higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCARE DIDACTICS AND PRACTICAL N5

24 NOVEMBER 2016

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

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

(10 × 2) **[20]**

QUESTION 2

2.1 Whole child development
2.2 Spatial awareness
2.3 Tempo
2.4 Attendance register
2.5 Auditory discrimination
2.6 Isolation room
2.7 Texture
2.8 Manipulative play
2.9 Solitary play
2.10 Newsletter

(10 × 2) **[20]**

QUESTION 3

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

(10 × 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1

ADVANTAGES	DISADVANTAGES
• Educarer can see everybody at the same time	• It can be noisy and disturbing
• Everybody is together for security reasons	• There is continuous movement
• All activities take place at the same time	• The atmosphere tends to be more restless
• Only one trained person needs to be employed.	• The children's attention can be distracted
• It saves money, fewer educational toys need to be bought	• If the space is used for other activities, everything must be packed away
• It saves space	• Educarers may feel inhibited, as other educarers can see them
	• Discipline may be difficult because of the movement and noise
	• The noise level is high and leads to raised voices/damaged hearing

(Any 2 × 4) (8)

4.2
- Flannel board
- Concrete objects
- TV box
- Magnet board
- Puppets and puppet theatre
- 3D pictures
- Blackboard
- Audio-visual aids
- The book
- The children (Any 7 × 1) (7)

4.3 Observation is valuable for the following reasons:
- It enables the educarer to get to know the child.
- It informs the educarer of the child's possibilities and limitations.
- It ensures that the learning programme is more realistic.
- It allows the educarer to find out if the child is developing.
- It makes report writing more comprehensive. (5 × 2) (10)

4.4
- The area should be close to a water source.
- There should be sufficient easily accessible storage.
- The area should be in the doorway or high-traffic area.
- There should be enough natural light.
- There should be adequate space so that the activities can comfortably take place. (5 x 1) (5)

4.5
- To draw the children's attention
- To set the mood for the story
- To create an expectancy for the story
- To make a connection to a specific situation/experience/outing (4 x 1) (4)

4.6
- Listening
- Singing
- Rhythmic movement
- Instruments (4 × 2) (8)

4.7
- Parent meetings
- Displays
- Posters
- Articles
- Talks at arrival and departure time
- Workshops
- Photographs
- Observation
- Reports (Any 4 × 2) (8)

[50]

QUESTION 5

5.1 5.1.1
- Books
- Posters
- Puppets
- Cushions (Any 2 × 1) (2)

5.1.2
- Dress-up clothes
- Dolls
- Theme-related objects (Any 2 × 1) (2)

5.1.3
- Blocks
- Toy cars and people
- Open-ended accessories (Any 2 × 1) (2)

5.1.4 Sorting and matching games (2)

5.2
- Books must be suitable for the child's age and developmental level.
- The story must have points of connection with the child's experience.
- The child must be able to identify with the characters.
- There should not be too many characters.
- The emotional content of the story should not be exagerated.
- The plot of the story should be simple and short.
- The language and style should be suitable.
- Illustrations should be simple, colourful and link up with the text.
- There should be repitation and humour.
- The story should be able to be told in one sitting.
- The book should be easy to hold open.
- Printing should be large and clear.
- Binding should be strong. (Any 10 × 1) (10)

5.3 5.3.1 Cognitive development
- Learns words, sentences, concepts.
- Develops an understanding of language.
- Develops listening skills and understanding of instructions.

5.3.2 Emotional development
- As language abilities increase, child becomes more confident.
- An enjoyable experience
- Activities often lead to laughter and humour is developed.

5.3.3 Social development
- Child communicates with the educarer/peers - social activity.
- Develops relationships between the adult and the child.
- Pleasurable experience to share with others.

5.3.4 Physical development
- Muscles in the mouth/tongue/lips develop.
- As the child sits to look at books, muscles develop for sitting.
- Turning pages develops fine motor skills/control.

(4 × 3) (12)

5.4
- Musical instrument – shaker/drum
- Container for art equipment – brushes/crayons
- Container for growing a plant et cetera. (3 x 1) (3)

5.5 5.5.1
- Uncontrolled scribbling
- Controlled scribbling
- Named scribbling
- Pre-schematic/Early symbolic
- Schematic/Symbolic (5 x 1) (5)

5.5.2 Uncontrolled scribbling
- First accidental marks are made/made with anything on anything/poor control.

Controlled scribbling
- Connection between marks made and movement used is made.
- More control, child discovers wrist can move back and forth/ round and round.

Named scribbling
- Little difference between controlled and named, child gives drawing a name/associates mark on paper with the world around him.

Pre-schematic/Early symbolic
- The child creates shapes consciously/basic shapes develop/ first graphic symbols develop (human form drawn most often).

