higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

DAY CARE PERSONNEL DEVELOPMENT N4

28 MAY 2013

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	A	
	1.1.2	A	
	1.1.3	A	
	1.1.4	B	
	1.1.5	B	
	1.1.6	B	
	1.1.7	B	
	1.1.8	C	
	1.1.9	C	
	1.1.10	C	
			(10 × 2) (20)
1.2	1.2.1	Playgroup	
	1.2.2	Culture	
	1.2.3	Extrovert	
	1.2.4	Silence cloth	
	1.2.5	Finger bowl	
	1.2.6	Self-actualisation	
	1.2.7	Budget	
	1.2.8	Questionnaire	
	1.2.9	Interview	
	1.2.10	Application form/Entrance form	
			(10 × 2) (20)

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1.3 1.3.1 False

1.3.2 False

1.3.3 True

1.3.4 True

1.3.5 True

1.3.6 False

1.3.7 False

1.3.8 False

1.3.9 False

1.3.10 False

(10 × 1) (10)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1

NURSERY SCHOOL/PRE-PRIMARY SCHOOL	DAY-CARE CENTRE
• Objectives are to teach and educate children between 3 years and school-going age. • The teaching staff must at least have a teaching diploma in pre-primary education. • There has to be a minimum of 20 children enrolled and a full educational programme must be offered. • Preprimary schools are departmental or private. • It has its own principal and should register at the relevant educational department.	• It offers full or half-day care, protection and in some cases education to children from birth to school-going age. • Only some of the teaching staff had appropriate training. • Working mothers and single parents mainly make use of these institutions. • Babies or children younger than 2 years are usually cared for in separate units. • Registration with the Department of Health and Welfare services is required.

(10 x 1) + 2 for the table (12)

2.2
- Children will be enrolled in certain centres to remediate (correct) particular difficulties the child has.
- Some centres focus on mental difficulties and other centres concentrate on physical handicaps.
- Nowadays the trend is to incorporate children with mental difficulties in mainstream education, but to remediate the difficulties individually with the help of specialists.
- Children with various handicaps can also benefit from early education.
- These centres, such as supplementary care centres cannot replace the family's input. (Any 4 x 1) (4)

2.3 This can be a space for interesting exhibitions (e.g. fish tank, natural materials, shells) for children to explore and handle. Cupboards to open and explore the contents could be included. Objects such as saucepans and shoes can be placed in the cupboards to create new experiences for infants and toddlers. (5)

2.4
- Provide 1 toilet (water closet) and 1 hand wash-basin for every 15 persons or part of 15.
- Supply constant hot and cold running water, soap, toilet paper and clean towels.
- Install a bin with a self closing lid or another approved disposal unit next to each toilet intended to be used by females. (2)

2.5
- Children enjoy looking at books and listening to stories.
- It develops a love for books and improves readiness skills such as concentration, sequencing, recalling and vocabulary.
- Grobler et al (1987) suggests that the books should be placed in a quiet part of the playroom.
- It should be displayed in such a way that the children can see what is available.
- She also suggests that it is better to display a few books at a time and then to change them at least once a week.
- The book corner should be attractive and inviting so that it can create an eagerness to get to know books.
- Provide the book corner with comfortable seating (soft, thick carpets and/or large soft cushions, bean bags or a polystyrene chair), books correlating with the theme of the week, picture books, magazines, favourite stories and the children's own home-made books.
- Grobler et al (1987) also suggests that it will be good if the book corner is being separated from the rest of the playroom by means of a screen or bookcase. It enables the children to enjoy books without being distracted. (5)

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2.6
- Provide for a variety of opportunities to play everyday.
- Language development is very important at this age. Provide for individual discussions, stories, singing and other activities.
- Toddlers are not ready for group activities yet, always give individual attention.
- The day mother's loving attitude towards the child is more important than any activity. (5)

2.7
- Provide for a variety of activities each day. Variety counters boredom.
- Individual attention is important.
- Group activities should be kept short.
- Plan everyday.
- Have discussions with the child and language development are still very important. (5)

