higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N390**(E)**(N22)H

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

(7080115)

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This question paper consists of 6 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

Choose the item/word from COLUMN B that matches a description in COLUMN A. Write only the letter (A–O) next to the question number (1.1–1.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.1	Organisation, identification and interpretation of sensory information	A	maracus
1.2	Tunnels made from large tyres buried in the ground	B	theme
1.3	Organisation, arrangement and combination of objects	C	babies
1.4	Musical chairs	D	rhythmic movements
1.5	Mathematical concept	E	slapping the legs
1.6	Walking, skipping and dancing	F	contrast
1.7	Topic or subject of talk	G	hideaways
1.8	Socialisation occurs through interaction	H	auditory awareness
1.9	Educarer claps and says a phrase which children then repeat	I	perception area
1.10	Stable arrangement of objects	J	concept
1.11	Body percussion	K	balance
1.12	Extremes of light and dark patterns	L	space and shape
1.13	Musical instrument	M	focal point
1.14	Generalised idea	N	composition
1.15	Centre of drawing	O	auditory sequence

(15 × 2) **[30]**

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QUESTION 2

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (2.1–2.10) in the ANSWER BOOK.

2.1 The aim of the curiosity corner is to discourage thought, problem solving, discovery and creative thinking.

2.2 The educarer should always work with concrete materials as the toddler cannot yet think abstractly.

2.3 Never scratch out anything on the report.

2.4 Stories should always be longer than the child's concentration span.

2.5 Rhymes should always have a deep meaning.

2.6 Children can dramatise stories.

2.7 Articulation is how children act out words.

2.8 It can be noisy in an open-plan presentation.

2.9 Shapes become more controlled at the symbolic stage.

2.10 Concept formation depends on the complexity of the object.

(10 × 2) **[20]**

TOTAL SECTION A: 50

SECTION B

QUESTION 3

3.1 List TEN actions that can be taken to ensure a safe playground. (10)

3.2 Discuss the pictures that should be displayed on the playroom wall. (5)

3.3 Every daycare centre should have a first-aid cupboard.

State the requirements for this cupboard. (5)

3.4 Name FIVE manipulative toys for the age group of two-to-three-years. (5)

3.5 Give FIVE ideas for messy play that an educarer can use for a group of three-year-old toddlers. (5 × 2) (10)

3.6 Explain to Mrs Nxumalo the importance of allowing Sammy to experiment and discover things on his own. (5 × 2) (10)

3.7 You are the educarer in the class and Sammy is trying to put the circle into the shape-sorting toy box.

Explain your role during this problem-solving activity. (5)
[50]

QUESTION 4

4.1 Name FOUR instruments that can be used for daily record keeping. (4)

4.2 One of the most lasting ways an educarer can have an impact on a child's overall success is by instilling in them a love and passion for reading.

4.2.1 Explain how you would plan the layout of a book corner in the daycare centre. (10)

4.2.2 Discuss how you would present a story to a group of toddlers. (10)

4.3 State FIVE activities that can be done with three-year-olds to teach them the number concept. (5 × 2) (10)

4.4 List SEVEN structural elements of music. (7)

4.5 Name FIVE working surfaces that can be used for modelling activities. (5)

4.6 State TWO advantages of children having to rotate rooms for activities in the daycare centre. (2 × 2) (4)
[50]

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QUESTION 5

5.1 The educarer at Savo's Daycare Centre is concerned, because Sammy has not yet reached the scribbling stages of drawing.

5.1.1 Name the THREE stages of scribbling. (3)

5.1.2 Describe each stage named in QUESTION 5.1.1. (3 × 3) (9)

5.2 What would you take into consideration when choosing and inviting guest speakers to talk to the children at the daycare centre? (4 × 2) (8)

5.3 Plan a music lesson for a group of 10 toddlers aged three**.**

Your lesson plan must include the following:

1. **GENERAL INFORMATION** (6)

2. **INTRODUCTION**
   - Activity
   - Aids/Apparatus
   - Objective (3 × 2) (6)

3. **BODY**
   - Activity (6)
   - Aids/Apparatus (2)
   - Objective (4)

4. **CONCLUSION**
   - Activity
   - Aids/Apparatus
   - Objective (3 × 2) (6)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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