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higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

20 JUNE 2014

This marking guideline consists of 9 pages.

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SECTION A

QUESTION 1

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

(10 x 2) **[20]**

QUESTION 2

2.1 H
2.2 D
2.3 G
2.4 J
2.5 I
2.6 C
2.7 A
2.8 B
2.9 F
2.10 E

(10 x 2) **[20]**

QUESTION 3

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

(10 x 1) **[10]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1 4.1.1
- Should be constant
- Should not be too hot or too cold

4.1.2
- Good ventilation without draughts should be made possible
- Must give protection against wind and blow away bad smells

4.1.3
- That open horizontally on an axis are safe and effective
- Should be low but not open at the child's head level

4.1.4
- Changing areas cannot be placed next to a door as a draft will make children sick.
- Check the weather for the correct placement of doors.
- Pad door handles to prevent small fingers getting hurt.
- Doors should open to the inside.

(4 x 2) (8)

4.2
- Book area
- Block area
- Fantasy area
- Creative art area
- Discovery area
- Educational toy area

(Any 4 x 2) (8)

4.3
- It encourages movement.
- It stimulates the senses.
- It helps children develop physically.
- It offers a variety of challenges.
- It helps children to share and take turns.
- It learns children about nature.

(6)

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4.4

CRITERIA	YES	NO
Is there enough room for the number and age of the children who will use it?		
Is there adequate empty space?		
Are there both hard and soft surfaces?		
Are there absorbent surfaces under equipment?		
Do shady areas alternate with sunny spots?		
Is there good drainage?		
Are all plants safe?		
Are play areas clearly defined?		
Are fences high enough and in good repair?		
Are gates secure with latches out of children's reach?		
ANY OTHER SUGGESTIONS		

(10)

4.5

- Children learn to co-operate and take turns.
- They learn to lead and follow.
- They build a repertoire of social language.
- They learn to verbalize needs.
- They reflect their own culture, heritage and values.
- They learn society's rules and group responsibilities.
- Children show respect for other's properties and rights.
- They learn awareness for others.
- They learn how to join a group.
- It builds awareness of the self in the group.
- Children get a sense of identity.
- They gain self-image, self-esteem and confidence.
- They experience joy and fun.
- They grow to trust themselves.
- They learn to cope and express their feelings.

(Any 9 x 1) (9)

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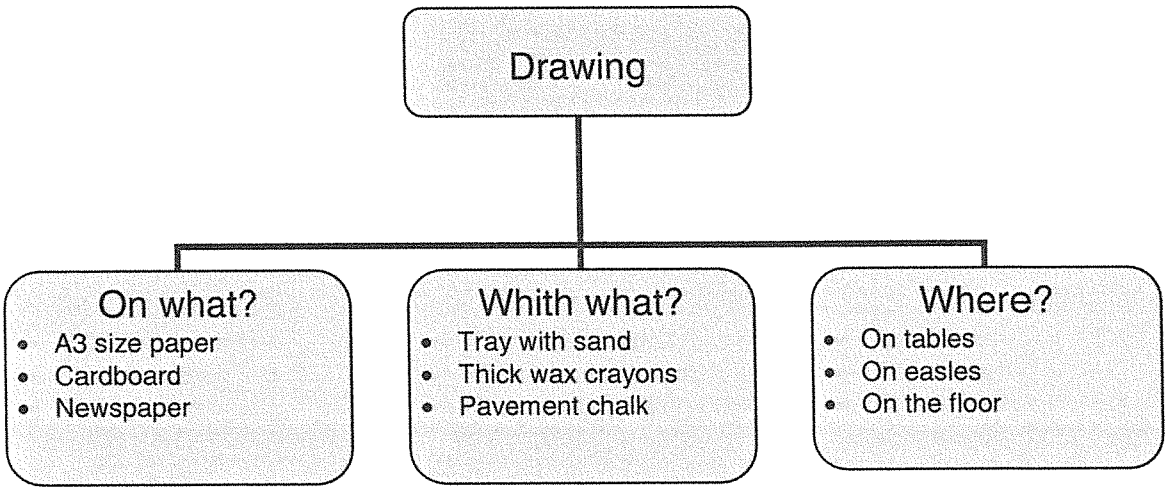
4.6



ANY OTHER IDEAS (9
[5(

QUESTION 5

5.1
- Accept that individual toddlers will differ in temperament and approach.
- Sometimes you will have to demonstrate by playing with the toy yourself first.
- Encourage new associations and combinations.
- Encourage co-operation with others by showing delight at instances of sharing.
- Listen to actual words and take note of body language to communicate effectively.
- Focus on positive reinforcement.
- Make sure toddlers are comfortable before playing.
- Encourage toddlers to choose toys they like to play with.
- Transition must take place very smoothly.
- Do not force toddlers to do another activity if they are still interested in the previous activity.
- Allow toddlers to experiment with toys before presenting the activity.
- Talk to toddlers in full sentences.
- Spend enough time on every activity.
- Interaction with toddlers is very important (Any 10 x 1) (10)

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5.2 5.2.1
- Stand next to the toddler. Put a toy down and ask the toddler to pick it up.
- Show toddlers how to bend and touch their toes.

