higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## EDUCARE DIDACTICS THEORY AND PRACTICAL N5

## 8 October 2020

**This marking guideline consists of 7 pages.**

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## SECTION A

### QUESTION 1

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

(10 × 2) **[20]**

### QUESTION 2

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

(10 × 2) **[20]**

### QUESTION 3

3.1 Fantasy play is make-belief play. The child uses his/her imagination to act out roles. It is a spontaneous form of play.

3.2 Children use exploratory play to explore and discover things around them and how things work.

3.3 A theme is a tool for planning activities that are organised for children over a period of time or it is a concept or idea that allows children to discover and explore the world around them.

3.4 Melodic instruments are instruments that can play a tune, such as a xylophone.

3.5 Open-ended play takes place without rules, instructions and set outcomes; it is spontaneous play.

(5 × 2) **[10]**

**TOTAL SECTION A: 50**

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## SECTION B

## QUESTION 4

4.1
- Cost✓ – purchase affordable flooring✓
- Quality✓ – should last a long time✓
- Practical✓ – should withstand accidents✓
- Maintenance✓ – should be easy to clean✓
- Durability✓ – should be strong✓
- Comfortable – children should be comfortable when playing on it
- Attractive and suitable – should have a positive colour influence on the room
- Not collect dust – as children can be allergic to dust (Any 5 × 2) (10)

4.2
- Floors must be easy to wash.
- Work tops must be at a convenient height and easy to clean.
- There must be high shelves and cupboards to store food.
- There must be a fridge to store perishable foods.
- There must be enough workspace.
- There must be a stainless steel hand wash basin with hot/cold water in the preparation area. (Any 5 × 1) (5)

4.3 Old stamps, envelopes, rubber stamps, flyers, mailbox, paper (Any 5 × 1) (5)

4.4
- The child's eye-hand coordination develops.
- Fine muscles develop.
- The child learns about colour and shapes.
- Logical thinking develops.
- Concentration skills develop.
- The child develops self-confidence and self-esteem.
- Social skills develop.
- Creativity, perceptual skills and concept formation develop. (Any 5 × 1) (5)

4.5
- Swings should be placed far apart from each other.
- Swings must be firmly dug into the ground so that they cannot fall over.
- Metal swings should be placed in the shade so that they do not become hot in the summer.
- Swings should be placed in such a way that children cannot run behind the swings.
- The surface under the swing should be soft e.g. grass or rubberised✓✓
- Ensure that the seats for the swings are soft. (Any 5 × 2) (10)

4.6 Plastic buckets, jugs, spoons, straws, funnels, bubbles, watering cans, hose pipes, rubber tubes, egg whisks, spray bottles, dish washing liquid (Any 5 × 1) (5)

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4.7
- Have parent workshops
- Send parents newsletters
- Have parent meetings
- Put up posters
- Send notes home in children's note books or send electronic messages (if available)
- Put up displays so parents can see what was done at the centre
- Show parents DVD's or videos of activities
- Invite parents to the day-care centre to observe what happens activities
- Put up photographs of activities
- Have informal talks about the activities at the centre with parents when they drop off and pick up their child (10)

**[50]**

**QUESTION 5**

5.1
- Written planning helps the educarer to remember what has to be done for the day.
- If the educarer is absent, the substitute educarer is aware of what needs to be done.
- It allows the educarer time to collect all teaching aids required for the lesson as well as to plan for additional helpers for the lesson if required.
- It helps the educarer to perform with confidence in the classroom.
- The educarer can ensure that objectives/outcomes are being met.
- It helps in reporting to the principal and parent.
- The educarer can refer to previous lesson plans as to not repeat lessons.
- It gives continuity to lessons.
- It helps in evaluation and report writing.
- It helps develop teamwork as educarers plan by sharing ideas with each other. (Any 10 × 1) (10)

5.2
- Checklist
- Notebook for incidental observations
- Observation sheets
- Movement charts
- Diary
- Attendance register (Any 4 × 1) (4)

