



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

DAY CARE PERSONNEL DEVELOPMENT N4

14 NOVEMBER 2018

This marking guideline consists of 9 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	G	(15 × 2)	(30)
	1.1.2	C		
	1.1.3	K		
	1.1.4	O		
	1.1.5	N		
	1.1.6	L		
	1.1.7	D		
	1.1.8	E		
	1.1.9	A		
	1.1.10	B		
	1.1.11	H		
	1.1.12	F		
	1.1.13	I		
	1.1.14	J		
	1.1.15	M		
1.2	1.2.1	False	(15 × 1)	(15)
	1.2.2	True		
	1.2.3	True		
	1.2.4	True		
	1.2.5	False		
	1.2.6	False		
	1.2.7	True		
	1.2.8	True		
	1.2.9	True		
	1.2.10	False		
	1.2.11	True		
	1.2.12	True		
	1.2.13	False		
	1.2.14	True		
	1.2.15	False		
1.3	1.3.1	B	(5 × 1)	(5)
	1.3.2	B		
	1.3.3	C		
	1.3.4	C		
	1.3.5	A		
			(5 × 1)	(5)
				[50]
TOTAL SECTION A:				50

[50]

SECTION B**QUESTION 2**

2.1	2.1.1	• 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 (perfect 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. • Basic hygiene must be taught. • Staff must be at the centre 15–20 minutes before the first child arrives.	(5)
	2.1.2	• It helps the educator to avoid unnecessary work. • It helps to be better prepared for the day. • It helps to plan beforehand. • It makes planning for the next year better. S/he can refer back to the previous year's planning. • The human memory can fail. • The educator can fall ill or go on holiday. The person that will replace her don't have to do unnecessary work.	(5)
	2.1.3	• Balls to clutch, stacking objects, nesting objects, sound toys. • Bucket and small objects to drop into it. • Thick crayons, blank paper • Soft paper. • Stroking textured objects.	(Any 4 × 1) (4)
2.2	2.2.1	• Crèche • Nursery/Pre-primary school	
	2.2.2	• Day mother • Play group	(2 × 2) (4)
2.3	2.3.1	Flexibility	
	2.3.2	Routine	(2 × 2) (4)

- 2.4 Serviettes, glasses, crockery, cutlery, table cloth, silent cloth, candles, cups and saucers, place and name cards, finger – bowls, flower/table arrangements, salt and pepper, individual butter bowls (Any 4 × 1) (4)
- 2.5
- The traffic should flow in one direction.
 - A 'no entry' sign should be on the entrance of the school gate.
 - Parking places should be marked clearly.
 - No child is allowed to run or play in the parking area.
 - If the parking area is fenced in/of, it is desirable that a security system with an intercom be installed at the gate/school.
 - The parking area should be separate from the play area.
 - Provide gates to facilitate big trucks to make deliveries possible.
 - Parking for deliveries must be as close as possible to the building.
- (Any 6 × 1) (6)
- 2.6 2.6.1 Book corner
- The books should be in a quiet part of the playroom.
 - It should be displayed in such a way that the children can see what is available.
 - Display new few books at a time and then change them at least once a week.
 - It should be attractive and inviting so that it can create an eagerness to get to know books, with children.
 - Provide the book corner with comfortable seating. Soft thick mat and/or large cushions, bean bag. – Books can fit in with the theme of the week, picture books, magazines, favourite stories etc.
 - Separate the book corner from the playroom, by means of a screen or bookcase.
- 2.6.2 Block corner
- It should be in an area where the blocks will not be knocked over by other children passing by.
 - The building blocks should be of various sizes and shapes.
 - It is the most important and versatile educational toys in the playroom
 - Provide toys like motorcars, aeroplanes, plastic animals etc.
 - Provide a low shelf for the blocks. It can then be used to separate this area from the rest of the room.
 - Place heavy blocks and equipment at the bottom shelf.
 - The children should tidy up this area.
 - Paint the various shapes onto the back of the rack or wall so that that the children know exactly where each block shape should be stored.
 - Provide a mat with a short pile for the children to built on.
- (2 × 5) (10)

- 2.7
- The outdoor play area must be safely and adequately enclosed.
 - The conditions prescribed by the local authorities applies if there is a swimming pool at the play school.
 - All inside walls should be of a high quality finish and should be able to be cleaned easily.
 - Sufficient storage space for the children and staff's personal belongings.
 - Storage space for indoor as well as outdoor toys must be provided for.
 - Rubbish bins with tight fitting lids must be provided.
 - Windows must not be more than 750 mm from the ground level.
 - Floors and skirting's must be finished with a smooth surface, free of sharp edges or other dangerous defects.
 - All rooms must have ceilings.
 - Provision must be made for the storage of medicines, detergents and other harmful substances.
 - Provision must be made for the safe storage of emergency equipment.
 - No pets may be kept on the premises.
 - No toxious or poisonous plants/shrubs may be cultivated on the premises.
 - Insects and pests must be effectively controlled.

(8)
[50]

QUESTION 3

- 3.1 Competent educator.
S/he:
- Must be self-assured.
 - Must show imagination and creativity.
 - Must be a responsible and trustworthy person.
 - Must have good human relations and should be prepared to help others.
 - Must be in good health and must not get tired easily.
 - Must have unconditional love for the child in general, regardless of the child's background.
 - Must have a pleasant voice and friendly smile.
 - Must be patient and be able to control their emotions.
 - Must show tolerance.
 - Must treat every parent with respect.
 - Must be a disciplined person.
 - Must a broad field of interest and must read widely.
 - Must be enthusiastic, have a cheerful nature and a good sense of humour.
 - Must respect every child as an individual and help to develop his/her potential to the full.