5.2.2
- Roll a ball towards the toddler and encourage the toddler to catch it.
- Roll a ball towards a toddler and encourage the toddler to kick it back.

5.2.3
- Sing a song such as jump, jump, sugar lump, and encourage the toddler to jump.
- Slowly swing a rope on the floor and ask toddler to jump over.

(3 x 2) (6)

5.3
- Parent's meetings
- Displays where parents send articles to the centre
- Posters for parent's information
- Articles in newsletter
- Talks during arrival and departure
- Workshops for parents
- Videos about what child did during the day
- Photographs taken while children played
- Reports send home

(Any 5 x 1) (5)

5.4

TOY/ACTIVITY	PURPOSE	CRITERIA
Puzzles	5.4.1 Develops logical thinking 5.4.2 Develops identification of shapes and colours 5.4.3 Develops small muscle control	5.4.4 Do not use puzzles that are too advanced 5.4.5 Should be durable and interesting to build
Construction sets	5.4.6 Develops eye hand co-ordination	5.4.7 Provide a variety of shapes
Beads	5.4.8 Develops eye-hand co-ordination 5.4.9 Encourage identification of shapes and colours 5.4.10 Develops sequencing and sorting skills	5.4.11 Must be large enough 5.4.12 Provide a variety of colours and shapes must be durable
Activity mats	5.4.13 Develops thinking and problem-solving skills Develops eye-hand co-ordination	5.4.14 Must be secure and safe with no loose attachments

(14)

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5.5 **Date:**_____ **Age and number of children:**_____

TYPE OF ACTIVITY: LANGUAGE

ACTIVITIES	AIDS	OBJECTIVES
INTRODUCTION Sit in front of toddler and say a finger rhyme such as 'this little piggy' while touching each toe. 1 mark for indicating individual play 1 mark for description of activity to get child's attention (2)	Own body 1 mark for suitable resource (1)	To get the child's attention 2 marks for suitable objectives matching the activity (2)
BODY Show a picture book of farm animals to the toddler. Point to each animal, say the name of the animal and make the sound. Page through the book and ask the toddler to identify animals and make their sounds. Praise toddler for effort made. 2 marks for a suitable and clear description of an activity to stimulate language development (2)	Picture book with farm animals. 1 mark for suitable resource (1)	To identify animals and make the sound. To develop language development. To encourage the toddler to respond to questions. 2 marks for suitable objectives matching the activity (2)
CONCLUSION Let toddler put book on shelf and say the finger rhyme again. 2 marks for clear description of ending activity (2)	Own body 1 mark for suitable resource (1)	To calm the toddler down 2 marks for suitable objectives matching the activity (2)

(15)
[50]

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QUESTION 6

6.1

DAY	ACTIVITY IDEAS WITH SUITABLE TOYS
Monday	5.1.1 Baking 5.1.2 Measuring spoons, plastic cups, muffin pans, cake and bread tins
Tuesday	5.1.3 Road Transport 5.1.4 Road signs, wooden cars, trucks
Wednesday	5.1.5 Building a house 5.1.6 Small wheel barrows, spades, buckets
Thursday	5.1.7 At the beach 5.1.8 Wet sand, beach toys
Friday	5.1.9 On the farm 5.1.10 Farm animals, farm equipment

(10)

6.2
- It brings familiar and unfamiliar items to the attention of the children.
- It serves to introduce new insights and facts.
- It provides a new focus for the theme.
- It promotes language.
- It encourages social interaction.
- It stimulates curiosity.
- It lays the foundation for environmental studies. (Any 5 x 1) (5)

6.3
- When human memory fails the educarer can refer to written plans.
- A stand in/substitute teacher can continue immediately.
- It ensures continuity of activities.
- Makes report writing easier.
- It forces the educarer to prepare better.
- Materials/resources can be prepared in advance.
- Presentations can be compared for improved presentation.
- Realization of aims and objectives are made possible.
- Gives a measure of security to educarer as she/he feels more in control.
- Makes evaluation/assessment easier. (Any 6 x 1) (6)

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6.4
- To determine the progress of the toddler
- To get to know and understand the toddler better
- To learn about the child's possibilities
- To learn about the child's limitations/barriers
- To help prepare for individual needs of the child
- To determine normal development
- To make report writing easier (Any 5 x 1) (5)

6.5
- Think carefully before writing any remarks.
- Refrain from writing negative comments.
- Assess the behaviour of the child and not the child him/herself.
- Write remarks that are short, clear and to the point.
- Ensure correct usage of language.
- Spelling must be correct.
- Should be checked before sending to parents
- No correction fluid must be used.
- No scratching out
- Completed neatly
- Use the same colour ink throughout.
- Do not use subject terminology.
- Always end on a positive note. (Any 8 x 1) (8)

6.6
- Sorting and classification of objects
- Number concept
- Measuring
- Space and shape (4)

6.7
- Body parts
- How to care for my body
- Hygiene
- Healthy food
- Saying no!
- Suitable clothing (12)

[50]

TOTAL SECTION A: 150
GRAND TOTAL: 200

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