higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**NATIONAL CERTIFICATE**

# EDUCARE DIDACTICS AND PRACTICAL N6

(7080126)

**6 November 2019 (X-Paper)**
**09:00–12:00**

**This question paper consists of 8 pages.**

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**TIME: 3 HOURS**
**MARKS: 200**

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**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 … skills are required for performing physical tasks, such as riding a bicycle.

A Social-emotional
B Perceptual-motor
C Cognitive

1.2 ... is the ability to distinguish between different number symbols.

A Visual discrimination in Mathematics
B Auditory discrimination
C Visual discrimination in reading and writing

1.3 The educarer introduces new information in the … of the lesson.

A introduction
B body
C conclusion

1.4 Bulletin boards for children's projects and creative activities …

A should be located near the entrance where parents drop off and pick up their children.
B is a great way of displaying children's work, rewarding good behaviour, and celebrating holidays and the seasons.
C should be in the educarer staffroom.

1.5 Bold shades of … can stimulate the mind and have an energising effect on the body.

A black and white
B red, yellow and orange
C blue, green and purple

1.6 During rhythmical movement activities …

A children need to sleep.
B ALL children do NOT take part.
C some children may prefer watching and may NOT want to take part.

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1.7 Lullabies are …

A suitable at the conclusion of a lesson when it is time for children to cool down after an activity.
B always sung with instrumental accompaniments.
C known as folk songs and dances.

1.8 The national flower of South Africa is the …

A galjoen.
B king protea.
C rose.

1.9 Children can integrate their own constructions into …

A pretend play.
B a school readiness activity.
C the morning ring.

1.10 Purple is a secondary colour achieved by mixing …

A yellow and red.
B blue and red.
C yellow and blue.

(10 × 1) **[10]**

**QUESTION 2**

Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–P) next to the question number (2.1–2.15) in the ANSWER BOOK.

| COLUMN A | | COLUMN B | |
|---|---|---|---|
| 2.1 | Three claps, two foot stamps and one knee slap | A | fine motor development |
| 2.2 | Child's ability to share materials, take turns, respect others' ideas and collaborate comfortably with a group of their peers | B | springbok |
| 2.3 | Child's ability to taking a bowl of buttons and sorting them into groups based on colour, size, shape, or material | C | fantasy or pretend play |
| 2.4 | Child's ability to hold scissors correctly and be able to cut on a straight or slightly curved line with moderate accuracy | D | exploring how the universe works |
| 2.5 | National animal of South Africa | E | improving balance and coordination |
| 2.6 | Child's ability to interpret their educarer's words accurately as she explains new concepts and gives directions on expected behaviour | F | non-locomotive movement rhythms |
| 2.7 | Child's ability to climb up a four- or five-rung ladder with ease | G | letter and word awareness |
| 2.8 | Child's ability to appreciate and critically evaluate art | H | math and number awareness |
| 2.9 | Child's ability to see an object against a busy background | I | intellectual, physical, and social-emotional skills and language |
| 2.10 | Child's ability to pick out a voice or sound from a noisy environment | J | gross motor development |
| 2.11 | Children track yesterday's, today's and tomorrow's weather | K | visual figure-ground perception |
| 2.12 | Children can integrate their own constructions into scenarios | L | social and emotional development |
| 2.13 | Child's ability to recognise their classmates' names posted in many areas of the playroom | M | aesthetic development |
| 2.14 | Block play stimulates learning in various domains of development | N | auditory figure–ground discrimination |
| 2.15 | Rhythmical movement activities | O | weather chart |
| | | P | auditory processing |

(15 × 2) **[30]**

## 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 Mixing the primary colours yellow and blue together will produce the secondary colour green.

3.2 When calling parents or meeting with them to discuss a concern, start with the good news, that is, give positive praise first.

3.3 During block play, four year olds and five year olds are beginning to share ideas and to cooperate and build with others.

3.4 Block play provides children with opportunities for creative and imaginative play, therefore accessories are not necessary to support and/or prompt this creativity.

3.5 Written lesson plans and activity schedules are not necessary at preschool level.

3.6 Educarers who ask open-ended questions encourage more conversation and opportunities to expand the children's thought processes.

3.7 The educarer can conduct activities in a variety of ways: individually for each child, in small groups and/or for each class as a whole.

3.8 Regular contact with parents throughout the preschool year should be done formally only.

3.9 Examples of group activities are music, movement, stories and free play.

3.10 Materials in the manipulative area allow children to develop their fine motor skills as well as their maths skills such as counting, measuring, comparing quantities, and recognising shapes and written numbers.

(10 × 1) **[10]**

**TOTAL SECTION A: 50**

## QUESTION 4

| | | | |
|---|---|---|---|
| 4.1 | What would do you do to help parents accept mud play? | (7 × 2) | (14) |
| 4.2 | Explain the points you would bear in mind when planning mud play. | (5 × 2) | (10) |
| 4.3 | Explain the value of fantasy play in respect of the following: | | |
| | 4.3.1 Development of social and emotional skills | | |
| | 4.3.2 Development of language skills | | |
| | 4.3.3 Development of thinking skills | (3 × 3) | (9) |
| 4.4 | List the items that are suitable for a fantasy corner. | | (7) |
| 4.5 | Explain the points you should remember when discussing a child's progress with the parents. | | (10) |
| | | | **[50]** |

## QUESTION 5

| | | | |
|---|---|---|---|
| 5.1 | List the points you would consider when planning an outing to an animal farm. | | (10) |
| 5.2 | Explain the points you would consider during the outing to the animal farm. | | (10) |
| 5.3 | What should you keep in mind when observing children during movement and music rings? | (5 × 2) | (10) |
| 5.4 | Name FIVE body percussion sounds that you can include during a music ring. | | (5) |
| 5.5 | What should the educarer consider when planning an outdoor movement ring with apparatus and equipment for three year olds? | | (10) |
| 5.6 | Name FIVE activities for pre-schoolers on a rainy day. | | (5) |
| | | | **[50]** |

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## QUESTION 6

6.1 What benefits can young children gain by playing musical instruments? (10)

6.2 What suggestions would you make to parents for exposing their children to music at home? (5 × 2 (10)

6.3 Discuss THREE creative activities that you could do with children in the senior group after an outing to the fire station. (3 × 2) (6)

6.4 What is the purpose of posters for parents? (4)

6.5 Explain the benefits of keeping pets at preschool. (5 × 2) (10)

6.6 What are the challenges of keeping pets at preschool? (5 × 2) (10)
**[50]**

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

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