higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

EDUCARE DIDATICS THEORY AND PRACTICAL N5

10 JUNE 2013

This marking guideline consists of 9 pages.

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QUESTION 1

1.1 D

1.2 G

1.3 C

1.4 H

1.5 J

1.6 K

1.7 O

1.8 M

1.9 A

1.10 N

1.11 F

1.12 K

1.13 E

1.14 I

1.15 B

(15 × 2) (30)

QUESTION 2

MELODIC	NON-MELODIC
Chime Bars	Drums
Xylophones	Triangles
Piano	Tambourine
Guitar	Maracas
	Bells
	Shakers

(10 × 2) (20)

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SECTION B

QUESTION 3

3.1 3.1.1
- Elasticized vinyl and other synthetic floor coverings have good acoustic qualities
- Carpets absorb sound and give warmth to a room

(Any other related suggestions will be accepted)

3.1.2
- The height will influence acoustics – lower ceilings diminish sound
- Special acoustic roof tiles absorb sound well

(Any other related suggestions will be accepted)

3.1.3
- Thick observation windows cut down on sound
- Laminated safety glass on outside windows decrease outside Noise

(Any other related suggestions will be accepted) (3 × 2) (6)

3.2
- Should be easy to keep clean
- Comfortable to play on
- Cost and durability must be considered
- Capable of withstanding accidents
- Capable of withstanding hard wear
- Colour and influence on the room and children

(Any other) (5)

3.3
- Equipment must be well maintained
- Must be chosen with children's age in mind
- Stable and securely anchored
- Repaired immediately or remove when damaged
- A variety to allow a wide range of skills to be developed
- Not crowded
- Smooth where children's hands are likely to touch
- Check frequently
- Place appropriately
- Scale to age level

(Any other suggestions) (5)

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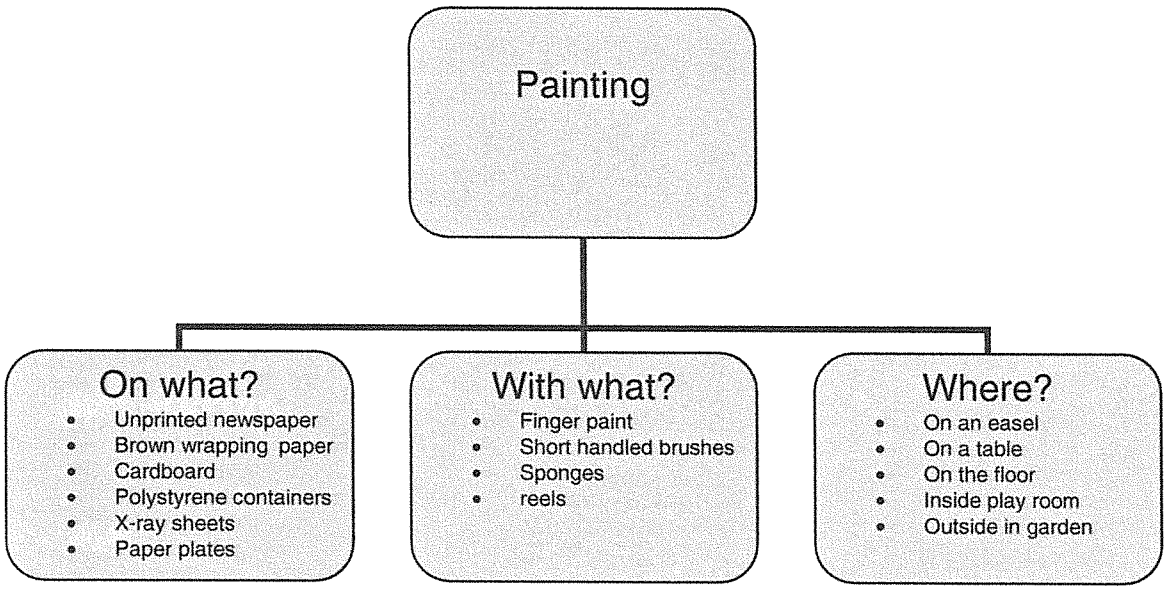
3.4
- Keep child's age and developmental level in mind
- Keep in mind that indoor play for toddler's are more restrained
- Apparatus should be sturdy
- It must look appealing and interesting
- The number of children will influence the criteria
- Outdoor play apparatus must encourage imaginative play
- Apparatus must allow for different degrees of difficulty
- Apparatus must promote spatial concepts
- Apparatus made of wood is more pleasing than metal
- Wooden apparatus does not get that hot in the sun and thus children cannot burn themselves easily (Any other suggestions) (6)

3.5
- Strengthen and learn to control their small muscles such as eyes, hands and fingers
- Exploring and working with toys or objects allow development of co-ordination
- Skills are developed when reaching, grasping, picking up, putting down, unpacking, opening, closing and unscrewing objects (Any other) (2 × 2) (4)

3.6



(Any suitable answer) (9)

