



**higher education  
& training**

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

# **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**

**DAY CARE PERSONNEL DEVELOPMENT N4**

**28 MAY 2019**

**This marking guideline consists of 10 pages.**

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

|     |        |       |          |             |
|-----|--------|-------|----------|-------------|
| 1.1 | 1.1.1  | B     | (10 × 2) | (20)        |
|     | 1.1.2  | C     |          |             |
|     | 1.1.3  | A     |          |             |
|     | 1.1.4  | B     |          |             |
|     | 1.1.5  | C     |          |             |
|     | 1.1.6  | B     |          |             |
|     | 1.1.7  | B     |          |             |
|     | 1.1.8  | B     |          |             |
|     | 1.1.9  | A     |          |             |
|     | 1.1.10 | C     |          |             |
| 1.2 | 1.2.1  | True  | (10 × 1) | (10)        |
|     | 1.2.2  | False |          |             |
|     | 1.2.3  | False |          |             |
|     | 1.2.4  | True  |          |             |
|     | 1.2.5  | True  |          |             |
|     | 1.2.6  | False |          |             |
|     | 1.2.7  | False |          |             |
|     | 1.2.8  | False |          |             |
|     | 1.2.9  | False |          |             |
|     | 1.2.10 | False |          |             |
| 1.3 | 1.3.1  | K     | (10 × 2) | (20)        |
|     | 1.3.2  | I     |          |             |
|     | 1.3.3  | D     |          |             |
|     | 1.3.4  | B     |          |             |
|     | 1.3.5  | E     |          |             |
|     | 1.3.6  | G     |          |             |
|     | 1.3.7  | J     |          |             |
|     | 1.3.8  | A     |          |             |
|     | 1.3.9  | C     |          |             |
|     | 1.3.10 | K     |          |             |
|     |        |       |          | <b>[50]</b> |

**TOTAL SECTION A: 50**

**SECTION B****QUESTION 2**

- 2.1
- Good human relationships
  - Balance in activities
  - Involvement of parents
  - Variety of activities
  - Planning
  - Comprehensive program
  - Individual care
  - Continuity of care and stability
  - Regularity and flexibility
  - Variety of concrete experiences and perceptions
  - Participation and play
  - Pleasure and safety
  - Development and self-concept
- (Any 7 × 1) (7)
- 2.2
- Hard surface area – concrete
  - Grassy plot
  - Soil area
  - Sandbox
- (Any 3 × 1) (3)
- 2.3
- The educator greets the children with a special good morning song.
  - Revision of known songs
  - The day of the week
  - The weather for the week
  - The children have the opportunity to tell their news.
  - A discussion on the theme table
- (Any 4 × 1) (4)
- 2.4
- Self-acceptance
  - Need for interaction with other
  - Give and take
  - Acceptance of others
  - Successful communication.
  - Positive attitude towards others
  - Recognition of the liberties/rights of others
  - Respect other's views
  - Not possible to like everybody
  - Positive self-image
  - Adaptability
- (Any 8 × 1) (8)

- 2.5      2.5.1      • Educarers get together and plan for the term.  
                          • Planning can include themes, outings, parent evenings, et cetera.  
                          • Make this planning available to parents.  
                          • Draw up a general roster for personnel duties and responsibilities.  
                          • Discuss themes and activities during weekly meetings.  
                          (Students must give an example) (5)
- 2.5.2      • The educator plans by using a weekly preparation form.  
                          • Her preparation includes appropriate activities according to a theme for her own group.  
                          • The educator personalises her lessons.  
                          (Students must give an example) (3)
- 2.6      • Try to answer questions quickly, logically and without hesitation.  
                          • Always remember that you cannot lose anything in an interview.  
                          • Formulate answers clearly, briefly and courteously.  
                          • Be honest about your motivation for changing your job, your qualifications, experience, et cetera.  
                          • Be careful not to get involved in a long discussion about your hobbies, sport or politics.  
                          • Do not give the impression that you are overeager.  
                          • Maintain eye contact while you are speaking.  
                          • Be a good listener.  
                          • Thank the interviewer for the interview. (Any 7 × 1) (7)
- 2.7      • The type of occasion  
                          • The available means and facilities  
                          • The availability of ingredients at the specific time of the year  
                          • The budget  
                          • Use a variety of colours  
                          • Use different cooking methods  
                          • Food with strong flavours should be served after food with a delicate taste  
                          • Use cream and eggs sparingly because of their richness  
                          • Alternate food temperatures (Any 6 × 1) (6)
- 2.8      • Through sexual intercourse  
                          • Through direct infection of the blood stream  
                          • By an infected mother to her baby (3)
- 2.9      

| Private meeting                                                                                                                                                       | Public meeting                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Only people who are members may attend the meeting.</li> <li>Members receive a notice of the meeting and an agenda.</li> </ul> | <ul style="list-style-type: none"> <li>Members of the public attend these meetings.</li> <li>Notification is usually given in the newspapers, on posters, et cetera</li> </ul> |

