



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

DAY CARE PERSONNEL DEVELOPMENT N4

5 JUNE 2018

This marking guideline consists of 9 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	False		
	1.1.2	False		
	1.1.3	False		
	1.1.4	True		
	1.1.5	False		
	1.1.6	False		
	1.1.7	True		
	1.1.8	True		
	1.1.9	False		
	1.1.10	False		
	1.1.11	True		
	1.1.12	False		
	1.1.13	False		
	1.1.14	True		
	1.1.15	False		
	1.1.16	True		
	1.1.17	False		
	1.1.18	False		
	1.1.19	False		
	1.1.20	False		
			(20 × 1)	(20)
1.2	1.2.1	Personality		
	1.2.2	Subsidise		
	1.2.3	Day care centre		
	1.2.4	Quorum		
	1.2.5	Day care centre/crèche/nursery school		
	1.2.6	Manipulation area		
	1.2.7	Dual planning		
	1.2.8	Obligation		
	1.2.9	Private meetings		
	1.2.10	Buffet		
			(10 × 2)	(20)
1.3	1.3.1	E		
	1.3.2	C		
	1.3.3	D		
	1.3.4	A		
	1.3.5	B		
	1.3.6	I		
	1.3.7	F		
	1.3.8	J		
	1.3.9	G		
	1.3.10	H		
			(10 × 1)	(10)
				[50]

TOTAL SECTION A: 50

SECTION B**QUESTION 2**

- 2.1 2.1.1
 - A high-quality, preschool, educare programme produces young adults with many more qualities than those who have not been exposed to such experience.
 - Day care and preschool education therefore forms part of the solution to today's social problems in South Africa.
 - The involvement of parents in the day care institution contributes to an education that will render assistance to families and communities to improve and uplift their way of life.
 - By being involved in day care centres, parents and the broader community are accepting responsibility for the education of the community's children.
 - When parents, especially single parents, become involved in, for example, fund raising, they are exposed to opportunities to find and develop new relationships. In this way, a support system can be formed to use whenever the need arises.

(Any 5 × 1) (5)
- 2.1.2
 - Children normally attend a play group in the morning.
 - A play group is presented for a maximum of five hours a day.
 - It can be presented every day, or only on certain days of the week.
 - A programme is offered to children between two and six years of age.
 - The group will consist of more than six, but fewer than 20 children.
 - Registration of play groups is not required.

(Any 5 × 1) (5)
- 2.1.3
 - In certain day care centres, children are enrolled for a remedial programme to correct particular difficulties or problems the child may have.
 - Remedial problems may be related to cognitive difficulties, for example, concentration and completing tasks that may require occupational therapy.
 - Children with various handicaps can already benefit from early remediation.
 - The remedial centres, just as the supplemental care centres, cannot replace the family's inputs.
 - Nowadays, the trend is to incorporate children with mental difficulties in mainstream education, but then to remediate their difficulties individually with the assistance of specialists.

(Any 4 × 1) (4)

- 2.1.4
- Storage should be provided inside (e.g. space on a shelf) as well as outside (e.g. a locker).
 - Individual lockers must be marked with children's names, and children can store their bags and other belongings safely in these lockers.
 - Children should be able to collect their belongings from their locker/shelf themselves. (3 × 2) (6)

- 2.1.5
- Supplementary care enhances the strengths and talents in children that parents have already started to develop and provides a support system for parents.
 - Supplementary care supports the parents by nurturing and educating their children during the day, when they must be at work.
 - Parents can learn a great deal from their contact with qualified caregivers and teachers, thereby increasing their levels of parenting competence. (3)

- 2.2
- To maintain good human relations
 - To gain parental involvement
 - To offer a balance and a variety of activities
 - To display good organising and planning skills
 - To offer a comprehensive programme
 - To give individual care
 - To expose children to a variety of concrete experiences
 - To create a well-planned playing and learning environment
 - To create a healthy and safe environment
 - To develop a good self-concept in children
 - To produce happy children
 - To promote good values and norms
 - To be purposeful in everything (Any 7 × 1) (7)

- 2.3 Theme exhibition
- Display on a table all kinds of objects for the children to explore.
 - The display table can be combined with the science table.

