higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

16 NOVEMBER 2018

This marking guideline consists of 9 pages.

Copyright reserved

SECTION A

QUESTION 1

1.1	1.1.1	True		
	1.1.2	False		
	1.1.3	True		
	1.1.4	True		
	1.1.5	False		
	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	confidential		
	1.2.2	expressive language		
	1.2.3	fine-motor muscles		
	1.2.4	solitary		
	1.2.5	spatial orientation		
	1.2.6	milestone		
	1.2.7	xylophone		
	1.2.8	auditory perception		
	1.2.9	personal detail		
	1.2.10	projectile		
			(10 × 2)	(20)
1.3	1.3.1	C		
	1.3.2	A		
	1.3.3	B		
	1.3.4	B		
	1.3.5	A		
			(5 × 2)	(10)
				[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1

- Safety
- Health
- Comfort
- Child-sized space
- Flexibility
- Encourages movement
- Facilitates choice
- Pleasantness
- Convenience (Any 6 × 1) (6)

2.1.2

- Sufficient storage space is important.
- Equipment should be stored close to where it will be used.
- Dangerous or valuable equipment should be stored out of reach.
- Books should be stored safely.
- Blocks should be stored on open shelves near the block corner.
- There must be enough storage space in the fantasy corner.
- All art materials must be stored close to the art area out of reach of babies.
- There must be a rack for wet paintings.
- There must be low shelves near the floor and a table for educational toys.
- There must be open shelves for storage of beds, mattresses, indoor and outdoor equipment.
- Space-saving storage devices include built-in cardboards; under-bed cardboard; window seat boxes; chest of drawers – washable and mounted on wheels.
- A baby compactum specially designed for babies can be used.
- The changing area must be at elbow height.
- There must be storage for personal belongings.
- Shelving should not be able to topple over.
- All cleaning materials must be stored out of reach of children.

(Any 6 × 1) (6)

2.2 2.2.1

- It is 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.
- Babies are naturally curious and want to touch, taste and feel. In doing so they discover properties of an object. Discovery activities allow children to interact with the environment. They learn about the world around them through their senses.

(Any 1 × 3) (3)

2.2.2
- Parents should be informed about the importance of discovery play.
- The educarer can put up posters to educate parents.
- If parents are informed, it is more likely that they will help.
- Parents can donate waste materials.
- Parents should be encouraged to give children new experiences.
- Parents can put sticky tape on children's fingers (unusual texture).
- Pots and pans can be used as drums.
- Fill small used bottles with different things like beans and rice (sensory bottles).
- Use a sieve to sift things. (Any 4 × 1) (4)

2.2.3
- Discovery activities or play sessions can be presented any place any time.
- Supervision is important.
- Have a table, corner or activity that encourages exploration.
- The table must be low enough for children to see.
- A discovery box can be used.
- Remember that children learn using senses.
- Indoors it can take place on a quiet mat.
- Outdoors it can be messy play.
- The garden can be used. (Any 2 × 2) (4)

.

2.2.4
- Feeling of water splashed (lukewarm and cold)
- Prickly grass
- Sensation of cream on skin
- Sand
- Rubber
- Foam
- Plastic
- Hot/Cold
- Smooth/Rough (bricks, wood, wool, fur, hair curlers)
- Sticky (jelly or paint) (Any 6 × 1) (6)

2.3
- Quality
- Safety
- Child's developmental level
- Child's age
- Versatile and adaptable
- Attractiveness
- Space
- Comparative prices (8)

2.4
- More children – learn from each other
- Younger children exposed to older children's toys – learns faster
- Too many children, not enough toys – children not exposed to learning opportunities
- Parents do not have enough time to spend with young children (Any 2 × 2) (4)

2.5
- Babies can be dressed in costumes, but they are too small to pretend play.
- Older babies enjoy dressing up because they realise that it attracts attention.
- Later they start copying people like a boy pretending to be a dad going to work or a girl pretending to bake a cake.
- When children mature, thinking skills develop and they start using objects as part of fantasy play like a hairbrush becomes a microphone or a block becomes aeroplane. (Any 3 × 2) (6)

2.6
- Uncontrolled scribbling
- Controlled scribbling
- Named scribbling (3)

[50]

QUESTION 3

3.1 3.1.1 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. Observation means to look for a specific reason, to take notice, to watch attentively and to focus on one particular aspect of a child. The educarer must consciously take note of what is happening to the children around her. Mental notes and video can be used. (Any 3 × 1) (3)

3.1.2
- Does the baby drink sufficient fluids?
- Does he/she feed himself/herself with a spoon?
- Does he/she drink from a cup?
- Are there any problems with urinating?
- Does he/she copy sounds and words?
- Does he/she enjoy song and music?
- Can he/she crawl?
- Can he/she stand without assistance?
- Does he/she walk on his/her own? (Any 4 × 1) (4)

