higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## JUNE EXAMINATION

## EDUCARE DIDACTICS THEORY AND PRACTICAL N5

## 20 JUNE 2014

**This marking guideline consists of 9 pages.**

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## SECTION A

### QUESTION 1

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

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

### QUESTION 2

2.1 H
2.2 D
2.3 G
2.4 J
2.5 I
2.6 C
2.7 A
2.8 B
2.9 F
2.10 E

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

### QUESTION 3

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

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

**TOTAL SECTION A: 50**

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## SECTION B

## QUESTION 4

4.1 4.1.1
- Should be constant
- Should not be too hot or too cold

4.1.2
- Good ventilation without draughts should be made possible
- Must give protection against wind and blow away bad smells

4.1.3
- That open horizontally on an axis are safe and effective
- Should be low but not open at the child's head level

4.1.4
- Changing areas cannot be placed next to a door as a draft will make children sick.
- Check the weather for the correct placement of doors.
- Pad door handles to prevent small fingers getting hurt.
- Doors should open to the inside.

(4 x 2) (8)

4.2
- Book area
- Block area
- Fantasy area
- Creative art area
- Discovery area
- Educational toy area

(Any 4 x 2) (8)

4.3
- It encourages movement.
- It stimulates the senses.
- It helps children develop physically.
- It offers a variety of challenges.
- It helps children to share and take turns.
- It learns children about nature.

(6)

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4.4

| CRITERIA | YES | NO |
|---|---|---|
| Is there enough room for the number and age of the children who will use it? | | |
| Is there adequate empty space? | | |
| Are there both hard and soft surfaces? | | |
| Are there absorbent surfaces under equipment? | | |
| Do shady areas alternate with sunny spots? | | |
| Is there good drainage? | | |
| Are all plants safe? | | |
| Are play areas clearly defined? | | |
| Are fences high enough and in good repair? | | |
| Are gates secure with latches out of children's reach? | | |
| ANY OTHER SUGGESTIONS | | |

(10)

4.5

- Children learn to co-operate and take turns.
- They learn to lead and follow.
- They build a repertoire of social language.
- They learn to verbalize needs.
- They reflect their own culture, heritage and values.
- They learn society's rules and group responsibilities.
- Children show respect for other's properties and rights.
- They learn awareness for others.
- They learn how to join a group.
- It builds awareness of the self in the group.
- Children get a sense of identity.
- They gain self-image, self-esteem and confidence.
- They experience joy and fun.
- They grow to trust themselves.
- They learn to cope and express their feelings.

(Any 9 x 1) (9)

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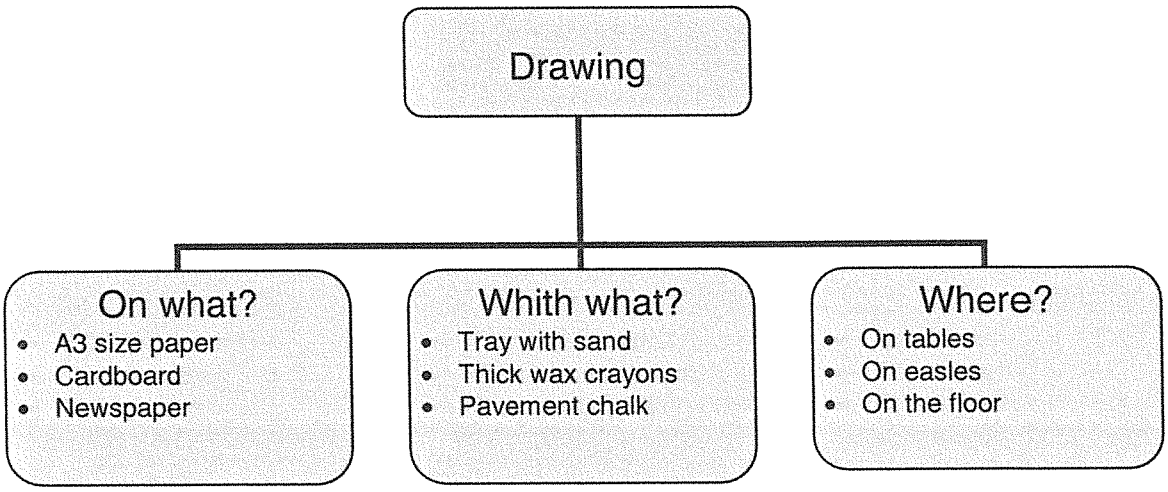
4.6




ANY OTHER IDEAS (9
[5(

**QUESTION 5**

5.1
- Accept that individual toddlers will differ in temperament and approach.
- Sometimes you will have to demonstrate by playing with the toy yourself first.
- Encourage new associations and combinations.
- Encourage co-operation with others by showing delight at instances of sharing.
- Listen to actual words and take note of body language to communicate effectively.
- Focus on positive reinforcement.
- Make sure toddlers are comfortable before playing.
- Encourage toddlers to choose toys they like to play with.
- Transition must take place very smoothly.
- Do not force toddlers to do another activity if they are still interested in the previous activity.
- Allow toddlers to experiment with toys before presenting the activity.
- Talk to toddlers in full sentences.
- Spend enough time on every activity.
- Interaction with toddlers is very important (Any 10 x 1) (10)

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5.2 5.2.1
- Stand next to the toddler. Put a toy down and ask the toddler to pick it up.
- Show toddlers how to bend and touch their toes.

