higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

29 NOVEMBER 2018

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

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

(15 × 2) **[30]**

QUESTION 3

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

(10 × 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1
1. Set aside the time to observe and have the right tools to record you observations.
2. Stay out of the way of the children so that they can play uninterruptedly.
3. Be objective in your observations. Do not include what you think or feel happened; rather, describe what the child actually did or said.
4. It may be necessary to follow a child from one activity to another.
5. Avoiding talking to other adults whiling observing. (5 × 2) (10)

4.2
1. Playing in the mud encourages creative thinking. Playing with open-ended materials like mud stimulate creativity and imagination.
2. Mud is a wonderful art medium. Mud can be moulded and decorated and it responds differently than sand or play dough.
3. Playing in the mud helps develop positive qualities. Mud play provides a space for children to retreat for some time alone in a soothing sensory experience.
4. Mud play provides opportunities for children to play with peers co-operating, communicating, negotiating and sharing.
5. Playing in the mud connects the pre-schooler with nature. Creates happy memories with nature.
6. Mud allows space for a relaxing therapeutic event. (5 × 2) (10)

4.3
1. Washing line, clothes and pegs
2. Bakers shop items
3. Dress-up items (including handbags, shoes and hats)
4. A Doctor's kit
5. Toy laptop
6. Cash register
7. Shopping trolley
8. Any other suitable aids and materials examples from home area, dress up clothes and prop boxes. (5)

4.4
1. Morning ring – Talk about the outing with the children. Encourage them to contribute to the conversation by describing colours, smells and so on that they associate with the outing.
2. Creative work – Show them the scrapbook and explain that they are each going to add something which reminds them of the outing, such as a drawing, a pressed flower or something they remember.
3. Science – children can use what they have collected during the outing to observe, classify, experiment, predict, draw conclusions, and communicate their ideas to others.
4. Music and movement – relating to trees, flowers, nature.
5. Story building or reconstruction – Provide opportunities for children to invent, build or reconstruct stories from objects they collected. This can be done collaboratively in groups or with the whole class. (5 × 2) (10)

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4.5
1. Children can learn good oral habits – brushing, flossing, rinsing, dental check-up, healthy eating.
2. Children will be shown instruments used by a dentist.
3. Children can share information and asked questions.
4. The teacher can plan lessons related to mathematics, games and movement, rhymes and songs.
5. Children to bring a healthy food from home. (5)

4.6
1. Children can make 'thank you' cards for the dentist.
2. Morning ring can include hands-on demonstrations on brushing, flossing teeth.
3. Morning ring – reinforce dentists' instructions on correctly caring for teeth
4. Music ring – songs and rhymes relating to oral hygiene.
5. Creative activity work on good dental health habits – crayon, painting.
6. Tell/read a story relating to oral hygiene.
7. Fantasy play - set the scene with props to suggest the dentist's rooms.
8. Puzzles on dental health habits.
9. Books on oral hygiene in the book areas.
10. Brush teeth during routine periods – motivators such as a reward charts can be used to record brushing and help create good habits, stickers can be given to children to encourage them to keep brushing certificates could be given to acknowledge achievement.
11. A daily activity by asking children each day to bring a healthy food from home in a bag. All children can guess what food is in the bag. (10)

[50]

QUESTION 5

5.1
1. Children begin to learn about the weather, clothing and other things that go with each season.
2. For spring you might have rainy or windy weather, flowers blooming, kite flying, and baby animals. Winter might show bare trees.
3. They can name each season and something they like to do in that season.
4. The opportunity to talk with children about the importance of being on alert when there's a chance of bad weather and knowing what to do if a severe storm or natural disaster occurs.
5. Children can track each day's temperature, rainfall, humidity for each season. (5 × 2) (10)

5.2
1. The children step into a hoop and hold it at waist level. Explain that this is their 'car' and they should not bump anyone else's. Give them word directions e.g. stop and go, stand up and sit down.
2. Line up some empty plastic bottles. Children stand away from bottles and roll ball to knock over bottles.
3. Blow bubbles (the children can do them as well). As the bubbles float, the children can either 'pop' them with their fingers or 'catch them'.
4. Children line up one behind the other. The leader, weaves around the space and all children sing – the 'runaway train went over the hill'. The child at the back comes to the front and leads the train until all the children have had turns to be the leader. (4 × 2) (8)

5.3
1. Take the children to the movement activity area and explain the activities offered in the main activity.
2. Children move according to Mr Funny – walk in a 'silly manner' Mr Wobble – wobble and shake the body and arms/legs Mr Go backwards – walk backwards, Mr Go Sideways – walk sideways. (2 × 2) (4)

