higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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JUNE EXAMINATION

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

(7080115)

20 June 2014 (X-Paper)
09:00–12:00

This question paper consists of 10 pages.

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

TIME: 3 HOURS

MARKS: 200

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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. 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 ... signifies the ability to distinguish between different types of sound.

A Auditory awareness
B Auditory perception
C Auditory discrimination
D Auditory memory

1.2 Mattresses should be covered with ...

A non-washable materials and covers.
B newspaper.
C removable plastic and washable sheeting and material.
D bedspreads.

1.3 The following are percussion instruments:

A cymbals, triangles, drums
B guitars, drums, shakers
C triangles, tambourines, pianos
D tambourines, pianos, shakers

1.4 Noise can, to a large extent, be eliminated through the correct usage of …

A floor coverings
B curtains
C ceilings and furniture
D all of the above

1.5 A 24 month-old child will be able to ...

A jump off lower structures.
B stand on one foot.
C balance on a beam.
D walk backwards.

1.6 Stories that are NOT suitable for toddlers …

A are short.
B are about their life world.
C contains short repetitive words or phrases.
D contains no exaggeration and humour.

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1.7 The four categories of music are:

A instrument, tone, singing, movement.
B dynamics, rhythm, singing, listening.
C instrument, singing, listening, rhythmic movement.
D sound, tone, instrument, pitch.

1.8 The structure of music is made up of the following elements:

A sound, tempo, dynamics, volume, tone, form, texture
B measuring, sound, rhythm, tempo, texture, form, singing
C sound, tempo, texture, rhythm, form, dynamics, tune
D volume, tone, singing

1.9 Pre-schoolers usually start sorting and classifying objects according to ...

A length, colour, age.
B measuring, length and shape.
C shape, colour, size.
D length and thickness.

1.10 The following is NOT a criteria for observing toddlers:

A observation must be obtrusive
B objectivity
C professional at all times
D confidentiality

(10 x 2) **[20]**

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QUESTION 2

Choose a phrase/word from COLUMN B that matches a description in COLUMN A. Write only the letter (A–K) next to the question number (2.1–2.10) in the ANSWER BOOK.

	COLUMN A		COLUMN B
2.1	How well children gets along with peers	A	schematic stage
2.2	An example of a melodic instrument	B	outings
2.3	To gain an understanding of the world we live in	C	sensory-motor
2.4	The ability to bring about something new	D	glockenspiel
2.5	Anything the child can manipulate and play with	E	language
2.6	The first stage of Piaget's theory	F	classification
2.7	Figures do not float anymore but there is a definite air and land line	G	environmental studies
2.8	Educational and recreational opportunities that help children to understand the content of a theme	H	social development
		I	toy
2.9	Placing objects together according to certain similarities or/and differences	J	creativity
		K	toddler
2.10	Reciting a poem provides children with opportunities to learn		

(10 x 2) **[20]**

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QUESTION 3

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (3.1–3.10) in the ANSWER BOOK.

3.1 Children in a centre are cared for in family groupings.

3.2 Toddlers can walk unaided, as well as feed and dress themselves.

3.3 The conclusion of a lesson should focus on cleaning up.

3.4 One should not talk to toddlers while playing with them.

3.5 Fantasy play will help children learn good manners.

3.6 Puzzles can be considered a mathematical problem solving activity.

3.7 Keeping animals such as chickens and rabbits in the day care centre can be fun and it can be part of the resources available to teach.

3.8 Ventilation helps to improve the sound quality in the playroom.

3.9 Toddlers are too small to join a library.

3.10 Hoops and rope develop fine motor control in toddlers.

(10 x 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 Enough fresh air is important for a pleasant, hygienic atmosphere in the playroom.

Explain how the following can contribute towards a healthy and safe lifestyle:

4.1.1 Temperature

4.1.2 Ventilation

4.1.3 Windows

4.1.4 Doors and gates

(4 x 2) (8)