Listening area

- A tape recorder with ear phones can give children an opportunity to listen peacefully to their own choice of music without bothering the rest of the group during the rest period.

Book area

- Provide soft cushions, huge bean bags, and books that correlate to the theme of the week as well as different picture books, magazines and home-made books, in the book area.

Fantasy area

- Set up a corner with a make-belief house, clinic, shop and garage. Children may bring safe and appropriate items/toys and old clothes from home, or the educator can buy items such as a toy doctor's set.

Block area

- Provide motor cars, plastic animals and building block of varying sizes in the block area.
- Teach children to respect each other's block constructions and not to knock them over.

Educational toy area

- The educational area should have puzzles, Legos, board games, maths games, pegs and a peg board, and so on. (Any relevant 7 × 2) (14)

- 2.4
- The age and the stage of development of children in your group
 - Available space, type of building and facilities
 - Weather conditions
 - Unique requirements of the group
 - Available educational resources
 - Length of the day
 - Number of staff as well as their qualifications and experience
 - A planned programme
 - Safety of children
 - Variety of activities (Any 6 × 1) (6)
- [50]**

QUESTION 3

- 3.1 3.1.1
- Ensure that all arrangements in connection with the venue, date, time, accommodation, transport and refreshments have been made and are still in order.
 - Discuss the agenda with the chairperson.
 - Ensure that nothing has been forgotten.
 - Place the minutes of the previous meeting in the minute book.
 - Place all documents, letters and notices in a chronological order according to the items on the agenda.
- 3.1.2
- Make sure the room has been cleaned and that enough chairs have been set out.
 - Ensure that the attendance register is signed.
 - If the educator must also attend the meeting, she/he should make notes of important facts and dates at which her/his manager must perform certain tasks or submit certain reports allocated to him/her.
 - Record the times at which attendees leave the room with the permission of the chairperson.
 - Write down the times at which the meeting started and ended.
 - If the educator is not allowed to attend the meeting, he/she must carry on with his/her daily tasks.

- 3.1.3
- Make sure the room is cleaned again and tidied.
 - Ensure that the audio-visual equipment, the microphone and tape recorder are still in good working order and store them again in a safe place.
 - As soon as the educator has finished writing the minutes, she/he must give it to the chairperson for approval.
 - Send neatly typed copies to everyone who attended the meeting.
 - Pay caterers if they were not paid on the day of the meeting.
- (3 × 5) (15)
- 3.2
- General meetings of members: Each organisation holds an annual general meeting, which each member of the organisation can attend.
 - Committee meetings: The attendees comprise the executive authority of an organisation, who usually consist of the chairperson, the vice chairperson, the treasurer and two or three additional members.
 - Meetings in camera: These meetings are held behind closed doors. Decisions taken are confidential.
 - Congress meetings: These types of meeting take place at a large organisation, and the members of the organisation come from different towns and districts to attend the meeting, or they are representatives of the different branches from all over the country.
- (4 × 2) (8)
- 3.3
- They have a negative perception of themselves and they are often reserved and shy.
 - They are critical of themselves and they do not accept who they are.
 - They are critical of other people.
 - They often lack a sense of humour.
 - They often do not get along with other people.
- (5)
- 3.4
- 3.4.1 Emotional effects
- Is easily irritated
 - Feels scared and lonely
 - Feels guilty and anxious
 - Is hypersensitive or aggressive
- Effects on social life
- Problematic relationships or ruined marriages
 - Problems with family and children
 - Decreased productivity at work
 - Financial problems and in conflict with the law
- 3.4.3 Physical effects
- Loss of weight or increased weight
 - Poor co-ordination and insomnia (sleeplessness)
 - Loss of appetite and sexual problems
- (3 × 4) (12)

