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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

9 JUNE 2016

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

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

(10 × 1) **[10]**

QUESTION 2

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

(10 × 2) **[20]**

QUESTION 3

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

(10 × 1) **[10]**

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QUESTION 4

4.1 The ability to distinguish between sound and silence as well as different types of sound and variations in pitch.

4.2 Children play alongside one another but no interaction takes place between them.

4.3 The speed of the music as one note follows the next note. It is indicated as andante (slow) or allegro (fast).

4.4 It is any skills that involve large movements made with the arms, legs, feet, or the entire body.

4.5 All forms of play which encourage toddlers to use and exercise their arms, legs and other muscles.

(5 × 2) **[10]**

TOTAL SECTION A: 50

SECTION B

QUESTION 5

5.1

HOME-BASED	CENTRE-BASED
• Smaller facility • Fewer children being cared for • Structured like family groups • Fewer adults needed	• Larger facility • More children being cared for • Groups structured by age • More adults needed

(4 × 2) (8)

5.2
- Sound and tone
- Dynamics
- Tempo
- Rhythm
- Melody/Tune
- Form
- Texture

(7 × 1) (7)

5.3
- Enables the educarer to get to know the child.
- Informs the educarer of the child's possiblities and limitations.
- Ensures that the learning programme is more realistic.
- Allows the educarer to find out if the child is developing.
- Makes report writing more comprehensive.

(5 × 2) (10)

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5.4
- The area should be close to a water source.
- There should be sufficient and easily accessible storage.
- There should be an area for children to dry their paintwork.
- There should be enough natural light.
- There should be adequate space so that the activities can comfortably take place. (5 × 1) (5)

5.5
- The song must be short.
- The melody must be within the natural range of the child.
- It must have repititions in words and phrases.
- It should be age appropriate. (4 × 1) (4)

5.6
- The age of the child.
- Developmental level of the child.
- The child's interest.
- The child's experience.
- Important religious/cultural events.
- National feast days.
- Important news events.
- Different cultural groups in the daycare centre.
- Start with the child himself as being most important and then move on to things that are most familiar to him.
- The child's environment.
- Themes should be a challange.
- Themes should be realistic.
- Themes should relate to child's needs.
- Themes should offer a variety of experiences.
- Balance in the themes – concrete and abstract.
- Aims of preschool education should be kept in mind. (Any 10 × 1) (10)

5.7
- Parent meetings
- Displays
- Posters
- Articles
- Talks at arrival and departure times
- Workshops
- Photographs
- Observation
- Reports (Any 3 × 2) (6)

[50]

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QUESTION 6

6.1
- Listening
- Singing
- Rhythmic movement
- Instruments (4 × 2) (8)

6.2 6.2.1
- Buckets
- Spades
- Rakes
- Moulds
- Funnels

6.2.2
- Plastic containers
- Bottles
- Funnels
- Sponges

6.2.3
- Dolls
- Dress-up clothes
- Theme-related objects

6.2.4
- Musical instruments
- CD-player
- CD's

6.2.5
- Balls
- Bean bags
- Hoola hoops
- Cones

(Any appropriate 2 × 5) (10)

6.3
- Maintain eye contact with all the children.
- Use pitch/stress/punctuation and pace to create and maintain the mood.
- Vary the tone of your voice.
- Speak clearly.
- Keep the story moving.
- Delay discussion until after the story is complete.
- Use direct speech when a character speaks.
- Don't overdo gestures.
- Be enthusiastic while telling the story.
- Make use of story aids/apparatus throughout the story.
- Allow the children to repeat simple phrases/words with you.
- Each story must complete itself.
- If the children seem uninterested/restless shorten the story. (Any 10 × 1) (10)

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6.4
- Gives children information about a specific theme and extend their learning.
- Gives children the opportunity to see the content of the theme from a different point of view.
- Gives children the opportunity to go outside of their neighbourhood.
- Involves all the children's senses, as they will be physically touching, tasting, hearing, seeing and smelling real life objects.
- Children can handle real life objects and compare them to the pictures they have seen during theme discussions.
- Gives children the opportunity to explore and discover.
- A wonderful opportunity to demostrate safety skills the children have learnt such as crossing the street. (Any 6 × 2) (12)

6.5 6.5.1
- Gross and fine motor development.
- Develops a sense of touch (texture).

6.5.2
- Interaction with other children.
- Learns to take turns and to share.

6.5.3
- Its an enjoyable experience which they will feel good about.
- Independence is developed as they learn to do things on their own.

6.5.4
- The child learns new words and concepts.
- Interaction/communication with other children.

6.5.5
- They discover the properties of objects.
- They make dscisions and solve problems.

