higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

22 NOVEMBER 2018

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1 I
1.2 G
1.3 N
1.4 H
1.5 L
1.6 D
1.7 B
1.8 C
1.9 O
1.10 K
1.11 E
1.12 F
1.13 A
1.14 J
1.15 M

(15 × 2) **[30]**

QUESTION 2

2.1 False
2.2 True
2.3 True
2.4 False
2.5 False
2.6 True
2.7 False
2.8 True
2.9 True
2.10 True

(10 × 2) **[20]**

TOTAL SECTION A: 50

SECTION B

QUESTION 3

3.1
- Check equipment for potential hazards.
- The surfaces under the equipment must be soft and thick to soften the impact of a child's fall.
- The playground should be free of standing water.
- There should be no broken glass or twisted metal on the ground.
- Metal equipment should not be rusted.
- There should be proper fencing and a lockable gate.
- There must be no poisonous plants and thorns.
- The sand pits must be covered at night.
- Shady and sunny areas should be available.
- Equipment must be evenly spaced.
- The playground must be supervised at all times.

(10 × 1) (10)

3.2
- Bright, colourful and of real, everyday objects
- Simple and clear
- Should be changed regularly
- Protected by plastic
- At eye level (5)

3.3
- A fully stocked first-aid kit must be available in the sick room at all times.
- The first-aid cupboard must be locked, but the key must be easily accessible to the educarer.
- Supplies should be replenished regularly and all outdated medicine should be discarded.
- Keep medicine for internal use separate from those used for external use.
- Arrange supplies in the cupboard so that they can be accessed easily. (5)

3.4
- Large peg boards
- Big beads or cotton reels for threading
- Simple jigsaw puzzles (6-12 pieces)
- Stacking toys
- Hammering boards
- Shape sorters (5)

3.5
- Liquid soap bubbles
- Playdough
- Cook spaghetti
- Mud pies
- Finger or hand painting (5 × 2) (10)

3.6
- He will learn about the world around him through his own actions.
- He will learn about the properties of objects and how they work together.
- He will learn to use the same object in different ways.
- He will learn about similarities and differences, shapes, sizes and colour.
- As he discovers things on his own, he learns to solve problems.
- As the learning process develops, the discovery activities become more exciting. (Any 5 × 2) (10)

3.7
- Praise and encourage him.
- Talk him through the activity and ask questions to help him find a solution.
- Demonstrate the solution if he cannot find it.
- Be calm and patient.
- Do not rush him, but give him time to do the activity. (5)

[50]

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QUESTION 4

4.1
- Attendance register
- Diary/Logbook
- Checklist
- Daily reports (4)

4.2 4.2.1
- The book corner must be in a quiet area of the daycare centre.
- The bookshelves must be at the child's eye level.
- There should be an inviting book exhibition.
- No torn or damaged books should be displayed.
- The floor should have a soft carpet with cushions on which children can sit.
- The area should not be too big as children will then not move around.
- Posters and pictures of the theme can be put up in the area.
- Books should be alternated regularly.
- The books that were used during story time should be displayed in the area.
- Not too many books should be exhibited at a time.

4.2.2
- Be enthusiastic when telling the story.
- Speak loudly and clearly.
- Maintain eye contact.
- Vary your tone, speak softer, louder, faster or slower according to the need of the story.
- Keep the story moving.
- Use direct speech when the character speaks.
- Show the story aids as you tell the story.
- Allow the children to repeat simple phrases or words.
- Do not overdo gestures.
- Finish the story. Do not allow the children to wait until the next day to finish it.
- If you notice that the children are getting restless and uninterested, shorten the story and end it as soon as possible.

(Any 10 × 2) (20)

4.3
- Use rhymes and songs to teach numbers.
- Let children identify pairs, for example their shoes.
- Get them to count things in the classroom, for example the windows.
- Play number games with them, for example the teacher shouts out a number and the child runs to touch the number on the wall.
- Count cutlery during meal times. (5 × 2) (10)

4.4
- Rhythm
- Dynamics
- Melody
- Harmony
- Tone
- Texture
- Form (7)

4.5
- Plastic tablemat
- Tiles
- X-ray films
- Wooden boards
- Hard cardboard (5)

4.6
- The children are exposed to working with different educarers.
- The educarer can be a specialist in the field of study. (2 × 2) (4)

[50]

QUESTION 5

5.1 5.1.1
- Uncontrolled scribbling
- Controlled scribbling
- Named scribbling (3)

5.1.2 Uncontrolled scribbling
- First random marks on the paper using palmar grip
- Movement or marks are not controlled
- Accidental marks on paper or in food

Controlled scribbling
- The child now realises the connection between the paper and the pen.
- He moves his wrist back and forward and round and round.
- As he repeats the action, he fills the paper with circles, ovals, and spirals.

Named scribbling
- The child gives a name to his scribbling and discovers that his drawing is a symbol.
- He associates the marks on the paper with the world around him.
- Colour is used as a preference only.

(3 × 3) (9)

5.2
- Choose someone who is interested in children and likes them.
- Interview the person, either at work or on the phone.
- Brief the guest speaker by giving him/her questions that the children might ask or by telling them what to wear.
- Ensure that you prepare the children for the visit. (4 × 2) (8)

5.3 GENERAL INFORMATION

Age of children: 3 years
Number of children: 10
Duration of lesson: 15–20 minutes
Theme: Any theme or none
Lesson type: Music activity
Date: Any date

INTRODUCTION	AIDS	OBJECTIVE	
An appropriate introduction activity, for example, sing a song Name the song (2)	Appropriate aid for activity (2)	Must link to activity in introduction, for example, to get the children's attention (2)	(6)
BODY	**AIDS**	**OBJECTIVE**	
An appropriate music activity must include: • Listening activity • Singing • Use of instruments • Rhythmic movement (6)	Appropriate aids for activity (2)	Must link to activity in body, for example, social development, language development and emotional development (4)	(10)
CONCLUSION	**AIDS**	**OBJECTIVE**	
An appropriate conclusion activity Must be a calming activity (2)	Appropriate aids for activity (2)	Must link to activity in conclusion, for example, to calm children down (2)	(6)
			[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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