(Any 7 × 1) (7)

- 3.2 3.2.1 Verbal actions
- Use good language.
 - Use direct simple and clear wording.
 - Be clear and to the point.
 - Be careful to use long, complex sentences.
 - Vary your tone of voice.
 - Do not speak too fast.
 - Speak in a low tone.
 - Don't try to impress by using excessive language.
- 3.2.2 Non-verbal actions
- Make eye contact.
 - Use your hands subtly.
 - Don't bite your nails.
 - Do not sit with your arms crossed.
 - Avoid rubbing your head or neck.
 - Do not touch your face.
 - Smile and nod where appropriate, and laugh when the interviewer does.
 - Keep both feet planted firmly on the floor to avoid the temptation.
 - Listen attentively and try not to interrupt.
- (Any 2 × 5) (10)
- 3.3 Handling of conflict.
- Ignore the conflict
No Solution is found, it is merely postponed.
- Settlement
Both parties in conflict get the opportunity to express their options.
The conflict is reduced but not solved.
- Subordination
Something more important turns up and the conflict gets postponed.
- Agreement
The involved parties come to an agreement, in such a way that the requirements of both parties are partially satisfied.
- Arbitration
Negotiations between the involved parties fail. A third party is called in to try and solve the conflict by giving possible solutions.
- Mediation
A mediator is a third person called in to help put the problem in perspective and to help find a solution. A mediator may only render assistance to the parties to find their own solution.

Co-operation

Both parties involved disclose their views and opinions and all aspects are considered. Both parties participate and benefit from such an approach.

(8)

- 3.4
- Wrong shoes
 - Small or too short socks or pantyhose
 - Clothes which fit badly
 - Over-exertion
 - Incorrect sitting facilities – chairs, tables, benches
 - Incorrect beds, poor mattresses

(5)

- 3.5
- 3.5.1
- Try to eat three healthy meals per day
 - It is better to eat your main meal in the afternoons
 - Eat plenty of raw vegetables and fruit
 - Limit the eating of red meat, cakes and sweets
 - Use alcohol in moderation
 - Boil vegetables no longer than 20 minutes
 - Food must never be overcooked
 - Limit the intake of salt
 - Eat a whole variety of foods daily

(4)

- 3.5.2
- It strengthens the cardiovascular system
 - Stimulates blood circulation
 - Increase your metabolic rate
 - Prevents loss of muscle tissue
 - Improves muscle tone and body shape
 - Helps relieve stress

(Any 2 × 4)

(8)

3.6

DAY MOTHER	PLAY GROUP
Look after maximum 6 children.✓	Look after maximum 20 children.✓
Age of children vary from birth to school going age.✓	Age between 2 and school going age.✓
No registration required.✓	Registration required.✓
Half and full day.	Maximum 5 hours a day.

(6)

- 3.7
- Acts as chairperson at the annual general meetings (AGM).
 - Acts on behalf of the majority of the members when necessary.
 - Assures that the meeting proceed according to the correct procedures.
 - Sees to it that all decisions taken at the meeting are carried out.
 - Must delegate tasks to other members.
 - Presents an annual report.

(6)

[50]

QUESTION 4

- 4.1
- Informative (enquire) interviews
 - Persuasive (convince) interviews
 - Problem-solving interviews
 - Disciplinary interviews
 - Job interview
- (5)
- 4.2
- Tables are grouped together.
 - The focus point is either in the centre or on the side.
 - Set the tables with heights.
 - A waiter to serve the drinks.
 - There must be variety in form, colour and texture of the menu.
 - Serve beer, wine, coke and fruit juice.
 - Provide glasses for the drinks.
 - The snacks should be easy to handle.
- (6)
- 4.3
- 4.3.1 Culture
- It entails moral values, habits and attitude of a specific group of people.
 - It determines how one reacts to certain situations, what one believes etc.
 - The culture of a person could therefore definitely make him/her a unique human being.
- 4.3.2 Milieu
- The environment where a child spends his childhood also makes a person to behave, act or believe certain things and make people unique beings.
- 4.3.3 Education
- The education and stimulation that a person received makes him/her unique.
 - Although people receive the same education, they will perceive and use it differently.
- 4.3.4 Physical appearance
- People look different because they have different features, build, size, length, colour hair etc.
 - All these factors make a person unique and individual being.
- (4 × 2) (8)

- 4.4
- Dress professionally, conservative and be neat.
 - First impressions last.
 - Do not dress flamboyant.
 - Ensure that your hair, nails and general appearance is neat and tasteful.
 - Your hair should be clean, neat and styled in an appropriate style.
- (4)

4.5

INTROVERT	EXTROVERT
Nervous gestures when speaking.✓	Fluent speaker.✓
Withdrawn, shy, anti-social.✓	Outgoing, social, jovial✓
Could be more mature.✓	Could be childish.✓
Meditative, avoid confrontation.	Restless, adaptable.
Reads, travel alone.	Needs contact.
A thinker, inhibited, solitary follower.	Doer, less inhibited, talks to strangers.

(6)

- 4.6 Give the definition of administration.

'Mental effort'✓ = planning, decision-making✓

'Book-word' ✓ = bookkeeping, reports, letters✓

'Filling' ✓ = filling of documents✓ (6)

- 4.7
- Projects the exact number of children in the school.
 - Indicates the child's birthday.
 - This is important for the placement of the child in the correct age group.
 - Information of the parent is available.
 - The telephone numbers of parents are available.
 - Indicates the number of boys and girls.
 - Reflects the number of boys and girls.
- (5)

- 4.8
- The he name of the school✓
 - The date✓
 - Boys✓
 - Girls✓
 - Indicate the attendance for ONE week.✓✓
 - Total the attendance register✓✓✓
 - Neat and tidy✓
- (10)

[50]

TOTAL SECTION B: 150
GRAND TOTAL: 200