higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

13 JUNE 2019

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

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

(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 True
3.8 False
3.9 False
3.10 True

(10 × 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

Any other relevant answers will be considered

QUESTION 4

4.1 4.1.1
- An opinion which leans towards or against something
- This opinion is often without any factual evidence of the correctness of the point of view.

4.1.2 Making a judgement about a person before getting to know them

4.1.3 A fixed idea about a group or person displaying certain characteristics

(3 × 2) (6)

4.2
- In baking trays or shallow containers
- In a mud bucket or tub
- A permanent mud patch
- A permanent mud trench or drain (4)

4.3
- Child-sized gardening tools
- Containers of different sizes
- Flower pots
- Natural materials such as pebbles, seeds, pods or sticks
- Plastic insect or dinosaur models
- Old containers
- Large wooden or metal spoons
- Old measuring cups
- Plastic scoops, like those found in coffee cans
- Old pots, pans, or cake pans
- Moulds (Any 10 × 1) (10)

4.4
- Pre-schoolers will play more constructively when they can make larger, complex structures with larger-sized blocks and many children working together. It is essential that the block area be big enough to accommodate this type of play.
- Block play is more vigorous and louder than other activities in the classroom and this area should therefore be located in a more active area of the classroom. Many teachers locate the block area next to the dramatic play area since both areas encourage cooperative imaginary play. (2 × 2) (4)

4.5
- Teachers observe and record children's actions while the children are engaged in block play.
- They help the children develop receptive and expressive language by asking open-ended questions to encourage conversation, thereby creating opportunities to broaden the children's thought processes.
- They encourage children to reason by asking 'reasoning type' questions, for example, 'What will happen if you put that block on top?', 'Which row is bigger, which one is smaller?', 'How many blocks high is that structure?' or 'Is that taller than your friend?' (3 × 2) (6)

4.6
- Learn to use equipment safely and correctly. Equipment could include magnifying glasses, microscopes, magnets, scales, sieves and weighted objects.
- Draw and write to record results and discoveries.
- Talk about what the children see, feel, taste, hear, smell and discover.
- Observe changes: Children have the opportunity to develop their observational skills and identify changes and differences, such as changes in matter – for example, melting ice cubes.
- Read books to explore scientific concepts and further experiments.
- Predict: Children discuss the possibilities of what will happen in the experiment.
- Ask questions: Science experiments encourage curiosity and many questions.
- Explore the natural environment such as outdoor natural areas.
- Use the five senses, for example smelling or touching, and tactile discrimination.
- Consider maths concepts, for example, comparing size and weight.
- Solve problems, for example, how will we melt the ice? Will we leave it in the room, cook it in a pan or leave it in the sun?
- Explore cause and effect through materials, for example, popsicles will melt in the sun. (Any 10 × 1) (10)

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4.7
- Set up an outdoor weather station to allow children a hands-on experience of collecting and recording weather data. Include a thermometer, barometer and other weather-measuring instruments in the station.
- You could also set up a weather tracking station and print out or cut out weather information from the newspaper from the day before for children to record on the weather chart. Children can track the temperature and humidity levels of each day.
- Children can draw the different weather-related scenes for each day in their journals. Each child will then have something to look back on and review everything they've learned about weather and climate.
- Take time to discuss children's information and their observations about the weather. For example, are there seasonal changes in nature? Do they understand what's causing temperature to rise or drop? Do children understand the characteristics of each season? Discuss a variety of weather information, such as facts shared by the Weather Channel.
- Many news stations record their weather forecasts and post them online for viewers to watch. This presents an opportunity to watch the local weather forecast as a class and talk about the forecast and new weather words. You can also choose to read the local weather forecast from a newspaper or weather-related website. (5 × 2) (10)

[50]

QUESTION 5

5.1
- Group project – Build the clinic using material in the constructive area, such as boxes and accessories as well as small wooden blocks, people and vehicles.
- Each child can make a stethoscope.
- Paint activity – Paint the people who work at the clinic, for example a nurse. (3 × 2) (6)

5.2
- Ensure that an adult supervises the children at all times. Remember the rule of thumb about supervision: If you cannot see the children, you are not supervising them. Staff and/or volunteers must exercise close control over the children.
- Children on outings/field trips can become overly excited and want to explore on their own. Establish a process for regular accounting of all children and staff, both periodically and when activities change (such as before boarding the bus to return). (2 × 2) (4)

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5.3
- How well did the children manage the activities in relation to their starting points and capabilities?
- Did they enjoy learning the activities?
- Were the children actively involved, creative and critical thinkers?
- How well were they able to manage activities independently?
- Was the progress of particular groups (or individuals) better than or poorer than that of the others?
- What were the children's attitudes towards the activities, including their desire to participate and willingness to make choices?
- How did the children behave, join in, cooperate and share with each other?

