higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N400**(E)**(J21)H

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

(7080126)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCARE DIDACTICS THEORY AND PRACTICAL N6
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer ALL the questions.
2. Read ALL the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Write neatly and legibly.

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SECTION A

QUESTION 1

Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–C) next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 … is the process of watching a child at work or play without interfering in the activity.

A A portfolio
B Observation
C A lesson plan

1.2 Objective observations of a child are ... statements.

A factual
B subjective
C personal

1.3 Block play is more vigorous and louder than other activities and should be located close to the ...

A reading area of the playroom.
B office.
C active area of the playroom.

1.4 Bulletin boards for children's projects and creative activities:

A A great way to display children's work, reward good behavior, celebrate holidays and seasons
B Should be at the eye level of adults
C Should be in the educarers' staffroom

1.5 Warm colours are …

A used for quiet, relaxing spaces.
B red, yellow and orange.
C blue, green and purple.

1.6 During rhythmical movement activities …

A children are forced to take part.
B all children must take part.
C some children may prefer to watch and may not want to take part.

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1.7 Lullabies are …

A used to conclude a music activity.
B always sung with instrumental accompaniments.
C folk songs and dances.

1.8 The first stage in block building is the act of …

A carrying around the blocks or piling them.
B pattern building.
C creating decorative patterns.

1.9 … concepts and skills are practiced and strengthened through block play which include length, measurement, comparison, number, estimation, symmetry, balance.

A Jungle gym
B Maths and science
C Environmental

1.10 Green is a secondary colour achieved by mixing …

A yellow and red.
B blue and orange.
C yellow and blue.

(10 × 1) **[10]**

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QUESTION 2

Choose an item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–O) next to the question number (2.1–2.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Brief accounts of specific incidents during the observation of children	A	mud
2.2	Is the child's nose running and are the eyes tearful?	B	the nature table
2.3	During fantasy play children take on a pretend role; they imagine what it is like to be another person	C	anecdotal records
2.4	An open-ended material that meets the different needs and interests of different children and stimulates creativity and imagination	D	explore how the universe works
2.5	Details of all the requirements the educarer will need and how to present the activity including an introduction, body and conclusion	E	chime bars, xylophones
2.6	Opportunities to observe nature, changes	F	take others' perspectives and develop empathy
2.7	Teaching children about the earth, moon, stars, and planets	G	singing songs
2.8	South African national animal	H	daily health checks
2.9	Involve movements using the large muscles of the body like running, jumping, catching and throwing balls, and other large-muscle activities	I	hand clapping, knee slapping
2.10	A way for young children to practice language	J	gross motor skills
2.11	Track yesterday's, today's, and tomorrow's weather with the children	K	integrate culture through visual aids in the daily programme
2.12	Use of posters, magazine pictures and story pictures to prompt recognition and discussion of similarities and differences between the children's cultures	L	triangle, rattles, shakers
2.13	Non-melodic instruments	M	springbok
2.14	Melodic instruments	N	lesson plans
2.15	Rhythmical movement activities	O	3-day weather chart

(15 × 2) **[30]**

QUESTION 3

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (3.1–3.10) in the ANSWER BOOK.

3.1 Subjective observations made by the educarer are labels and judgments, such as Nonhlanhla is lazy.

3.2 The educarer's informal contact with a child's parents is not valuable.

3.3 Block play stimulates learning in all domains of development, i.e. intellectual, physical, and social-emotional and language.

3.4 Sound, rhythm, language, movement and instruments are singing elements of music.

3.5 Breathing exercises for singing help children to control breathing so that when they do sing, they perform at their best level.

3.6 When you design a bulletin board for parents you will think of simple, quick, and appealing ways to convey messages, announcements, and events.

3.7 Warm colours, like white, will appear warmer when painted next to a cool colour, such as red.

3.8 Clapping hands, slapping knees and stamping feet are examples of body percussion activities.

3.9 Integrating culture in the daily programme helps to foster respect for and acceptance of diversity and differences between people and cultures.

3.10 Dance and music can be done by listening to children's music and encouraging children to move in whatever manner they want as the music plays, either individually or in groups.

(10 × 1) **[10]**

TOTAL SECTION A: 50

QUESTION 4

4.1 Discuss the value of sand play. (10)

4.2 Explain the points you would bear in mind when planning for sand play. (10)

4.3 Name FOUR suitable indoor pets for the pre-school. (4)

4.4 Explain how you would include the pets in your daily programme. (5 × 2) (10)

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4.5 Discuss THREE activities you would conduct with the children before an outing to the animal farm. (3 × 2) (6)

4.6 Explain the points you would consider during an outing to the animal farm. (10 × 1) (10)
[50]

QUESTION 5

5.1 Explain the points you should consider when discussing the progress of the child with his/her parents. (10 × 1) (10)

5.2 Discuss the value of the weather chart. (5 × 2) (10)

5.3 How will 5-year-olds benefit from the movement activities you plan for them? (5 × 2) (10)

5.4 List FIVE types of movements suitable for 5-year-olds to promote the development of locomotive skills. (5)

5.5 What should the educarer consider when planning an outdoor movement ring with apparatus and equipment for 3-year-olds? (5)

5.6 Discuss the aspects you should consider when observing children during movement rings. (5 × 2) (10)
[50]

QUESTION 6

6.1 What is the value of allowing children to play with musical instruments? (10 × 1) (10)

6.2 Explain how you should teach a new song to a group of 5-year-olds. (10 × 1) (10)

6.3 Explain the aspects you would keep in mind during indoor movement activities on a rainy day. (5 × 2) (10)

6.4 Discuss FIVE disadvantages of concerts involving pre-school children.(5 × 2) (10)

6.5 Discuss FIVE ways in which parents can be involved in the activities at the pre-school. (5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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