higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

30 MAY 2019

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	False		
	1.1.2	False		
	1.1.3	True		
	1.1.4	False		
	1.1.5	True		
	1.1.6	False		
	1.1.7	True		
	1.1.8	True		
	1.1.9	False		
	1.1.10	True		
			(10 × 2)	(20)
1.2	1.2.1	K		
	1.2.2	A		
	1.2.3	G		
	1.2.4	C		
	1.2.5	E		
	1.2.6	F		
	1.2.7	B		
	1.2.8	H		
	1.2.9	J		
	1.2.10	D		
			(10 × 2)	(20)
1.3	1.3.1	C		
	1.3.2	A		
	1.3.3	D		
	1.3.4	B		
	1.3.5	C		
			(5 × 2)	(10)
				[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1

- Hygiene
- Safety
- Comfort
- Convenience
- Flexibility/Versatility
- Cost
- Attractiveness
- Durability (Any 6 × 1) (6)

2.1.2

- Cot should be sturdy and secure.
- 'Drop-down' sides should be childproof.
- Horizontal bars should not be more than 4–6 cm apart – child's head should not get stuck.
- Top bar high enough – should not fall over accidentally.
- Non-toxic paint
- Mosquito net in infected areas
- Mattress well fitted and firm
- Hypoallergenic mattress for allergies
- Mattress covered with lightweight, waterproof cover
- Baby's clothes mustn't hook on anything.
- Cot bumper not recommended if children can get entangled in the ribbons holding the bumper in place.
- No pillow (Any 6 × 1) (6)

2.1.3

- Fridge
- Preparation counter
- Wash basin, hand basin, double basin, stainless steel sink
- Sterilisation units
- Kettle (5)

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2.2
- Exploratory/discovery play✓
  Children learn by exploring objects around them to discover properties of objects and how they work.✓ Initially this consists of seeing, tasting, touching; later, taking objects apart, and inspecting different parts.✓
  E.g. baby puts rattle in his mouth.
- Mastering and acquiring skills through play/manipulation✓
  Children practise certain skills repeatedly until they are proficient.✓
  E.g. riding a bicycle
- Construction play
  They use toys and activities to express feelings about their environment.✓
  It links with exploratory and later with fantasy play.✓
  E.g. building with blocks✓
- Imaginative or fantasy play✓
  Children often fantasise about the role of an adult.✓ They learn what is expected of adults.
  During fantasy play they get the opportunity to be creative.✓ They can overcome fears, e.g. doctor-doctor, house-house.✓ (Any 4 × 2) (8)

2.3 2.3.1 Manipulative play refers to activities where children practise how to use toys or objects in a specific manner, e.g. by stacking nesting cups. They explore with hands, mouth, fingers and bodies, thereby strengthening their muscles.✓✓

OR

To manipulate means to gain control. Children learn about properties of objects and gain control over them. Manipulative skills are closely linked to fine motor skills and coordination.✓✓ (2)

2.3.2
- Physical
  Fine motor skills develop (muscles in the hand, wrist, fingers, toes, eyes, tongue).
  Develops coordination – hand-eye, fingers and the two hands working together, e.g. to pick up a doll.✓✓
- Social
  Children become more independent, more confident. This leads to positive bonds with others. They also learn about sharing and taking turns.✓✓
- Emotional
  When children gain control over their body, they feel they have control over the environment. This makes them feel safe. Through play they express emotions.✓✓
- Intellectual
  Babies who are still in the sensory-motor phase, learn by exploring with mouth, hands, fingers. The more opportunities given, the more they learn.
  They learn that they can make things happen, things do not just happen.
  Problem-solving skills are learnt, e.g. by building puzzles.✓✓
  (Students will not receive marks for simply stating physical, emotional, social and intellectual development.) (Any 3 × 2) (6)

2.3.3
- Parents should have patience with child's attempts.
- They should allow the children to pack and unpack kitchen cupboards.
- They should 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.

