higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

3 June 2021

This marking guideline consists of 8 pages.

Copyright reserved

SECTION A

QUESTION 1

1.1 J
1.2 N
1.3 O
1.4 A
1.5 G
1.6 B
1.7 L
1.8 E
1.9 C
1.10 I
1.11 D
1.12 M
1.13 F
1.14 H
1.15 K

(15 × 2) **[30]**

QUESTION 2

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

(10 × 2) **[20]**

TOTAL SECTION A: 50

Copyright reserved

SECTION B

QUESTION 3

3.1
- There should be no sharp corners at the children's height.
- Rugs should not be loose.
- All sharp equipment and dangerous chemicals should be out of reach of the children.
- All electrical outlets should be covered.
- All broken toys should be removed.
- The surfaces and equipment should be non-toxic.
- Safety gates should be present, especially if the playroom leads to stairways.
- The equipment should be child-sized.
- There should be free traffic flow. (Any 8 × 1) (8)

3.2
- The isolation room is used to separate sick children from other children until their parents can collect them.
- The room is used to ensure that children infected with contagious viruses do not infect healthy children. (2 × 2) (4)

3.3.1
- Gross motor skills develop when children carry mud, water or sand.
- Small muscles develop when children scribble, tear and paste or play with clay.
- Sensory perception develops as children experience different textures.
- Messy play is an excellent way of getting rid of frustration in an acceptable way, e.g. when children splash in water.
- They can do things for themselves, which leads to independence.
- Children learn different concepts such as heavy, light, volume, etc.
- Eye-hand coordination develops when they pour sand from one container to another.
- Social skills develop as they play with each other.
- Language skills develop as they learn new words.
- Their self-confidence increases when they are praised for their achievements.
- Their creativity and imagination develop, as messy play is an open-medium form of play. (Any 10 × 1) (10)

3.3.2
- Finger painting
- Scribbling using crayons
- Tearing and pasting on cardboard
- Playing with mud
- Playing with sand
- Playing with water
- Playing with play dough (Any 5 × 1) (5)

Copyright reserved

3.4
- To calm the children
- To end the lesson
- To remind the children of what they have learned
- To allow the children to reflect on what was done

(Any other relevant objective 3 × 1) (3)

3.5
- Write comments that are clear, short and to the point.
- Use black or blue ink only.
- Use the same colour pen throughout.
- Use correct language and spelling.
- Give the report to a colleague to check before submitting to the principal for a final check.
- Do not scratch out anything on a report.
- No correction fluid should be used on a report.
- Refrain from writing negative remarks on a report.
- Keep it simple.
- Think carefully about the remarks that you write on a report, as this will be with the child for the rest of his/her life.
- End on a positive note. (Any 10 × 1) (10)

3.6
- It allows children freedom to choose activities that interest them and stimulate their imagination.
- They learn to make their own decisions, which helps with them becoming independent.
- They do not feel pressurised, as they work at their own pace.
- They develop responsibility, as they learn to care for and return resources after the activity.
- Free play gives children the opportunity to develop holistically, i.e. physically, socially, emotionally and intellectually. (5 × 2) (10)

[50]

QUESTION 4

4.1
- It improves children's memory and concentration ability.
- It encourages the creative use of language.
- It improves children's general knowledge.
- Children learn to solve problems.
- Children's thinking, reasoning and understanding improve.
- It helps to familiarise children with words and ideas.
- It serves as an example of good grammar.
- It helps develop children's listening skills.
- It stimulates children's imaginations. (Any 5 × 2) (10)

4.2
- Rhymes do not have a deeper meaning.
- Rhymes often have an unexpected and meaningless ending.
- The meaning is less important than the rhythm.
- The appeal lies in the rhythm and singing tone.
- The rhyme is generally based on a play on words. (Any 4 × 1) (4)

4.3
- Books should not be torn or left lying around.
- Books should be put back on the shelf after use.
- Wash your hands before handling books.
- Do not cut pictures out of the book.
- Do not draw in the book.
- No food should be allowed in the book area. (6)

4.4
- You can use a large cardboard box as the stage or a table with some curtains.
- Add some props, such as pictures, in the background.
- Rehearse the puppet show beforehand.
- Practise moving the puppets to give them their own personality.
- Remember to vary your vocal tone to make the characters come alive.
- Choose a story with lots of dialogue.
- Introduce the puppets to the children beforehand, so they are not afraid of them.
- You can use hand puppets, stick puppets, sock puppets, paper bag puppets, glove puppets, etc. for your puppet show. (Any 5 × 2) (10)

