higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCARE DIDACTICS N5

20 NOVEMBER 2014

This marking guideline consists of 8 pages.

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QUESTION 1

1.1 C

1.2 C

1.3 C

1.4 D

1.5 D

1.6 C

1.7 A

1.8 C

1.9 D

1.10 A (10 x 2) (20)

QUESTION 2

2.1 G

2.2 F

2.3 J

2.4 H

2.5 I

2.6 C

2.7 B

2.8 A

2.9 D

2.10 E (10 x 2) (20)

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QUESTION 3

3.1 T

3.2 T

3.3 F

3.4 F

3.5 F

3.6 F

3.7 F

3.8 F

3.9 T

3.10 T (10 x 1) (10)
[50]

SECTION B

QUESTION 4

4.1 Describe how you would improve the acoustics in your playroom. Make use of the following headings:

4.1.1 Floor coverings

- Synthetic floor covering improves sound.
- Carpets absorb sound. (2)

4.1.2 Ceilings

- Lower ceilings diminish sound.
- Special acoustic roof tiles absorb sound. (2)

4.1.3 Windows

- Observation windows inside cut down on sound.
- Laminated glass on outside windows diminish outside sound. (2)

4.1.4 Furnishings

- Curtains help absorb sound.
- Amount of furniture in room will determine sound effects. (2)

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4.2 You need to advise a colleague on a suitable lay-out of a book area. What SEVEN aspects for the lay-out of a book area should be considered?

- Choose an area close to a window for natural sunlight
- Place books in a quiet area away from general walk ways
- Children should see what is available in one glance
- Make use of bookshelves for neat displays
- Change books regularly
- Soft cushions and chairs with tables should be available
- A carpet is a must
- Have interesting posters in the area about reading or pictures

(Any 7 x 2) (14)

4.3 You wrote an article in the weekly newsletter in which you gave parents some hints on how to contribute to their child's music development. List SIX hints on how parents can contribute to their child's music development.

- Give ideas on making musical instruments at home from waste.
- Encourage parents to often sing to the child.
- Let parents make their child aware of different sounds in and around the house.
- Provide parents with ideas on how to show appreciation for children's music making efforts.
- Encourage parents to sometimes sing with their child instead of reading a bed time story.
- Motivate parents to encourage the child to listen to a variety of music genres.
- Encourage parents to help their child to build up a music collection.

(Any 6 x 1) (6)

4.4 Children discover through their senses. List SEVEN discoveries toddlers can make through their senses when using food.

- Identify food through smell
- Identify food through touch
- See changes occur in food during food process eg liquid to solid
- Taste a variety of foods and identify food through taste
- Encourage toddler to describe smell of different food types
- Describe the texture of food they touch
- Experiment with combinations and let them see, taste, touch
- Let them listen to the sound of certain foods when adding liquid or put in microwave e.g. popcorn

(Any 7 x 1) (7)

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4.5 Plan a drawing activity for toddlers. Make use of the following template:
Date:..... **Age: .....**

Number of children: ..... **Type of Activity:**

Drawing

ACTIVITIES	AIDS	OBJECTIVES
INTRODUCTION Introduce the crayon to the child and allow them to use the crayon in a variety of ways	Crayons Large sheets of paper	To get the child's attention
BODY Give a large sheet of paper to the toddler and encourage the toddler to "draw" Encourage filling the space and using a variety of colours	Crayons Large sheets of paper	To develop eye-hand co-ordination To develop sharing and taking turns (socialization)
CONCLUSION Put picture on display and praise child for effort Ask child about "picture"		To calm the child down To boost self-awareness

Mark allocation:

1 Mark each for completing headings (3)
2 Marks each for activity ideas (6)
1 Marks each for aims (3)
1 Marks each for aids/resources (3)

(15)
[50]

QUESTION 5

5.1 List FIVE ideas for speech and language development in toddlers.

- Use toy telephones to encourage speech
- Use mealtimes to talk about food or events
- Play with feely boxes
- Use good language and full sentences
- Sing songs together
- Read stories together
- Page through books together
- Go on walks and outings to encourage speech

(Any 5 x 2) (10)

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5.2 What is the aim of the introduction in a/n lesson/activity?