Schematic/Symbolic
- After much experimentation the child finds his own individual symbol/pattern of an object, which is repeated. (5 × 2) (10)

5.6
- The child can express him/herself.
- Through creative activities he/she can get rid of frustration/anger et cetera.
- A positive self-image is developed when feeling proud of results.
- Creative activities have a therapeutic value.
- Creative activities are calming and relaxing.
- Creative activities are enjoyable. (Any 1 × 2) (2)

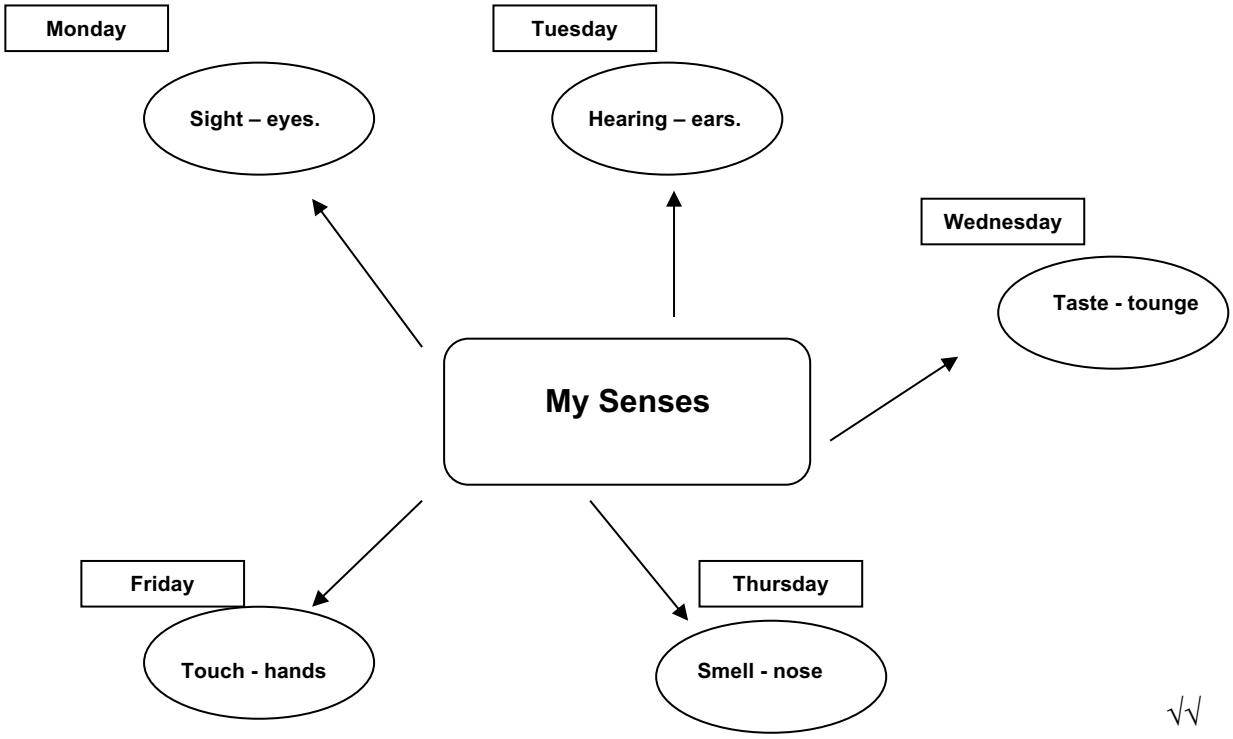
[50]

QUESTION 6

6.1 6.1.1 My senses √ (1)

6.1.2
- Sight (eyes)
- Hearing (ears)
- Taste (tongue)
- Smell (nose)
- Touch (hands) (5 x 1) (5)

6.1.3



√√ (2)

6.1.4 Monday:
Sight ...
I see with my eyes.
Why is seeing important?
What can i see?

Tuesday:
Hearing ...
I hear with my ears.
Why is hearing important.
Different sounds – loud/soft et cetera.

Wednesday:
Taste ...
I taste with my tongue.
Why is tasting important?
Different tastes – sour/sweet et cetera.

Thursday:
Smell ...
I smell with my nose.
Why is smelling important?
Different smells – good/bad.

Friday:
Touch ...
I touch with my hands.
Why is touch important?
Different textures – rough/smooth et cetera.

(5 × 2) (10)

6.2 Template of a movement-ring lesson plan

TYPE OF ACTIVITY

DATE: .....

AGE/NUMBER OF CHILDREN: .....

THEME: .....

	OBJECTIVES	ACTIVITIES	AIDS AND APPARATUS
INTRODUCTION			
BODY			
CONCLUSION			

6.2.1 (a) Objectives should be in keeping with the introduction planned.
Examples:
Social development – interaction with peers and educarer
Language development – songs and rhymes
Cognitive development – introduction of new concepts/vocabulary/skills
Emotional development – appropriate behaviour within a group
Physical development – gross motor skills (2)

(b) An appropriate movement ring introduction ... a warm-up activity ... (4)

(c) All necessary aids and apparatus. (2)

6.2.2 (a) Objectives should be in keeping with the introduction planned.
Examples:
Social development – interaction with peers and educarer
Language development – songs and rhymes
Cognitive development – introduction of new concepts/vocabulary/skills
Emotional development – appropriate behaviour within a group
Physical development – gross motor skills (3)

(b) An appropriate movement ring introduction ... a warm-up activity ... (6)

(c) All necessary aids and apparatus. (3)

6.2.3 (a) Objectives should be in keeping with the introduction planned.
Examples:
Social development – interaction with peers and educarer
Language development – songs and rhymes
Cognitive development – introduction of new concepts/vocabulary/skills
Emotional development – appropriate behaviour within a group
Physical development – gross motor skills (2)

(b) An appropriate movement ring introduction ... a warm-up activity ... (4)

(c) All necessary aids and apparatus. (2)

6.3
- Walking
- Running
- Jumping
- Swaying
- Marching
- Trotting
- Galloping
- Skipping (Any 4 × 1) (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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