4.2 List EIGHT activity areas that should be in a playroom for toddlers. (4 x 2) (8)

4.3 Explain the importance of active play. (6)

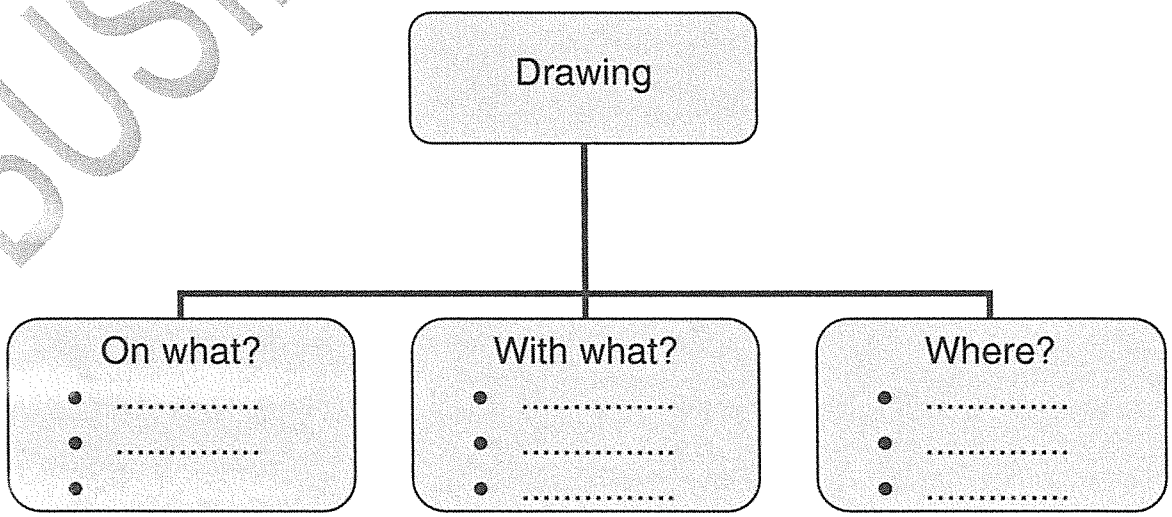
4.4 Compile a checklist with TEN criteria to ensure that the outside play area will be safe. (10)

4.5 List NINE benefits of social development for toddlers. (9)

4.6 Draw a mind map for drawing activities indicating:

A THREE examples of materials on which toddlers can draw
B THREE examples of draw tools that toddlers can use
C THREE examples of suitable surfaces on which toddlers can draw

Make use of the following template:



(9)
[50]

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QUESTION 5

5.1 Presenting activities to toddlers differ from presenting activities to older children.

List TEN aspects that should be considered when presenting activities to toddlers. (10)

5.2 Explain, by using two examples of activities, the development of the following skills in toddlers:

5.2.1 Body bends and pick-ups

5.2.2 Ball play

5.2.3 Jumping

(3 x 2) (6)

5.3 How can you keep parents informed of the activities in the day-care centre? (5)

5.4 Complete the following table on manipulative play for toddlers:

TOY/ACTIVITY	PURPOSE	CRITERIA
Puzzles	5.4.1 5.4.2 5.4.3	Number of pieces must be suitable for the age of the toddler 5.4.4 5.4.5
Construction sets	Develop dexterity 5.4.6	One must be able to add on to the sets in order to expand it 5.4.7
Beads	Develops fine motor control 5.4.8 5.4.9 5.4.10	5.4.11 5.4.12
Activity mats	5.4.13 Develops co-ordination between brain and hands	5.4.14 Provide opportunities for a variety of manipulation such as twisting, zipping, pressing studs

(14)

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5.5 Plan a language activity for toddlers. Make use of the following template:

Date:_____ **Age and number of children:**_____

TYPE OF ACTIVITY: LANGUAGE

ACTIVITIES	AIDS	OBJECTIVES
INTRODUCTION (2)	(1)	(2)
BODY (2)	(1)	(2)
CONCLUSION (2)	(1)	(2)

(15)
[50]

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QUESTION 6

6.1 Complete a weekly roster for sand play by listing activity ideas with suitable toys for toddlers. Make use of the following template:

DAY	ACTIVITY IDEAS WITH SUITABLE TOYS
Monday	5.1.1 Activity idea 5.1.2 Suitable toys
Tuesday	5.1.3 Activity idea 5.1.4 suitable toys
Wednesday	5.1.5 Activity idea 5.1.6 Suitable toys
Thursday	5.1.7 Activity idea 5.1.8 Suitable toys
Friday	5.1.9 Activity idea 5.1.10 Suitable toys

(10)

6.2 Describe the purpose of a nature/interest/discovery table. (5)

6.3 Explain the value and importance of written planning of lessons. (6)

6.4 Describe the value of observing toddlers. (5)

6.5 List EIGHT criteria for the writing of reports. (8)

6.6 List the FOUR key concepts that aim to promote mathematical concepts in toddlers. (4)

6.7 Draw a mind map to illustrate the weekly planning of the theme 'Me and my body'.

Mark allocation: Mind map (2)
Discussion points for five days (10) (12)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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