higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

13 JUNE 2018

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 D
1.2 B
1.3 C
1.4 B
1.5 C
1.6 D
1.7 B
1.8 B
1.9 B
1.10 C

(10 × 2) **[20]**

QUESTION 2

2.1 True
2.2 True
2.3 False
2.4 True
2.5 False
2.6 False
2.7 False
2.8 False
2.9 False
2.10 True

(10 × 2) **[20]**

QUESTION 3

3.1 Spooning
3.2 Stacking
3.3 Auditory perception
3.4 Tone
3.5 Orchestra

(5 × 2) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1
- Hygiene – Furniture must be washable and easy to clean.
- Safety – All surfaces should be non-toxic, non-slip and non-flammable and not hazardous in any way.
- Versatile – The furniture must be easily adaptable and versatile to suit the needs of the child.
- Attractiveness – Choose colours and decorations carefully.
- Suitability – Also consider practicality, comfort and durability.
- Cost – Depending on affordability, one can buy expensive furniture which will last longer. (Any 5 × 2) (10)

4.2
- Children get the opportunity to think for themselves and to solve problems.
- They find out the properties of materials, and they experiment.
- Skills are developed, for example fine motor skills.
- They get exposed to different tools and media.
- They make representations – models or pictures – of real things. (5)

4.3
- Balls
- Bean bags
- Skipping ropes
- Pull-and-push toys
- Swing ball
- Punch bags
- Sticks
- Tins (Any 6 × 1) (6)

4.4
- Tearing and pasting
- Mud play
- Playing with play dough
- Painting activity
- Scribbling
- Sand and water play (Any 5 × 1) (5)

4.5

4.5.1
- Hand-eye coordination
- Thinking skills
- Fine motor skills

4.5.2
- Hand-eye coordination
- Fine motor skills
- Sequencing

4.5.3
- Fine-motor skills
- Hand-eye coordination
- Sorting and classification

(3 × 3) (9)

4.6 4.6.1

- Their memory gets stimulated when they need to remember words to a song.
- They learn to concentrate.
- They learn to understand and say new words.
- They learn about sounds.
- Their listening ability increases. (5)

4.6.2

- Number concepts can be taught when children sing number songs and sing in pairs.
- Size, length, distance and weight are taught by taking long and short steps during the music activity, listening to the cow walking and the little mouse running.
- Space orientation can be developed as we move forward, backward, over and under in our rhythmical movement activities.
- Shapes can be taught when we sit in a circle, triangle and square to start off the music ring and also when singing songs about shapes.
- The concept of time can be taught when we act out concepts such as fast and slow. (5 × 2) (10)

[50]

QUESTION 5

5.1

- Written planning helps the educarer to be better prepared by forcing her to think about what she has planned.
- Resources and material can be obtained well in advance.
- She is able to achieve her aims for the lesson as she has planned for it.
- She becomes more confident and secure as she is prepared.
- Written planning helps when she has to write a report as she has records of her planning.
- It also helps her to compare what she has done in the past so that no repetition occurs.
- If she is absent and has a replacement, the replacement educarer will know what to do.
- The educarer has many duties to perform and it is important to write down what is to be done so that she does not forget.
- Written planning forces the educarer to carefully consider the presentation – which leads to better planning.
- The planning for next year is made easier as she can refer back to the previous year's planning. (10)

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5.2 5.2.1
- Physical development - their small muscles develop when they turn pages.
- Participation in the story or rhyme through the movement of the fingers, hands, feet, arms and body, develops both fine muscles and large muscle control.
- Reading a storybook in which parts of the body are named, helps the child to develop a better body image and laterality.

5.2.2
- Social development – Through the example of the character, the child learns socially appropriate behaviour.
- When a child identifies with a character, important aspects of the child's social development, such as sympathy, are developed.
- Reading a book helps the shy child to become part of a group.

