



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

# **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**JUNE EXAMINATION**

**EDUCARE DIDACTICS THEORY AND PRACTICAL N6**

**15 JUNE 2016**

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

**SECTION A****QUESTION 1**

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

(10 x 2) [20]

**QUESTION 2**

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

(10 x 2) [20]

**QUESTION 3**

- 3.1 A
- 3.2 B
- 3.3 A
- 3.4 A
- 3.5 B
- 3.6 A
- 3.7 C
- 3.8 C
- 3.9 B
- 3.10 B

(10 x 1) [10]

**TOTAL SECTION A: 50**

**SECTION B****QUESTION 4**

- 4.1 Through observation the educator:
- Gains valuable information about the different phases of the pre-schooler
  - Identifies if there are learning or developmental barriers
  - Identifies the strengths and weaknesses of children
  - Identifies the needs of the individual child
  - Improves planning of daily activities
  - Gets to know the child well
  - Will be helpful in providing constructive feedback about specific children to parents or other staff (Any 5 x 2) (10)
- 4.2
- The sandpit/container must be large enough for a group of children to play in comfortably.
  - The sand pit must have a strong covering.
  - The sand must frequently be sterilised.
  - All equipment must be strong and durable.
  - It must be made of quality material.
  - All equipment must be easy to clean and store.
  - No digging tools with sharp points will be allowed.
  - Plastic equipment is preferable above metal that can rust and get hot in the sun.
  - Storage containers must have holes for sand to fall through.
  - No broken tools will be allowed in the sand pit. (Any 5 x 1) (5)
- 4.3
- Shoes, socks and jerseys must be removed and sleeves rolled up.
  - No running around the water table.
  - No splashing.
  - No eating while playing or drinking of water in the water container.
  - Apparatus must be put away after use and the water table covered or water thrown out.
  - Wash hands before and after play.
  - Only the allowed number of children playing to avoid accidents and fighting. (Any 4 x 1) (4)
- 4.4
- Ask children to help pack up all equipment.
  - Ask questions about activities, such as 'which activity did you like best? '
  - Ask children to do breathing exercises and do actions according to your instructions.
  - Ask children to lie down, do breathing exercises and as you tap on their shoulder to silently get up and put on their shoes. (Any 3 x 2) (6)

- 4.5
- Choose an area away from the book area.
  - Choose an area outside of the general flow of movement.
  - The area should be large enough to accommodate a fair number of children and blocks.
  - Low shelves or dividers can create a secluded area but still possible to observe all children playing.
  - Get a stable book shelf or create one from crates or boxes.
  - Place a carpet a few centimeters away from the shelf.
  - Get quality, durable blocks made from wood.
  - Place them on shelves – back of shelves marked with outline of shape and size block stored on the shelf.
  - Big blocks on lower shelves and smaller blocks on top.
  - Add posters of block play or even rules for block area in picture format.
  - Have additional accessories like plastic and foam blocks available in marked containers.
  - Have theme-related accessories at hand for more interesting block play.
- (Any 5 x 2) (10)
- 4.6
- Walking
  - Running
  - Galloping
  - Swinging
  - Rocking
- (Any 4 x 1) (4)
- 4.7
- Have lawn areas where running and ball play can take place.
  - Consider having areas or winding paths where children can use pull-along toys or tricycles.
  - Consider the area for the jungle gym with a safe surface underneath.
  - Demarcate areas with short shrubs.
  - Trees must have short trunks and strong branches to enable climbing.
  - No poisonous plants must be planted.
  - Have a variety of textures in the garden as well as a variety of things to smell and see.
  - Surfaces should not all be paved or just grass. Have slopes and hills for additional excitement.
- (Any 5 x 1) (5)
- 4.8
- Initially let the child just bend down to touch his/her toes without moving his/her feet.
  - Let him/her sit down and lift up his/her legs without falling over.
  - Start with low apparatus to balance on.
  - Walk on a balancing beam or straight line drawn on the ground.
  - Let him walk on a row of tyres without falling off.
  - Gradually lift the beams higher.
  - Make use of paving stones to balance on.
  - Let the child walk in different directions while balancing a bean bag on different body parts.
- (Any 6 x 1) (6)

**[50]**

**QUESTION 5**

- 5.1
- Age and developmentally appropriate experiments
  - Safe to use independently
  - Placed low enough for easy reach and where children can manage it without getting hurt.
  - Use the correct terminology when discussing the experiment.
  - Lettering that is used must be large, clear and in lower case.
  - It should work! (Any 5 x 2) (10)
- 5.2
- To supervise children and make sure they are safe
  - To develop their language abilities linked to the movement activity
  - To present activities to develop individual children in the group according to their needs
  - Do not expect too much or too little – always challenge all children to explore more
  - To observe the skills of the children
  - To create an environment where the child will feel free and safe to explore.
  - To adapt activities according to special needs of children
  - To provide opportunities for children to gain self-confidence (Any 5 x 1) (5)
- 5.3
- It forces the educator to carefully consider the presentation and leads to better planning.
  - Human memory can fail and you do not want to repeat lessons.
  - A stand in/substitute teacher can continue immediately.
  - It ensures continuity of activities as well as progression.
  - Makes report writing easier.
  - It forces to educator to prepare better.
  - Materials/resources can be prepared in advance.
  - Presentations can be compared for improved presentation.
  - Realisation of aims is made possible.
  - Gives a measure of security to educator as she/he feels more in control.
  - Makes evaluation/assessment easier. (Any 5 x 2) (10)

