



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

28 May 2021

This marking guideline consists of 9 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	True
	1.1.2	True
	1.1.3	False
	1.1.4	True
	1.1.5	False
	1.1.6	False
	1.1.7	True
	1.1.8	False
	1.1.9	False
	1.1.10	False

(10 × 2) (20)

1.2	1.2.1	B
	1.2.2	D
	1.2.3	E
	1.2.4	I
	1.2.5	F
	1.2.6	G
	1.2.7	L
	1.2.8	J
	1.2.9	K
	1.2.10	A
	1.2.11	M
	1.2.12	P
	1.2.13	O
	1.2.14	Q
	1.2.15	N

(15 × 2) (30)
[50]

TOTAL SECTION A: 50

SECTION B**QUESTION 2**

2.1

Colour	Psychological effect	Most appropriate area for use
Red	Energy, stimulating, daring, challenging, happy, antagonistic, sometimes irritating✓	Use on furniture rather than walls Outdoor areas and equipment✓
Green	Calm, refreshing, sedate, peaceful, quiet✓	Reading corner, resting area, eating room, isolation room✓
Blue	Calming, sensitive, safe, comfortable, sad, productivity✓	Reading corner, resting area, eating room, isolation room Cognitive areas✓
Yellow	Light hearted, cheerful, inspiring, lively✓	Large motor activities area, art corner, music corner Small quantities in playroom✓
White	Cool, pure, clean, honest, clinical, hygienic✓	Kitchen, isolation room, reading, resting area, eating, administrative area✓
Orange	Warm and stimulating, welcoming, jovial, energetic, vigorous, light-hearted✓	Entrance to the facility, office area that should be inviting Large motor activities area✓

(6 × 2) (12)

- 2.2.
- Windows – open for cooler air, or close to keep warm air in
 - Air conditioners
 - Portable heaters/wall heaters
 - Fans in summer – portable or ceiling – out of reach
 - Curtains to block harsh sun
- (4)

- 2.3 2.3.1 The value of messy play
- Physical: Develop fine motor skills and hand-eye co-ordination. Big movements will develop gross motor muscles.
 - Social: Learns to share, take turns, and wait.✓✓
 - Emotional: Express emotions in an acceptable manner. Pride and acceptance if you praise a baby. Develops concentration. Helps release tension✓✓
 - