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higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N5

5 JUNE 2019

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1 False
1.2 True
1.3 False
1.4 True
1.5 False
1.6 False
1.7 False
1.8 False
1.9 True
1.10 False

(10 × 1) **[10]**

QUESTION 2

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

(10 × 2) **[20]**

QUESTION 3

3.1 Peers
3.2 Routine areas
3.3 Pronunciation
3.4 Aesthetics
3.5 Classification/sorting
3.6 Theme
3.7 Creativity
3.8 Cognitive/cognition
3.9 Auditory discrimination
3.10 Construction play

(10 × 2) **[20]**

TOTAL SECTION A: 50

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SECTION B

QUESTION 4

4.1
- Each toddler should have his/her own sleeping area or mattress with his/her own blanket and pillow.
- It should be situated away from traffic and in a quiet area.
- The lighting should be dim, allowing for a bit of darkness. (3)

4.2
- Senses are developed when handling different materials.
- Physical development: Large and small muscles develop when children scoop up sand and mud. It improves fine motor skills.
- It develops eye-hand coordination.
- Social development takes place when the child plays with other children during water play.
- Emotional development: Independence is developed when a child can do things for himself/herself. It relieves stress. Children enjoy messy play.
- Language development: Children learn new words and concepts, for example heavy and light.
- Intellectual stimulation: Children discover the properties of objects.

(Any 5 × 2) (10)

4.3
- It should be large enough to include all items.
- It should be low enough so that children can look down on it and touch the items.
- The table should be in a quiet area, where children can work undisturbed.
- There should be no tablecloth on the table as children will be working on it.
- All items can be on the same level for children to easily interact with them.
- No name cards or labels are necessary as items will be moved around.
- Children can bring items from home to add to the items on the table.
- All items should be safe for the children to handle on their own.
- Items should be left for at least a week allowing all the children to interact with them.
- Items placed on the table should promote experimenting and exploring various concepts. (10)

4.4
- Small swings
- Tyres to crawl through
- Balls
- Bean bags
- Small slides
- Low balance beam
- Tricycles
- Scooters
- Wooden wagons
- Concrete pipes
- Large cardboard boxes
- Junior jungle gym

(Any 5 × 1) (5)

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4.5
- Doors should not open to the outside, but to the inside.
- Doors should have hooks or padding to prevent them from slamming.
- Glass doors should be made of safety glass.
- Wooden doors should have a smooth finish. There should be no splinters.
- Door handles should be at a lower level for easy handling by toddlers. (5)

4.6 4.6.1
- Fantasy area
- Construction/block play area
- Book area
- Creative area
- Curiosity or discovery area (5)

4.6.2
- Activity areas encourage creativity, curiosity and experimenting.
- These areas encourage children to be independent, make decisions and solve problems.
- Activity areas allow children to work independently, in small groups or individually with the teacher.
- These areas allow greater use of the senses.
- Social skills develop as children talk and interact with one another.
- They allow children to be more responsible.
- They improve communication. (Any 5 × 2) (10)

4.7
- Fantasy play is where the child imagines and acts out roles observed in reality.
- It is called imaginative play, dramatic play or pretend play. (2)

[50]

QUESTION 5

5.1
- Written planning stimulates teamwork when educators plan together and share their ideas and resources.
- It gives the educarer more confidence and gives him or her a secure feeling.
- The educarer has a specific aim to achieve with each activity.
- He or she can collect all the resources he or she will need for the lesson.
- The educarer will be well-prepared, thinking of everything he or she can do.
- If the educarer needs to write a report to a psychologist or principal, he or she will know what he or she has done as he or she has a record of everything.
- Planning will assist the educarer with the following year's planning, as the lessons are already prepared and can be adapted to add new ideas.
- It encourages in-depth planning of the curriculum.
- A substitute teacher may be able to continue with the lessons from the information in the written plan.
- It reminds the educarer what he or she has done and still has to do, so that he or she will not forget some of the things. (10)

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5.2
- Children get to hear and enjoy the sounds and rhythms of a language.
- Songs and rhymes stimulate their imagination.
- It expands their vocabulary and knowledge.
- It improves their self-esteem and gives them a sense of accomplishment when they are able to recite a rhyme.
- It helps to develop their auditory memory. (5)

5.3
- Do not tear the books.
- Do not write in or on the books.
- Put the book back in the place from where it was taken and do not take it to another area.
- No eating is allowed in the book corner.
- Always wash hands before entering the book area. (5)

5.4
- All the educarers in the centre need to work as a team.
- Each educarer is responsible for a specific area.
- Each educarer should observe the children in his or her area and write a report for that specific activity.
- He or she should handle all the problems that occur in that area.
- Planning is very important and all educarers need to plan how things will be done.
- Regular staff meetings should be held to keep all staff members up to date with the latest developments. (Any 5 × 2) (10)

5.5

CRITERIA FOR SELECTING STORIES	YES	NO
Does the story have a simple plot with only one main character?		
Is the story based on reality and not fantasy?		
Are the pictures bright and colourful to attract the child's attention?		
Are there nonsensical words in the book that toddlers like?		
Is the story highly exaggerated?		
Is the story short such that it can be finished in one sitting?		
Does the book have a surprise element such as a pop-up feature?		
Does the story have repetition and rhyme?		
Is the book made of hard cardboard?		
Are there few words and many pictures?		

(10)

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5.6
- The themes selected should be age and developmentally appropriate for the toddler.
- The themes should interest the child.
- Include a cultural perspective to the themes where possible.
- Include national events such as youth day, etc.
- The focus should be on the child's experience.
- Make sure you start with something that the child is familiar with, for example the body and then go on to other aspects relevant to his or her life.
- The themes should be challenging.
- Provide a variety of themes.
- The themes should be realistic.
- The themes should relate to the child's environment. (10)

[50]

QUESTION 6

6.1
- A3 cardboard or paper
- Paint
- Koki pens
- Pencils
- Felt-tip pens (Any other reasonable answer) (5 × 1) (5)

6.2 Monday: Make a collage of flowers they picked from the garden.
Tuesday: Paint flowers on paper plates using bright colours.
Wednesday: Make vases of boxes and paste cut-out flowers on them.
Thursday: Draw a garden using big crayons and paper.
Friday: Make flowers of play dough.
(Any other reasonable answer BUT activity should be a creative activity and should relate to the theme.) (5 × 2) (10)

6.3
- Cymbals
- Bells
- Tambourines
- Triangles
- Shakers
- Drums

(Any other instrument that is struck, scraped or rubbed by a hand or struck against another similar instrument that is age appropriate for a toddler) (Any 5 × 1) (5)

6.4
- He or she may be shy.
- He or she maybe self-conscious.
- He or she might not hear the words (might have a hearing problem) (3 × 2) (6)

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6.5

ACTIVITY	AIDS	OBJECTIVE	
INTRODUCTION			
Introduce the media to the toddlers (OR any other relevant activity) (2)	Media (OR any other aid used in the introduction) (2)	• To get the toddlers' attention • To prepare for the lesson (2)	(6)
BODY			
Get toddlers to dip their hands into paint and do hand-painting OR mud play or sand play or water play or play dough (OR any other relevant messy play activity) Activity should be age appropriate. (5)	Paint or any other relevant aid used for the activity (2)	Sensopathic development, eye-hand coordination, fine motor skills, language development, develop sharing and taking turns Objectives should be related to the activity (5)	(12)
CONCLUSION			
Tidy up OR any other relevant activity (2)	All aids Bin Aids must be relevant to activity (2)	Teach hygiene End lesson Objectives must be related to the activity (2)	(6)
			[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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