higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCARE DIDATICS THEORY AND PRACTICAL N6

30 NOVEMBER 2016

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

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

(15 × 2) **[30]**

QUESTION 3

3.1 True
3.2 True
3.3 True
3.4 False
3.5 True
3.6 False
3.7 False
3.8 False
3.9 True
3.10 False

(10 × 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 Covert
- The child is not aware that you are observing him/her.

Overt
- The child is aware that you are watching him/her.

Participatory
- You are participating with the child by helping or asking questions.

Non-participatory
- You are only observing and not taking part.

Factual
- Where you state a yes or no according to the observations made on a checklist.

Descriptive
- Where you make detailed descriptive notes on exactly what you observe.

(Any 5 × 2) (10)

4.2
- Consider the age and developmental level of the children in the group.
- Take the weather, season and time of day into consideration.
- Available space and equipment should also be considered.
- Enough time should be allocated.
- Activities must be well planned and guidance provided during play.
- Adequate adult supervision is of utmost importance.
- All activities must be planned with the whole child approach in mind.

(Any 5 × 2) (10)

4.3
- No running around the water table as children can slip and hurt themselves.
- No splashing of water allowed.
- Hands must be washed before and after play.
- Plastic aprons must be worn and sleeves pulled up.
- All equipment must be dried and packed away after play.
- Dry child where accidental splashing wet the child.
- No eating allowed while playing in water.
- Water from the water table must not be drank.
- No glass equipment or accessories must be used in water play.

(Any 5 × 1) (5)

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4.4
- Kitchen equipment such as pots and pans.
- Baking equipment such as baking tins, muffin pans.
- Moulds (jelly).
- Measuring equipment such as measuring cups and spoons.
- Plastic containers in a variety of sizes.
- A variety of boxes such as cereal boxes and tooth paste boxes.

(Any 5 × 1) (5)

4.5
- Children go through the stages of play in a natural way – first side by side and later playing together.
- Children learn by imitating each other – lots of interaction is made possible through block play.
- Children learn about respect, co-operation and playing according to rules through block play.
- Children learn to be independent and build on their own. This results in a sense of achievement and self-worth.
- Children learn to take responsibility when they get an opportunity to help pack away after block play.
- Children learn social skills such as 'please' and 'thank you' and 'may I please'.

(Any 5 × 2) (10)

4.6
- Only the allowed number of children in the block area.
- Blocks must not be walked on.
- No hitting with blocks allowed.
- Blocks will not be chewed or put in mouths.
- Structures of others may not be pushed over.
- No grabbing of blocks allowed. Ask politely.
- Pack away blocks after play in the correct space provided.

(Any 5 × 1) (5)

4.7
- Rabbit – outside
- Guinea pigs – outside
- Bantam fowls - outside
- Hamsters – inside
- Gold fish – inside
- Budgies – inside

(Any 5 × 1) (5)
[50]

QUESTION 5

5.1

CRITERIA	YES	NO
Non-toxic material or paint		
No sharp points or corners		
Flexible, good quality material and not able to break into dangerous parts		
Able to carry weight of child		
Colourful and interesting		
No battery operated toys allowed		
All seams stitched tightly		
Stuffing not able to be pulled through holes		
Strings not longer than 30 cm		
No loud noises		
No springs and hooks that can hurt children		
Challenging		
Easy to store		
Wooden toys well sanded with no splinters		
No peeling paint on plastic containers		
Metal toys not rusted		

(Any 5 x 2) (10)

5.2

- Colour/shape/texture collage with picked up items
- Drawing their experience and binding it in book form
- Discussion on what they have experienced during the trip
- Starting a 'Clean-up' operation at own day care centre
- Decorating a container to put waste in
- Making posters to put up in order to remind the community to keep their environment clean

(Any 5 × 2) (10)

5.3

OUTSIDE PLAY	MOVEMENT ACTIVITIES
• Free play • Using all available equipment in own way • A variety of muscles get exercised during play • Take place outside • No specific planning	• Adult guided • Using selected equipment and resources in a specific manner and at times in own creative way • Focus on specific muscles and skills • Can be presented indoors and outdoors • Specific planning with desired outcomes planned

