higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

DAY CARE PERSONNEL DEVELOPMENT N4

6 JUNE 2014

This marking guideline consists of 11 pages.

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SECTION A

QUESTION 1

1.1	1.1.1	True
	1.1.2	True
	1.1.3	True
	1.1.4	False
	1.1.5	False
	1.1.6	True
	1.1.7	True
	1.1.8	True
	1.1.9	False
	1.1.10	True
	1.1.11	False
	1.1.12	False
	1.1.13	False
	1.1.14	False
	1.1.15	True
	1.1.16	True
	1.1.17	True
	1.1.18	True
	1.1.19	True
	1.1.20	False

(20 x 1) (20)

1.2	1.2.1	Communication
	1.2.2	Total development
	1.2.3	Executive committee
	1.2.4	Daily programme
	1.2.5	Individual planning
	1.2.6	Mental effort
	1.2.7	Ad-hoc committee
	1.2.8	Attendance register
	1.2.9	Sitting
	1.2.10	Wardrobe planning
	1.2.11	Drug abuse
	1.2.12	Co-operation
	1.2.13	AIDS
	1.2.14	Teamwork
	1.2.15	Culture
	1.2.16	Centres for remedial work
	1.2.17	Centres for substitute day care/orphanages
	1.2.18	Creative area
	1.2.19	Secretary
	1.2.20	Self-actualisation

(20 x 1) (20)

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1.3	1.3.1	C
	1.3.2	B
	1.3.3	C
	1.3.4	C
	1.3.5	B
	1.3.6	B
	1.3.7	C
	1.3.8	B
	1.3.9	B
	1.3.10	B

(10 x 1) (10)
[50]

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 OBJECTIVES OF CENTRES

2.1.1 Employers provide childcare because they believe it will:

- Reduce absenteeism√
- Increase work tempo√
- Increase turnover √
- Increase employee production, morale and health √
- Boost the cooperation image √
- Improve family relationships √ (Any 5 x 1) (5)

2.1.2 The centre will be maintained like a private centre with the exception of the following which the firm will provide:

- Facilities
- Salaries of staff members
- Subsidies (4)

2.1.3 The subsidised fees will be deducted from the parent's salary. √ (1)

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2.2

NURSERY	PLAYROOM
• Make provision for 3,5 m indoor space per child. • Arrange cots in such a way that there are at least 750 mm between them. • All floor surfaces must be washable and hygienic.	• Make provision for a minimum of 2 m indoor space per child. • Provide windows that will allow enough air and light into the room. • Wall, floor and cupboards must be washable. • A carpet in the block area and reading corner is advisable. • Storage place must be arranged in such a way that the children can help unpack and repack equipment.

(4 x 2) (8)

2.3 BASIC REQUIREMENTS FOR TOILETS (WATER CLOSETS)

- Separate toilets for boys and girls are unnecessary. √
- Provide 1 toilet for every 15 children or part of 15 children. √
- Toilet seats must be of a smaller version (juvenile type – 200 mm or 250 mm). √
- The compartment for each toilet must be 750 mm wide. √
- They must not have doors. √
- Partitions must be +-900 mm high to create privacy but still allow supervision. √
- Children should be able to flush toilets by themselves. √ (Any 5 x 1) (5)

2.4 THEME EXIBITIONS

- A table is used to display objects of interest that are relevant to a particular theme. √
- An exhibition table consists of:
  - A backdrop (usually a poster or chart) √
  - The table itself √
  - A table covering (cloth) √
  - Display objects √
  - Labels √
- The table should be placed in a quiet corner of the playroom. It should be easily visible. √
- The table should have plenty of space around it. √
- There must be enough natural light in this area. √ (Any 8 x 1) (8)

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2.5 ASPECTS OF A STRUCTURED DAILY PROGRAMME

- The development of the child as a whole (in totality) √
- A balance between free play and directed activities√
- That the required variety of activities are presented √
- That the tempoes of activities vary √
- The reaching of educational objectives√
- That time is allowed for physical care of the child, such as toilet routine and refreshment time √ (Any 5 x 1) (5)

2.6 EXAMPLES OF DIRECTED ACTIVITIES

- Reciting rhymes√
- Singing songs√
- Playing games√ (3 x 1) (3)

2.7 INTERVIEW: VERBAL ACTIONS

- Do not use extravagant language to impress√
- Instead, use direct, simple and clear wording√
- Use good grammar√
- Be careful of long, complex sentences which could cause confusion√
- Be clear and to the point√
- The use of jargon is often discourteous√
- Vary your tone of voice to prevent a monotonous tone√
- Speak in a low pitched voice√
- Don't speak too fast√ (Any 7 x 1) (7)