- To prepare the children for the main/core activities
- To grasp the children's attention
- To link the lesson with the theme
- To let the children look forward to the activity
- To provide rules and instruction about the main/core activities
- To explain the main/core activities to the children
- To link to children's existing knowledge with the main/core activities
- To allow children to participate in discussions about main/core activities

(Any 8 x 1) (8)

5.3 List TEN criteria for ensuring that proper observation will take place.

- Maintain discretion
- Keep all reports confidential
- Always have stationary ready
- Interpret results with caution
- Children must be unaware of observations
- Be informed and have real contact with parents in order to understand the child
- Be objective
- Do proper planning for observation
- Be honest
- Observe children throughout the day
- Have proper evaluation sheets
- Use observations to develop each aspect of the child

(Any 10 x 1) (10)

5.4 Describe how you will manage the discussion of a child's progress with a parent.

- Choose a time that will suit the parents
- Do not use subject terminology
- Give simple, clear explanations of the child's progress
- Be honest
- Be professional
- Allow parents to view their feelings and expressions
- Be positive and give advice when asked
- Do not intimidate parents
- Always end the discussion on a positive note.

(Any 5 x 2) (10)

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5.5 Describe the story telling method.

- Know the story well but do not memorise
- Get the story aids ready
- Get the children seated correctly
- Make sure they are comfortable
- Introduce the concepts or sing a suitable song
- Start telling the story with the help of story aids
- Make sure the children can see the story aids
- Make use of facial expression
- Use the correct tone of voice for each character
- Do not exaggerate too much
- Do not ask questions during the story
- End the story at a suitable point if children get restless
- Ask open ended question
- Discuss the features of the story

(12 x 1) (12)

[50]

QUESTION 6

6.1 List the FOUR music categories that should be included in every music activity for pre-schoolers.

- Listening
- Singing
- Rhythmical movement
- Playing instruments

(4 x 1) (4)

6.2 Explain by means of two activity ideas each, how the following listening aspects can be developed:

6.2.1 Auditory awareness

Play a piece of music and stop. When the children hear the music they must wave their hands. When the music stops the children must put their hands in their laps. (2 x 2) (4)

6.2.2 Auditory discrimination

- Play games to illustrate contrasts in music e.g. low/high
- Demonstrate three instruments. Play the instruments behind screen. Allow children to identify the instruments.

(2 x 2) (4)

6.2.3 Auditory sequencing and memory

- Play echo games
- Clap a rhythm and asking the children to repeat the sequence.

(2 x 2) (4)

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6.3 List the general criteria for planning and presenting a music story to toddlers.

- The aim is listening and does not include movement
- The content should be related to the child's world
- The story should be short and in relation to the child's attention span
- Incidents should occur in a logical manner
- New words and concepts are gradually introduced
- Undue fear and over dramatization must be avoided
- Make use of illustrations if needed
- Music and story must go together
- Dialogue and music should alternate
- Music extracts should be short
- Know the story well
- Make use of good sound quality (10 x 1) (10)

6.4 Environmental studies include both natural and man-made surroundings, objects, conditions or influences. Describe where and how to begin with environmental studies.

- Introduce pictures on the subject
- Encourage conversation about related pictures
- Use the nature table to encourage understanding
- Go for walks or outings
- Encourage children to bring items of interest to the centre
- Use books to initiate discussions
- Play language games
- Make use of stories (Any 7 x 2) (14)

6.5 Describe how you will teach a song to toddlers.

- Make use of the whole song method
- Sing the song as a whole
- Repeat the song and include actions
- Repeat the song and encourage children to join in
- Sing the song the next day
- Repeat the song with percussion instruments
- Keep singing the song and make a song chart to display (Any 5 x 2) (10)

[50]

TOTAL SECTION A: [50]
TOTAL SECTION B: [150]
GRAND TOTAL: [200]

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