(5 × 2) (10)

5.4
- Mainly to develop the language abilities linked to the play activity. Action words must be used.
- The educarer must know all the children in the group to plan activities specifically to develop skills
- The needs of the group must be considered – do not expect too much or too little
- Introduce the activity properly in order to encourage children to explore – the child must feel free and safe to make mistakes
- The approach must be informal to ensure all children want to participate without pressure.
- Support and encourage the children throughout the activity.
- Children need to know what is expected from them – demonstrate and repeat actions and skills. This will grow confidence in children.
- Be well prepared. Know the sequence of activities you want to present.
- Set up the area before the time and encourage the children to help pack away after the activity. (Any 5 × 2) (10)

5.5
- Skills ring
- Obstacle course
- Station rings
- Games

(If students mentioned 'with apparatus' and 'without apparatus' also award marks) (Any 3 × 1) (3)

5.6

	Categories of movement	**Examples of movement**		
5.6.1	**Moving forward**	5.6.1 5.6.2 5.6.3	crawl, walk, run, jump, gallop	
5.6.2				(3)
5.6.3	Balance			
		5.6.2.1	balance standing still	
		5.6.2.2	bend forward or turn without moving the feet	(2)
	Manipulation	5.6.3.1	throw and catch ball, stop, push, pull and roll	(2)

[50]

QUESTION 6

6.1
- The table must be large enough.
- The table must be low enough for all children to see and touch all resources on the table.
- The table should not be in the general walk way of the children but rather placed against a wall in the discussion area.
- There must be adequate space for articles to be displayed interestingly – make use of levels for display.
- Use a single coloured cloth or other material to cover the table that blend in with the theme topic.
- Labels must be in the correct font, printed and placed only on the most important articles.
- Different languages must be used for labeling articles and it must be colour coded for easy identifying.
- All objects must be safe enough for children to use on their own.

(Any 6 × 2) (12)

6.2
- Explain new words or concepts prior to singing the song
- Sing the song as a whole
- Repeat the song and add body movements or gestures
- Sing song again and encourage children to join in
- Sing song again and use a musical instrument to keep beat
- Sing song during next day again and repeat it as often as possible

(Any 5 × 2) (10)

6.3
- Clapping hands
- Stamping feet
- Knee slapping
- Clicking fingers
- Under-arm sounds
- Tapping with fingers
- Clicking tongue
- Cheek sounds
- Smacking lips (Any 3 × 1) (3)

6.4

Aims/objectives	Description of Activity	Resources/aids
	INTRODUCTION	
	CORE	
	CONCLUSION	

(25)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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COLLEGE OF CAPE TOWN
Inspiring minds

EDD N6 MOVEMENT RING 2 OBSTACLE COURSE

DATE: 12 MARCH 2015	THEME: Students own choice	GROUP: 4-5/ MIDDLE
OBJECTIVES	DESCRIPTION OF ACTIVITIES AND TEACHING TECHNIQUES	AIDS AND APPARATUS
SOCIAL Able to participate without crashing into others, warm their bodies up EMOTIONAL Body image, self-regulation	INTRODUCTION: Learners take off their shoes and socks. Give the learners the instruction: Hop like a bunny, jump like a frog, slither like a worm/snake etc. Give a signal e.g. drum/ whistle etc. and learners must stop hopping/ freeze. Then continue with the next action.	Learners Bodies Whistle or drum
PHYSICAL Hand-eye co-ordination, Foot-eye co-ordination, balance, skipping SOCIAL Wait turn, work with peers INTELLECTUAL Follow instructions, wait turn LANGUAGE 'Read' the words station and follow direction of arrows MORAL Respect towards peers, good manners	OBSTACLE COURSE BODY: START → 	Climbing apparatus Stepping stones Pipe or boxes Balancing beam Skittles, balls, cricket bats Chairs Table Hoola hoops Arrows or foot steps
Calming down	CONCLUSION: Calm learners down with breathing exercises	Educarer's voice, learners body

Self-Evaluation → .....

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Supervisor's comment → .....

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Supervisor's signature: .....

EDD N6 TEST MOVEMENT RING2 15 11 2015

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