higher education & training

Department:
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NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

(7080126)

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This question paper consists of 8 pages.

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCARE DIDACTICS AND PRACTICAL N6
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

Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–C) next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 The right brain is …

A the more artistic and creative side of the brain.
B the more academic and logical side of the brain.
C responsible for control of the right side of the body.

1.2 When a child makes indistinguishable marks with crayons on a drawing sheet, it is called …

A controlled scribbling.
B a head–foot figure.
C uncontrolled scribbling.

1.3 During a creative lesson in which children work in groups, the educarer should spend most of her time and concentration on the …

A sub-activities.
B main activity.
C end product.

1.4 As toddlers are lifting and dumping, stacking, knocking down and laying blocks side by side on the floor, they are …

A learning cause and effect.
B needing accessories.
C engaging in pretend play.

1.5 … is being learned through block play, as children start making predictions and comparisons and experiment with cause and effect, stability and balance.

A Music
B Movement
C Science

1.6 The ability to interpret and understand subtleties in facial expressions and body language to interact comfortably with others:

A Visual discrimination in reading and writing
B Visual discrimination in social interactions
C Visual discrimination in mathematics

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1.7 Closing a theme ring on plants involves that ...

A the things are discussed that the children learned about plants.
B new information about cars is discussed.
C new information about plants is introduced.

1.8 An example of gross motor development is …

A cutting along a line.
B climbing on a jungle gym.
C colouring.

1.9 Parents will notice messages if bulletin boards are …

A located near the entrance where they drop off and pick up their children.
B placed at the eye level of the children.
C placed in creative areas.

1.10 The … of a lesson provides interest and motivation to the children and convinces them that they will benefit from the lesson.

A introduction
B body
C conclusion

(10 × 1) **[10]**

QUESTION 2

Choose an item or word from COLUMN B that matches the description in COLUMN A. Write only the letter (A–O) next to the question number (2.1–2.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
2.1	Message on a poster for parents can thus be reinforced	A	body percussion as a symphony
2.2	When children work in groups during creative lessons	B	real yellowwood
		C	blue crane
2.3	Curriculum-related work away from the preschool	D	fantasy play
2.4	A whole group of children working together during a music ring	E	hand dominance and hand preference
2.5	Examples of rhythm or percussion instruments	F	by displaying actual objects or photographs
2.6	National tree of South Africa	G	shaker; tambourine
2.7	South African national bird	H	field trips/outings
2.8	Pretend or dramatic play	I	visual discrimination
2.9	Helps children learn to process touch feedback from hands in order to use the hand muscles more effectively	J	educarer must be able to observe all tables
2.10	Movement-related skills that are an essential aspect of human development and growth	K	encourage creative expression in children
2.11	Ability to identify differences in visual images	L	creativity and aesthetic development
2.12	When a child follows directions to remain seated and to wait patiently while the educarer is working with another child	M	display of patience and self-control
2.13	Opportunities to use voice and discover different bodily movements through music	N	tactile perception activities
2.14	Opportunities for children to learn about the world around them through role play, drama and puppetry	O	perceptual motor activities
2.15	The child's consistent use of one hand rather than the other hand for a skilled task		

(15 × 2) **[30]**

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QUESTION 3

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (3.1–3.10) in the ANSWER BOOK.

3.1 The South African national anthem is a hybrid song, combining 'Nkosi Sikelel' iAfrika' (God Bless Africa) and 'Die Stem van Suid-Afrika'.

3.2 During lesson presentations, such as the morning ring, the educarer should watch the children's faces, ask them for feedback, and check their actual comprehension.

3.3 Showing pictures and bringing real objects to the classroom that are related to the lesson are ways of introducing a lesson.

3.4 During fantasy play, realistic objects and toys are needed, as children cannot pretend to use gestures or mime or relate to unrealistic objects.

3.5 Playing is the 'work' children do to discover, understand and navigate the world around them.

3.6 Local government is the legislative authority of South Africa which has the power to make laws for the country in terms of the Constitution.

3.7 The conclusion of a lesson provides time to children to cool down after an activity.

3.8 Clapping hands, slapping knees and stamping feet are examples of finger play activities.

3.9 Hand bells and shakers are non-melodic instruments.

3.10 Through playing and exploring musical instruments, children learn or extend their understanding that different instruments have different playing techniques.

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 Observations must be free from bias, prejudice and stereotyping.

Define the following concepts with regard to observation:

4.1.1 Bias

4.1.2 Prejudice

4.1.3 Stereotyping

(3 × 2) (6)

4.2 Where should the educarer lay out mud in which the children can play? (4)

4.3 What accessories to mud play can be offered to the children? (10)

4.4 What should the educarer consider regarding the lay-out of the block corner? (2 × 2) (4)

4.5 Explain the role of the educarer during block play. (3 × 2) (6)

4.6 How do children benefit from performing science experiments? (10)

4.7 The weather is always changing and it is observed by pre-schoolers.

How would you educate children about the weather? (5 × 2) (10)

[50]

QUESTION 5

5.1 Discuss THREE creative activities that you would conduct with the children after an outing to the clinic. (3 × 2) (6)

5.2 What points of safety should you consider regarding the supervision of children during an outing or field trip? (2 × 2) (4)

5.3 What reflective questions would you ask yourself after you have conducted a movement lesson? (5 × 2) (10)

5.4 Explain the benefits of music and movement in children's development. (5 × 2) (10)

5.5 Name FIVE music and movement activities suitable for five-year-old children. (5)

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5.6 Name FIVE types of activities using apparatus that is suitable for five year olds which you would include in movement lessons. (5)

5.7 Discuss FIVE activities using balls that are suitable for four year olds. (5 × 2) (10)
[50]

QUESTION 6

6.1 Some field trips may not be possible or within the school's budget.

Name FIVE occupations or centres which you would invite to your pre-primary school. (5)

6.2 Discuss THREE follow-up creative activities you would plan after the children's outing to the local police station. (3 × 2) (6)

6.3 Name SIX musical instruments which you can include during a music ring. (6)

6.4 Name THREE activities using balls that children in the senior group can perform to music. (3)

6.5 If you cannot afford to buy musical instruments, you can make your own or have the children make them.

Discuss FIVE musical instruments that you and the children can make. (5 × 2) (10)

6.6 Explain the benefits of allowing young children to play musical instruments. (10)

6.7 What should the educarer do to provide positive musical experiences to the children? (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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