- 3.5 Milk and dairy
- Skimmed or low-fat dairy products, such as low-fat milk, cottage cheese and yoghurt
- Meat and meat alternatives
- Fish, beans and peas
- Fruit and vegetables
- Fresh fruit and vegetables
- Grain and cereal
- Oats, bran, whole wheat
- Fats and oil
- Reduced fats variety, sunflower oil
- (5 × 2) (10)
[50]

QUESTION 4

- 4.1 4.1.1 Culture
- Moral values, habits and attitudes of a specific group of people
 - Different value systems, for example, different cultures that have different views on eye contact and voice tone
 - Status of women and personal space (4)
- 4.1.2 Milieu
- People come from different walks of life.
 - Each of them has a unique cultural and educational background.
 - The places at which a child spent his/her childhood will influence him/her to behave, act or believe in a certain way. (3)
- 4.1.3 Interests
- People's interests may differ.
 - They may act differently in different situations because their behaviour differs.
 - Childhood interests may not stay the same in adulthood. (3)
- 4.1.4 Aptitude
- A natural ability to do things
 - Can be developed over time
 - A correlation between a person's aptitude and interests
 - Preference to do the things at which people are good/excel (4)
- 4.1.5 Physical appearance
- Everyone looks different regarding facial features and body shape.
 - Different physical appearances make people unique and individual beings. (2)

- 4.1.6 Education
- People come from different educational backgrounds.
 - They have different abilities, kinds of knowledge and skills.
 - Education and intellectual stimulation make people unique.
 - People use different educational terms based on their professions.
- (4)
- 4.2 4.2.1
- Informative (enquiring) interviews
 - Persuasive (convincing) interviews
 - Problem-solving interviews
 - Disciplinary interviews
 - Job interviews
- (5)
- 4.2.2 Informative enquiry interviews
- Obtaining, supplying or exchanging information
 - Verifying information if the information obtained during a previous meeting was incorrect
- Persuasive convincing interviews
- Persuading the interviewee to change his/her point of view
 - Considering problem-solving or disciplinary interview
- Problem-solving interviews
- Ensuring that a previous problem has been solved properly
 - Reporting back
- Disciplinary interviews
- Reprimanding persons because of undesired actions
 - Taking action based on the undesired behaviour
 - Could damage a person's self-image
- Job interview
- Notifying the successful and unsuccessful applicants who applied for a specific job
 - Supplying information about the first day at work
- (5)
- 4.3 4.3.1 Teamwork involves the cooperation of a group of people working towards the same goal.
- (2)
- 4.3.2
- Being prepared to set aside preferences and disapprovals
 - Willing to help
 - Displaying honest and sincere appreciation
 - Encouraging creativity
 - Avoiding harmful and malicious gossip
 - Showing interest and empathy
 - Doing trust-building exercises together
 - Defining everyone's role in the team
 - Managing conflict
- (Any 5 × 1) (5)

4.4	4.4.1	Formal reception • It can be organised as a fund-raising event. • It can be used to entertain special quests or to host a year-end function. • Light or heavy meals can be served, depending on the nature of the function. • Guests will be served either by the hostess or by waiters.	(2 × 4)	(8)
	4.4.2	Cheese-and-wine party • Either large or small groups can be entertained with ease during a cheese-and-wine party. • Depending on the occasion, dress may vary from formal to semi-formal. • Ensure that the guests can move freely around the tables. • Fresh fruit can be a focal point.		
4.5		• Group the tables together. • The focal point is either in the centre or on the side. • Set tables with different heights. • A waiter should be available to serve the drinks that are placed on the one side. • Ensure a variety in the form, colour and texture of the food. • Serve beer, wine, and soft drinks. • Provide glasses for the drinks.	(Any 5 × 1)	(5) [50]
				TOTAL SECTION B: 150 GRAND TOTAL: 200