higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

11 June 2021

This marking guideline consists of 9 pages.

Copyright reserved

SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

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

(15 × 2) **[30]**

QUESTION 3

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

(10 × 2) **[20]**

TOTAL SECTION A: 50

Copyright reserved

SECTION B

QUESTION 4

4.1
- Written reports serve as records of activities in which the child has participated.
- They help to identify learning or other problems and provide a record of progress made.
- The educarer can share information with parents in a way that accurately describes how their children are spending their time.
- They document a concern about a child's behaviour and help the educarer to individualise an activity to address such behaviour.
- They provide a method of assessing children as they develop. (5 × 2) (10)

4.2
- Pick a suitable area and prepare it beforehand – spread out towels or plastic sheets. Try to place the water in a shaded area, if possible.
- If the weather permits, have children wear their swimsuits and allow hosing off for easy clean-up. Otherwise, buy some plastic aprons or waterproof suits that will protect them. Apply waterproof sunscreen to children before they start.
- Never leave children unattended during water play. If they are playing outside, make sure that they are in an area where you have a direct view at all times. Be sure to dry children's feet well before allowing them to walk on any slippery surfaces such as kitchen tiles.
- Give children a variety of materials to use. These do not have to be shop-bought items – there are lots of things around the house that will work just as well! Some good examples are plastic jugs, buckets, plastic scoops, empty water bottles, whisks, slotted spoons, small or large sieves, soup ladles, plastic building blocks, spoons, empty yogurt pots, wine corks, turkey basters and clean shells/stones.
- To make the activity even more interesting, you can add other substances to water, such as food colouring, bubbles or sand. (5 × 2) (10)

4.3
- Block play helps children to relax while they construct. They feel pride when they have constructed something. There is no right or wrong, and that helps to develop self-confidence.
- Blocks challenge their thinking skills to create and construct more advanced structures. They learn problem-solving skills.
- Children learn to share and take turns. Children communicate effectively while playing. They learn to respect one another and other children's structures. Children learn to take responsibility when they clean up after play.
- Children learn concepts of weight, space, height, shape, balance, measurement, classification, number, size and ordering while playing with blocks. They gain a positive attitude towards mathematics and numeracy.
- Through block play, children's expressive and receptive language is expanded by learning words such as *fill*, *dump*, *pick up*, *stack*, *balance*, *tall* and *short*. (5 × 2) (10)

Copyright reserved

4.4
- Make sure the puzzles are age-appropriate. While it should not be too easy for toddlers to do the puzzles, being too challenging may frustrate them into giving up.
- Provide bright, fun and colourful shapes and pictures to engage toddlers and hold their attention for a longer period. (2 × 2) (4)

4.5
- Introduce pre-schoolers to the outdoor environment – go outdoors to feel the fresh air.✓ Take the children outside where they can experience the outdoors and are free to run. There are nature parks and animal farms that are safe for children, where they can have adventures such as climbing or enjoying the hands-on experience of interacting with animals.✓ You can also have a picnic in botanical gardens. When you involve children outdoors, you can help them realise that the earth is a beautiful place to live in and that we should preserve it as much as we can.✓
- Involve pre-schoolers in tree-planting activities.✓ Planting trees is a good way to motivate children to help preserve the environment.✓ Join them in this activity to show support.✓
- Take the pre-schoolers to educational centres. These centres emphasise the importance of taking care of the environment.✓ Science centres, museums or nature parks offer interactive educational activities designed to help them learn more about the environment. The staff can present talks on endangered animals, cleaning the environment and the importance of protecting the earth.✓ These programmes can influence pre-schoolers' responses to matters regarding the prevention of further environmental damage.✓
- Build a garden. Let pre-schoolers help you plant and take care of vegetation.✓ Give them seeds to plant so they can watch the seeds grow, making them aware of growth and developing their value of responsibility.✓ You can plant flowers, beans or fruit-bearing plants and vegetables, and when they are ready to harvest, the pre-schoolers can help you gather the produce and prepare these in the kitchen.✓
- Use games to teach pre-schoolers about protecting the earth. Games are a great way to teach children about responsibility.✓ Involve them in cleaning the playroom by educating them about recycling. You can ask them to help sort the trash – what goes into the recycling bin and what goes into the non-recycling bin.✓ Provide opportunities to create crafts out of cardboard boxes or reusing items as toys. Let the pre-schoolers be creative with natural materials such as sand, leaves, dried flowers or twigs. You can play a game: to see who puts their toys fastest into their respective boxes or cleans up their area first.✓ (5 × 3) (15)

4.6 Free play is unrestricted movement, activity or interplay indoors or outdoors. (1)

[50]

QUESTION 5

5.1
- From seeds to plants
- A rainy day
- Leaves are falling
- Exploring clouds
- The dairy farm
- Trees benefit other living things (6)

5.2
- Ensure supervision of children by an adult at all times. Staff and/or volunteers must exercise close control over the children.
- Ensure that the children have toilet and snack breaks.
- Ensure that staff and/or volunteers interact and discuss the birds, people and animals (some parks have monkeys, meerkats, tortoises and reptiles) they encounter during the outing.
- Ensure that the presentations (show and tell) by the staff at the bird park are conducted as per arrangement.
- Children on outings/field trips can become overly excited and may want to explore on their own. Establish a process for regular accounting for all children and staff, both periodically and when activities change (such as before boarding the bus to return).
- In order for the visit to be meaningful, children need to believe that you value nature. Show them that you value being at the bird park.
- Observe the children engaging in activities. (Any 5 × 2) (10)

