higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

21 JUNE 2018

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

2.1 C
2.2 H
2.3 F
2.4 A
2.5 N
2.6 B
2.7 D
2.8 M
2.9 J
2.10 G
2.11 O
2.12 K
2.13 L
2.14 E
2.15 I

(15 × 2) **[30]**

QUESTION 3

3.1 True
3.2 False
3.3 True
3.4 False
3.5 True
3.6 True
3.7 False
3.8 True
3.9 True
3.10 True

(10 × 1) **[10]**

TOTAL SECTION A: 50

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QUESTION 4

4.1
- Sand is an open media. Sand play will not make any demands on the child.
- Provides opportunities to discover and explore.
- Allows the child to release stress and anxiety.
- Differences and similarities are discovered through play.
- Mathematical concepts are being developed.
- A sense of touch is being developed.
- Provides opportunities for fantasy play.
- Fine motor muscle development takes place.
- Playing together develops social skills.
- Increases the attention span of the child. (10 × 1) (10)

4.2
- The sandpit/container must be large enough for a group of children to play in comfortably.
- The sand pit must have a strong covering.
- The sand must frequently be sterilised.
- All equipment must be strong and durable.
- All equipment must be easy to clean and store.
- There must be no digging tools with sharp points.
- Plastic equipment is preferable. Metal can rust and get hot in the sun.
- Storage containers must have holes for sand to fall through.
- No broken tools must be allowed in the sand pit.
- Plan stimulating activities regularly. (10)

4.3 Cats; dogs; birds; fish; hamsters (4)

4.4
- Children take responsibility for the pets. They will learn what is involved in choosing and caring for pets.
- Take the children's love of and fascination with pets as an opportunity for discussion.
- Music rings – recordings of the different sounds of the pets can be used to discriminate between sound and silence.
- Movement ring – children pretend to be dogs. As a few dog commands are called out (fetch, sit, lie down, roll over, bark, beg, come, etc.), the children act them out.
- Play dough is rolled into little balls for pet food and the pieces are painted brown. Children use the pretend food in the pet store and in their fantasy play with the toy dogs and cats.
- Construction play – children make doghouses with cardboard boxes. They work together with others to make the doghouses, deciding what it will look like, where the door will be, and what materials to use to decorate the house. (Any 5 × 2) (10)

4.5
- Yarn collage – Provide different colours and lengths of yarn. Explain that wool is made from sheep. They can make some great collages by gluing the wool on paper.
- Old MacDonald's – Add tractors and small, plastic farm theme animals to the block area during this theme.
- Who Am I? – In a bag or box, have a variety of stuffed farm animals or produce. Place your hand in the bag or box and give hints to the children about the type of animal or item it is. The children guess what animal or item it is.
- Music and movement – Sing Old MacDonald with the children. Children act out the animal you sing about, and you encourage them to make that animal sound. (Any 3 × 2) (6)

4.6
- Ensure safety in the vehicle. Children must sit in the vehicle and not stick/put their heads and hands out of the windows.
- Encourage the children to observe the surroundings during the drive to the animal farm.
- On arrival at the animal farm children must remain in groups with an adult. Use different coloured bands to distinguish/separate the groups.
- Encourage children to talk about their observations, to ask questions.
- Listen to what they say and answer their questions.
- Take time to talk to the children about what they see.
- Encourage children to observe by pointing out things they may not see.
- Ensure that the children rest, eat and visit the toilet at regular intervals.
- Ensure soap, water and paper towels are available.
- Ensure that each adult remains with her group. (10 × 1) (10)

[50]

QUESTION 5

5.1
- Ensure that you keep to the appointment time.
- Let the parents feel welcome and try to get them to relax. Be polite and professional at all times.
- Make sure you will not be disturbed.
- Give a clear and simple explanation of the child's progress. Do not use subject terminology.
- Do not overpower parents or try to intimidate them. Try to build on a good relationship.
- Be honest and keep the parent's feelings in mind.
- Provide parents with an opportunity to talk/ask questions.
- Listen carefully to what parents have to say and be tactful.
- Be positive and give advice only when asked for it.
- Show examples of the child's work and do not discuss other children with the parents in order to compare progress. (10 × 1) (10)

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5.2
- The weather chart helps generate awareness, discussion and an understanding of the concept of change, for example the day-to-day changes in the weather.
- It can be used as a teaching resource and shows the value of scientific knowledge through practical applications.
- It teaches children about the measurements and equipment used to describe and measure changes in the weather.
- It helps children to understand how scientists use information.
- It provides opportunities for interaction between people in the weather offices (meteorologists) and educarers and children. (5 × 2) (10)

