higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

9 October 2020

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

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1
- Durable – must withstand wear and tear
- Comfortable to play on
- Different kinds of flooring – variety of textures to feel
- Easy to clean – babies often drop things / vomit
- Laminated – easy to clean and maintain
- Must not collect dust
- Carpeting only where necessary for warmth and softness
- Tiles – practical, easy to clean and maintain
- Smooth – no splinters, cracks
- Cost-effective
- Must have a positive influence on colour in the playroom (Any 5 × 2) (10)

2.2 2.2.1
- Emotional development
- Can express emotions like anger and fear in a safe and acceptable manner
- Learn to control own emotions and acceptable ways to show emotions
- Learn to identify with different roles
- Self-confidence
- Language development
- Learn new words
- Learn to speak more freely to each other and adults
- Intellectual development
- Babies imitate what they see others do
- Encouraged to use own cognitive abilities
- Encourage creativity to think up own solutions to problems
- Social development
- Learn to share and trust
- Learn to be courteous
- Become aware of each other
- Learn a variety of social skills, e.g. how to show empathy
- Physical development
- Fine and gross motor development
- Develop hand-eye coordination and balance through physical activity (Any 4 × 2) (8)

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2.2.2
- Provide toys, fantasy props and equipment
- Ensure children are safety
- Participate in pretend games
- Make the area interesting
- Develop trust and confidence
- Put actions into words without using baby talk
- Observe how children speak
- Encourage children to participate
- Provide opportunities inside and outside
- Observe insecurities, expectations and ideas about life
- Record development
- Encourage packing away at the end of the day (Any 6 × 1) (6)

2.2.3 Any suitable answer, e.g.
- Lerato is pretending to feed the baby. She dressed up like 'mom'. She knows how to hold the baby and is softly whispering to the baby. She told me the baby likes pumpkin.
- Mpho enjoys ironing the clothes. He stays at the task for a long period. His hand-eye coordination is well developed. (2 × 2) (4)

2.3 Place
- Indoors and outdoors
- Enough space available to move around
- Must be safe to move around

Time
- Toys and activities must be presented throughout the day
- Normally babies are more energetic in the morning.
- Activity takes place after babies have been fed, had a nap and nappies have been changed (Any 2 × 2) (4)

2.4
- It equals better planning, careful consideration of presentation
- Developmentally appropriate curriculum can be planned
- If the whole week is planned, everything can be covered adequately
- Makes realisation of aims possible if carer knows what to achieve.
- Educarer will be better prepared.
- Gives a measure of security, performs with confidence.
- Can get correct materials and aids in advance.
- Can ask for help if needed in advance (e.g. extra help with art activity).
- Human memory can fail.
- Replacement educarer will know what to do.
- It gives continuity.
- Planning will be easier every year.
- Evaluation is made easier for report writing.
- Can refer to planning when writing report for principal
- Can refer to work that has been covered when writing report for specialist
- Can compare presentations. (Any 10 × 1) (10)

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2.5

Record	Educarer's responsibility	Value of record
Attendance register	Complete register daily✓	Trace frequent absentees✓ Knows immediately when child is not at school✓ Gives indication of child's health✓ Legal document, even if not legally required to attend✓
Daily reports/ Observation reports	Keep notebook at hand, write down important observations.✓ Look and listen.✓ Video, take photographs, talk to children.✓ Keep drawings and paintings.✓	Educarer follows children's activities✓ Provide factual evidence of observations✓ Used when compiling reports✓ Will be able to detect any weakness or strength✓
Monthly observation report	Complete on a monthly basis.✓	Summary of daily observations Helps to write monthly report/basis of progress report✓
Progress report for babies	Present progress report to parents at regular intervals.✓	Summary of daily observations Makes parents and educarers aware of the progress or lack of progress for each child✓ Highlight strengths and weaknesses✓ Plans can be put in place to ensure progress✓

(8)

QUESTION 3

3.1 3.1.1

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

3.1.2

- 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. Memory will develop. They can distinguish and find similarities between activities.
- It makes the room more interesting and provides a feeling of order. (4)

3.2 3.2.1 A toy is an object that is safe to play with and that interest the child.

OR

A toy is anything that is fun, interesting and safe to play with. It does not have to be expensive. (2)

3.2.2

- Building blocks
- Large interlocking blocks (Duplo)
- Board, knob puzzles
- Puzzles (2-6 pieces)
- Shape posting boxes
- Stacking toys
- Nesting toys
- Hammer and peg toys
- Shape sorting toys
- Large plastic 'nut and bolt' screw-type toys
- Lock and keys (Any relevant 5 × 1) (5)

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3.3
- Parent meetings – encourage parents to allow children to have time for problem-solving at home and not to solve the problem for the child.
- Display and posters – teach them the value of encouraging problem-solving activities.
- Talk to them at arrival and departure – discuss children's progress in problem-solving activities.
- Observation report – keep parents informed of progress with problem-solving activities.
- Share ideas with parents on how to create simple problems for babies to solve.
- Children should see parents working through own problems in order to learn from it.
- Tell parents to replace difficult tasks with simpler tasks.

