higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## EDUCARE DIDACTICS THEORY AND PRACTICAL N6

## 6 NOVEMBER 2019

**This marking guideline consists of 9 pages.**

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## SECTION A

### QUESTION 1

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

(10 ×1) **[10]**

### QUESTION 2

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

(15 × 2) **[30]**

### QUESTION 3

3.1 True
3.2 True
3.3 True
3.4 False
3.5 False
3.6 True
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 suitable answers must be considered.

## QUESTION 4

4.1

- Let parents know that the preschool programme includes mud play. When parents first come to visit, we explain that children learn through play – and play can be messy, dirty, wet, muddy and sandy. Children will be walking in the bush, playing outside, digging in mud, painting and coming home looking like they have done all of those things. Letting parents know at the outset what to expect from a day at preschool gives them the opportunity to decide whether or not this particular preschool experience is the one for them.
- Help parents to be prepared. A parent handbook; e-mails; messages on cellphones; and posters are ways of giving parents tips for equipping their child for a day of play, for example by:
  - Sending children to school in old clothes
  - Sending children with a complete set of clothing to change
- Be prepared as the educarer. Parents can forget to send spare clothes. Support parents by keeping spare clothing and towels at preschool in drawers labelled as such.
- Inform parents to help children help themselves, that is, children must try to take their own clothes off/find their spare clothes in their bags/put fresh clothes on.
- Talk to parents about the value of mud play. Explain to them why mud play is important and what skills are being developed as their children are participating in these activities.
- Invite parents to watch how their children play in the mud (digging and building a dam, for example) and how mud play promotes problem solving, creativity and imagination.
- Articles in your newsletter, photograph displays, daily slide shows on a digital camera or laptop, stories and parent information sessions can go a long way in helping parents understand that dirty clothes are a by-product of valuable play. (7 × 2) (14)

4.2
- The mud container (bucket, tub, patch or trench) must be large enough to accommodate a group of children comfortably.
- This container must have a strong/tight cover/lid.
- All equipment must be strong and durable. No broken tools are allowed.
- All equipment must be easy to clean and store.
- There must be no digging tools with sharp edges.
- Plastic equipment is preferable. Metal can rust and become hot in the sun.
- Plan stimulating activities regularly. (Any 5 × 2) (10)

4.3 4.3.1 When a child engages in fantasy play, they are actively experimenting with the social and emotional roles of life. Through cooperative play, they learn how to take turns, share responsibility, and creatively solve problems. When a child pretends to be a different character, they gain experience in how it is to be someone else, which teaches them the important moral development skill of empathy. It is normal for young children to see the world from their own egocentric point of view, but through maturation and cooperative play, they will begin to understand the feelings of others. A child also builds self-esteem when they discover they can be anything just by pretending!

4.3.2 Fantasy play helps a child understand the power of language. In addition, by playing with others, they learn that words give them the means to re-enact a story or organise play. This process helps the child make the connection between spoken and written language – a skill that will help them learn to read.

4.3.3 Fantasy play provides the child with a variety of problems to solve. Whether two children want to play the same role or they are searching for just the right material to make a roof for the playhouse, they are employing important cognitive thinking skills that they will need in every facet of their life.

(3 × 3) (9)

4.4
- Large plastic crates, cardboard blocks, or a large, empty box for creating a 'home'
- Clothes, shoes, backpacks, hats
- Old telephones, phone directories, magazines
- Cooking utensils, dishes, plastic food containers, table napkins, silk flowers
- Stuffed animals and dolls of all sizes
- Fabric pieces, blankets, or old sheets for making costumes or a fort
- Theme-appropriate materials such as postcards, used plane tickets, foreign coins, and photos for a pretend vacation trip
- Writing materials for taking phone messages, leaving notes, or making shopping lists (Any 7 × 1) (7)

4.5
- Make an appointment with parents that will suit them.
- Make the parents feel welcome and try to get them to relax by not sitting behind a desk.
- Make sure you will not be disturbed.
- Be polite.
- Give a clear and simple explanation of the child's progress.
- Do not use subject terminology.
- Do not overpower parents or try to intimidate them – rather try to build a good relationship.
- Be honest and keep the parent's feelings in mind.
- Be professional at all times.
- Allow parents to air their views or ask questions.
- Listen carefully to what parents have to say and be tactful.
- Be positive and only give advice when asked for it.
- Show examples of the child's work and do not discuss other children with the parents for comparison purposes. (Any 10 × 1) (10)

**[50]**

**QUESTION 5**

5.1
- Visit the place before taking the children. Make sure there are enough toilets and a shady area for the children to rest and eat lunch.
- Note opportunities for discovery and exploration.
- It must NOT be too expensive.
- Discuss the outing with the principal to get permission.
- Arrange for additional adult supervision.
- Organise transport and snacks.
- Send letters to inform parents of the outing.
- Get the first-aid kit in order.
- Prepare the children for the outing.
- Discuss the rules of an outing with the children and the parents/volunteers who will accompany you on the outing. (10)