2.8 INTERVIEW: FOLLOW-UP PROCEDURES

- All the information that has been gathered during the previous meeting will now be applied. √
- e.g. The doctor will consider all the information and make a diagnosis if there was a medical problem.√
- Follow-up interviews may be held for reinforcement√
- Follow-up interviews may be held to determine whether the problem has been solved√
- The purpose of the follow-up interview may also be to report back√
- Follow-up interviews may be held for the purpose of reporting back by superiors, to consider previous disciplinary actions taken. √ (Any 4 x 1) (4)

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QUESTION 3

3.1 ASPECTS TO KEEP IN MIND WHEN WRITING REPORTS

- Think carefully before writing any remarks. √
- Refrain from writing negatives remarks. √
- Always assess the behaviour of the child and the child himself/herself.√
- Write remarks:
  - short
  - clear
  - to the point √
- Use correct language and spelling√
- Never scratch anything out or use correction fluid.√
- Fill the report in neatly with a black or blue pen.√
- Do not use subject terminology. √ (Any 5 x 1) (5)

3.2 NEED FOR EFFECTIVE ADMINISTRATION (MENTAL EFFORT)

- The point from which everything is created is to think it through.√
- Effective planning is thus of major importance. √
- Planning is a continual process.√
- Planning must never be too rigid to be altered. √
- Every aspect of the day care centre must be planned thoroughly before implementation e.g. the day programme, financial aspects, etc.√
- Records must be kept of the planning that had been done.√ (Any 5 x 1) (5)

3.3 DUTIES OF THE MANAGEMENT COMMITTEE

- Maintain the terrain and building.√
- Execute the organisation's policy.√
- Be responsible for the organisation's financial matters.√
- Appoint suitably-trained personnel.√
- Delegate the planning of the daily programme to the personnel.√ (5)

3.4 3.4.1 CONSTITUTION

- The founding document of an organisation
- A set of rules and regulations
- It describes the organisation's:
  - Principles
  - Motto
  - Objectives
  - Membership
  - Jurisdiction

(Any other special objectives or rules based on them) (2 x 1) (2)

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3.4.2 ORGANISATION'S COSTITUTION

- Establishes the organisation officially √
- Allows the organisation to open a bank account √
- Helps the centre to run more effectively √
- Provides lawful protection by determining rules and regulations for staff members as well as the children √ (Any 3 x 1) (3)

3.5 ELEMENTS TO INCLUDE IN THE NOTICE OF MEETINGS

- The name and address or the organisation √
- The telephone number of the secretary √
- The date of dispatch √
- And indication of the nature of the document √
- The date, time and venue of the meeting √
- Signature of the secretary √ (6)

3.6 CHARACTERISTICS OF A POOR SELF-IMAGE

- Is reserved and shy √
- Maintains poor eye contact √
- Does not care about physical appearance √
- Is aggressive, arrogant and domineering √
- Continually needs reassurance √
- Behaves unnaturally e.g. jealousy, destructive √
- Has mood swings √ (Any 5 x 1) (5)

3.7 SELF-ACTUALISATION

- Self-actualisation is the need that a person has to achieve his/her highest goal √
- This could be in his/her career, community service or any sport he/she practices √
- To achieve his/her goal, the individual has to use and develop his/her potential, talent and abilities to the fullest √
- Self-actualisation is also a need to serve one's fellow men, not to obtain security or prestige, but only as a service to them √
- A person strives to fulfil this need in every aspect of life √
- When the individual uses the talents, opportunities or possibilities given to him/her to the fullest, he/she has reached the highest form of personality development √ (Any 3 x 1) (3)

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3.8 CAUSES OF INCORRECT POSTURE

- The wrong shoes √
- Pantyhose that are too small or short √
- Clothes that fit badly √
- Tiredness √
- Incorrect sitting facilities √
- Incorrect sleeping facilities √ (Any 4 x 1) (4)

3.9 BASIC HYGIENE

3.9.1 Hands

- Wash hands often to ensure hygiene √
- Apply moisturiser every time after washing hands √
- Keep nails clean and not too long √
- Manicure your nails regularly √
- Use protective gloves when working with harsh detergents or when working in the garden. √ (5)

3.9.2 Body

- Bath or shower daily √
- Bath or shower after exercise or when going out √
- Use bath soap and face cloth or sponge √
- Use deodorant or anti-perspirant √
- Wear clean underwear and clothes everyday √
- Use hand and body lotion √ (Any 5 x 1) (5)