(Any 4 × 2) (8)

2.5 Fill in the purpose of the following records in the baby room.

RECORD	PURPOSE
Attendance register	To record the child's daily attendance at school✓ Frequent absenteeism can be traced.✓ Staff immediately know if child is not at school.✓ Gives indication of health of a child.✓
Daily reports or observation reports	To daily record the observation of the child. Educarer looks at and follows children's activities.✓ Provide factual evidence of observations.✓ They are used when compiling reports.✓
Monthly observation report	Summary of daily observations Helps to write monthly report on the basis of progress report.✓
Progress report for babies	Summary of daily observations Makes parents and educarers aware of the progress or lack of progress of each child.✓ Highlights strengths and weaknesses. Plans can be put in place to ensure progress.✓

(4)

2.5
- 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
- Marionettes

(Any 5 × 1) (5)

[50]

QUESTION 3

3.1 3.1.1 It is an open-media play that allows children to learn how different things feel and they get to express their creative ideas.
Few rules, so children can't really make mistakes.
Activities for messy play are: painting, scribbling, tearing and sticking, playing with dough, mud, water and sand.
Children rub their hands, squish them, splatter them and create with them. (2)

3.1.2
- Provide variety of activities.
- Plan at least one activity per day that all babies must take part in.
- Not all babies will like messy play – do not force them to take part.
- Gradually introduce new activities and textures.
- Observe how babies react to certain media.
- Take fine motor development and age into account when planning.
- Call everything by the correct name, as receptive language develops before expressive language.
- Have age-appropriate checklists to show fine motor development and skills.
- Babies could wear protective clothing.
- Use a damp cloth to clean hands.
- Specific storage for messy play. Follow a routine to set up the activity. (Any 6 × 1) (6)

3.1.3
- For example, Grace is comfortable sitting inside the messy play jelly. She enjoys squishing the jelly between her fingers.
- For example, Peter is not yet comfortable to put his hands into mixtures with different textures, such as jelly. He does, however, enjoy scooping it up with a spoon. (2)

3.2
- Use a template to complete your written planning.
- Use black or blue pen – write clearly and neatly.
- Planning can be typed and saved on a computer.
- Fill in all the necessary information.
- Use key words.
- Planning must be done for future reference.
- Planning must be accessible.
- Planning must be done two weeks in advance.
- Two kinds of planning – daily and weekly.
- Planning should be user friendly.
- Write neatly and clearly. (Any 4 × 1) (4)

3.3
- Learn about the child's weaknesses and strengths.
- The child becomes an individual, and not just part of the group.
- Match activities to individual needs.
- Early interventions where problems are identified.
- Determine whether child is developing according to milestones.
- Observation can help a specialist, e.g. occupational therapist.
- The educarer can inform a new educarer of a child's development (older class).
- Educarers can use observations to write a report at the end of a term.
- Observing while children are relaxed, allows for a true reflection of development.
- Observation allows educarer to be aware of sensitive periods and to plan for these.
- It makes assessment more objective as it is based on factual information.

(Any 6 × 2) (12)

3.4 Plan a discovery play activity for babies up to 12 months old.

General information:
- Type of lesson – discovery play✓
- Theme – Any or none✓
- Age of children – birth to 12 months old✓
- Date of activity – Any✓
- Number of children – no more than 2✓
- Duration – 5 minutes✓

INTRODUCTION – OBJECTIVE	**ACTIVITY**	**APPARATUS**
e.g. Prepare for the lesson. Objective must be linked to the activity.✓✓	e.g. Take baby to the mat Any other relevant age-appropriate activity✓✓	e.g. mat Apparatus must be relevant to the activity.✓✓
MAIN ACTIVITY/CORE OBJECTIVE	**ACTIVITY**	**APPARATUS**
e.g. • Tactile experience • Develop object permanence. Objective must be linked to the activity.✓✓	e.g. • Give the baby a sensory basket and let him make discoveries by himself. Talk to the baby about the discoveries. Stop when the baby becomes bored. • Play hide-and-seek • All types of messy play Any other relevant age-appropriate activity✓✓	e.g. • See-through plastic bottles filled with different items. Wicker basket with different sensory toys. • Favourite toy and blanket Apparatus must be relevant to the activity.✓✓