2.8
- These are short periods where the educarer brings the children together in group, and requires their full attention.
- They must then obey instructions and for example, participate in reciting rhymes, singing songs and playing games. (2)

2.9 His/her development:
- Socially
- Emotionally
- Physically
- Intellectually (4)

2.10
- Free play periods are those times in the day program where the toddlers can choose activities at random.
- These free play periods should not be less than an hour at a time.
- The educarer will decide on the best possible place (indoors or outdoors) at a specific time, because supervision is important.
- She will also decide on the toys to be set out from which the children can choose, for example blocks, puzzles, construction sets or play dough.
- Sand and water play can be provided outside.
- Provide a variety, prepare and set out toys before the children arrive. Supervise at all times and maintain discipline.
- Penning (1986:45) suggests 3 play opportunities for the junior group and 4 for the middle group, etc. (Any 4 x 1) (4)

2.11 The purpose of an application form is to provide the day-care centre with complete information that may be required about the child. (2)
[50]

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QUESTION 3

3.1
- Mental effort = planning, decision-making, etc. (2)
- Bookwork = bookkeeping, reports, letters, etc. (2)
- Filing = filing of documents of an organisation, etc. (2)
- Mental, bookwork, filing (compulsory) (2)
- Points for examples (2)

3.2 A constitution or rules is the founding document of an organisation OR regulations which set into operation a body's underlying principles, motto, objective, membership, jurisdiction and any other special objectives or rules based on it. (5)

3.3 3.3.1 Each organisation holds annual general meetings to which each member of the organisation has access. (2)

3.3.2 This is when large organisations, which have members in different towns and districts or countrywide, bring representatives from different branches together. (2)

3.3.3 This is a meeting that is held behind closed doors and decisions taken there are confidential and the members bound by secrecy. (2)

3.4
- The sanguine personality type is usually optimistic, hopeful and impulsive while the bilious personality type is often melancholic, sad, depressed and sensitive.
- Personalities of choleric nature are usually irascible (hot tempered) while the phlegmatic personality type tends to be calm, apathetic and undisturbed.
- The introvert, although not classical, is subjective, primarily interested in ideas, imagination, inner life, is tender-minded and idealistic, while the extrovert is directed towards the outside objective world. The extrovert is interested in events, social activities, practical affairs and is tough-minded and realistic.
- A further classification of personality type takes biological aspects into account. The pyknic personality usually short, fat and barrel-chested is said to be social, lively and outgoing.
- The asthenic personality is thin, long-limbed and narrow chested and said to be distinctly shy, sensitive, aloof and withdrawn. (4)

3.5
- Know yourself: Know your positive and negative personality traits and try to transform the negative ones to positive ones.
- Learn to think: State your own point of view positively, while recognising others' rights and feelings. Do not go with the group.
- Set realistic objectives: Set objectives which can be obtained and which are positive.
- Perseverance: Do not give up at the first sign of failure but rather try your utmost to achieve your goals. (4)

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3.6 3.6.1 Loss or increase of weight, loss of appetite, poor concentration, co-ordination and appearance, loss of memory, stomach and liver problems, sexual problems such as impotency, sleeplessness and heart diseases. (3)

3.6.2 Cross with self/others, scared, feeling lonely, anxious, irritated, hypersensitive, frustrated, aggressive and feelings of guilt, jealousy, depression. (3)

3.6.3 Marriage problems, problem within the family and with the children, losing friends, decrease of productivity and effectiveness at work, financial problems and conflict with the law. (3)

3.7 3.7.1
- Individuals should know themselves and accept themselves. They should realise that they are placed on earth for a specific reason.
- People who have the ability to accept themselves for what they are and to realise that they have self worth, will be content persons, willing to share their feelings, willing to give of themselves and to take what others have to offer.
- People who accept themselves will state their own position positively while recognising other people's rights and feelings (self-assertiveness) and will be able to reach their full potential. (3)

