



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

DAY CARE PERSONNEL DEVELOPMENT N4

1 JUNE 2016

This marking guideline consists of 10 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	True	(20 × 1)	(20)
	1.1.2	False		
	1.1.3	False		
	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	False		
	1.1.11	False		
	1.1.12	True		
	1.1.13	True		
	1.1.14	True		
	1.1.15	False		
	1.1.16	True		
	1.1.17	True		
	1.1.18	True		
	1.1.19	False		
	1.1.20	True		
1.2	1.2.1	H	(15 × 2)	(30)
	1.2.2	L		
	1.2.3	M		
	1.2.4	E		
	1.2.5	N		
	1.2.6	G		
	1.2.7	D		
	1.2.8	C		
	1.2.9	J		
	1.2.10	I		
	1.2.11	F		
	1.2.12	B		
	1.2.13	K		
	1.2.14	A		
	1.2.15	O		
			(15 × 2)	(30)
				[50]

TOTAL SECTION A: 50

SECTION B**QUESTION 2****2.1 The role of day care in the South African community**

- There is evidence to prove that a high quality pre-school educare programme produces young adults with many more qualities than those who did not have that experience. (GRASSROOTS)
- Day care and pre-school education therefore form part of the solution for today's social problems in South Africa.
- The involvement of parents with the day-care institution provides parents and children with education that will render assistance to families and the communities to improve and uplift their way of life.
- By means of day care the parents and the broader community accept responsibility for the education of the community's children.
- The involvement of the parents, especially single parents, for example with fundraising, provides them with the opportunity to find and develop new relationships that can form a support system when the need arises.

(5 × 2) (10)

2.2 2.2.1 CENTRE-BASED

- Crèche
- Nursery school/pre-primary school

HOME-BASED

- Day mothers
- Play groups

(2 × 2) (4)

- 2.2.2**
- Must have intelligence, initiative, supervisory ability, maturity, decisiveness and self-confidence.
 - Requires skills in interpersonal relationships in order to develop rapport and motivation among all the staff to prize high-quality education.
 - Must develop an attitude that shows interest, enthusiasm, friendliness and support regarding the children, staff members and parents.
 - Needs good decision-making techniques and to involve staff through a democratic decision-making process.
 - Must have the ability to act as a leader and to delegate certain tasks to his/her staff members.
 - Must have the ability to organise well and to exercise final control.
 - Must have the ability to assist parents and assist in the supervising, training and guidance of staff.
 - Must have high standards with regard to earning respect by example, neatness, professional action and devotion to the children and staff.

(Any 5 × 1) (5)

- 2.3
- A well-planned day is a successful day and the child, the parents and the educator will be satisfied.
 - A daily programme is drawn up to plan the activities. This forms the framework according to which the activities of the day will follow each other.
 - The daily programme must be well planned and well considered. A well-planned programme will enable the educator to know what to do, give her self-confidence and a purpose, and will give the children a sense of security.
 - The daily programme must be well-planned but also flexible. It will sometimes be necessary to change the programme for individual children with different needs and personalities.
 - The educator should involve the child as a whole when planning the daily activities. In other words, all the aspects of child development should be kept in mind when planning each activity.
 - A good day-care programme is also characterised by balance, it is structured yet flexible, it involves the parents and it provides enjoyment for the children.
- (6 × 2) (12)
- 2.4
- 2.4.1 If there is a swimming pool on the same premises, the conditions prescribed by the local authorities must be complied with.
- 2.4.2 Insects and pets must be effectively controlled.
- 2.4.3 All cutlery, crockery and equipment used for the handling and serving of food must be sufficiently protected against dust, dirt, insects, etc.
- 2.4.4 Windows must be designed and installed in such a manner that it does not constitute a danger to the children when open, and the lower level must not be more than 750 mm from the ground level.
- 2.4.5 All rooms must have ceilings. Measures should be taken for protection against fire and for combating fires, and protection against electrical fittings and appliances and other articles or things which may be dangerous or cause injuries to any child.
- 2.4.6 Provision must be made for the storage of medicines, detergents and other harmful substances in such a manner as to not be accessible to children, and it must be separated from food.
- 2.4.7 Provision must be made for the safe storage of emergency equipment.
- (7 × 1) (7)

