be attractive and they can add colour to the room.
- Roller blinds can also be used.
- Curtains can serve to reduce noise.
- They can provide privacy.
- They add texture, giving the room a warm homely feel.
- Make sure there are no unsafe cords.

(Any 5 × 1) (5)

2.3 2.3.1

- Play area
- Rattle area
- Reaching area
- Sensory area
- Manipulative area
- Interactive game area
- Exercise mat
- Safe area

(Any 6 × 1) (6)

2.3.2
- Play area – move freely/ exercise muscles/block play/playing with soft balls/toy telephones
- Rattle area – play with an assortment of rattles and sound makers
- Reaching area – can handle mobiles/baby gym/toys just out of reach
- Sensory area – draw attention to colours and sound of a mobile/ feel different textures on wall and floor/have box with different textures inside/look at self in mirror
- Manipulative area – opening and closing boxes/shape-posting boxes/activity centres/puzzles, crayons, paint, blocks, trucks, dolls
- Interactive game area - range of activities, baby can choose what to do/look at books with educarer/play peek-a-boo with baby
- Exercise mat – cycling with legs when lying on back/baby grips educarer's fingers – pull up slowly/dancing to music/stretching exercises
- Safe area – soft toys/area away from older children

(Any relevant answer) (6)

2.4
- Soft toys should be flame-resistant.✓✓
- No small, removable parts✓as they can be swallowed or pushed in ears or nose.✓
- No loud noises✓– might scare them.✓
- No sharp edges or splinters✓as babies can cut themselves.✓
- Lead-free and non-toxic✓ as babies put everything in their mouths.✓
- Electric toys are not suitable.✓✓
- Battery-operated toys are dangerous – batteries can be swallowed.✓
- Toys should have strong double stitching – prevent stuffing from coming out.✓
- The strings of pull-along toys should be no longer than 18/30 cm,✓ can strangle a child.✓ (Different text books give different lengths)
- No broken toys✓ as children can get hurt.✓
- Projectile toys, such as a bow and arrow, are not suitable in a preschool setting.✓✓
- A cape should not wrap around a child's neck.✓✓
- Toys should be easy to clean.✓✓ (Any 5 × 2) (10)

2.5
- Observation refers to the practice of watching children during their normal daily activities to assess their progress or any challenges they might experience. It requires careful and informed consideration of the child in action.

OR

- Observation is to take notice, watch attentively and to focus on a specific aspect of the child. The educarer must consciously take note of what is happening to the children around her and to make mental notes. A video can also be used. (3)

2.6 **Any suitable answer.**
The following are only examples.
Markers need to evaluate student's efforts based on individual merit.

2.6.1
- Grace is involved in her own play and not interacting with others while busy.
- She can hold a pen correctly.
- She mumbles to herself while drawing.
- She seems pleased with the end result.

2.6.2
- Peter is playing alongside his peers in the sand tray.
- He is counting the amount of scoops it takes to fill the bucket, but loses count after three scoops. He understands the terms full and empty.
- He has good fine muscle and hand-eye-coordination, since he fills the small containers with ease.

2.6.3
- John found a pot and started banging on it. He seems to enjoy the noise it is making. He looks at me for confirmation.
- He is sitting without assistance.

(3 × 2) (6)

2.7 2.7.1
- The child plays alone
- The child shows no real interest in other children
- Often watch other children play
- The child is absorbed in exploring objects, rather than actually playing with them.

2.7.2
- Children may appear to be playing together, but they are actually playing alone.
- Example: 2 children are building blocks – each one is building his/her own tower
- A child will speak to himself/herself or others.
- Often 'imaginary' friend emerges.

2.7.3
- Child slowly starts engaging in cooperative play in groups of 2–4 children.
- Games start to get rules.
- They can cooperate, take turns, share ideas and win or lose.
- They enjoy make-believe. Examples are house-house, mommy, daddy, etc.

(Any 3 × 3) (9)
[50]

QUESTION 3

3.1
- Sing songs and rhymes (add actions).
- Talk to the baby – repeating words the baby says.
- Look at picture books and point to familiar objects.
- Name parts of the body while pointing to them.
- Repeat single words that the baby can use in a sentence

(Any relevant 3 × 2) (6)

3.2 3.2.1
- The action or process of discovering or being discovered. Children find out interesting things by playing with toys or apparatus. The educarer must plan activities where children 'accidently' discover things.

OR

- Babies are naturally curious – they want to touch, taste, feel, hit things. In doing so, they discover properties of an object. Discovery play allows children to interact with the environment. They learn about the world around them through their senses. (3)

3.2.2
- Physical – As children discover toys around them, gross and fine motor muscles develop.
- Senses develop e.g. watermelon – see different colours, smell, taste it. Feel the cold.
- Social – share discoveries with educarer. Praises, encourages.
- Older children share with friends, help one another.
- Emotional – when a child makes a discovery, he/she feels excited and proud and experiences success.
- Intellectual – Learn new concepts and vocabulary.
- The same object can be found in various shapes and sizes.
- Discover differences and similarities. Classification.
- They will become curious about the world.
- Children participate actively in the learning adventure.
- It stimulates brain development.
- It helps develop concentration skills. (Any 6 × 1) (6)

