higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

(7080126)

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This question paper consists of 8 pages.

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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. Start each section on a new page.
5. Use only a black or blue pen.
6. 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 correct answer and write only the letter (A–D) next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 When children discover that some blocks are heavier than others, they discover …

A spatial orientation.
B mass.
C surface area. ⌘
D geometry.

1.2 When children draw with their finger in the sand, they are developing their …

A fine motor skills.
B gross motor skills.
C speech and language skills.
D visual discrimination in reading and writing.

1.3 … is not an open medium.

A Mud
B Sand
C Lego
D A puzzle ⌘

1.4 Placing children at the centre of the learning process in which they are active participants and giving them choices of learning activities, with the teacher acting as facilitator of learning, is called the ...

A teacher-centred approach.
B child-centred approach.
C theme approach.
D cross-curriculum method.

1.5 The … is the national flower of South Africa.

A king protea
B rose
C real yellowwood
D lotus

1.6 Awareness of the left and right sides of the body is called ...

A laterality. ⌘
B balance.
C crossing of the mid-line.
D directionality.

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1.7 A soothing song or piece of music is …

A suitable for the conclusion of a lesson when it is time for children to cool down after an activity. ⌘
B always sung with instrumental accompaniments.
C suitable as background music during creative lessons.
D suitable as background music during school readiness activities.

1.8 If the child struggles to follow oral instructions such as “Open the cupboard, get the red block and hop back to me”, he/she may have a problem with …

A auditory awareness. ⌘
B auditory discrimination.
C auditory sequencing.
D auditory blending.

1.9 The three primary colours are …

A red, yellow and green.
B red, yellow and blue.
C red, yellow and orange.
D red, yellow and white.

1.10 A secondary colour is a colour made by the mixing of …

A two primary colours.
B two secondary colours.
C two intermediate colours. ⌘
D three intermediate colours.

(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–Q) next to the question number (2.1–2.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Gathering information about what the child can do and his/her limitations	A	fine motor development
2.2	Provides the educarer with a good learning opportunity for reflection and meaningful understanding of the child	B	springbok ⌘
2.3	Children begin to experiment connecting two blocks with a space between them with a third block	C	a national coat of arms or state emblem
2.4	Children using symmetry, patterns, balance and designs to create structures	D	Zumba and aerobics for children
2.5	Children can build curved structures and multiple levels and over other structures and toys	E	schematic stage
2.6	Movement such as running, jumping, catching and throwing balls ⌘	F	examples of ball skills
2.7	The highest visual symbol of the state	G	Stage 3: Bridging
2.8	Body movements without travel, such as bending, swaying or wiggling	H	review of what pre-schoolers learnt during the main activity of the lesson
2.9	Catching, throwing, kicking, underarm roll and striking	I	writing a report on the child
2.10	Music and movement activities for pre-schoolers	J	observation
2.11	A time for pre-schoolers to cool down after a music activity	K	pre-schematic stage
2.12	Helps children to follow the routine of the child care programme	L	random scribbling, controlled scribbling and naming of scribbling
2.13	Sub-stages during the scribbling stage	M	Stage 5: Representational building
2.14	When children produce their first representative symbols for objects in their environment, they enter this stage of development in their art	N	gross motor skills development
2.15	The main characteristics of this stage are the repetition of symbols for familiar objects and the use of the baseline	O	non-locomotor movements ⌘
		P	Stage 6: Complex building
		Q	random scribbling and uncontrolled scribbling

(15 × 2) **[30]**

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QUESTION 3

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (3.1–3.10) in the ANSWER BOOK.

3.1 Science is learned through block play as children start making predictions and comparisons and experiment with cause and effect, stability and balance.

3.2 Throwing and catching a ball is an example of fine motor development. ⌘

3.3 Children build self-esteem during fantasy play when they discover that they can be anything just by pretending.

3.4 Sand and mud play provide pre-schoolers with opportunities for creative and imaginative play, therefore accessories are necessary to support and/or prompt creativity.

3.5 Three- to six-year-old children start understanding the capacities of their bodies and that enables them to control their muscle tension and breathing, to improve balance and orientation, and to realise their laterality.

3.6 Auditory awareness is when a child is able to identify different sounds.

3.7 Auditory discrimination is when a child hears a sound and looks for the source of the sound when it stops. ⌘

3.8 *Hand dominance* and *hand preference* are terms that refer to a child's consistent use of one hand rather than the other hand for a skilled task. ⌘

3.9 Teaching aids must be in dull colours so that they are not too bright on the eyes.

3.10 Materials in the creative area allow children to develop their fine motor skills.

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1	Why must observation reports on children be written?	(5 × 2)	(10)
4.2	What should the educarer do to make water play a fun activity for both him/her and the children?	(5 × 2)	(10)
4.3	Block play stimulates learning in all domains of development. Discuss the value of block play with specific reference to the whole-child approach.	(5 × 2)	(10)
4.4	What should the educarer do to encourage three-year-old children to build puzzles?	(2 × 2)	(4)
4.5	Explain FIVE ways to make pre-schoolers more aware of our natural environment.	(5 × 3)	(15)
4.6	What is *free play*?		(1)
			[50]

QUESTION 5

5.1	List SIX science projects for pre-schoolers.		(6)
5.2	What should the educarer do during an outing to a bird park to ensure that the outing is a success?	(5 × 2)	(10)
5.3	What should the educarer keep in mind when buying outdoor equipment and material for movement rings?		(10)
5.4	Discuss FIVE activities for the conclusion to a movement ring for four- to five-year-olds.	(5 × 2)	(10)
5.5	Discuss FIVE types of movement activities suitable for three- to four-year-olds.	(5 × 2)	(10)
5.6	Movement lessons for pre-schoolers should include activities to develop locomotor skills. List FOUR locomotor skills that the educarer can include for five-year-old children.		(4)
			[50]

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QUESTION 6

6.1 Discuss the care and storage of equipment and apparatus used for movement and music activities. (5 × 2) (10)

6.2 What criteria should the educarer consider when choosing songs for pre-schoolers? (10)

6.3 What can parents do to provide positive musical experiences for their children? (5 × 2) (10)

6.4 If parents have the time, they may help at the pre-school.

Discuss FIVE ways in which parents can be involved in the activities of the pre-school. (5 × 2) (10)

6.5 Discuss the benefits of free drawing in children's development. (5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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