higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## EDUCARE DIDACTICS THEORY AND PRACTICAL N5

## 25 NOVEMBER 2019

**This marking guideline consists of 7 pages.**

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## SECTION A

### QUESTION 1

1.1 B
1.2 D
1.3 B
1.4 A
1.5 B
1.6 D
1.7 B
1.8 A
1.9 C
1.10 D

(10 × 2) **[20]**

### QUESTION 2

2.1 G
2.2 I
2.3 M
2.4 N
2.5 B
2.6 A
2.7 K
2.8 E
2.9 P
2.10 D
2.11 C
2.12 F
2.13 J
2.14 L
2.15 P

(15 × 2) **[30]**

**TOTAL SECTION A: 50**

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## SECTION B

## QUESTION 3

3.1
- It saves space and time when looking for toys.
- It teaches children organisational skills from a very young age.
- It helps to immediately see what is missing or broken.
- Children feel safe in an organised environment and they can access the toys.
- It teaches children responsibility, as they can pack away the toys themselves. (5)

3.2
- Equipment that is used outdoors should be free from sharp edges and must have no broken parts.
- There should be no protruding ends or corners on the large outdoor equipment.
- The large equipment should be painted with non-toxic paint.
- There should be a secure fence and a lockable gate to prevent children from going out.
- The equipment should be child sized and age appropriate for the children.
- Large equipment should be secured in the ground.
- No pieces of broken glass should be lying around on the playground.
- There should be no poisonous plants.
- The water play area, when not in use, should be covered.
- The sandpit must be sterilised and covered at night. (10)

3.3 Bandages, stethoscopes, white lab coats, toy doctor's kits, blankets, dolls, plastic syringes (5)

3.4
- Take the bowl of water and put it on the table for all to see.
- Take the feather and drop it into the water.
- Take the coin and then drop it into the water.
- Let the children see that the feather floats on the surface and the coin sinks to the bottom of the water.
- Children will learn about the concepts of heavy and light. (5)

3.5
- The book should have a simple story, dealing with things they know.
- Pictures must be large, colourful and clear.
- The story should have repetitions and rhymes.
- The book must be based on reality and not on fantasy.
- The book should be made from cardboard, with more pictures than words. (5)

3.6
- No eating is allowed in the sandpit area.
- Sand may not be thrown at each other.
- Remove shoes and socks when playing in the sandpit.
- Do not eat the sand.
- Do not take the sandpit toys to other areas. (5)

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3.7
- The educarer can encourage the parent to take the child to the library.
- The educarer can tell the parent to read books and tell stories to the child.
- The educarer can encourage parents to teach the child to treat all books with respect.
- The educarer can encourage parents to listen when their children talk.
- The educarer can send newsletters and put up posters about language development.
- The educarer can have meetings to inform parents about the value of language development. (Any 5 × 1) (5)

3.8
- The educarer finds it difficult to get to know each child, as they do not work with the same group of children but handle different children.
- The educarer will take longer to become aware of the problems that a child may experience.
- The educarer may become bored of the activities, as they are doing the same activities over and over.
- Children need to get used to each educarer's type of discipline, making discipline difficult.
- It makes it more difficult for a new child to adapt. (5 × 2) (10)

**QUESTION 4**

4.1
- Strict confidentiality and professionalism must be maintained.
- No information may be left lying around.
- The children must be unaware of the observation taking place.
- Intensive and objective observations are important to evaluate a child properly.
- Proper planning to observe is necessary.
- Be honest in your observation.
- Observation should be done continuously.
- Have your stationery available when doing observations.
- Record the child's actions and do not make judgements.
- Do not talk to the adults and children when observing a particular child. (10)

4.2
- To increase vocabulary
- To improve listening skills
- To broaden imagination
- To develop memory skills
- To improve concentration (5)

4.3
- Counting rhymes
- Animal rhymes
- Finger and action rhymes
- ABC rhymes
- Nonsense rhymes (5)