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5.2
- Ensure supervision of the children by an adult at all times. Staff and/or volunteers must exercise close control over the children.
- Ensure that the children have toilet breaks and a snack break.
- Ensure that staff and/or volunteers interact and discuss the animals, people, etc., with the children while on the outing.
- Ensure that the presentations (show and tell) by the staff at the farm are conducted according to the arrangement.
- Children on outings/field trips can become overly excited and want to explore on their own. Establish a process for regular accounting for all children and staff, both periodically and when activities change (such as before boarding the bus to return). (5 × 2) (10)

5.3
- Be objective – Observe the behaviour of the child and not the child.
- Keep in mind that all children are different and that children should NOT be compared with each other.
- Compare the progress that each child makes over a period of time. Observe the physical progress of the children regularly.
- Observe the participation of the children in groups. Note the children who participate and those who do not.
- Observe whether the children are able to follow the rules and instructions.

(5 × 2) (10)

5.4
- Patting either the left, right or both thighs with the hands
- Clapping the hands
- Snapping the fingers
- Hitting the chest
- Clicking with the tongue against the roof of the mouth
- Clapping on the buttocks (Any 5 × 1) (5)

5.5
- The movement ring must be planned according to the available apparatus/equipment. The educarer can improvise where necessary.
- The apparatus/equipment should be spaced apart to ensure safety.
- The apparatus/equipment should be suitable for three year olds.
- The apparatus/equipment should be placed on the grass which would serve as a cushion, should the child fall.
- The apparatus/equipment should be well-balanced and should not fall over easily.
- The apparatus/equipment should be spaced to make supervision possible.

(Any 5 × 2) (10)

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5.6
- Tape activities – Use some tape on the floor to create a few different tape activities that involve jumping and stretching.
- Dancing –Turn on the music and dance.
- Play card games
- Bean bag toss – Set up a 'safe' area for tossing soft balls/bean bags into a bin.
- Obstacle course – Half the fun is setting up the course. Provide the children with the materials and let them make up their own obstacle course. (Use cones, blocks, chairs, pillows, boxes and skipping ropes.)
- Balloon fun – Have a balloon tennis or balloon hockey game.
- Indoor hockey – Tape a few squares on the floor and play a 'soft' hockey game with pompons and cardboard tubes.
- Watch movies.
- Play other ball games.
- Play musical chairs. (Any 5 × 1) (5)

**[50]**

**QUESTION 6**

6.1
- Increase gross and fine motor skills and helps develop muscle tone in the hands and arms.
- Develop a sense of beat and rhythm.
- Reinforce hand–eye coordination.
- Encourage imaginative play and storytelling using sound effects.
- Increase listening (and, hence, reading) skills
- Reinforce and emphasise self-discipline and self-control.
- Enhance comprehension of music notation (in its simplest form), dynamics, and musical form.
- Develop patterning skills and teach basic mathematical concepts of sequencing, numerical order, counting forwards and backwards, and addition/subtraction (for advanced students).
- Develop understanding of where sound comes from and how it changes (according to the instrument played).
- Develop a sense of teamwork and social skills such as sharing, taking turns, etc.
- Develop an awareness of cultural differences. (Any 10 × 1) (10)

6.2
- Whenever appropriate, have music playing at home. This can include music that both parents and child enjoy.
- Actively listen to music. While having music playing in the background is extremely helpful, it is also important for the child to attend to and interact with music regularly. Parents and the child can do this by moving to the music or having conversations and questions on the music.
- Sing with the child. Singing with the child is an excellent way of helping them internalise music. It doesn't matter how well or badly you sing as a parent; you can still sing simple songs. For young children, repetition is important. Singing a small number of songs on a regular basis will help your child learn basic melodies and rhythms.
- Dance with your child. Dancing with the child is a fun way of encouraging them to learn about music while spending time together.
- Make musical instruments together. Use materials around the home to make a drum or a shaker. (5 × 2) (10)

6.3
- Group construction project – a house on fire made from a cardboard box
- Each child makes a fire safety magnet, for example: 'Don't hide, get help'.
- Handprint paint activity – a building on fire
- Crayon drawing – at the fire station (Any 3 × 2) (6)

6.4
- To educate about parenting
- To provide information to parents – Tell parents about yourself and your goals for the children in your class. (2 × 2) (4)

6.5
- Keeping pets teaches children about compassion, empathy and respect for all living things, including animals, humans and nature.
- It teaches children responsibility and leadership through caring for the pets.
- It enhances and enriches lessons such as those on science and nature.
- It provides an avenue for relaxation when children are stressed or when their behaviour is unstable and/or challenging to manage.
- It provides opportunities for positive social interactions and participation among children.
- It exposes children to new experiences and opportunities (particularly for children who do not have pets of their own), which may reduce fears among them. (Any 5 × 2) (10)

6.6
- Teaching children to cope with pet loss
- The cost of ownership of the pets for the preschool
- Responsibility for the pets when the preschool is not in session/closed/on holiday breaks/vacations
- Managing the children's interactions with the animal and managing child and animal safety issues
- Getting the children to focus on the daily programmes while the pets are around (5 × 2) (10)

**[50]**

**TOTAL SECTION B: 150**
**GRAND TOTAL: 200**

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