higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

(7080115)

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This question paper consists of 7 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

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 answer and write only the letter (A–D) next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 The age range of a toddler is …

A 0 to 18 months.
B 18 months to 3 years.
C 3 to 4 years.
D 4 to 5 years.

1.2 Mixing the colours blue and red gives you …

A brown.
B green.
C black.
D violet.

1.3 Playing with water and mud is examples of …

A fantasy play.
B messy play.
C manipulative play.
D physical play.

1.4 Piaget identified the sensory-motor period from …

A birth to 2 years.
B 2 to 7 years.
C 7 to 11 years.
D 11 to 15 years.

1.5 When children believe that lifeless objects have human feelings, it is referred to as …

A conceptualisation.
B animism.
C assimilation.
D classification.

1.6 The right hemisphere in the brain is responsible for …

A analytical skills.
B mathematical skills.
C language.
D creativity.

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1.7 Children start naming their scribbling from …

A 18 months to 2 years.
B 2 to 4 years.
C 4 to 5 years.
D 5 to 6 years.

1.8 At the schematic stage …

A more realistic colours are used.
B figures float on the page.
C shapes are uncontrolled.
D figures are hairpin structures.

1.9 The rule of thirds is used in drawing to represent …

A form.
B composition.
C proportion.
D lines.

1.10 The ability to recognise the presence of sound is called …

A auditory discrimination.
B auditory memory.
C auditory sequencing.
D auditory awareness.

(10 × 2) **[20]**

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QUESTION 2

Choose a word/term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–Q) next to the question number (2.1–2.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Activity that promotes mathematical concepts in the pre-schooler	A	concept
2.2	A topic	B	crescendo
2.3	Discovering a connection between the marks on the paper and the movement of the hand	C	uncontrolled scribbling
2.4	Asking questions about size	D	receptive language
2.5	A gradual increase in loudness in a piece of music	E	late schematic stage
2.6	A generalised idea	F	expressive language
2.7	Child counting like a parrot	G	classification
2.8	Using the baseline in a clear way	H	early symbolic stage
2.9	Associating the marks on paper with the world around him/her	I	theme
2.10	Language that you hear or read	J	objective
2.11	Making random marks on paper	K	numbers
2.12	Language that is spoken or written	L	controlled scribbling
2.13	Shapes becoming more controlled	M	measuring
2.14	Not being influenced by personal feelings or opinions	N	schematic stage
2.15	A gradual decrease in the volume of a musical passage	O	named scribbling
		P	decrescendo
		Q	volume

(15 × 2) **[30]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 3

3.1 Explain the value of having an organised storage area for toys in the day-care centre. (5)

3.2 Discuss how you would ensure a safe outdoor environment in the day-care centre. (10)

3.3 Your theme for the week is 'the hospital'. What aids or apparatus would you place in the fantasy area? (5)

3.4 Describe how you would use a bowl of water, a feather and a coin during a discovery activity to teach children the concepts of 'heavy' and 'light'. (5)

3.5 Give guidelines for choosing books for toddlers. (5)

3.6 State FIVE rules for sand play. (5)

3.7 Explain how the educarer can involve the parent in the child's language development. (5)

3.8 Give the disadvantages of the open-plan presentation, that is, rotating from room to room. (10)

[50]

QUESTION 4

4.1 Discuss the criteria for observations. (10)

4.2 Give FIVE objectives of telling a story. (5)

4.3 Name FIVE kinds of rhymes. (5)

4.4 Discuss the layout of the book corner. (10)

4.5 Mrs Cele is the educarer at Zebbies Day-Care Centre. She is expected to use a theme when planning her activities.

4.5.1 Discuss the advantages and disadvantages of doing theme teaching.

4.5.2 Write FIVE appropriate discussion points on the theme 'My home'.

(2 × 10) (20)

[50]

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QUESTION 5

5.1 Give FIVE creative activities that toddlers can do to develop their fine motor skills. (5)

5.2 Taking children on outings can be very rewarding. Outings can provide children with hands-on experience as well as expose them to the natural environment.

5.2.1 Name THREE places that toddlers can visit for an outing. (3)

5.2.2 Discuss aspects that must be considered in planning an outing for toddlers. (10)

5.3 Explain what the educarer needs to consider when presenting musical stories. (5)

5.4 Discuss how music can contribute to a child's social development. (5)

5.5 Plan a physical activity for toddlers using bean bags and baskets as aids for the lesson.

Your lesson must include the following:

INTRODUCTION
- Activity (2)
- Aids/apparatus (2)
- Objective (2)

BODY
- Activity (4)
- Aids/apparatus (2)
- Objective (4)

CONCLUSION
- Activity (2)
- Aids/apparatus (2)
- Objective (2)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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