3.2
- Greet the parents and make them feel relaxed.
- Choose a time that will suit the parents and be punctual.
- Do not intimidate parents.
- Refrain from using technical terminology.
- Explain that the purpose is to discuss their child's development.
- Be well prepared.
- The meeting should be positive.
- When there are problems, give advice.
- Refer to a specialist if necessary.
- The meeting should be informal but professional.
- Be honest but keep their feelings in mind.
- Show evidence of the child's work.
- Give parents the opportunity to ask questions.
- Always end positively and thank them. (Any 6 × 1) (6)

3.3
- Simple pictures
- Language on level of child
- Thick pages made from cardboard, foam, cloth or plastic
- Colourful pictures
- Pictures telling a story
- Strong binding
- Text and pictures containing the same facts
- Writing in grade 1 font
- Repetition
- Topics include familiar things
- Rhyming
- On developmental level of child (Any 5 × 1) (5)

3.4
- Use a template to complete the written planning.
- Use a black or blue pen and write clearly and neatly.
- Planning can be typed and saved on a computer.
- Fill in all 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, namely daily and weekly, must be done.
- Planning should be user friendly. (Any 4 × 2) (8)

Copyright reserved

3.5 Physical activity (Any relevant answer)

General information: • Type of lesson – physical active play✓ • Theme – any✓ • Age of children – 6–12 months✓ • Date of activity – any✓ • Number of children – 1 or 2✓ • Duration – 5 min✓ (6 × 1)			(6)
Introduction – Objective	**Activity**	**Apparatus**	
Get attention	Action song	Voice (3 × 2)	(6)
Main activity/Core – Objective	**Activity**	**Apparatus**	
	• Floor time – crawl • Pull baby up, encourage walking movement • Roll a ball, encourage to kick or throw back • Sturdy push toys for aided walking • Encourage to hold two objects in hands • Grasp small objects between finger and thumb • Let go of objects purposefully	Ball Push toys (3 × 2)	(6)
Conclusion – Objective	**Activity**	**Apparatus**	
Calm baby down	Sing lullaby	None (3 × 2)	(6)
Evaluation:			

[50]

QUESTION 4

4.1 4.1.1

- Children can express their creative ideas.
- There are few rules so children cannot really make mistakes.
- There is no right and wrong (open media).
- Messy play refers to painting, scribbling, tearing and sticking, dough, mud, water.
- Children rub, squish, splatter and create with their hands.

(Any 1 × 2) (2)

4.1.2

- Physical: Develop fine-motor muscles, fine-motor skills and hand-eye coordination. Big movements will develop gross-motor muscles.
- Social: Babies participate with their educarer. When older, it is a safe place to be creative in a group. They learn to share, take turns and wait.
- Emotional: They learn to express emotions in an acceptable manner. There is pride and acceptance if you praise a baby. It develops concentration.
- Intellectual: Their thinking skills develop; start of basic mathematics such as shapes, size and volume. Their problem-solving skills develop, e.g. how to hold a crayon. They learn what different things look, feel, smell and taste like; textures; cause-and-effect. Messy play is creative (open media).
- Language: They learn new vocabulary. (Any 4 × 2) (8)

4.1.3

- Provides a variety of activities
- Plans at least one activity per day all babies must take part in
- Does not force babies to take part in messy play
- Gradually introduces new activities and textures
- Observes how babies react to certain media
- Takes their fine-motor development and age into account when planning
- Names everything by the correct name as receptive language develops before expressive language
- Has age-appropriate checklists to show fine-motor development and skills
- Makes sure babies wear protective clothing
- Does not teach babies how to draw – they should play around and practice muscle control
- Damps cloth to clean hands
- Has specific storage for messy play
- Follows a routine to set up an activity
- Introduces primary colours before secondary colours
- Puts crayons in the same colour container (Any 6 × 1) (6)

4.1.4

- Add scented oil/cocoa for the smell.
- Add lavender pieces for a different feel.
- Add glitter to look different. (3)

Copyright reserved

4.2 4.2.1
- Play area
- Rattle area
- Reaching area
- Sensory area
- Manipulative area
- Interactive game area
- Safe area
- Infant play area
- Kitchen area
- Active area
- Hide-away area
- Exercise mat (Any 5 × 1) (5)

4.2.2
- It helps the toddlers to explore, discover and learn about their surroundings.
- It makes it possible for the caregiver to play with a few babies in one area while the other babies have something to do.
- It helps the babies to begin to learn that certain kinds of activities and toys belong in certain areas. Their memory will develop. They can distinguish between certain activities and find similarities in others.
- It helps the caregiver to keep the room tidy.
- It makes it more interesting and provides a feeling of order.

(4 × 2) (8)

4.3 4.3.1 Red + blue
4.3.2 Yellow + red
4.3.3 Yellow + blue

(3 × 2) (6)

4.4 4.4.1
- Develops fine-motor skills
- Promotes hand-eye coordination
- Means for children to express creative urge
- Becomes aware of texture, shape, patterns and design
- Improves scissor skills (Any 4 × 2) (8)

4.4.2
- Plastic bag strips
- Yarn/Wool
- String
- Thread
- Paper strips
- Leaves/Sticks
- Ribbon
- Material strips
- Hairpin/Blunt-nosed thick needle (Any 4 × 1) (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved