higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## EDUCARE DIDACTICS THEORY AND PRACTICAL N4

**19 November 2019**

**This marking guideline consists of 10 pages.**

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## 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 | True | | |
| | 1.1.6 | True | | |
| | 1.1.7 | True | | |
| | 1.1.8 | False | | |
| | 1.1.9 | False | | |
| | 1.1.10 | True | | |
| | | | (10 × 2) | (20) |
| 1.2 | 1.2.1 | C | | |
| | 1.2.2 | A | | |
| | 1.2.3 | F | | |
| | 1.2.4 | D | | |
| | 1.2.5 | B | | |
| | 1.2.6 | G | | |
| | 1.2.7 | E | | |
| | 1.2.8 | J | | |
| | 1.2.9 | L | | |
| | 1.2.10 | I | | |
| | | | (10 × 2) | (20) |
| 1.3 | 1.3.1 | A | | |
| | 1.3.2 | D | | |
| | 1.3.3 | A | | |
| | 1.3.4 | C | | |
| | 1.3.5 | B | | |
| | | | (5 × 2) | (10) |
| | | | | **[50]** |

**TOTAL SECTION A: 50**

## SECTION B

## QUESTION 2

2.1 2.1.1

- Colour✓ – plays an important role in the psychological development of a baby✓
- Acoustics✓ – influence babies' attention and behaviour✓
- Texture✓ – babies learn through various senses, room should provide a variety of visual and tactile experiences✓
- Windows and ventilation✓ – clean air = healthy environment✓
- Temperature control✓ – constant and comfortable✓
- Lighting and electrical appliances✓ – natural light is best; sealed plugs✓
- Doors and safety gates✓ – safety✓
- Wall coverings ✓ – lead-free paint, pictures brighten a room✓
- Curtains✓ – washable material, attractive, cords out of reach✓
- Flooring✓ – use variety of textures✓
- Display spaces✓ – low shelving for babies to access play material✓
- Storage✓ – sufficient storage space✓
- Furniture and equipment✓ – hygiene, safety, comfort, convenience, flexibility and cost should be considered✓

(Any relevant answer) (6 × 2) (12)

2.1.2

- Blocks✓ – hardware store, ask for wood offcuts✓
- Puppets✓ – made out of old glove, decorated with buttons✓
- Bottle tops✓ of different colours used for counting✓
- Musical instruments ✓ - drums out of tins✓
  - jingle bells out of bells on a ribbon or string✓
- Plastic containers✓ can be used in sand and water play, make holes for sieves✓
- Orange nets in which oranges are bought✓ - can be hung from a tree, filled with newspaper and used as a punching bag.✓
- Old boxes✓ can be used for construction play✓
- Puzzles✓ – old pictures pasted on hardboard and cut in puzzle pieces✓

(Any suitable answer) (3 × 2) (6)

2.1.3
- Should spark imagination, but keep age and developmental level in mind
- More toys will be needed if there are different age groups together (home-based)
- More toys are needed if there are more classes
- Gender should be considered
- Different cultural groups should be considered
- Children with special needs should be considered
- Focus on simple toys, such as blocks and rattles
- Keep safety in mind
- Target what interests children
- Collect versatile toys, such as balls and beanbags
- Toys that can be used by children of different ages
- Toys that can encourage exploration and problem solving.

(Any 6 × 1) (6)

2.2 Developmental level
- Some children are more advanced and can become frustrated with play that they do not find challenging.
- Slow developers may find some toys too difficult.

Number of children in the family
- More children – learn from one another
- Too many children, not enough money for toys

Opportunities to play with other children
- Child with siblings knows how to interact with others.
- Single child with little access to other children might feel overwhelmed.

Interest of the child
- If a child is only interested in one thing, it might influence development in other areas.

Health of the child
- A sick child with no energy will not be interested in playing.
- If a child is often hospitalised, he/she loses out on opportunities to interact with peers.

The sex of the child
- Boys tend to play rougher games and girls tend to play calmer games.
- There are no set rules.

The environment
- Different things the child is exposed to, will have an influence on play.
- Culture also has an influence on play – adopt different games.
- The child's culture may be reflected in his/her imaginative play.