5.2.3
- Emotional development – Storybooks have emotional value and satisfy the child's emotional needs.
- Through storybooks the child can identify with the characters in the story and so gain an understanding of the success and problems of the characters.
- Negative emotions such as fear are more easily overcome as the child identifies with the character.
- The bond between the educarer and the child becomes stronger as they enjoy the story.
- The child learns about different feelings and emotions in a non-threatening way. (Any 3 × 1)

(3 × 3) (9)

5.3
- Realistic storybooks
- Stories for special situations
- Concept storybooks
- Science books and stories about animals and nature
- Fantasy storybooks
- Sensory storybooks (books that allow children to physically smell or touch) (6)

5.4 5.4.1
- To get the child's attention
- To set the mood for the story
- To create an expectancy for the story
- To make a connection with a specific situation or experience or outing (Any 3 × 1) (3)

5.4.2
- To balance the story's introduction and presentation, thereby rounding off the story-time activity
- To satisfy children emotionally
- To ask questions to encourage children to understand the story and the use of words and concepts
- To encourage memory development (Any 3 × 1) (3)

5.5
- The age of the child
- The developmental level of the child
- The child's interest
- The child's experience
- The child's environment
- It should relate to the child's world
- It should be realistic (7)

5.6 5.6.1
- Old baking tray
- Old plastic spoons
- Wooden planks
- Old plastic pipes
- Old sieves
- Plastic containers
- Plastic bottles
- Funnels (Any relevant 3 × 1) (3)

5.6.2
- Old baking trays – use for making sand cakes
- Old plastic spoons – to scoop sand into containers
- Wooden planks – pretend to use them as cars to drive on roads and under bridges in the sand
- Old plastic pipes – fill containers with sand through pipes
- Plastic bottles – fill bottles half-full, quarter-full, and empty the bottles
- Plastic containers – pour sand from one container to another
- Funnels – use to funnel sand from one container to another

(Any relevant 3 × 1) (3)

5.7
- Newsprint
- Paper
- Cardboard
- Paper plates
- Wood
- Cloth (material) (6)

[50]

QUESTION 6

6.1
- When the hall is used for other functions the educarer has to pack up all the equipment.
- The educarer may feel inhibited as the other educarers can see and hear her.
- A high noise level may damage hearing.
- The high noise level may also teach children to shout in order to be heard.
- Discipline may be difficult because of the noise and movement.
- Since the atmosphere tends to be more restless, children's attention may be distracted.
- It can be noisy and disturbing.
- There is more continuous movement. (Any 5 × 1) (5)

6.2
- Classification and sorting
- Linear measurement
- Volumetric measurements
- Counting money
- Space and shape
- Number concepts (Any 5 × 1) (5)

6.3
- To inform parents of important events or provide parent education
- For decoration of the playroom
- To serve as a backdrop for display areas
- To assist with rules and regulations, e.g. a poster for children to wash hands before eating
- To ask for donations and recycled material (5)

6.4
- Snapping of fingers
- Clapping of hands
- Slapping of legs
- Stamping of feet
- Knee slapping
- Slapping thighs (Any 5 × 1) (5)

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6.5

6.5.1 **GENERAL INFORMATION**

Age of children : 3 years
Number of children : 12
Duration of lesson : 15–20 MINUTES
Theme : Flowers
Lesson type : Creative activity
Date : Any date (6)

6.5.2 **INTRODUCTION**: Activity An appropriate introduction (2)	Aids/Apparatus Appropriate aids for activity (2)	Objectives Must link to activity in introduction (2)
6.5.3 **BODY**: Activity Must be related to theme Must have a main activity with sub-activities Age- and developmentally appropriate activity (6)	Aids/Apparatus Appropriate aids for activity (2)	Objectives Must link to activity in body (4)
6.5.4 **CONCLUSION**: Activity An appropriate conclusion (2)	Aids/Apparatus Appropriate aids for activity (2)	Objectives Must link to activity in conclusion (2)

Markers to use discretion when marking lesson plan.
Each lesson plan needs to be individually assessed. (30)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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