4.4
- The book corner should be away from the general traffic and in a quiet area.
- The area can be separated from the other play areas by using book shelves or cupboards.
- There should be a soft carpet and cushions on the floor, with a large bean bag for children to sit on.
- Posters can be displayed and rules can be displayed using pictures.
- A bookshelf, in which books are arranged at eye level, is required.
- The area should be inviting and have an area displaying new books.
- A table and chairs should also be available.
- Books from which the educarer tell stories should also be displayed.
- The area should be in a well-lit area with enough lighting.
- There should be enough space.
- The display should be changed at least once a week and new books taken out. (Any 10 × 1) (10)

4.5 4.5.1 Advantages
- The educarer knows exactly what to do and where to start.
- It is easier to have consistency in the quality of education, as the educarer has all the information they need to teach.
- It makes the educarer's task easier, as they do not have to plan and work out relevant themes.

Disadvantages
- The prescribed themes do not necessarily meet the unique needs of a specific group.
- The themes cannot be changed if they prove to be unsuitable.

(5 × 2) (10)

4.5.2
- Discuss who lives in my home.
- Discuss what homes are made from.
- Discuss the different rooms in my home.
- Discuss what happens in the kitchen in my home.
- Discuss the furniture in my home. (5 × 2) (10)

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## QUESTION 5

5.1
- Drawing
- Painting
- Threading
- Cut-and-paste activities
- Play-dough activities (5)

5.2 5.2.1
- Shop
- Fire/police station
- Theatre
- Zoo
- Farm
- Library
- Park
- Museum
- Factory (Any 3 × 1) (3)

5.2.2
- Decide where you want to take the children.
- Visit the place beforehand.
- Request people at the venue to talk to the children.
- Discuss the outing with the principal.
- Organise some adults to accompany you on the outing.
- Organise transport and departure times.
- Organise refreshments for the trip.
- Send a letter to parents and get them to sign indemnity forms.
- Budget properly for the trip.
- Collect monies. (10)

5.3
- Make sure that the music is appropriate to elements of the story.
- Alternate the telling of the story with music.
- Ensure that the sound quality is good.
- Record short pieces of music.
- The music story should not replace the educarer.
- Tell the story yourself to remain in contact with the children. (Any 5 × 1) (5)

5.4
- Since music is a group activity, children interact on a social level.
- Children learn to share and take turns and co-operate with each other.
- Music allows children to communicate in song and dance with each other.
- Music allows children to take on a leadership role or a follower, for example in a band.
- Through music, children can communicate their feelings and interpretation of music. (5)

5.5

| ACTIVITY | AIDS | OBJECTIVES |
|---|---|---|
| **INTRODUCTION**<br><br>Take children outside while singing 'we are marching' or<br>any other relevant activity<br><br>(2) | None<br>Or<br>Aids for the activity in the introduction<br><br>(2) | To get the toddlers' attention<br>To prepare them for the activity<br>The objectives must be in keeping with the activity.<br><br>(2) |
| **BODY**<br><br>The toddlers throw the bean bags into the baskets<br>Or:<br>Toddlers put the bean bags into the baskets and run from point A to point B.<br>Or:<br>Toddlers attempt to walk with a bean bag on their head and when they reach the basket, they toss it into the basket.<br>Or any other relevant activity<br><br>(4) | Bean bag<br>Basket<br><br>(2) | Develops gross motor skills<br>Eye–hand co-ordination<br>Increases self-esteem<br>Develops balance<br>Or:<br>Any other objective that is in keeping with the activity<br><br>(4) |
| **CONCLUSION**<br><br>Children lie down and do breathing exercises.<br>Or any other calming down activity<br><br>(2) | None<br>Or:<br>Aids for the activity in the conclusion<br><br>(2) | Calm down<br>End lesson<br>Any other objective that is in keeping with the activity<br><br>(2) |

(22)
**[50]**

**TOTAL SECTION B : 150**
**GRAND TOTAL: 200**

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