Parent/Guardian of the child
- How much they stimulate children will lead to the children asking questions.
- More stimulation leads to more creativity.
- Child observes how parents interact with others.

Available equipment
- It needs to stimulate the imagination.

The practitioner
- The environment she sets needs to be stimulating.
- She must give guidance to make play meaningful.

Emotional atmosphere
Children must feel safe and secure, not threatened. (Any 5 × 2) (10)

2.3 2.3.1
- Drawing gives children the opportunity to practise the skills needed for writing – fine muscle coordination and hand-eye coordination.
- It helps with figure-ground distinction (e.g. house with figures in front of the house).
- Children see an image of themselves through what they express in their creative activities.
- Drawing provides a chance to explore and investigate their world.
- They can express their feelings and ideas about their world.
- It develops children's self-image.
- Self-confidence is promoted when mastering certain skills and creating things.
- Creative art has therapeutic value. It is soothing and relaxing.
- It provides an opportunity to get rid of excess stress and energy.

(Any 5 × 1) (5)

2.3.2
- Fingers (in e.g. sand)
- Wax crayons
- Chalk
- Felt-tipped pens
- Coloured pencils
- Ordinary pencils
- Charcoal
- Pastels (Any suitable answer) (7 × 1) (7)

2.3.3 Observation on for example, hand-eye coordination, crayon grip, interest, etc. (Any suitable answer) (2 × 2) (4)

**[50]**

**QUESTION 3**

3.1 3.1.1
- Physically active play includes all forms of play where babies have to use their gross motor muscles and fine motor muscles
- to develop their arms, legs, body, balance and coordination.
- It will include activities to encourage babies to sit, crawl, stand, walk, run, climb and reach for objects. (3)

3.1.2
- It will take place inside and outside.
- Toys and activities are presented throughout the day.
- At least one organised activity is planned per day after a nappy change and the baby has been fed.
- Babies are usually more energetic in the mornings. (Any 2 × 2) (4)

3.1.3
- She must understand the importance of physically active play.
- She must know the milestones for the age group.
- She must know the children individually.
- All equipment must be clean and safe.
- Encourage babies to participate in all activities.
- Always praise an effort by smiling, clapping hands, etc.
- Show the babies you enjoy playing with them.
- Plan specific activities for each day.
- Activities should challenge the babies' developmental skills.
- Careful observation is important.
- Make notes and give regular reports to parents.
- Reflect on each day's activities.
- Supervise. (Any 6 × 1) (6)

3.2
- It should be near the sleeping area.
- The changing surface should be a comfortable height for the caregiver.
- The dirty nappy storage/bin should be close by.
- Ensure that the surface for changing the baby is padded, warm and comfortable.
- Each baby should have his/her own shelf/locker/drawer.
- Each child has his/her own face cloth.
- Each locker can have a photo/the name of the baby. (Any 5 × 1) (5)

3.3
- Use a template to complete written planning.
- Use 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.
- There should be two kinds of planning – daily and weekly.
- Planning should be user-friendly. (Any 4 × 2) (8)

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3.4 **MANIPULATION PLAY ACTIVITY FOR BABIES 12-18 MONTHS OLD**

| **GENERAL INFORMATION**<br>• Type of lesson – Manipulation play<br>• Theme – Any theme or no theme<br>• Age of children – 12 to 18 months old<br>• Date of activity – Any<br>• Number of children – not more than 2<br>• Duration – 5 min (6 × 1) | | | (6) |
|---|---|---|---|
| All the following are examples. | | | |
| **INTRODUCTION** | | | |
| **Objective** | **Activity** | **Apparatus** | |
| EXAMPLE<br>• Get babies' attention<br>(Objective must link to activity) | EXAMPLE<br>• Play a finger game like *wriggling fingers* or *clap hands* | EXAMPLE<br>• None<br>(Must be relevant to activity)<br>(3 × 2) | (6) |
| **MAIN ACTIVITY** | | | |
| **Core objective** | **Activity** | **Apparatus** | |
| EXAMPLE<br>• Looking, reaching grabbing<br>• Picking up and holding an object<br>• Banging<br>• Putting down objects<br>• Opening and closing<br>• Cause and effect<br>(Objective must link to activity) | EXAMPLE<br>• Posting boxes – put in and take out<br>• Block play<br>• Balls to roll<br>• Wooden hammer and pegs<br>• Wooden knob puzzles | EXAMPLE<br>• Box containers<br>• Blocks<br>• Wooden hammer and pegs<br>• Puzzle<br>(Must be relevant to activity.)<br>(3 × 2) | (6) |
| **CONCLUSION** | | | |
| **Objective** | **Activity** | **Apparatus** | |
| EXAMPLE<br>• Calm the baby<br>(Objective must link to activity) | EXAMPLE<br>• Put baby on lap and look through tactile book | EXAMPLE<br>• Tactile book<br>(Must be relevant to activity) (3 × 2) | (6) |