3.7 **Date: 7 March 2013 Age of children: 3-4 years number of children: 25**

Type of Activity: Music

ACTIVITIES	AIDS	OBJECTIVES
INTRODUCTION Tap out their names and they must tap it out on a drum afterwards Play a piece of music and they must either walk or run according to the music Show them the notes for walking and running and they must change their movement according to the music and sign you put up.	Own body CD player and CD Sign for walk and running	To prepare toddlers To grasp their attention To link with the theme To let them look forward to the activity To let them listen to fast and slow music To let them recognize notes
BODY Sing a well known song Let them act out the song Teach a new song – sing as a whole Repeat song with actions Repeat song again and invite toddlers to join in Repeat song and tap out rhythm on body parts while singing	**Song chart**	To teach a new song To move rhytmically to music To enjoy singing
CONCLUSION Play 3 musical instruments Say the name of each while you play it Play instruments behind panel and children guess which instrument you are playing	Drum Triangle Tambourine	To let them listen to differences in sounds To let them identify musical instruments To calm toddlers down

(5 marks for each section) (15)
[50]

QUESTION 4

4.1
- No throwing of sand allowed
- No food, paint or play dough allowed in sand pit
- All shoes and jerseys removed before playing in sand pit
- No bottles or broken sand pit toys allowed
- Sand must stay inside the sand pit (Any other suggestions) (5)

4.2
- It has a calming effect on children
- It provides useful learning experiences
- Concepts can be acquired
- Child get to know the properties of water
- Stimulate senses by adding ice, food colouring, bubbles etc to water

(Any 5 × 1) (5)

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4.3
- Professional discretion and strict confidentiality must be maintained
- All records and reports are confidential
- Always have stationery at hand to record observations
- Interpret results of observations with caution
- Children must be unaware of observation taking place
- Real contact with parents are important to keep educarer informed of events that may influence the observation results
- Intensive and objective evaluation is important
- Do not allow personal feelings to cloud observation and evaluation
- Do proper planning in order to observe
- Be honest in observations and reporting
- Evaluate right throughout the day
- Proper observation tools are a must (Any 10 × 1) (10)

4.4
- Choose a time that will suit the parents and set up an appointment
- Avoid the use of subject terminology
- Give the parents a simple and clear explanation of the child's progress
- Be honest but use tact to avoid hurting parents
- Be professional
- Allow parents to vent their feelings and experience
- Be positive and give advise when necessary
- Do not intimidate parents
- Always end the discussion on a positive note
- Keep parents involved and set up follow up dates if needed (Any 10 × 1) (10)

4.5
- Reality
- Stories for special occasions
- Concept books
- Science books and stories
- Stories about animals and nature (5)

4.6
- Age of the child
- Developmental level of the child
- Child's interest
- Child's experience
- Important cultural festivals
- National festivals
- Important news events
- Different cultural groups in centre (Any 5 × 1) (5)

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4.7

Large hall/room	Rotating from room to room
Educarer can observe all the children at the same time.	Each activity room would need an educarer. Children are being exposed to more than one educarer
Educarers and children are together for safety purposes.	Educarers and children may feel isolated.
Activities take place concurrently.	Educarer would have to move from room to room for each activity.
It saves space	More rooms are needed to set-up one activity per room
Less qualified staff needed/ Save money	More staff/more money

(10)
[50]

QUESTION 5

5.1
- Singing
- Listening
- Rhythmical movement
- Playing instruments (4)

5.2
- Decide where you would like to go
- Visit the place before the time
- Make sure there are enough toilets and also a shady area to rest and eat lunch
- It must not be too far away from school
- Be aware of opportunities for discovery and exploration
- Will staff be able to explain to children in a simple way?
- It must not be too expensive
- It must fit in with a theme
- Discuss the outing with the principal to get permission
- Arrange for more adult supervision
- Organize transport
- Organize snacks
- Send letters to inform parents of outing
- Get first aid kit in order
- Prepare children for outing
- Discuss the rules of an outing
- Make a list of all requirements
- Get name stickers or colour bands ready (Any 15 × 1) (15)

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5.3
- Choose an area close to a window for natural light
- Avoid an area with direct sunlight as it can harm children's eyes
- Books should be placed in a quiet area where toddlers can relax
- Toddlers must be able to see in one glance which books are available
- Make use of bookshelves or rope stretched from one side of room to the other to display books
- Change books regularly
- Soft cushions as well as tables and chairs must be available for toddlers to sit and read
- A carpet is essential
- Posters to encourage reading and also the rules can be put up in the area (Any 4 × 2) (8)

5.4
- Count like a parrot while touching objects
- Teach the concept of more and less
- Use rhyming words, finger games, song games to teach numbers
- Identify pairs
- Provide opportunities for children to manipulate objects while counting – beads, buttons, etc.
- Determine the number of places needed for children to sit down for lunch, count out cutlery, place serviettes with milk on table
- Read numbers aloud and often use them
- Play number games (Any 5 × 2) (10)

5.5
- Puppets
- 3 D story aids
- Real items
- Books
- Children as aids
- Flash cards
- Magnet boards
- Felt pictures
- Drawing while telling the story (Any 5 × 1) (5)

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5.6
- Take children to the toilet before the time
- Seat them correctly in a half moon shape
- Make sure they are comfortable and can see clearly
- Seat children away from distractions
- Get the children's attention by singing a song, saying a rhyme or discussing aspects of the theme
- Explain new words and concepts
- Avoid long discussions and never summarize the story before telling it

(Any 8 × 1) (8)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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