higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N380**(E)**(N16)H

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

(7080104)

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09:00–12:00

This question paper consists of 7 pages.

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCARE DIDACTICS THEORY AND PRACTICAL N4
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer ALL the questions.
2. Read ALL the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Start each question on a NEW page.
5. Write neatly and legibly.

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SECTION A

QUESTION 1

1.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 Curtains absorb sound in a room which improves the acoustics.

1.1.2 It is a good idea to use bold colours, patterns and posters in a baby room to make it interesting.

1.1.3 Orange is a welcoming, jovial colour.

1.1.4 Observation also means to look for a specific reason.

1.1.5 Checklists used for observation are rich in detail.

1.1.6 Observation should only be done for the purpose of assessment.

1.1.7 Art activities should build on each other from easy to difficult.

1.1.8 Recycling is not important in the baby room.

1.1.9 Woodwork is a good activity for boys and weaving for girls.

1.1.10 Cleaning up after an art activity is a good group activity.

(10 × 2) (20)

1.2 Give ONE term for each of the following descriptions by choosing a term from the list below. Write only the term next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

fine-motor muscles; confidential; spatial orientation; expressive language; receptive language; xylophone; harp; auditory perception; projectile; visual discrimination; milestone; solitary; parallel play; personal detail

1.2.1 Meant to be kept a secret

1.2.2 Language development and skill that deal with expression and pronunciation

1.2.3 Picking up small objects between the thumb and forefinger

1.2.4 Something that is done alone

1.2.5 Ability to maintain the body's position and posture in relation to the surrounding environment

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1.2.6 Significant stage in a child's development

1.2.7 Musical instrument played by striking a row of wooden bars

1.2.8 How the brain interprets what we hear

1.2.9 Knows his/her own name and that of his/her parents

1.2.10 Something that is thrown, flung or tossed

(10 × 2) (20)

1.3 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.3.1–1.3.5) in the ANSWER BOOK.

1.3.1 The skill which is developed most when a baby sees and grabs a balloon:

A Social skills
B Emotional skills
C Hand-eye coordination
D Cognitive skills

1.3.2 During box construction, children learn about concepts such as …

A spatial awareness.
B hot and cold.
C left and right.
D classification.

1.3.3 Which ONE of the following is NOT a good cause-and-effect toy:

A Jack-in-the-box
B Teddy bear
C Wind-up car
D Musical box

1.3.4 Object permanence occurs when a baby …

A recognises different sounds.
B realises that an object is still there even when hidden.
C builds a tower with blocks.
D learns to control his/her feelings.

1.3.5 A child pretending to talk on a phone is an example of … development.

A language
B physical
C emotional
D creative

(5 × 2) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1 List SIX points to consider when planning the layout of a baby room. (6)

2.1.2 Discuss how equipment in a baby room should be stored. (6)

2.2 2.2.1 Define the term *discovery play/activities*. (3)

2.2.2 How can parents be involved in discovery play? (4)

2.2.3 Discuss when and where discovery activities should take place. (2 × 2) (4)

2.2.4 List SIX objects that can be used to develop a baby's sense of touch. (6)

2.3 List EIGHT requirements for suitable toys for babies. (8)

2.4 Explain how the number of children in a family can influence play. (2 × 2) (4)

2.5 Explain the stages of fantasy play and give examples of each. (3 × 2) (6)

2.6 Name THREE scribbling stages in drawing. (3)
[50]

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QUESTION 3

3.1 3.1.1 Explain the observation of babies in preschool. (3)

3.1.2 Give FOUR questions that might be helpful in the observation of babies. (4)

3.2 What should educarers keep in mind when discussing a child's progress with the parents? (6)

3.3 Explain the criteria to select suitable books to read to babies. (5)

3.4 Discuss the criteria for written planning. (4 × 2) (8)

3.5 Copy the following lesson plan to the ANSWER BOOK and complete it by planning a physical activity for a baby group (6–12 months old).

General information: • • • • • • (6 × 1) (6)		
Introduction – Objective	**Activity**	**Apparatus**
(3 × 2) (6)		
Main activity/Core – Objective	**Activity**	**Apparatus**
(3 × 2) (6)		
Conclusion – Objective	**Activity**	**Apparatus**
(3 × 2) (6)		
Evaluation:		

[50]

QUESTION 4

4.1 Lerato is an educarer in the Free State. She enjoys setting up messy play in the playschool. She tries to do something different every day. Her head teacher does not understand the value of messy play.

4.1.1 Explain the term *messy play*. (2)

4.1.2 Give the benefits of messy play. (4 × 2) (8)

4.1.3 Discuss the role of the educarer during messy play. (6)

4.1.4 What can Lerato add to playdough to develop the children's senses even more than normal playdough? (3)

4.2 4.2.1 All settings for the care and education of young children have the same basic goal, namely, meeting the needs of children.

Name FIVE activity areas in the playroom. (5)

4.2.2 Discuss the value of dividing a baby room into different activity areas. (4 × 2) (8)

4.3 When painting in preschool, one should start with introducing the three primary colours. Secondary colours can then be mixed.

Which TWO primary colours are needed to get each of the following secondary colours:

4.3.1 Purple

4.3.2 Orange

4.3.3 Green

(3 × 2) (6)

4.4 4.4.1 Weaving is the process by which materials are interlaced.

Discuss the value of weaving in preschool. (4 × 2) (8)

4.4.2 List FOUR suitable materials to weave with. (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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