3.10
- Influences the nervous system √
- 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 √
- Heart disease or heart problems √ (Any 2 x 1) (2)

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QUESTION 4

4.1 ASPECTS OF A UNIQUE PERSON

- Culture √
- Milieu (environment) √
- Interests √
- Aptitude (talents) √
- Physical appearance √
- Education √ (Any 5 x 1) (5)

4.2 NEGATIVE INFLUENCE ON DEVELOPMENT OF HUMAN RELATIONS

4.2.1 EDUCATIONAL FACTORS

- Absence or poor quality of education deprives a child from opportunities
- To develop as a total being, which includes social development√√ (2)

4.2.2 GEOGRAPHICAL FACTORS

The geographical milieu or environment in which the child grows up could play a negative role in the development √ of relationships, e.g. an only child who grows up in a small flat in a poor residential area will have less interpersonal relationships that a child who is part of a big family, lives in a better neighbourhood with parks, recreation facilities, etc. (2)

4.3 GUIDELINE ON HOW TO HANDLE RELATIONSHIPS

Treat others as you would like them to treat you √
Be friendly √
Don't gossip√
Be helpful √
Give praise and acknowledgement to those who deserve it √
Show empathy and interest √
Be mature and responsible √
Listen to people without interrupting √
Do not lose self-control √
Be tactful √
Always behave in a professional manner √ (Any 6 x 1) (6)

4.4 GENERAL RULES FOR CONFLICT MANAGEMENT

- Focus on the problem, not the person √
- Listen without interrupting √
- Try to be understanding √
- Never talk in general, but say what the specific problem is √
- Never be subjective or prejudiced √
- Don't hurt other people's feelings √
- Try to resolve all conflict peacefully √ (Any 5 x 1) (5)

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4.5 NON-VERBAL ACTIONS

4.5.1 Body language

- Body language is important, e.g. nodding your head to show that you understand.√
- Your body language should convey a warm, friendly and professional impression. √
- People should immediately sense that you are capable as well as caring. √
- The key to being sure that your body language is professional, is to be well-prepared and to be sure and proud of yourself. √

(Any 2 x 1) (2)

4.5.2 Facial expressions

- Facial expressions portray what you are really thinking. √
- Your face can show surprise, anger, frustration or happiness. √
- Your facial expressions should complement what you are saying and must be appropriate. √ (Any 2 x 1) (2)

4.5.3 Tone of voice

- A high-pitched voice will show that a person is angry; a low voice might indicate concern. √
- A monotonous tone and slow manner of speaking may bore the listener and a varied tone or rhythm will sound more interesting. √ (2)

4.5.4 Eye contact

- Maintaining eye contact will put people at ease, and show them that you are interested and paying attention. √
- To avoid eye contact tells people that you are not paying attention, you are shy and lack confidence to look them straight in the eye. √ (2)

4.6 PROCEDURE OF DEALING WITH PROFESSIONAL CATERERS

- The hostess draws up the list of caterers that she considers. √
- She contacts each of them individually telephonically or personally. √
- The menu and services that are required, are discussed √
- Other aspects that have to be discussed include the: √
  - Number of guests
  - Date and time of the function
  - Price per guest
- The organiser will then decide on the most suitable caterer √
- The caterer will now be notified √ (6)

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4.7 PROCEDURE OF LAYING THE TABLE (SILENCE CLOTH AND TABLE CLOTH)

- Place the silence cloth under the table cloth:
  - To protect a wooden table from burns, scratches, stains √
  - To silence the sound when steel tables are used √
- Cover the table with a clean table cloth
- The table cloth should hang down the sides of the table √
- The silence cloth should not show √
- Use decorative linen that suits the occasion √
- The cloth of a buffet table may touch the floor √
- For formal functions use: √
  - Starched white damask
  - Plain-coloured linen
  - With or without lace work
  - Multi-coloured or check linen may be used for informal functions √

(Any 7 x 1) (7)

4.8 INFORMAL FUNCTIONS

Light refreshments √ are usually served at an informal reception. A cheese and wine √ party, cocktail √, buffet √, and finger √ lunch are examples of this type of function. This type of function takes place during the afternoon or evening. √ (5)

4.9 COCKTAIL PARTY

- The same basic rules for a cheese and wine party also apply to a cocktail party.
- There is a waiter to serve the drinks.
- Except wine and fruit juice, beer and coke are also served.
- Appropriate glasses should be provided for the drinks. (4)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200

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