**[50]**

**QUESTION 4**

4.1 GENERAL REQUIREMENTS OF THE OUTDOOR AREA (PLAYGROUND)

- Number of children – enough equipment
- Versatile, durable, sturdy equipment
- Developmental level of child – low jungle gym
- Safety – no glass; clean
- Separate from older children
- Opportunities for discovery and exploration
- Shady area – tree or awning. Protect from sun and rain
- Area for large equipment - age appropriate – climbing frames, swings, slides; grass underneath
- Paved, hard areas – riding tricycles, push-pull toys
- Sandpit – ample shade and sand equipment. Treated with salt. Covered at night
- Water play – supervised, sprinklers, paddling pools, empty directly after play
- Hide-away – concrete pipes, boxes to crawl in
- Storage area – easy storage
- Pet area – separate from playground, fenced off
- Garden – grass area, large trees and shrubs, flowers and plants, bench for story time, no poisonous shrubs
- Lockable gates, supervision, fence (10)

4.2 4.2.1

- Pack away after use
- Special place for storing books
- High shelves for books to be paged through together with the educarer
- Low shelves for books that children can page through by themselves (4)

4.2.2

- Do not use baby language.
- Use full sentences and speak in home language.
- Be patient and calm.
- Don't try to keep babies quiet – create opportunities to talk.
- Recite simple rhymes with interesting patterns and sounds.
- Provide a lot of repetition in order for the child to get practice and become familiar with the patterns.
- Read/look at books with children.
- Teach parents about the importance of various language activities. (Any relevant answer) (6 × 2) (12)

4.3
- Be objective and tactful.
- Avoid assumptions.
- Be clear and use correct language.
- Never scratch out anything on a report and do not use tip-ex.
- Refrain from negative statements.
- Highlight the child's behaviour and competencies.
- Do not generalise. Be specific on the personal observations of the child.
- Remarks must be short and concise.
- Do not label a child, e.g. 'naughty', 'clever'.
- Do not make negative comments.
- Do not lie.
- Do not use technical terms that the parents might not understand.
- Use black/blue pen.
- Good language and spelling – professional document, rather type.
- All reports should have basic information – name, age, date and signed by the educarer.
- Principal must proofread the report before it is given to the parents.

(Any 5 × 1) (5)

4.4 4.4.1
- The word collage means to paste on.
- A collage is made up of assembling materials with glue, staples or dough.
- These materials are of various colours, shapes and textures. (3)

4.4.2
- Old newspapers
- Wool
- Polystyrene chips
- Sawdust
- Leaves
- Petals
- Bottle tops
- Punched dots
- Seeds
- Match sticks/Ice cream sticks
- Scraps of material (Any relevant answer) (8 × 1) (8)

4.4.3
- Arrange collage materials in size, colour and shape.
- Use containers to keep work area neat and attractive.
- Present at a table, or on the floor.
- Cover the table with a plastic cloth.
- Children should not have to stretch – easy access.
- Prevent crowding.
- Give a wide variety of materials.
- Present as a main activity once or twice a week.
- Make children aware of textures.
- Arrange a touch and see display.
- Have sturdy pots of glue near each child.
- Each child should have own scissors.
- Have glue brushes/sticks in the pots.
- Have a bowl of water nearby for washing hands.
- Have a bin for cut-offs. (Any relevant answer) (4 × 2) (8)

**[50]**

**TOTAL SECTION B: 150**
**GRAND TOTAL: 200**

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