(Any relevant 5 × 2) (10)

3.4 Messy play activity – Any relevant answer

General information:		
Type of lesson	–	Messy play✓
Theme	–	Any✓
Age of children	–	1–2 years✓
Date of activity	–	Any✓
Number of children	–	4✓
Duration	–	5–8 min✓

Introduction – Objective	**Activity**	**Apparatus**
E.g. To get children's attention To prepare for the lesson✓✓	E.g. Finger exercise – 'Open, shut'✓✓ Any other relevant activity	E.g. None✓✓
Main activity/ Core objective	**Activity**	**Apparatus**
E.g. Develop fine motor skills Develop hand-eye coordination Start basic cognitive skills – math concepts = shapes, size, volume Socialising Express emotions in acceptable manner Develop new vocabulary✓✓	E.g. Scribbling Water play Jelly play Gloop (similar to playdough) Sand play Finger painting Playdough Tearing and pasting Mud play Any other relevant activity✓✓	E.g. Thick wax crayons Big piece of paper E.g. Big, shallow container Different size containers and funnels✓✓
Conclusion – Objective	**Activity**	**Apparatus**
To calm children down✓✓	Any relevant activity✓✓	Aid must be relevant to activity✓✓

(24)
[50]

QUESTION 4

4.1 4.1.1

- Noise makers; anything that can shake is ideal.
- Appropriate drums; anything that can be hit.
- Shakers, bells, symbols
- Babies do not have good fine motor skills, therefore triangles and other small instruments are not suitable for babies.
- All instruments should be safe.
- Many appropriate plastic instruments available.
- Homemade instruments also good.
- Instruments should be age appropriate and not too heavy to manipulate (Any 6 × 1) (6)

4.1.2

- Sing nursery rhymes, one on one.
- Sing songs like 'clap your hands' and clap baby's hands together.
- Use rattles and shakers to attract the baby's attention.
- Make up songs as you interact with baby.
- Make them aware of sound by playing and stopping the music.
- Use music that consist of different rhythms.
- Sing short songs while you are doing normal routine activities such as feeding or changing the baby. (Any 3 × 2) (6)

4.2

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

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4.3
- Fit in a car boot
- Have reliable brakes
- Have safety device to prevent from folding
- Light enough to manage on your own
- Well-balanced
- Have a sun shield
- Fold easily
- Easy to push and move on stairs and curbs
- Handle at a comfortable height
- Secure points to attach a baby harness (Any 4 × 2) (8)

4.4 4.4.1
- Paper mâché
- Salt ceramic clay
- Play dough
- Clay
- Gloop
- Sawdust dough
- Puppet making clay (Any 3 × 1) (3)

4.4.2
- Control of small muscles increase.
- Direct contact with clay and success-spelling qualities release negative feelings.
- New concepts are formed.
- Tactile and sensory experience.
- Highly enjoyable activity.
- The child is introduced to three-dimensional medium.
- Eye-hand co-ordination improves. (Any 5 × 1) (5)

4.5 4.5.1
- Fingers
- Feet
- Toothbrushes
- Paintbrush
- Sponges
- Cotton wool
- Feathers
- Leaves
- Wool
- Sticks
- String
- Ice-cream sticks
- Bubble wrap
- Spoons
- Eye droppers
- Potatoes (Any relevant 6 × 1) (6)

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4.5.2
- Painting in a box (marbles)
- Splatter paint (watery paint, splashed with brush)
- Snap paint (using rubber bands)
- Balloon paint (blow up – paint)
- Straw paint (blowing)
- Mud paint (mix different colours of soil)
- Stamping (variety of stamps)
- Bubble paint (blow in soapy water)
- String paint (string with paint between two pages)
- Paint with fingers, feet, toothbrush, stencil
- Paint with water outside on pavement (Any relevant 2 × 2) (4)

4.6
- Sensory value: smell, feels different textures, hear sounds while cooking
- Learn new vocabulary: pour, mix, taste
- Learn mathematical concepts: volume, mass, measurement
- Exposed to science: melt, change in consistency
- Social value: work together in a group
- Using proper utensils make them feel important
- Physical value: knead the dough, scoop ice-cream, spread bread

(Any 6 × 1) (6)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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