- 2.5
- Creative activities create an opportunity for experimentation, exploration and construction with a variety of materials and media.✓
 - The children enjoy the process of making a picture or model more than the actual final product.✓
 - GRASSROOTS suggest there must be four activities every day from which the child can choose, for example:-✓
 - Drawing
 - Painting
 - Materials for cutting and sticking
 - Modelling with play dough or clay
 - The creative area must be well lighted.✓
 - The tables and easels must be kept away from the walls, the tables must be covered with newspaper, and the floor surface must be tiles or linoleum to facilitate easy cleaning of this area.✓
 - Cleaning up will be made easier if the creative activities are presented near a bathroom or if a basin is installed in the area.✓
 - The art area needs to be available on a self-help basis – paper, crayons etcetera are set out for children to help themselves.✓
 - It gives them the chance to use the materials freely, make whatever they like and make their own choices.✓

SUGGESTED MATERIAL TO BE USED:

- Double easels, tables, mats, protective aprons and drying rack for art works.✓
- Tempera paints, drawing materials of different sizes, colour and texture paper, collage materials, paint and glue brushes, modelling materials, glue for pasting, scissors and anti-waste materials.✓

(Any 6 × 1)

(6)

- 2.6
- Take into account the age and development of the children in the group.
 - Take into account the available space (type of building and facilities).
 - Take into account the climate (weather conditions) and season.
 - Take into account the unique requirements of the group.
 - Take into account the number of staff as well as their qualifications and experience.
 - There should be a balance between the different activities in order to stimulate every aspect of the child's development.
 - Sufficient opportunities must be given for free play.
 - The duration of the programme must suit the children's level of development.
 - During group activities such as music and dramatisation, group commitment evolves and the child learns that he is part of a group and that he has to take others into consideration.
 - The programme must be adaptable.
 - The safety of the children is certainly the most important aspect of the daily programme.
 - The children must always be supervised.
 - Spiritual security must be provided so that the child feels that he can always rely on the love and support of the day mother/educarer.
 - In order for a programme to run smoothly, the staff should be at the centre at least 15 to 20 minutes before the first child is expected in the morning.

(Any 6 × 1)

(6)

[50]**QUESTION 3**

- 3.1
- 3.1.1 Parents are kindly requested to phone if a child will be absent. Children with contagious diseases must be kept home until the disease has cleared up.
- 3.1.2 Parents are welcome to discuss any problems. A personal interview can be arranged so that parents and personnel can talk undisturbed.
- 3.1.3 Fees are payable monthly in advance. No refunds will be made for absences. One month's notice is required if a child is taken out of the day-care centre.
- 3.1.4 The child has breakfast at home with the rest of the family. No sweets or food may be brought along from home except in the case of babies where the mother provides the baby's formula.
- 3.1.5 A birthday is a great event in every child's life and others love to share in it. Mothers may arrange beforehand to bring refreshments on this day and they are also welcome to stay and enjoy the party.

(5 × 2)

(10)

- 3.2
- Command of language
 - Vocabulary
 - Pronunciation
 - Any speech problems (4)
- 3.3
- 3.3.1 The purpose of an application form is to provide the day-care centre with all the information of the child that may be required.
- 3.3.2 The registration form is an acceptance of placement and enrolment with the day centre. (2 × 2) (4)
- 3.4
- 3.4.1
- To maintain the terrain and buildings.
 - To execute the organisation's policy.
 - To be responsible for the organisation's financial matters. (3)
- 3.4.2
- To see to it that personnel are trained for the task.
 - To delegate the planning of the daily programme to the personnel. (2)
- 3.5
- Self-actualisation or self-realisation is the need that a person has to achieve his highest goal.
 - This could be in his career, community service or any sport he practices.
 - To achieve his goal, the individual has to use and develop his potential, talents 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 an individual uses the talents, opportunities or possibilities given to him to the fullest, he has reached the highest form of personality development. (Any 5 × 2) (10)
- 3.6
- Wrong shoes
 - Too small or too short socks (panty hose)
 - Clothes that fit badly
 - Over-tiredness
 - Over-exertion
 - Incorrect sitting facilities (chairs, tables, benches)
 - Incorrect beds – short beds and poor mattresses (Any 6 × 1) (6)
- 3.7
- Children must be made aware of aids through education at school.
 - Clinics and public health services can help to inform the public about the disease.
 - Children must know how aids is transmitted and how to prevent it.
 - Use a condom/Practice safe sex.
 - Don't be promiscuous (having sexual relations with a number of partners). (5)