## 5.4 Plan your movement around the theme: Transport.

AIMS/OBJECTIVES	DESCRIPTION OF ACTIVITY		RESOURCES
<ul style="list-style-type: none"> <li>• To get the child's attention</li> <li>• To get them excited</li> <li>• To let them listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Let children sit on borders of big cross taped on floor.</li> <li>• Give each child a number sticker 1-4</li> <li>• Have a quick discussion after showing different modes of transport.</li> <li>• Ask children to move like the sound they hear. Nobody is allowed to bump into each other or hurt a friend.</li> <li>• Play sounds of cars, trains and helicopters. Children move around area and freeze when the sound stops.</li> <li>• Let children sit on lines again and explain the stations.</li> <li>• Demonstrate with one child what should happen in every station.</li> <li>• When the bell ring they must sit down while teacher change the numbers at the stations and children move to their number.</li> </ul>		<ul style="list-style-type: none"> <li>• Pictures of vehicles</li> <li>• Coloured tape to indicate stations</li> <li>• Numbers printed and attached to sticks placed in a tin of sand</li> <li>• Sounds of cars, trains and helicopters</li> <li>• DVD player</li> </ul>
<p>Station 1: Eye- foot co-ordination and focus</p> <p>Station 2: Eye-hand co-ordination</p> <p>Station 3: Moving with an object</p> <p>Station 4: balance and creativity</p>	1		<p>Station 1: 8 Soccer balls &amp; large cones – dribble balls in between cones</p> <p>Station 2: 8 Plastic beach balls &amp; 4 boxes – throw balls into boxes from different distances</p> <p>Station 3: 8 Skipping ropes &amp; question marks – skip or balance or swing. Free expression.</p> <p>Station 4: 4 balancing beams &amp; 8 bean bags – walk on beam while balancing bean bag on different body parts.</p>
	4		

<ul style="list-style-type: none"> <li>• To calm the child down</li> <li>• To allow children to review the activity</li> <li>• To allow children to express their experience in words</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children to sit on lines again.</li> <li>• Ask which activity they enjoyed most and why?</li> <li>• Ask which activity they did not enjoy and why?</li> <li>• Ask them what they did with the skipping rope.</li> <li>• What new discovery did they make during their play?</li> </ul>	None
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## MARK ALLOCATION:

2 marks for correct lay-out of activity plan	(2)
3 marks each for aims/objectives in each block that matches the activity	(9)
3 marks each for suitable description of activities in each of the blocks	(9)
1 marks each for suitable resources listed to match activities in each block	(3)
2 marks if all apparatus used and displayed in four stations	(2)
	<b>[50]</b>

## QUESTION 6

- 6.1
- Let children listen to music whilst drawing on paper – ask them to draw what they hear of how the music makes them feel.
  - Set out interesting art materials like foil, cardboard and encourage children to create something they like.
  - Go outside to an interesting spot on the playground. Ask children to close their eyes, listen to the sounds around them and then to draw what they have seen, heard or felt.
  - Demonstrate techniques, like how to use a paintbrush so that children can create without frustration.
  - Give children small bags in which they can collect articles during an outing to a park. On their return they can use these articles to create something.
  - Never show an example to be followed – allow children to create in whichever way they want.
  - Read a story and ask them to draw what they remember.
  - Display objects and ask them to draw what they see. (Any 5 x 2) (10)
- 6.2
- Advertising events
  - Providing information to parents
  - Illustrating theme tables
  - Educating parents on certain aspects such as danger of sun burn (Any 4 x 1) (4)

- 6.3
- Cover the floor with plastic sheeting.
  - Cover tables with plastic sheeting.
  - Mix paint to a thick consistency.
  - Put paint in flat containers within reach of every child.
  - Have a damp sponge in a container available if children wish to clean their fingers.
  - Have plenty of large sheets of paper available.
  - Have a specific space for drying wet paintings.
  - Have aprons ready and available.
  - Have cleaning materials available for easy cleaning of accidents.
  - Have newsprint available to put over spills on table. (Any 6 x 2) (12)
- 6.4
- Guitar
  - Piano
  - Glockenspiel
  - Xylophone
  - Marimba
  - Hand bells
  - Chimes (Any 5 x 1) (5)
- 6.5
- Make use of the whole song method.
  - Sing the song as a whole.
  - Repeat the song and include actions.
  - Repeat the song and encourage children to join in.
  - Sing the song the next day.
  - Repeat the song with percussion instruments.
  - Keep singing the song and make a song chart to display. (Any 5 x 2) (10)

6.6	6.6.1	Pre-schematic stage	(1)
	6.6.2	<ul style="list-style-type: none"><li>• Images begin to resemble symbols, but these may only be understood by the child.</li><li>• Drawings created during this stage are often about elements of nature and fill the entire paper.</li><li>• Letters and numbers will begin to appear as elements of children's drawings at this time.</li><li>• Colours may also begin to be more realistic than they were in artwork of younger artists.</li><li>• Additionally, shapes drawn are floating and there is no baseline evident.</li><li>• The benchmark for this stage is the creation of tadpole people (figures without necks and with arms sprouting from the head).</li><li>• Children at this stage have difficulty differentiating between fantasy and reality, creating an alternate view of the world around them.</li><li>• They are able regulate their own behaviour and may comply when sharing is necessary.</li><li>• Additionally, distinct personality traits emerge around this age as they begin to compare themselves with others. (Any 4 x 2)</li></ul>	(8) <b>[50]</b>
<b>TOTAL SECTION B:</b>			<b>150</b>
<b>GRAND TOTAL:</b>			<b>200</b>