(2 × 2) (4)

**QUESTION 3**

- 3.1
- Name and address of the organisation
  - Telephone number of the organisation
  - Telephone number of the secretary
  - The date of dispatch
  - The nature of the meeting, for example, whether it is a weekly or a monthly meeting
  - Day, date, time and venue
  - Signature of secretary (Any 4 × 1) (4)
- 3.2
- 3.2.1
- The educator sends it to parents at regular intervals of not more than six months apart.
  - The educator covers every aspect of the child's development, for example, his or her social, emotional, physical and intellectual development.
  - The educator informs parents monthly on their children's progress.
  - A child's monthly progress report is a summary of the monthly observation report.
  - The biannual progress report of toddlers and other children contains a summary of the quarterly observation report.
  - The educator places copies of progress reports in the child's file. (Any 4 × 1) (4)
- 3.2.2
- Projects the exact number of children in the school
  - Indicates the child's birthday
  - Important for placing the child in the correct age group
  - Information of the parent is available
  - Telephone numbers of parents are available
  - Indicates/Reflects the number of boys and girls (Any 5 × 1) (5)
- 3.3
- The age of the children in the group
  - The available space (type of building and facilities)
  - The climate (weather conditions)
  - The unique requirements of the group
  - There is no sure-fire recipe (no perfectly planned programme)
  - The number, qualifications and experienced staff
  - The programme must be adjustable.
  - The duration of the programme must suit the children's level of development.
  - There should be a balance between the different activities.
  - Stability and regularity give every child a feeling of security.
  - Teach basic hygiene.
  - Staff must be at the centre 15–20 minutes before the first child arrives. (Any 6 × 1) (6)

- 3.4
- Confirm the venue, date, time, accommodation, transport and refreshments.
  - Discuss the agenda with the chairperson again and make sure that nothing has been forgotten.
  - Place the minutes of the previous meeting in the minute book.
  - Organise all documents, letters and notices according to the agenda.
  - Place a file with stationery on the seat of each member.
  - Check the loudspeaker system and make sure it is in working order.
  - Check that the recorder is in working order.
  - Check that the attendance register is available.
  - Check that the laptop, screen and PowerPoint presentation are in working order. (Any 5 × 1) (5)
- 3.5
- 3.5.1 A loss of appetite✓ that is not a physical disorder but a psychological✓one. (2)
- 3.5.2
- Poor eating habits and exercising enough lead to overweight.
  - This can cause psychological problems. (2)
- 3.5.3
- It means morbid hunger.
  - It is characterised by periods of self-induced starvation alternated with uncontrollable eating.
  - Afterwards, self-induced vomiting follows or large doses of laxatives are used to get rid of food.
  - Bulimia may be a reaction to stress. (Any 3 × 1) (3)
- 3.6
- What services do they render with your choice of menu?
  - Will there be waiters available?
  - Should you provide the crockery and cutlery?
  - Will the caterers be responsible for the cleaning up and washing the dishes?
  - Will the caterers supply equipment such as ovens?
  - The specific time the caterers should be at the function and when they should serve food
  - The price per guest
  - The price for a specific menu
  - Does the price include the laying of the tables, arrangements, decorations and special services?
  - Is there a specific date for the number of guests to be changed or given? (Any 6 × 1) (6)
- 3.7
- 3.7.1
- The employer must determine who the most suitable applicant for a specific vacancy would be.
  - The applicants will be able to obtain more information about the vacancy.
  - The interview is usually a stressful experience for the applicant. (Any 2 × 1) (2)

- 3.7.2
- This may be the most difficult of all interviews.
  - During this interview, unwanted actions, feelings of guilt or revenge and a reprimand or punishment may be involved.
  - This type of interview may have negative result because it could damage a relationship or a person's self-image.
- (3)
- 3.7.3
- The purpose is to solve a specific problem.
  - The employee might become aware of problems concerning attitudes, actions, situations that may be harmful to the centre, the employer or the employee.
  - The employee could ask for an interview to solve domestic, health or other problems concerning the work.
- (3)
- 3.8 He/She must ...
- be self-assured.
  - have imagination and creativity.
  - be a responsible and trustworthy person.
  - have good human relations and should be prepared to help others.
  - be in good health and not tire easily.
  - have unconditional love for the child in general, regardless of the child's background.
  - have a pleasant voice and friendly smile.
  - be patient and be able to control their emotions.
  - show tolerance.
  - treat every parent with respect.
  - be disciplined.
  - have a broad field of interest and read widely.
  - be enthusiastic, have a cheerful nature and a good sense of humour.
  - respect every child as an individual and help to develop his/her potential to the full.
- (Any 5 × 1)
- (5)
- [50]**

#### QUESTION 4

- 4.1 4.1.1
- A child who is stimulated from an early age by playing with educational toys will be able to relate to people.
  - This child will have an advantage over a child who did not receive intellectual stimulation and grew up in isolated.
- (2)
- 4.1.2
- The place where a child grows up plays a very important role in his/her social development and how he/she will relate to others.
  - Factors that will influence a child's socialisation will be climate, terrain, space, water and food.
- (2)

- 4.1.3
- Both parents have to work to provide the necessities.
  - Close family ties are threatened.
  - Parents may lack the time or may be too tired to communicate with their children.
  - Other factors, such as unemployment and retrenchment can cause a stressful economic environment.
  - This results in a low self-image and feelings of low self-worth.
  - These feelings are often reflected in the behaviour of the rest of the family.
  - Underprivileged children are trapped in a vicious circle of deprivation and poverty. (Any 4 × 1) (4)
- 4.2      4.2.1
- Children must be able to experiment with instruments during music activities.
  - Provide a carpet.
  - Listening activities can also be part of free play.
  - Simple instruments and apparatus can be set out for children in order to discover the different sounds.
  - Children can use earphones and CD players to listen peacefully to their own choice of music. (Any 4 × 1)
- 4.2.2
- It should have good lighting.
  - It must not interfere with other activities in the room.
  - Provide enough space for each child to work with ease.
  - Exhibit children's artwork at their eye level.
  - Provide enough material and equipment.
  - Provide a dry rack or open area.
  - Keep tables and easels away from the walls. (Any 4 × 1)
- 4.2.3
- Keep the books in a quiet part of the playroom.
  - Display the books in such a way that the children can see what is available.
  - Display a few new books at a time and then change them at least once a week.
  - It should be attractive and inviting so that children are eager to explore books.
  - Provide the book corner with comfortable seating such as a soft, thick rug and/or large cushions or a beanbag.
  - Choose books that match the theme of the week, picture books, magazines, favourite stories, et cetera.
  - Separate the book corner from the playroom by means of a screen or bookcase. (Any 4 × 1) (3 × 4) (12)

|     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                   |     |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4.3 | <b>DAY MOTHER</b>                                                                                                                                                                                                                      | <b>PLAYGROUP</b>                                                                                                                                                                                                  |     |
|     | <ul style="list-style-type: none"> <li>• Looks after a maximum of six children</li> <li>• Ages of children vary from birth to school-going age</li> <li>• No registration required</li> <li>• Offers half and full day care</li> </ul> | <ul style="list-style-type: none"> <li>• Looks after a maximum of 20 children</li> <li>• Ages between two and school-going age</li> <li>• Registration required</li> <li>• Maximum of five hours a day</li> </ul> |     |
|     |                                                                                                                                                                                                                                        | (Any 3 × 2)                                                                                                                                                                                                       | (6) |

|     |                                                                                                                                                                                                                                                                                                                                                                                       |                 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 4.4 | <ul style="list-style-type: none"> <li>• Separate toilets for boys and girls are unnecessary.</li> <li>• Provide one toilet for 15/part of 15 children.</li> <li>• Toilet seats must be of the smaller version.</li> <li>• No toilet doors necessary.</li> <li>• Children should be able to flush the toilet themselves.</li> <li>• Provide two towels and one face cloth.</li> </ul> | (Any 4 × 1) (4) |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

|     |                                                                                                                                                                              |     |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4.5 | <ul style="list-style-type: none"> <li>• Secures against theft</li> <li>• Is dustproof</li> <li>• Easily accessible for the type of documents</li> <li>• Flexible</li> </ul> | (4) |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 4.6 | <ul style="list-style-type: none"> <li>• Place table against a wall to enable guests to help themselves from one side only.</li> <li>• Have a starting point with the plates, cutlery and serviettes.</li> <li>• Arrange the crockery, cutlery and serving dishes in such a manner that it forms a serving line.</li> <li>• The main dish then follows.</li> <li>• Use a side table for desserts.</li> <li>• Ensure there are enough eating utensils.</li> <li>• Use impressive colours.</li> <li>• Food can be prepared easily beforehand.</li> <li>• The tablecloth on a buffet table should be floor length.</li> <li>• For a buffet, wine is set and served separately.</li> </ul> | (Any 6 × 1) (6) |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

4.7

| MEDIATION                                                                                                                                                                                                                                                      | ARBITRATION                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• A third person is called to assist in putting the problem in prospective✓ and to find a solution.✓</li><li>• A mediator may only render assistance to the parties to enable them to find their own solution.</li></ul> | Negotiations✓ between the involved parties have failed. A third party is called to solve the conflict by providing possible solutions.✓ |

(4)

## 4.8 Successful applicant

- Notify the applicant that he/she is the successful candidate.
- Congratulate the candidate.
- Supply information regarding the first day of work.
- Applicant should notify the centre whether he/she accepts the offer.

## Unsuccessful applicant

- Notify the applicant that his/her application was unsuccessful.
- Convey this notification in a courteous and friendly manner.
- There is no need to provide reasons.
- Thank the applicant for his/her application.

(Any 6 × 1) (6)  
[50]

**TOTAL SECTION B: 150**  
**GRAND TOTAL: 200**