3.2.3
- Allows children to make own discoveries
- Talks to children about what they discovered
- Uses correct names
- Develops respect for all living things and other children
- Plans a weekly interest table. Changes the objects regularly
- Plans different, exciting activities
- Is enthusiastic
- Keeps the age of the child in mind
- Ensures safety of the child
- Makes resources if there are not any
- Observes and makes notes (Any 6 × 1) (6)

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3.3
- Building blocks
- Stacking cups
- Cloth books
- Stacking rings
- Interlocking blocks – Duplo
- Cotton wheels threaded through cotton wool
- Nesting toys
- Toys that make a noise when squeezed (Any suitable 5 × 1) (5)

3.4 Plan a music activity for a group of babies up to 12 months old.

GENERAL INFORMATION • Type of lesson – Music • Theme – None or any • Age of children – Birth to 12 months old • Date of activity – Any • Number of children – No more than 5 • Duration – 5 to 10 min			(6)
INTRODUCTION - OBJECTIVE	**ACTIVITY**	**APPARATUS**	
Getting attention ✓✓	EXAMPLE Rhymes Classical music ✓✓	Depends on activity ✓✓	(6)
MAIN ACTIVITY/ CORE OBJECTIVE	**ACTIVITY**	**APPARATUS**	
Listening skills Language development (Any other relevant objective) ✓✓	EXAMPLE Auditory awareness Auditory discrimination Singing activities Instruments (ONE of the above) ✓✓	Depends on activity ✓✓	(6)
CONCLUSION - OBJECTIVE	**ACTIVITY**	**APPARATUS**	
Calming down ✓✓	Calming music ✓✓	Depends on activity ✓✓	(6)
EVALUATION			

(Markers should evaluate the student's lesson based on individual merit.) **[50]**

QUESTION 4

4.1
- Written planning = better planning, presentation can be considered carefully.
- A developmentally appropriate curriculum can be planned.
- Planning for the whole week is shown – can ensure everything is covered adequately.
- Human memory can fail.
- If another educarer takes over, she will know what to do.
- It gives continuity.
- The following year's planning will be easier.
- Refer to planning when report for principal must be written.
- For a report for a specialist, reference can be made to the work that has been done.
- The educarer will be better prepared.
- The correct materials and aids can be obtained in advance.
- If extra help may be needed, it can be sorted out in advance (e.g. help needed with art activity).
- Presentations can be compared.
- The realisation of aims is possible as she knows what she wants to achieve.
- It gives a measure of security to perform with confidence.
- Evaluation is made easier for the writing of a report.
- With a well-planned day, the child will be happy as it is interesting.
- The parents will be happy, because children are educated.
- The educarer feels satisfied as she feels she accomplished the objectives.
- Keeping lesson plans on the computer, saves time for future preparation.

(Any 6 × 1) (6)

4.2 4.2.1
- Boxes of all shapes and sizes/yogurt containers/polystyrene containers
- Wood/paper glue
- Paint/koki pens
- Masking tape
- Scissors
- Tin foil/bubble wrap
- Bottle tops
- Pegs
- String/wool

(Any relevant 6 × 1) (6)

4.2.2
- Me and my body
- Transport
- Houses
- People who help us

(Any relevant 4 × 1) (4)

4.3
- It provides sensopathic enjoyment.
- Therapeutic and enjoyment.
- It teaches children to identify colours.
- Discoveries are made – mixing colours.
- Fine muscles develop by handling tools.
- Hand-eye coordination develops.
- Offers opportunities of self-expression.
- Release negative emotions.
- Means of emotional relief.
- Painting helps to develop sense for aesthetics. Appreciate something beautiful. (Any 5 × 1) (5)

4.4
- Use materials that are of good quality.
- There should be a variety of materials.
- They should be exposed to different textures, techniques and problem solving.
- Children express themselves better with a variety.
- Materials for small children should be bigger (fine motor muscles are not fully developed).
- Older children can use smaller pieces of paper and tools. (Any 3 × 2) (6)

4.5
- Stick puppets
- Paper bag puppets
- Felt hand or finger puppets
- Paper finger puppets
- Cone puppets
- Sock puppets
- Glove puppets
- Hand puppets with papier-mâché heads (Any 5 × 1) (5)

4.6 4.6.1 Place an interesting toy just out of reach of the baby. Encourage him/her to crawl.
Make tunnels with blankets and boxes – let the baby crawl through them. (Any relevant answer)

4.6.2 Lie the baby on his/her tummy to encourage lifting the body with his/her hands. This will strengthen arms and neck muscles.
(Any relevant answer)

4.6.3 Have the baby kick towards a mobile.
Allow the baby to stand on your lap.
Make pedaling movements with baby's legs while he/she is lying on his/her back. (Any relevant answer)

4.6.4 Run after or chase the toddler and catch him/her. Make a big fuss – this will encourage him/her to continue with the game.
Sing action songs. (Any relevant answer)
(4 × 2) (8)

4.7
- They should have patience with child's attempts.
- Encourage children to explore smaller objects.
- Babies should be given an opportunity to practise skills repeatedly.
- Children should dress themselves, even if it takes a long time - buttoning own jersey, putting on shoes, taking off socks.
- Allow babies to eat finger foods. (5 × 2) (10)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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