4.5
- Singing songs about shapes
- Playing shape-matching games while singing to appropriate music
- Singing songs about shapes while pointing out shapes in the classroom or outdoors
- Children listening to music and making shapes with their own bodies
- Putting shapes into a bag, after which the children pick a shape, identify the shapes by touch and sing about shapes they find

(Any other relevant activity) (5)

4.6
- The educarer can see everybody simultaneously.
- Everybody is together for security reasons.
- All activities take place at the same time, which saves space.
- One professional person can be employed to be in charge of staff who are not trained.
- The smaller children feel safer, as their older siblings are in the same place.
- It saves money, as fewer toys can be bought.
- Smaller children learn from the bigger children. (Any 5 × 1) (5)

Copyright reserved

4.7 Checklist for planning of outing to the bird park:

Suggested task	**Person assigned**	**Date by which task must be completed**
1. Visit the bird park beforehand to ensure safety and that the facilities are child-friendly 2. Organise people to talk to the children 3. Discuss the outing with the principal 4. Work out the cost of the outing 5. Arrange the date and time for departure 6. Make transport arrangements 7. Send letters to the parents requesting permission for the outing 8. Parents need to sign indemnity forms 9. Organise some adults to accompany you on the outing 10. Have a meeting with these adults 11. Organise refreshments for the outing 12. Get the first-aid kit in order 13. Organise name tags and clothes for the outing	Any name	Possible dates

ONE mark for suggested task, person assigned and date by which the tasks must be completed (Any 10 × 1) (10)

[50]

QUESTION 5

5.1
- Listening
- Rhythmic movement
- Singing
- Playing instruments (4)

5.2
- Rhythm sticks
- Triangles
- Cymbals
- Sand blocks
- Bells
- Drums
- Rattles
- Maracas
- Shakers
- Tone/Wooden blocks
- Castanets
- Tambourines (Any 7 × 1) (7)

5.3
- Send the children's work home for parents to see what has been done on the theme.
- Have open days and invite parents to see what the children are doing.
- Invite parents to meetings to explain the themes to them and how they are presented at the school.
- Invite parents on outings linked to the theme.
- Put posters up every week that will show parents what the theme for that week is.
- Send out newsletters with information on the theme and explaining ways that they can contribute to the theme.
- Request recycled material from parents for making aids for the theme.
- Parents can donate articles for the theme. (Any 5 × 2) (10)

5.4.1
- First random marks on the paper
- The child does not control the movement or the marks
- Accidental marks on paper or in food

5.4.2
- The child now realises the connection between the paper and the pen.
- He/She moves his/her wrist backward and forward and round and round.
- As the child repeats the action, he/she fills the paper with circles, ovals and spirals.

5.4.3
- The child gives a name to his/her scribbling and discovers that his/her drawing is a symbol.
- He/She associates the marks on the paper with the world around him/her.
- Colour is used as a preference only.

(3 × 3) (9)

Copyright reserved

5.5 Language lesson for a group of toddlers:

INTRODUCTION	AIDS	OBJECTIVE
An appropriate introduction activity, e.g. children sit in a semi-circle on the carpet✓ and sing a song *(Name the song)*✓ (2)	Appropriate aid for activity (2)	Must link to activity in introduction, e.g. To prepare for the activity✓ To get the toddlers' attention✓ (2)
BODY	**AIDS**	**OBJECTIVE**
Educarer points to pictures and he/she and toddlers say words together✓ Toddlers point to pictures and say words✓ Educarer points to pictures and toddlers say words✓ An appropriate language activity (3)	Appropriate aids for activity Selection of pictures✓✓ (2)	Must link to activity in body, e.g. To encourage toddlers to have fun✓ To promote language development✓ To improve their communication skills✓ (3)
CONCLUSION	**AIDS**	**OBJECTIVE**
An appropriate conclusion activity, e.g. Toddlers tidy up✓ Toddlers lie down on carpet and listen to soft music✓ (2)	Appropriate aids for activity, e.g. CD player, recorded music✓✓ (2)	Must link to activity in conclusion, e.g. To teach toddlers to tidy up after an activity✓ To get the toddlers to rest✓ (2)

Markers to use discretion when marking lesson plan.
Each lesson plan needs to be assessed individually. (20)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved