higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

10 September 2020

This marking guideline consists of 8 pages.

Copyright reserved

SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

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

(15 × 2) **[30]**

QUESTION 3

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

(10 × 1) **[10]**

TOTAL SECTION A: 50

Copyright reserved

SECTION B

Any other suitable answers must be considered.

QUESTION 4

4.1
- The reports would help parents get a sense of their child in an environment very different from the home. It is the first time the child is part of a large group of similar-aged children.
- The reports provide the parents with an objective account of their child's activities and engagements in pre-school.
- The parents may get an overview of the expectations of children of a particular age group, and parents may also understand how they could actively work towards making the environment at home compatible/fitting to pre-school.
- The parents get help from the educarer in the form of recommendations and suggestions which serve to guide parents through the development of their child. (4 × 2) (8)

4.2
- Information recorded should be easy to understand. This is especially important when it is used to write reports which are sent to parents.
- Information recorded should be objective. Records need to be factual, focusing on what children do and say.
- Information should be easy to record. A system for recording should be used by staff on a regular basis.
- Records should be easily accessible to staff to enable them to share information readily with families.
- Records must be kept securely to prevent the risk of breach of confidentially. (5 × 2) (10)

4.3
- Water play develops hand–eye coordination when water is poured from one container into another.
- Fine motor skills are developed, like those necessary for pouring water from one container into another.
- It teaches children to lift a container, pour water out or in and control the water flow, which will improve their pouring skill and develop their arm and hand muscles.
- It helps them to understand measuring, estimating and volume when water is poured from one container into another.
- They start understanding concepts such as heavy/light, float/sink, full/empty and shallow/deep.
- Water play teaches children to concentrate and solve problems.
- It develops social skills like problem solving, sharing, and communicating.
- The children learn how water feels; it can be warm or cold.
- They learn that water can be squirted and that water leaks from containers with holes.
- Water play has a calming and stress-releasing effect on children. (10)

Copyright reserved

4.4
- What will happen if you put that block on top?
- What would happen if you removed the block in the middle?
- Which row is taller and which row is lower?
- How many blocks high is that building?
- Is that taller than your friend? (5)

4.5
- Building puzzles develops children's vocabulary. It increases pre-schoolers' vocabulary when they play with puzzles and use words such as straight, curved, edge, inside, outside, above, below, and beside.
- It increases small-muscle development. It develops and refines fine motor skills. When building puzzles, children are required to pick up, pinch and grasp pieces (some with small knobs, pegs or chunky pieces) and move them around, manipulating them into slots, sorting them and fitting them into the correct places.
- It develops eye–hand coordination. Laying puzzle pieces down requires a trial-and-error process which involves a great deal of hand and eye manipulation.
- It improves memory skills. As a pre-schooler places a piece of the puzzle that does not fit, he/she will try all over again because his/her actions involve doing what he/she can actually see, thus helping him/her remember the actions.
- It increases problem-solving skills. Puzzles challenge children's thinking and exercise their minds.
- It helps build visual spatial perception. Puzzles are available in a whole range of themes and topics such as letters of the alphabet, shapes, vegetables, numbers, pets, transport and colours. It increases children's visual spatial awareness.
- It helps build literacy skills. Building puzzles develops a deeper understanding of themes and topics. (Any 5 × 2) (10)

4.6
- Structure of a tree
- Wood and its uses
- Value of trees
- Products of trees
- Animals and trees
- Cultural and religious uses of trees and their products
- Conservation of trees (7)

[50]

QUESTION 5

5.1 Identify healthy and unhealthy foods.✓ Tell pre-schoolers that they will be discussing healthy and unhealthy foods.✓ Assess their prior knowledge by asking them who ate something healthy today.✓ Show pre-schoolers various healthy and unhealthy foods and invite them to come to the front one by one and indicate if they think the food they selected is healthy or unhealthy.✓ (4)

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 a toilet and a snack break.
- Ensure that staff and/or volunteers interact with the children and discuss the plants and trees, people, etc, they see during the trip.
- Ensure that the presentations (show and tell) by the staff at the botanical gardens are conducted as per prior arrangement.
- Children on outings/field trips can become overly excited and 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). (5 × 2) (10)

5.3
- The nurse can teach children good habits, such as brushing and flossing teeth, rinsing the mouth, healthy eating, or washing of hands.
- Children can learn how to find their pulse and how to put on a bandage.
- Children can share information and ask questions.
- The educarer can plan lessons related to mathematics, games and movement, rhymes and songs.
- Encourage children to bring healthy food from home and follow good habits such washing their hands. (5 × 2) (10)