(Any 5 × 2) (10)

5.4
- Physically – Physical fitness involves simple stretching, bending, twisting, and other body movements.
- Awareness of movement and body positions – Improve balance, coordination, and rhythm through dance and movement activities.
- Expression of emotions – Children's well-being can be greatly enhanced if they are given simple movement activities.
- Imaginative activities such as bear walking or imitating the walks of other animal can encourage movements created by the child.
- Problem-solving or cognitive skills such as counting, identifying colours, or learning body parts are stimulated during activities.
- Participating in a group – Cooperative games and activities help children learn how to work and play together rather than always compete.
- One example of a game is 'beach ball balance' in which two or more children hold a beach ball between them without using hands.
- Refined listening skills – Children notice changes in tempo or pitch of the music.
- Improving small motor skills – Children learn finger plays and playing musical instruments.

(Any 5 × 2) (10)

5.5
- Wearing bells while you are dancing
- Dancing with ribbons tied to rings
- Moving like sea animals
- Singing along and moving to action songs (e.g. 'I'm a little teapot')
- Moving to the beat of fun music and letting the children walk, bounce, sway or turning their bodies to the beat

(5)

5.6
- Obstacle course – moving over objects, crawling through tunnels
- Sports equipment – such as balls and bats
- Beanbag activities – throwing to peers, moving closer to each other and farther away from each other, using different body parts (hands, elbows, heads) and moving from one point to the next
- Hula hoop activities – running to the red hula hoop, pretending to be a car, or hopping over to the blue hula hoop like a bunny
- Egg and spoon races – using plastic eggs, racing from one point to another while balancing the egg on a spoon

(5)

5.7
- Roll the ball – Children stand in a circle and roll the ball without using their hands.
- Place the ball between the knees.
- Two children stand opposite each other and throw the ball to each other.
- Hold the ball under the arm and walk down a path and back.
- Throw the ball to the child standing in the front of a row. This child catches the ball and passes it over his or her head to the child behind him or her. This is repeated until the last child in the row pops the ball into a bucket and then runs to the front of the row, where the ball relay is started again.

(5 × 2) (10)
[50]

QUESTION 6

6.1
- Dentist
- Nurse
- Police officer
- Wildlife Outreach Centre
- Animal shelter, SPCA, or other animal group, to teach about caring for pets (5)

6.2
- Paint activity – Do finger prints or hand prints: 'We are sending a high five to say thank you'.
- Make police badges using aluminium foil.
- Make a police car using material available in the construction area. (3 × 2) (6)

6.3
- Tambourines
- Egg shakers
- Wrist and ankle bells
- Triangle
- Maracas
- Drums
- Rhythm sticks (Any 6 × 1) (6)

6.4
- Dribbling
- Throwing
- Catching (3)

6.5
- Shakers can be made by putting seeds, macaroni, beads, beans, peas, rice or other small objects inside plastic containers with lids, plastic bottles, or film canisters.
- Maracas can be made from paper bags filled with seeds, macaroni, beads, beans, peas, rice or other small objects and tied with yarn.
- String instruments can be made from string or rubber bands and shoe, tissue or macaroni boxes.
- Empty coffee cans or baby formula cans make basic drums.
- Jingle bells can be made by sewing bells onto a strip of elastic.
- Tambourines can be made from recycled tin pie plates and anything small and metal (i.e. paper clips, loose keys, buttons, bells.) (Any 5 × 2) (10)

6.6
- Children develop gross and fine motor skills which help develop muscle tone in the hands and arms.
- They develop a sense of beat and rhythm.
- Hand–eye coordination is reinforced.
- Playing musical instruments encourages imaginative play and storytelling through sound effects.
- It increases listening (and hence, reading) skills.
- It reinforces and emphasises self-discipline and self-control.
- Comprehension of music notation (in its simplest form), dynamics, and musical form is enhanced.
- Children develop patterning skills and learn basic mathematical concepts of sequencing, numerical order, counting forwards and backwards and addition/subtraction (for advanced learners).
- They develop an understanding of where sound comes from and how it changes (according to the instrument played).
- They develop a sense of teamwork and social skills such as sharing, taking turns, et cetera.
- This activity develops a sense of cultural awareness. (Any 10 × 1) (10)

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6.7
- Value music and recognise that an early introduction to music is important in the lives of children.
- Model an interest in music.
- Include music in the daily programme.
- Be willing to enrich children's lives with music and seek to improve your personal musical skills.
- Interact with children and music in a light-hearted manner.
- Use appropriate musical materials and teaching techniques.
- Find, create, and/or seek assistance in acquiring and using appropriate music resources.
- Make musical instruments with the children.
- Be sensitive and flexible when children's attention is diverted from your original plan.
- Encourage parents to provide positive musical experiences to their children. (10)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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