higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N400**(E)**(N29)H

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N6

(7080126)

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This question paper consists of 7 pages.

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
EDUCARE DIDACTICS THEORY 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 A … is the process of documenting the observed activity or behavior of a child.

A portfolio
B lesson plan
C recording

1.2 … is a formal method of sharing information with families.

A A written report
B Meeting the parent while shopping
C A telephone call

1.3 During … play 5 year olds play co-operatively in groups.

A social
B parallel
C solitary

1.4 Play that connects children with nature:

A Hide and seek and rhymes
B Fantasy play and cutting paper
C Water, sand and mud

1.5 During … young children ask questions, probe for answers, conduct investigations, and collect data.

A block play
B fantasy play
C science lessons

1.6 Children create a structure during block play and they can appreciate what they have built:

A Aesthetic development
B Physical development
C Language development

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1.7 A child places blocks to enclose a space showing an understanding of inside and outside:

A Enclosures
B Pattern building
C Decorative patterns

1.8 At this stage of block play, a child will pile the blocks to make a tower or lay the blocks on the floor in rows, either horizontally or vertically:

A Stage 2 – Building Begins
B Stage 5 – Representational Building
C Stage 3 – Bridging

1.9 An example of gross motor development is …

A cutting on a line.
B riding a tricycle.
C drawing.

1.10 … in plant-rich settings prepare children to recognize, appreciate, and reap the benefits of the natural beauty.

A Indoor fantasy play
B Indoor block play
C Outdoor play

(10 × 1) **[10]**

QUESTION 2

Choose a/an item/word/description from COLUMN B that matches a 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	Educarer keeps a pad of paper and pencil in her pocket at all times	A	fantasy play
2.2	Educarer considers family culture and diversity, age and developmental level	B	work plans and activity lessons
2.3	Strengthens the foundation for the child's pretend skills	C	natural light to help to grow a variety of plants indoors
2.4	Educare builds up children's self- confidence and arouse their motivation for learning	D	understanding the individual child
2.5	Festivals as an opportunity to integrate culture into the daily programme	E	King protea
2.6	To help the educarer to implement educational goals into daily practice	F	pressing a key on the piano makes a sound
2.7	Locate nature and science area near a window that opens	G	show encouragement and appreciation to children
2.8	South African National flower	H	clean-up songs alert children that it's time to put away their toys and move to another activity
2.9	When children play with musical instruments, they explore cause and effect		
2.10	Music and singing help children follow the routine of the child care programme	I	recording technique during observation
2.11	Understand science concepts by letting them do	J	Christmas, Easter, Eid
2.12	Monthly calendar onto which weather stickers are put on each day and counting how many days were sunny, cloudy, rainy	K	good morning song
2.13	To welcome children	L	bridging
2.14	Children begin to experiment connecting two blocks, with a space between them, with a third block	M	written preparation
2.15	Helps educarer to compare presentations	N	weather chart
		O	hands-on experiments

(15 × 1) **[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 Objective observations are subjective statements such as Thembi picked up the block and threw it at Sandile.

3.2 Anecdotal records, as an observation method, are brief accounts of specific incidents.

3.3 Since blocks come in many shapes and colours, they are suitable to use when teaching basic mathematical concepts.

3.4 Overcoming the challenges involved in solving a puzzle really gives children a sense of achievement and pride within themselves.

3.5 Nature and interest tables should be displayed as high as possible because some items may be too dangerous for children to handle.

3.6 Science for young children should involve asking questions, curious for answers, conducting investigations, and collecting data.

3.7 Playing quiet music is a signal for nap time.

3.8 Exposing young children to musical instruments can help to develop a sense of teamwork and social skills such as sharing, taking turns.

3.9 A cymbal is an example of a melodic instrument.

3.10 Weather activities help children learn each season and when the weather changes it allow them to learn and observe something new.

(10 × 1) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 4

4.1 Describe how you would observe the children in your group. (5 × 2) (10)

4.2 Discuss the value of mud play. (5 × 2) (10)

4.3 List FIVE suitable items that parents can provide for the fantasy area. (5)

4.4 Discuss the follow-up activities you would plan after an outing to the local garden/park. (5 × 2) (10)

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4.5 Discuss the value of a dentist/oral hygienist visit to the pre-primary school. (5)

4.6 List the activities you would plan for the children after the dentist/oral hygienist visit to the pre-primary school. (10)
[50]

QUESTION 5

5.1 Explain what the children can learn from the chart on *the seasons*? (5 × 2) (10)

5.2 Discuss THREE types of movement activities suitable for 4 year olds. (4 × 2) (8)

5.3 Name TWO activities for the introduction to a movement ring suitable for 5 year olds. (2 × 2) (4)

5.4 Name TWO activities for the conclusion to a movement ring for 5 year olds. (2 × 2) (4)

5.5 Discuss TEN ways in which parents can help in the activities of the pre-school. (10 × 1) (10)

5.6 Discuss the advantages of having preschool concerts. (10)

5.7 List FOUR themes suitable for 5 year olds. (4)
[50]

QUESTION 6

6.1 Discuss the importance of free drawing using a variety of materials. (5 × 2) (10)

6.2 Discuss FIVE practical aspects you will consider when exhibiting items on the science or nature tables. (5 × 2) (10)

6.3 Name 10 surfaces on which pre-schoolers can draw during outdoor creative lesson. (10)

6.4 Discuss the value of paint activities. (5 × 2) (10)

6.5 Name FIVE melodic instruments you may include during your music lesson. (5)

6.6 Name FIVE non-melodic instruments you may include during your music lesson. (5)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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