5.2.2
- Roll a ball towards the toddler and encourage the toddler to catch it.
- Roll a ball towards a toddler and encourage the toddler to kick it back.

5.2.3
- Sing a song such as jump, jump, sugar lump, and encourage the toddler to jump.
- Slowly swing a rope on the floor and ask toddler to jump over.

(3 x 2) (6)

5.3
- Parent's meetings
- Displays where parents send articles to the centre
- Posters for parent's information
- Articles in newsletter
- Talks during arrival and departure
- Workshops for parents
- Videos about what child did during the day
- Photographs taken while children played
- Reports send home

(Any 5 x 1) (5)

5.4

| TOY/ACTIVITY | PURPOSE | CRITERIA |
|---|---|---|
| Puzzles | 5.4.1 Develops logical thinking<br>5.4.2 Develops identification of shapes and colours<br>5.4.3 Develops small muscle control | 5.4.4 Do not use puzzles that are too advanced<br>5.4.5 Should be durable and interesting to build |
| Construction sets | 5.4.6 Develops eye hand co-ordination | 5.4.7 Provide a variety of shapes |
| Beads | 5.4.8 Develops eye-hand co-ordination<br>5.4.9 Encourage identification of shapes and colours<br>5.4.10 Develops sequencing and sorting skills | 5.4.11 Must be large enough<br>5.4.12 Provide a variety of colours and shapes must be durable |
| Activity mats | 5.4.13 Develops thinking and problem-solving skills Develops eye-hand co-ordination | 5.4.14 Must be secure and safe with no loose attachments |

(14)

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

**TYPE OF ACTIVITY: LANGUAGE**

| ACTIVITIES | AIDS | OBJECTIVES |
|---|---|---|
| INTRODUCTION<br>Sit in front of toddler and say a finger rhyme such as 'this little piggy' while touching each toe.<br><br>1 mark for indicating individual play<br>1 mark for description of activity to get child's attention<br>(2) | Own body<br><br>1 mark for suitable resource<br>(1) | To get the child's attention<br><br>2 marks for suitable objectives matching the activity<br>(2) |
| BODY<br>Show a picture book of farm animals to the toddler. Point to each animal, say the name of the animal and make the sound.<br><br>Page through the book and ask the toddler to identify animals and make their sounds.<br><br>Praise toddler for effort made.<br><br>2 marks for a suitable and clear description of an activity to stimulate language development<br>(2) | Picture book with farm animals.<br><br>1 mark for suitable resource<br>(1) | To identify animals and make the sound.<br><br>To develop language development.<br><br>To encourage the toddler to respond to questions.<br><br>2 marks for suitable objectives matching the activity<br>(2) |
| CONCLUSION<br>Let toddler put book on shelf and say the finger rhyme again.<br><br>2 marks for clear description of ending activity<br>(2) | Own body<br><br>1 mark for suitable resource<br>(1) | To calm the toddler down<br><br>2 marks for suitable objectives matching the activity<br>(2) |

(15)
**[50]**

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## QUESTION 6

6.1

| DAY | ACTIVITY IDEAS WITH SUITABLE TOYS |
|---|---|
| Monday | 5.1.1 Baking<br>5.1.2 Measuring spoons, plastic cups, muffin pans, cake and bread tins |
| Tuesday | 5.1.3 Road Transport<br>5.1.4 Road signs, wooden cars, trucks |
| Wednesday | 5.1.5 Building a house<br>5.1.6 Small wheel barrows, spades, buckets |
| Thursday | 5.1.7 At the beach<br>5.1.8 Wet sand, beach toys |
| Friday | 5.1.9 On the farm<br>5.1.10 Farm animals, farm equipment |

(10)

6.2
- It brings familiar and unfamiliar items to the attention of the children.
- It serves to introduce new insights and facts.
- It provides a new focus for the theme.
- It promotes language.
- It encourages social interaction.
- It stimulates curiosity.
- It lays the foundation for environmental studies. (Any 5 x 1) (5)

6.3
- When human memory fails the educarer can refer to written plans.
- A stand in/substitute teacher can continue immediately.
- It ensures continuity of activities.
- Makes report writing easier.
- It forces the educarer to prepare better.
- Materials/resources can be prepared in advance.
- Presentations can be compared for improved presentation.
- Realization of aims and objectives are made possible.
- Gives a measure of security to educarer as she/he feels more in control.
- Makes evaluation/assessment easier. (Any 6 x 1) (6)

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6.4
- To determine the progress of the toddler
- To get to know and understand the toddler better
- To learn about the child's possibilities
- To learn about the child's limitations/barriers
- To help prepare for individual needs of the child
- To determine normal development
- To make report writing easier (Any 5 x 1) (5)

6.5
- Think carefully before writing any remarks.
- Refrain from writing negative comments.
- Assess the behaviour of the child and not the child him/herself.
- Write remarks that are short, clear and to the point.
- Ensure correct usage of language.
- Spelling must be correct.
- Should be checked before sending to parents
- No correction fluid must be used.
- No scratching out
- Completed neatly
- Use the same colour ink throughout.
- Do not use subject terminology.
- Always end on a positive note. (Any 8 x 1) (8)

6.6
- Sorting and classification of objects
- Number concept
- Measuring
- Space and shape (4)

6.7
- Body parts
- How to care for my body
- Hygiene
- Healthy food
- Saying no!
- Suitable clothing (12)

**[50]**

**TOTAL SECTION A: 150**
**GRAND TOTAL: 200**

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