- 3.8
- Sound human relations enables a person to be happy, also in his/her job.
 - Such a person will make a positive contribution and be more productive.
 - Sound human relations helps to create a positive climate.
 - A manager (principal) who has sound human relations will therefore definitely influence his staff to be more productive, and will be acknowledged for his managerial skills.
 - To get along with other people he has to know himself, his good and not-so-good characteristics, and respect and accept that people are not all alike.

(Any 3 × 2)

(6)

[50]**QUESTION 4**

- 4.1
- A persuasive interview is used to persuade the applicant to perhaps change his point of view, or to think and act like the interviewer does.
 - The interviewer must be very sure of his case and have facts and information ready to back him up.
 - Problem-solving and disciplinary interviews could also be classified as persuasive interviews.
 - A manager could have an interview with the administrative head to solve some problem or another in his department, and one of the teachers could be called in to discuss poor performance.
 - An example of this type of interview is a manager who calls in a department head in order to solve a problem in his department. (Any 4 × 1)

(4)

- 4.2
- 4.2.1
- Apply the information that was gathered during the previous meeting.
 - A follow-up interview may be needed if not enough information was gathered or if the previous information was incorrect.
 - Future interviews may be held to ensure that previous information is being applied correctly. (Any 2 × 1)
- 4.2.2
- Follow-up interviews may be held to persuade the applicant to make further changes related to the first change.
 - Follow-up interviews may also be held to reinforce the interviewer's opinions, thoughts and perceptions.
- 4.2.3
- Follow-up interviews may be held to see if the previous problem was solved properly.
 - Follow-up interviews may be held for reporting feedback.
- 4.2.4
- Follow-up interviews may be held for reporting back by superiors✓ with regard to the previous disciplinary action taken.✓

- 4.2.5
- The successful applicant and unsuccessful applicants must be notified and information regarding the first day of work must also be supplied.
 - The applicant must notify the centre whether she/he accepts the offer.
- (5 × 2) (10)
- 4.3
- The first impression that the person(s) where you applied for the job will have of you, will be from the image you as a person reflect and from your appearance.
 - You should look professional and well-groomed without looking so dynamic that you overpower the other employees.
 - Dress professionally, conservatively and be neat.
 - People should not remember you for your flamboyant dress, accessories and make-up.
 - Men should wear a conservative suit, white shirt with a tie.
 - Your hair, nails and general appearance should be neat and tasteful.
 - Your hair should be clean, neat and styled in an appropriate style.
- (Any 10 × 1) (10)
- 4.4
- Apply the same rules for the tea-table as for a meal regarding the table-cloth and flowers.
 - Do not place candles on the table.
 - Set a matching cup and saucer and plate for each guest.
 - Place an attractive serviette either through the grip of the cup or on the plate.
 - Provide jugs for hot and cold milk as well as for boiling water.
 - Provide sweetener and sugar.
 - Present thin slices of lemon to guests who prefer to drink weak, black tea.
 - Serve one or two savoury foods together with something sweet.
 - Place a cake-lifter on the table if necessary.
 - Cover the tea-table with a tea-cloth until serving time.
- (10)
- 4.5
- 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.
 - Every place laid should be clearly identifiable.
 - All places laid should look the same and each one must be clearly identified.
 - Accept that most guests are right-handed.
 - Cutlery must be arranged in such a manner that it forms a straight line 25 mm from the edge of the table.
 - The cutlery should be placed next to each other without touching.
- (Any 6 × 1) (6)

- 4.6
- The bar and eating area must be within reach of the guests.
 - The eating area must suit the type of function.
 - Lighting must be considered; it must not be too bright or too dim.
 - The area must not appear to be overcrowded or empty.
 - The table(s), chairs and space should be in harmony for a formal dinner.
 - The temperature in the area must be controlled; provide heaters in winter or air-conditioners in summer.
 - A side table may be provided in the eating area for the serving of dessert.
 - No chairs are needed for a cocktail party or for a cheese and wine function.
- (Any 5 × 2) (10)
[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200