5.4
- Children stand in a circle and throw the bean bag to each other. Increase the distance between the children as their catching skills improve.
- Two children stand opposite each other and throw the bean bag to each other. They start off standing close together as shown and then increase the distance between them as their catching skills improve.
- Children sit in the play area cross-legged or kneeling and throw a bean bag across the midline to a target.
- Children stand in a line. The child in front passes the bean bag overhead to the child behind and so on, until the last child pops it in the bucket, and then runs to the front to repeat the bean bag relay.
- Children balance bean bags on their heads while walking along a balance beam, a length of rope, or along a line marked out on the ground.
- Put a pile of beanbags at one side of the play area and a bucket at the other, and children hop, run, jump, crawl or skip to take the bean bag to the bucket. They can hold the beanbag, balance it on the head, or balance it on an outstretched arm or even on a spoon. (Any 5 × 2) (10)

Copyright reserved

5.5
- The educarer's role is mainly to develop the language abilities linked to the play activity. Action words must be used.
- The educarer must know all the children in the group to be able to plan activities that will develop their skills.
- The needs of the group must be considered – do not expect too much or too little.
- Introduce the activity properly in order to encourage children to explore. The child must feel free and safe to make mistakes.
- The approach must be informal to ensure all children want to participate without pressure.
- Support and encourage the children throughout the activity.
- Children need to know what is expected from them. Demonstrate and repeat the actions and skills, as this will help children grow in confidence.
- Be well prepared. Know the sequence of activities you want to present.
- Set up the area before the time and encourage the children to help pack away after the activity. (9)

5.6
- Clapping hands
- Stamping feet
- Slapping the knees
- Clicking or tapping the fingers
- Making under-arm sounds
- Clicking the tongue
- Making cheek sounds
- Smacking the lips (Any 7 × 1) (7)

[50]

QUESTION 6

6.1
- Manipulation can only be done with equipment. Include, for example, objects to pull and push, throw, lift, kick or bounce.
- Apparatus/equipment must move from light to heavy; soft to hard; or big to small.
- Older children need to focus more on smaller pieces of equipment, for example bean bags, rackets and hoops.
- Include activities that involve moving or using equipment with the hands, feet or the whole body.
- Activities for older children can include equipment such as bats/racquets and balls to develop object-control skills. (5 × 2) (10)

6.2
- Tambourines
- Shakers
- Wrist and ankle bells
- Metal triangles
- Maracas
- Drums
- Rhythm sticks
- Flutes
- Cymbals
- Xylophones
- Sanding blocks, bells, rattles and chimes (Any 10 × 1) (10)

6.3
- A musical instrument develops gross and fine motor skills and helps develop muscle tone in the hands and arms.
- It develops a sense of beat and rhythm.
- It reinforces hand-eye coordination.
- It encourages imaginative play and storytelling through sound effects.
- It increases listening (and, hence, reading) skills.
- It reinforces and emphasises self-discipline and self-control.
- It enhances comprehension of music notation (in its simplest form), dynamics, and musical form.
- It develops patterning skills and teaches basic mathematical concepts of sequencing, numerical order, counting forwards and backwards and addition/subtraction (for advanced students).
- It develops understanding of where sound comes from and how it changes (according to the instrument played).
- It develops a sense of teamwork and social skills such as sharing, taking turns, etc. (10)

6.4
- Expression of child's thinking, knowledge and ideas in relation to his/her world and his/her ideas
- Exploration and use of new and different kinds of art media
- Experimentation with colours, lines, forms, shapes, textures, and designs
- Expression of feelings and emotion: It gives the child an opportunity to explore, to investigate his/her world and express his/her feelings through his/her paint work.
- Expression of the child's self-image, for example, his/her self-confidence is promoted when he/she masters certain skills and creates something
- Ability to take turns and to share with others, thereby learning to socialise with others in a relaxed manner
- Ability to solve problems and make decisions as well as language development (new concepts are learnt). (Any 5 × 2) (10)

Copyright reserved

6.5
- Do a paint activity: Fingerprint or handprint ('We are sending a high five to say thank you.')
- The children can make birds using aluminium foil.
- Let the children draw the birds they saw at the bird park. They cut these out and make bird mobiles.
- The children can make stuffed birds. They loosely stuff a bag with newspaper. They use the materials provided to make the beak, eyes, wings, tail and feet and then glue these to the stuffed bag.
- Let them make a bird nest collage. They draw birds and cut them out, adding wiggly eyes and beaks to the baby birds. (5 × 2) (10)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

Copyright reserved