5.3
- Include a selection of equipment to encourage fantasy or imaginative play.
- They must offer various degrees of difficulty.
- They must promote spatial concepts.
- It must be possible to combine them with other equipment.
- They should be made of natural material.
- Choose equipment with the children's motor development in mind.
- They must promote the children's development of muscles.
- They must give the children a chance to develop skills, initiative and self-confidence.
- They must present an opportunity for social, dramatic and creative play.
- Some items (balls and bean bags) must be available in large quantity and variety. (10)

5.4
- Children help to tidy up while singing the tidy-up song.
- They lie down and make movements according to different types of pasta, e.g. 'spaghetti' – body in a straight line, 'noodles' – twist and turn and then relax.
- Children stretch and breathe. They then relax.
- Listen to calming music or soothing sounds such as a tropical forest, ocean waves or a waterfall.
- Children lie down, count to 10 and then think happy thoughts. (5 × 2) (10)

Copyright reserved

5.5
- The children step into a hoop and hold it at waist level. Explain that this is their 'car' and they should not bump anyone else's. Give them word directions, e.g. "Stop" and "Go", "Stand up" and "Sit down".
- Line up some empty plastic bottles. Children stand away from the bottles and roll a ball to knock over the bottles. Increase the distance between the children and the bottles as their skills improve.
- Blow bubbles (the children can do it as well). As the bubbles float, the children can either pop them with their fingers or catch them, as per your instruction.
- The children line up one behind the other. The leader weaves around the space and all the children sing "The runaway train went over the hill". The child at the back comes to the front and leads the train until all the children have had turns to be the leader.
- The children can toss a bean bag gently into the air and then catch it again.

(5 × 2) (10)

5.6
- Rolling
- Crawling
- Creeping
- Marching
- Running
- Climbing
- Jumping
- Hopping
- Galloping
- Skipping

(Any 4 × 1) (4)

[50]

QUESTION 6

6.1
- They must be stored where there is no direct sunlight and where they cannot get wet.
- Use labelled containers for storage: baskets, tubs or trays in various sizes.
- All equipment/apparatus must be checked regularly. Broken or damaged equipment/apparatus must be removed until they have been repaired.
- Set out the equipment/apparatus before the movement/music activity and put them away after the activity. Children should assist.
- Regular maintenance of all equipment/apparatus, including fixed outdoor equipment such as jungle gyms, is necessary. (5 × 2) (10)

6.2
- The length of the song should fit the concentration abilities of the children in the group.
- The melody of the songs should fit in with their natural tone of voice.
- Children enjoy the repetition of phrases or words in songs.
- Children need to understand the words of the song.
- The words, melody and rhythm must match. (5 × 2) (10)

Copyright reserved

6.3
- Whenever appropriate, have music playing in the home. This can include music that both the parents and the children enjoy.
- Actively listen to music. While having music playing in the background is extremely helpful, it is also important for the children to attend to and interact with music regularly. Parents and children can do this by moving to the music and having conversations and asking questions.
- Parents should sing with their children. Singing with children is an excellent way to help them internalise music. It does not matter how well the parents sing; they can sing simple songs. For young children, repetition is important. Singing a small number of songs on a regular basis will help children learn basic melodies and rhythms.
- Parents should dance with their children. Dancing with children is a fun way to encourage learning about music while spending time together. Dancing to music with children helps them build motor skills while allowing them to practise self-expression.
- Parents and their children could make musical instruments together. They could use materials around the home to make instruments such as a drum and a shaker.
- Parents should include music in playtime and routines. Familiar songs create a sense of comfort for a child. Singing reinforces routines, e.g. songs parent and children sing at bedtime and bath time. (5 × 2) (10)

6.4
- Help with field trips
- Serve on the pre-school committee or advisory council as a parent representative
- Help with projects such as the pre-school newsletter
- Help in their child's group
- Help in the pre-school library, computer lab or school office
- Prepare food for a pre-school event
- Work in a parent resource centre or help to start one
- Serve as a helper in the playroom or in the outdoor area
- Help children with special needs
- Work at fundraising activities such as cake sales or car washes (10)

Copyright reserved

6.5

- It improves creativity. When children learn to draw, they have an opportunity to exercise their imaginations. They learn to picture something in their minds and draw those images on paper and begin to understand that what they draw is a representation of something.
- Children experiment with all kinds of marks without any rules and create abstract work. Because there is no right or wrong when it comes to the imagination, drawing can be freeing for young children.
- Children can use different materials in their drawing, such as chalk, crayons, markers, pencils, erasers, newsprint, a computer, wallpaper, books, magazines, catalogues, used greeting cards and coloured paper.
- When children draw, they begin to study the world around them more closely. They learn to look at settings and objects and compare and contrast things in their world.
- Drawing teaches children to make decisions and improves their visual and fine motor skills.
- Drawing gives children time to concentrate. Holding the pencil in one hand and a piece of paper flat to a surface with the other hand, with their eyes focused, develops their concentration skills. It also increases their attention span as they improve from drawing one object to a whole picture.

(Any 5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved