higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N390**(E)**(J5)H

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

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 Always make sure you leave children alone in the isolation area.

1.2 Safety is very important as a three-year-old child cannot foresee danger.

1.3 Toddlers are egocentric and see things from other people's perspective.

1.4 Outdoor play areas should be near the daycare centre's indoor area.

1.5 Toddlers should be kept quiet when playing outside.

1.6 Replacement of first-aid supplies should be done once a month.

1.7 Children always feel unsafe in an organised environment.

1.8 A constant loud noise increases a toddler's concentration.

1.9 Synthetic coverings are the most suitable floor coverings for the daycare centre.

1.10 Warm and bright colours should be used in the quiet areas of the playroom.

(10 × 1) **[10]**

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QUESTION 2

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

COLUMN A		COLUMN B	
2.1	A group of musicians who play together on a variety of instruments	A	dynamics
2.2	Trumpet, horn, trombone	B	stringed instruments
2.3	A child walks around while you play music on a drum. As soon as you play faster, the child starts jogging	C	melodic instruments
2.4	Rhythm, melody, texture, form	D	orchestra
2.5	Maracas, cymbals, castanets	E	expressive elements
2.6	The leader of a band who uses a baton to show the players when to start or stop playing	F	wind instruments
2.7	Sound, tempo, dynamics	G	conductor
2.8	Violin, cello, mandolin	H	sound
2.9	When the music plays softly, all the children move on their toes and when the music plays loudly, they stamp their feet	I	non-melodic instruments
2.10	Xylophone, chime bars, glockenspiel	J	constituent elements
		K	rhythm
		L	tempo

(10 × 2) **[20]**

QUESTION 3

Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (3.1–3.10) in the ANSWER BOOK.

3.1 Children of the same age group

3.2 Sleeping, eating and toilet areas

3.3 The sounding of words and syllables

3.4 The appreciation of beauty

3.5 Identifying or grouping together objects of a particular group

3.6 A central topic around which activities are planned

3.7 The use of one's imagination to make something

3.8 Mental activities and skills for performing tasks such as reasoning and understanding

3.9 When a child is able to identify different sounds

3.10 The type of play in which children use toys such as blocks and objects to build structures

(10 × 2) **[20]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 State THREE requirements for the sleeping area. (3)

4.2 Explain the value of messy play for a child. (5 × 2) (10)

4.3 Discuss the general requirements for setting up a discovery table. (10)

4.4 Name FIVE suitable aids/apparatuses that can be used by toddlers to help with the development of their gross motor skills. (5)

4.5 Explain how one can ensure that doors are safe in the daycare centre. (5)

4.6 The activity area allows children to explore and play with safe materials specially designed for them.

4.6.1 Name FIVE activity areas that can be found in a daycare centre. (5)

4.6.2 Discuss how these areas can benefit the child. (5 × 2) (10)

4.7 Define *fantasy play.* (2)

[50]

QUESTION 5

5.1 State the advantages of written planning. (10)

5.2 Explain the importance of teaching toddlers songs and rhymes. (5)

5.3 Give FIVE rules that should be followed in the book corner. (5)

5.4 Explain the role of educarers when presenting open-plan presentations and allowing groups to rotate from room to room. (5 × 2) (10)

5.5 Draw up a checklist with TEN requirements for choosing stories for toddlers. (10)

5.6 Discuss the criteria for the selection of suitable themes for toddlers. (10)
[50]

QUESTION 6

6.1 Name FIVE media that can be used for making posters. (5)

6.2 A creative lesson may be done for a week from Monday to Friday.

Write the main activities that toddlers can do for a week for a creative lesson on the theme *flowers*. (5 × 2) (10)

6.3 Name FIVE percussion instruments that can be used by toddlers. (5)

6.4 Give THREE reasons why a child may not want to take part in a music activity. (3 × 2) (6)

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6.5 You are doing your practical training at Little Bears daycare centre in Durban. The educarer requests you to present a messy play activity for the toddlers in her class.

Copy the following table in the ANSWER BOOK and write the lesson plan that you will present.

ACTIVITY	AIDS	OBJECTIVE
INTRODUCTION		
(2)	(2)	(2)
BODY		
(5)	(2)	(5)
CONCLUSION		
(2)	(2)	(2)

Your lesson should include:

INTRODUCTION
a) Activity (2)
b) Aids/apparatuses (2)
c) Objective (2)

BODY
a) Activity (5)
b) Aids/apparatuses (2)
c) Objective (5)

CONCLUSION
a) Activity (2)
b) Aids/apparatuses (2)
c) Objective (2)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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