CONCLUSION – OBJECTIVE	ACTIVITY	APPARATUS
Objective must be linked to the activity.✓✓	e.g. • Put baby on lap and page through tactile book. Any other relevant age-appropriate activity✓✓	e.g. • Tactile book Apparatus must be relevant to the activity.✓✓

(24)
[50]

QUESTION 4

4.1
- Correct floor covering – carpets absorb sound and give warmth to a room.
- Tiles have good acoustic qualities.
- Curtains can help absorb sound.
- Put rubber stoppers on chair legs.
- Put plastic covers on tables. (5)

4.2 4.2.1
- Noise makers, anything that can shake is ideal.
- Drums are appropriate, anything that can be hit.
- E.g. shakers, bells, cymbals
- Babies do not have good fine motor skills; therefore, triangles and other instruments are not suitable for babies.
- All instruments should be safe.
- Many appropriate plastic instruments available.
- Home-made instruments are also good.
- Instruments should be large enough to pick up but not too heavy to manipulate. (Any 6 × 1) (6)

4.2.2
- Indoors or outdoors.
- Space big enough to move freely.
- Directed activities should not take place when the child is tired.
- Music activities should take place EVERY day, throughout the day.
- Include a variety of activities, e.g. singing, movement, instruments, action songs, listening to music.
- Free-play area with home-made instruments.
- Classical instruments in box to be taken out during focused activities.
- Music activity should consist of different elements – loud/soft; rhythm
- Background music should not be played all day. (Any 6 × 1) (6)

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4.3
- Identify objectives and outcomes.
- Provide enough opportunities to practise new and old skills.
- Skills should be scaffolded (easy to difficult).
- Decide where the activity will take place.
- Table, easel, outside on wall.
- Plan a variety of activities.
- There should be enough activities to engage all children.
- Keep in mind that not all children work at the same speed.
- Keep different developmental levels in mind.
- Interests and frames of reference may also differ.
- Vary activities and media from day to day.
- Make list of resources needed.
- Collect all resources.
- Media should be non-toxic.
- Set up the activities well in advance.
- Make sure you are familiar with new techniques.
- Atmosphere should be safe, relaxed and enjoyable.
- Educarer must be enthusiastic, but should only guide and help with tools.
- Have aprons ready.
- A drying rack is necessary.
- Bowl of water for washing of hands.
- Write names on work. (Any 7 × 2) (14)

4.4
- Paint with fingers
- Toothbrush dipped in paint – used like a brush
- Toothbrush and stencil, splatter paint
- Paint with water on tar, cement and stone.
- Use feathers as paintbrushes.
- Dip string in paint and draw over paper.
- Use sponge and clothes pegs, use as paintbrush.
- Straw painting
- Leaf painting (Any 3 × 2) (6)

4.5
- It helps develop fine motor skills.
- Higher cognitive processes are used when children look for a specific item, or when concentrating to cut on the line.
- It improves hand-eye coordination.
- It promotes the development of fine motor control.
- It helps children to sort, plan and arrange material.
- It introduces children to cutting techniques.
- It introduces children to pasting techniques.
- An awareness of space and line develops.
- Shapes become more meaningful as they cut around them.
- They become more independent by doing things for themselves.
- As they master the skill, they get a sense of achievement.
- They release energy – therapeutic activity. (6)

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4.6
- Wood – soft offcuts
- Hammer
- Cotton reels
- Lids of tins
- Pieces of leather
- Bottle tops
- Pieces of carpet
- Popsicle sticks
- String
- Polystyrene
- Rubber
- Sandpaper
- Glue
- Clamps
- Pliers
- Screwdrivers
- Screws and bolts
- Saws
- Goggles and safety glasses
- Tape measure
- Workbench

(Any 7 × 1) (7)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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