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5.3

| REQUIREMENT FOR THE STORYBOOK | YES | NO |
|---|---|---|
| • Suitable for the child's developmental level<br>• The child can identify with a character<br>• Only one character<br>• Emotional content not exaggerated<br>• Simple plot<br>• Simple language<br>• No abstract concepts<br>• Colourful and simple illustrations<br>• Repetition and humour present<br>• Large, clear printing<br>• Strong binding | | |

(Any 10 × 1) (10)

5.4
- The child's general knowledge increases.
- It helps the child to understand concepts and events.
- The child's memory develops.
- The child's concentration and listening skills develop.
- The child's imagination is stimulated.
- The child's logical thinking is developed.
- The child learns to solve problems. (Any 5 × 2) (10)

5.5
- Use fresh flowers and leaves to make a collage.
- Make a basket of flowers using playdough.
- Leaf rubbing: Place a paper over a leaf and use a crayon to rub over it.
- Make frames using sticks and pressed flowers.
- Draw trees using crayons.
- Make necklaces by threading leaves.
- Paint ladybirds on stones.
- Make flowers using cupcake holders.
- Paint leaves.
- Stamp leaves on paper. (Any 5 × 2) (10)

5.6
- Each educarer should know and agree on when activities happen each day.
- There should be rules for play.
- Teamwork is important.
- Proper planning is essential.
- Regular meetings are essential for improvement and sorting out problems.
- Taking turns in the use of equipment and activities is important.
- Whole child development must be taken into consideration when planning activities. (Any 6 × 1) (6)

**[50]**

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## QUESTION 6

6.1
- Sorting and classification
- Number concepts
- Measuring
- Space and shape (4)

6.2
- Correct layout of the mind map must be used
- Different kinds of birds
- What birds eat
- Kinds of nests
- Uses of birds
- What sounds birds make
- How birds move (Any appropriate 5 × 2) (10)

6.3 6.3.1 Auditory awareness is the awareness of the presence of sound or silence.

6.3.2 Auditory discrimination is the ability to distinguish between sounds and placing them into different categories.

6.3.3 Auditory memory is the ability to listen to sounds and repeating them.

(3 × 2) (6)

6.4
- It helps to improve the children's co-ordination
- It helps develop the children's tactile, visual and auditory perception
- It promotes discipline, concentration and attention
- It helps develop listening skills
- The children's self-image develops
- It helps with exploration and discovery
- It increases the children's creativity and imagination
- It helps with social development and teamwork
- Helps to improve memory
- Provides an enjoyable experience (Any 8 × 1) (8)

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6.5

| ACTIVITY | AIDS | OBJECTIVES |
|---|---|---|
| INTRODUCTION<br>Toddlers put on aprons<br>Go to creative area✓<br><br>Sing a song related to theme (I love my family)✓<br><br>**OR**<br><br>Any other relevant activity<br>(2) | Aprons✓<br><br>None✓<br><br>Teaching Aids for activity in introduction<br>(2) | To prepare for the activity✓<br><br>To get the toddler's attention✓<br><br>Objectives must be in keeping with activity<br>(2) |
| **BODY** | | |
| Finger Painting<br>Add paint to A3 paper✓✓<br>Toddlers made designs with their fingers on the paper✓✓<br><br>**OR**<br><br>• Making mud cakes<br>• Water play<br>• Tearing and pasting activity<br>• Play dough activity<br>• Scribbling<br>Any other relevant activity<br>(4) | Paint✓<br>A3 paper✓<br><br>**OR**<br><br>Aids for activity<br>(2) | • To develop eye-hand co-ordination✓<br>• To develop fine muscles✓<br>• To improve self-esteem✓<br>• To provide children with the opportunity to use their imagination and to stimulate creativity✓<br><br>**OR**<br><br>Any other objective that is in keeping with the activity<br>(4) |
| **CONCLUSION** | | |
| Toddlers tidy up✓<br>Toddlers lie down on carpet and listen to soft music✓<br>Any relevant activity<br>(2) | CD player<br>Recorded music/CD✓✓<br><br>**OR**<br><br>Aids for activity in conclusion<br>(2) | To teach toddlers to tidy up after an activity✓<br>To get the toddlers to rest✓<br><br>Any objective that is in keeping with the activity<br>(2) |

Markers must use discretion when marking lesson plan.
Each lesson plan needs to be assessed individually. (22)
**[50]**

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

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