higher education & training

Department:
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REPUBLIC OF SOUTH AFRICA

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. Start each question 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 … is a tool used to observe and record whether children can master specific skills.

A An observation checklist
B The daily programme
C The lesson plan
D A schedule

1.2 Objective observations of the child take place when the educarer describes …

A how he or she feels about the child.
B exactly what the child does.
C personal experience and biased information.
D how other children feel about the child.

1.3 Many educarers locate the block area next to the … since both areas encourage cooperative and imaginary play.

A creative corner
B reading corner
C dramatic play area
D science table

1.4 The … is normally connected with the interest table.

A science table
B discovery table
C nature table
D the educarer's table

1.5 When children discuss the possibilities of what will happen in the experiment:

A Prediction
B Comparisons
C Cause and effect
D Links

1.6 South Africa's national animal is the …

A springbok.
B wildebeest.
C leopard.
D lion.

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1.7 Pre-schoolers acquire the basics of gross movement skills and improve them …

A by repetition during movement lessons.
B during mathematics and science lessons.
C during story lessons.
D for school readiness.

1.8 Orange is a secondary colour achieved by mixing …

A red and blue.
B red and white.
C red and yellow.
D red and black.

1.9 … are the new, easy way of communicating with children's families and keeping them up to date on activities of the pre-primary school.

A Applications ('Apps')
B Message books
C Bulletin boards
D Notice boards

1.10 The … of a music lesson provides interest and motivation to the children and encourages their involvement in the lesson.

A introduction
B body
C conclusion
D theme

(10 × 1) **[10]**

QUESTION 2

Choose an item or a word 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	Observation	A	weather chart
2.2	When children integrate their own constructions	B	the ability to maintain equilibrium
2.3	Adding sticks, leaves and stones as well as a few small figures	C	blue crane
2.4	Three-dimensional objects such as cones, cylinders, cubes and prisms (geometry)	D	watching and listening to children and using the information gathered to enhance their learning and development
2.5	Children tracking each day's temperature and humidity levels	E	spending time showing each instrument, explaining what it does and how to play it, and making the sound it makes
2.6	Performing science experiments	F	orange, yellow and red
2.7	National bird of South Africa	G	hand dominance
2.8	Spatial orientation	H	skills basic to the physical domain
2.9	Balancing during a movement lesson	I	mud play, making mud buildings
2.10	Locomotive (walking, running, jumping), non-locomotive (turning, twisting) and manipulative (throwing, catching, dribbling)	J	awareness of the body position in space and in relation to other objects or people
2.11	Introducing musical instruments	K	rattles, drums and cymbals
2.12	Examples of non-melodic musical instruments	L	four or five children at block play
2.13	Examples of melodic musical instruments	M	using equipment such as magnifying glasses, microscopes, magnets, scales, sieves and weighted objects safely and correctly
2.14	Examples of warm colours	N	xylophone; hand bells
2.15	The child's consistent use of one hand rather than the other hand for a skilled task	O	pretend play
		P	magpie
		Q	green, blue and purple

(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 Because sawdust is inedible, do not use this sensory material for five-year-old children who generally like exploring with their mouth.

3.2 Accessories during block play are essential to allow pre-schoolers greater imaginary play.

3.3 The educarer must wait until the children can read before giving them board games, puzzles and books.

3.4 The educarer should point out which puzzle pieces go where if a pre-schooler cannot complete the puzzle.

3.5 Regular physical activity is essential for children's healthy growth, as well as for the physical and mental wellbeing of children.

3.6 Body percussion activities are clapping hands, stamping feet and playing the drums.

3.7 Rhymes help children learn vocabulary and communication skills.

3.8 In most people, the left hemisphere of the brain is dominant for language.

3.9 The left side of the brain performs tasks that have to do with logic, such as in science and mathematics.

3.10 When a child changes the crayon from his or her right to his or her left hand to draw on the left side of the page, the child has a problem with crossing his or her midline.

(10 × 1) **[10]**

TOTAL SECTION A: 50

QUESTION 4

4.1 Explain why quarterly or six-monthly reports on pre-schoolers are sent to parents? (4 × 2) (8)

4.2 Recording observations contributes to the quality of children's experiences and supports their development.

What should the educarer bear in mind for effective record keeping? (5 × 2) (10)

4.3 Describe the benefits of water play for pre-schoolers. (10)

4.4 List FIVE questions the educarer can ask the children during block play to encourage more conversation and opportunities to stimulate their thinking. (5)

4.5 Name and describe the educational benefits of puzzles for pre-schoolers. (5 × 2) (10)

4.6 List SEVEN concepts that the educarer can include in the theme on trees and wood. (7)
[50]

QUESTION 5

5.1 Discuss a project on healthy foods that will be suitable for pre-schoolers. (4)

5.2 What should the educarer consider during an outing to the botanical gardens? (5 × 2) (10)

5.3 Discuss the value of a visit by a nurse to the pre-primary school. (5 × 2) (10)

5.4 Discuss FIVE activities using bean bags which are suitable for five-year-old children. (5 × 2) (10)

5.5 What is the role of the educarer in a movement lesson? (9)

5.6 List SEVEN body percussion activities. (7)
[50]

QUESTION 6

6.1 Equipment to develop manipulation skills must be selected carefully.

Discuss FIVE points the educarer should bear in mind when choosing suitable equipment for movement lessons. (5 × 2) (10)

6.2 Name TEN musical instruments the educarer can include during a music lesson for five-year-old children. (10)

6.3 Describe how playing a musical instrument benefits five-year-old children. (10)

6.4 What aspects should the educarer bear in mind when looking at the creative work of five- to six-year-old children? (5 × 2) (10)

6.5 Discuss FIVE follow-up creative activities the educarer can plan after a pre-schoolers' outing to the bird park. (5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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