(Any appropriate 2 × 5) (10)
[50]

QUESTION 7

7.1 7.1.1 Seasons (1)

7.1.2
- Introduction to seasons
- Summer
- Autumn
- Winter
- Spring (Any other logical sub-themes) (5)

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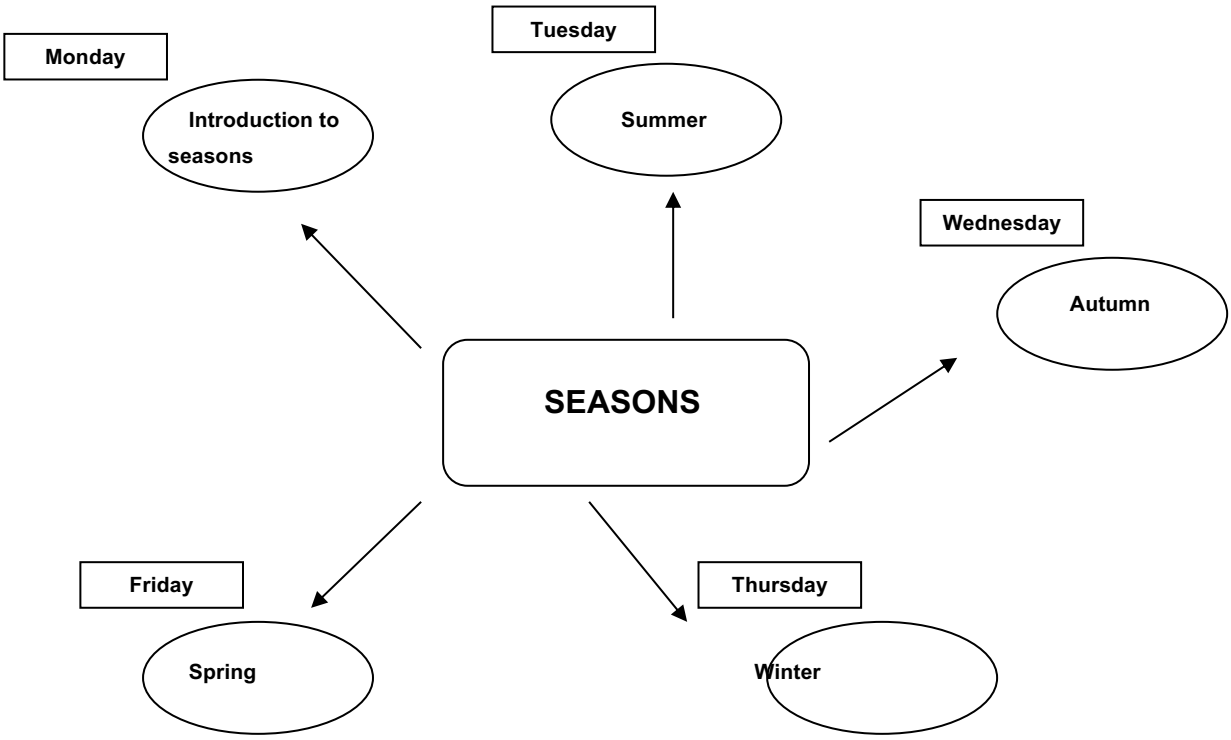
7.1.3



(2)

7.1.4 Monday: Introduction to seasons
How many seasons are there in a year?
What makes each season different from next?

Tuesday: Summer
What is the weather like in summer?
What do we wear/eat/do in summer?
What happens to animals/plants in summer?

Wednesday: Autumn
What is the weather like in autumn?
What do we wear/eat/do in autumn?
What happens to animals/plants in autumn?

Thursday: Winter
What is the weather like in winter?
What do we wear/eat/do in winter?
What happens to animals/plants in winter?

Friday: Spring
What is the weather like in spring?
What do we wear/eat/do in spring?
What happens to animals/plants in spring?
(Any appropriate discussion points/logical questions)(Any 5 × 2) (10)

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7.2 Template of a music ring lesson plan

TYPE OF ACTIVITY: .....
DATE: .....
AGE/NUMBER OF CHILDREN: .....
THEME: .....

	OBJECTIVES	ACTIVITIES	AIDS AND APPARATUS
INTRODUCTION			
BODY			
CONCLUSION			

7.2.1 Introduction

7.2.1.1 Objectives should be in keeping with the introduction planned. Examples:

Social development: Interaction with peers and educarer
Language development: Songs and rhymes
Cognitive development: Introduction of new concepts/ vocab/skills
Emotional development: Appropriate behaviour within a group (2)

7.2.1.2 An appropriate music ring introduction. (4)

7.2.1.3 All necessary aids and apparatus. (2)

7.2.2 7.2.2.1 Objectives should be in keeping with the planned main activity. Examples:

Social development: Interaction with peers and educarer
Language development: Songs and rhymes
Cognitive development: Introduction of new concepts/ vocabulary/skills
Emotional development: appropriate behaviour within a group (3)

7.2.2.2 An appropriate music ring activity and remember to include.

- Listening activity
- Singing
- Use of instruments
- Rhythmic movement (6)

7.2.2.3 All necessary aids and apparatus. (3)

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7.2.3 7.2.3.1 Objectives should be in keeping with the conclusion planned. Examples:

Social development: Interaction with peers and educarer
Language development: Songs and rhymes
Cognitive development: Introduction of new concepts/ vocab/skills
Emotional development:Appropriate behaviour within a group (2)

7.2.3.2 An appropriate music ring conclusion ... (4)

7.2.3.3 All necessary aids and apparatus. (2)

7.3
- Professionsl discression is very important.
- All records and reports are confidential.
- No information may ever be left lying around.
- Always have stationary ready to record important observations.
- The children must be unaware of the observation taking place.
- The results of the observation must be interpreted with caution.
- Ensure you have real/regular contact with parents in order to stay informed.
- Intensive and objective observation is important.
- Intelligent interpretation of observations is important.
- Proper planning in order to observe is necessary.
- Observations and evaluations must be done in a professional way.
- Be honest
- Evaluate the child right through the day.
- The correct observation/evaluation sheets are needed.
- Develop each aspect of the child. (Any 4 × 1) (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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