5.4
1. Children help to tidy up while singing the tidy up song.
2. They lie down and make movements according to different pasta's e.g. 'spaghetti' – body in a straight line, 'noodles' – twist and turn and then relax. (2 × 2) (4)

5.5
1. sports events
2. concerts
3. children exhibitions
4. field trips
5. Serve on the pre-school committees or advisory councils as a parent representative
6. projects such as the pre-school newsletter may need an editor
7. in his/her child's groups,
8. pre-school library
9. administrative work school office
10. Make food for a pre-school event
11. Work in a parent resource centre or help to start one. (10 × 1) (10)

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5.6
1. Preschool community celebrates the year they have shared together.
2. Build relationships between staff and parents and between the parents. Children benefit from these positive relationships.
3. Get to know the parents of the child's friends. Promotes socialising among parents away from the preschool. A good way to help children feel comfortable.
4. Build a sense or achievement and positive self-esteem for the children.
5. Children and parents learn that not wanting to participate is completely normal and totally acceptable.
6. Repetition is a useful learning tool for children when practising for the concert.
7. Promotes discussions about how there will be many people watching, that their families will be there, talk about the cameras flashing and most importantly that if they have any concerns or fears they can talk about these at any time.
8. Talk about the concert being for fun and that is what they should have.
9. Encourage parents to talk about the concert being fun for their child.
10. Let parents know what to expect and that staff will be there to support them.
11. Encourage families to attend concerts, enjoy the concert and encourage their child to participate and not to worry if they do not want to. (10 × 1) (10)

5.7
1. Air transport
2. Caring for our world
3. Day and night
4. Fire (4)

[50]

QUESTION 6

6.1
1. When children learn to draw, they have an opportunity to exercise their imaginations. They learn to picture something in their minds and draw those images on paper and begin to understand that what they draw is a representation of something.
2. Children experiment with all kinds of marks without any rules and create abstract work. Since there is no right or wrong when it comes to the imagination, drawing can be freeing for young children.
3. Children use different materials to try, such as chalk, crayons, markers, pencils, chalk, erasers, newsprint, computer, wallpaper books, magazines, catalogues, used greeting cards and coloured paper.
4. When children draw they begin to study the world around them more closely. They learn to look at settings and objects and compare and contrast things in their world.
5. Drawing teaches children to make decisions and improves visual and fine motor skills.
6. Drawing gives the child time to concentrate. The pencil on one hand and holding a piece of paper flat to a surface on the other with eyes focused the child's attention and concentration skills are practiced. It also increases the child's attention span as they improve on drawing from one object to a whole picture. (Any 5 × 2) (10)

6.2
1. The table must be large enough. The table and exhibition must be on the child's eye level.
2. It is preferable for the table to have an edge to prevent objects from falling off easily.
3. There should be enough space around the table for extra tables.
4. The table must be attractive and placed in a quiet area where children can concentrate better.
5. Children discover through their senses - keep that in mind in your choice of items.
6. No objects must pose a danger for children to use independently. Show children the correct way to use and handle objects on the table.
7. Do not have too many items on display at the same time. You may increase the number of items on display.
8. Put discovery aids out, such as measuring tape, magnifying glasses or balancing scales. (Any 5 × 2) (10)

6.3 Newspaper; paper plates; wall paper samples; paper towels; wood, cloth, boxes; sand; leaves; tiles (10 × 1) (10)

6.4
1. Children express their thinking, knowledge and ideas. Children explore, try out, and create using new and different kinds of media.
2. They experiment with colors, lines, forms, shapes, textures, and designs.
3. They express feelings and emotion – It gives the child an opportunity to explore, to investigate his world and express his feelings through his/her paint work.
4. Be creative – It gives the child an opportunity to explore, to investigate his world and express his ideas through his/her paint work.
5. The child develops a positive self-image. The child's self-confidence is promoted when he/she masters certain skills and creates something.
6. Paint activities are therapeutic. They are soothing and relaxing and provide opportunities for the child to get rid of his/her frustration, fury and excess energy in an acceptable manner.
7. The child develops intellectually. There are opportunities for problem solving and decision making. There are opportunities for language development. New concepts are learnt.
8. There are opportunities for development in visual and motor co-ordination. Hand eye co-ordination develops.
9. The child's senses are developed. His/her aesthetic awareness develops.

(Any 5 × 2) (10)

6.5
1. Guitar
2. Piano
3. Glockenspiel
4. Xylophone
5. Marimba
6. Hand bells (5 × 1) (5)

6.6
1. maracas
2. wood blocks
3. spoons, triangles
4. cymbals
5. rattles
6. gongs
7. rhythm sticks (5 × 1) (5)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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