5.3
- Physically – Physical fitness involves simple stretching, bending, twisting, and other body movements.
- Emotionally – Children's well-being can be greatly enhanced if they are given simple movement activities.
- Imaginative activities such as bear walking or other animal walks can encourage movements created by the child.
- Problem-solving or cognitive skills such as counting, identifying colours, or learning body parts, are stimulated during activities.
- Cooperative games and activities help children learn how to work and play together rather than always compete. One example of a game is 'Beach Ball Balance' in which two or more children hold the beach ball between them without using their hands. (5 × 2) (10)

5.4 Crawl; Walk; Run; Jump; Climb; Gallop (5)

5.5
- The movement ring must be planned according to the available apparatus/equipment. The educarer can improvise where necessary.
- The apparatus/equipment should be spaced apart to ensure safety.
- The apparatus/equipment should be suitable for 3-year-olds.
- The apparatus/equipment should be placed on grass which will serve as a cushion, should the child fall.
- The apparatus/equipment should be well-balanced and should not fall over easily.
- The apparatus/equipment should be spaced to ensure that supervision is possible. (Any 5 × 1) (5)

5.6
- Be objective – observe the behavior of the child and not the child.
- Keep in mind that all children are different. Do not compare children with each other.
- Compare the progress each child makes over a period of time. Observe the physical progression of the children regularly.
- Observe the participation of the children in groups. Note the children who participate and those who do not.
- Observe whether the children are able to follow the rules and instructions.

(5 × 2) (10)
[50]

QUESTION 6

6.1
- Increases gross and fine motor skills and helps to develop muscle tone in the hands and arms.
- Develops a sense of beat and rhythm.
- Reinforces hand-eye coordination.
- Encourages imaginative play and storytelling through sound effects.
- Increases listening (and hence, reading) skills.
- Reinforces and emphasises self-discipline and self-control.
- Enhances comprehension of music notation (in its simplest form), dynamics, and musical form.
- Develops patterning skills and learning of basic mathematical concepts of sequencing, numerical order, counting forwards and backwards and addition/subtraction (for advanced students).
- Develops understanding of where sound comes from and how it changes (according to instrument played).
- Develops a sense of teamwork and social skills such as sharing, taking turns, etc.
- Develops sense of cultural awareness. (Any 10 × 1) (10)

6.2
- Use the whole song method. This means that the melody and the words of the song are learnt together.
- Sing the song as a whole.
- Repeat the song from beginning to end and include actions.
- Repeat the song and encourage children to join in.
- Do not repeat the song too many times during one ring time.
- Sing the song on different occasions for the next few days.
- The children will be singing along.
- Repeat the song with percussion instruments.
- Keep singing the song and make a song chart to display.
- Talk about the song but avoid long explanations about the words and content. (10 × 1) (10)

6.3
- Children should never be left unsupervised.
- Rules are still applicable, for example children should not be allowed to run inside.
- Remove as much furniture as possible to allow more space.
- Provide apparatus, such as balloons, that requires control on the part of children.
- The more children, the more planning and control will be required.
- Set out smaller equipment such as beanbags, skittles and tins.
- Use tables and chairs in an obstacle course. (Any 5 × 2) (10)

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6.4
- Too long practices are not pleasant – children lose interest due to limited concentration ability.
- Regular exercise programmes are neglected.
- Less free play-time is available.
- Teachers are tired and tense.
- High demands are made on children and children feel inadequate.
- Children feel tense and negative.
- Children may get bored with repetition and lose interest.
- Shy children are forced to participate and develop a lower self-esteem.
- Concerts are taken too seriously and they should keep in mind that this should be just a fun event.
- Schools in the area often compete for the best concert, costumes, etc., leading to further stress for parents, children and teachers. (Any 5 × 2) (10)

6.5
- At the beginning of the school year, parents attend back-to-school events or other orientation events.
- Get to know the teachers/educarers and other school personnel. Listen to parents' plans, know what they hope to accomplish with their children, and understand why they chose these goals.
- Attend school events – sports events and concerts, children's exhibitions, parent-teacher meetings, parents' evenings.
- Learn what the school offers – parents talk to other parents to find out what programmes the pre-school offers. There may be activities after the normal pre-school programme. Parents to keep track of events throughout the pre-school year.
- Attend parent meetings – parents meets regularly to talk about the pre-school. The meetings give parents a good chance to talk with other parents and to work together to improve the pre-school, as well as the chance for parents to voice concerns relating to the child and the pre-school. Parents can help organise parent-teacher/educarer meetings around their interests and those of other parents. If parents are unable to attend these meetings, they can read the minutes of the meetings. These minutes are available on the pre-school website and/or parent bulletin board.
- Volunteer at the pre-school - if parents have the time they may help at the pre-school. The pre-school can send lists of ways in which parents can get involved. The pre-school often needs volunteers who can:

    - Help with field trips
    - Serve on the pre-school committees or advisory councils as a parent representative
    - Help on projects such as being the editor of the pre-school newsletter
    - Help in his/her child's group, in the pre-school library or in the school office
    - Make food for a pre-school event
    - Work at a parent resource centre or help to start one (Any 5 × 2) (10)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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