3.7.2
- In order to improve one's self-image and to make a person accept himself/herself, an individual needs to socialise with others.
- Only when individuals feel that they are respected for who they are and for what they can offer their neighbours, colleagues and friends, will they really be able to respect and accept themselves.
- People need other people around them to really exist. (3)

3.7.3
- Relationships cannot be one-sided otherwise a relationship can become unequal. People cannot only be on the receiving side.
- Giving and taking entails that people should give of themselves to their colleagues, friends, etc. to share their sorrows, happiness and problems with others, but also to give love. (3)

3.8
- Preferences and disapprovals
- Willingness to help
- Honest and sincere appreciation
- Avoid harmful and malicious gossip
- Show empathy and interest (Any 3 x 1) (3)

[50]

QUESTION 4

4.1 The purpose of the job interview is for the employer to determine who the most suitable applicant for a specific vacancy would be, and for the applicants to obtain more information about the vacancy and to gain experience. (2)

4.2 Exit interview or persuasive (convince) interview (2)

4.3

- Informative interview

  - Apply the information that has been gathered during the previous meeting. The general practitioner and psychiatrist can make a diagnosis by taking all the information into consideration.
  - A follow-up interview may be needed, if not enough information has been gathered or the previous information was incorrect.
  - Future interviews may be taken to ensure that previous information is being applied correctly.

- Persuasive interview

  - Follow up interviews may be held to persuade the applicant for further changes related to the first change, for example the bank manager persuades a person to make use of other facilities that the bank can offer him, after he opened a new account with them.
  - Follow-up interviews may also be held to reinforce the interviewer's opinions, thoughts and perceptions.

- Problem-solving interview

  - Follow up interviews may be held to see if the previous problem has been solved properly and for reporting back.

- Disciplinary interview

  - Follow-up interviews may be held for reporting back by superiors, with regard to the previous disciplinary action taken.

- Job Interview

  - The successful applicant and unsuccessful applicants should be notified. Information regarding the first day of work should also be supplied.
  - The applicant should notify the workplace whether he/she accept's the offer. (5 × 2) (10)

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4.4
- Dress professionally, conservative and be neat.
- People should not remember you for your flamboyant dress, accessories and make-up.
- Men may wear a conservative suit and white shirt with a tie (unless they were informed to dress otherwise).
- Ensure that your hair, nails and general appearance is neat and tasteful.
- Your hair should be clean, neat and styled in an appropriate style. (6)

4.5
- Stick to simple and tasty dishes which are not served in restaurants.
- Serve a variety of vegetables in order to cater for vegetarians as well.
- The menu should be balanced and include all the food groups.
- When planning the main dish, provide for at least 1 kind of meat, rice, potatoes, 2–4 vegetables and a salad.
- Do not repeat an ingredient. (5)

4.6
- Which services do they render with your choice of menu?
- Will there be waiters available?
- Should you provide the crockery and cutlery?
- Will the caterers supply the equipment like ovens?
- Will the caterers be responsible for cleaning and washing of the dishes?
- At what specific time will the caterers be at the function and when will the food be served?
- The price per guest?
- The price for a specific menu?
- Does the price include laying of tables, arrangements, decorations and special services?
- Is there a specific date for the number of guests to be given or changed? (10)

4.7
- Accept that most guests are right-handed.
- To lay a table means to arrange the cutlery, food and accessories in an orderly manner in order to make the guests feel comfortable.
- For each guest there should be a space of 600 mm.
- All the places laid should look the same and each one must be clearly identified.
- The cutlery must be arranged so that the place settings form a straight line of 25 mm from the edge of the table.
- The cutlery should be placed next to one another without touching one another. (6)

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4.8	4.8.1	The table must be large enough for all the dishes and cutlery.	(1)
	4.8.2	Arrange crockery, cutlery and serving dishes in such a manner that it forms a serving line.	(2)
	4.8.3	Have a side table for desserts.	(2)
	4.8.4	The table-cloth on a buffet table hangs to the ground.	(2)
	4.8.5	It can be a table standing against a wall, set on one side and guests help themselves from one side only OR a table standing in the centre of the room, which is set on both sides so that the guests move around the table.	(2)
			[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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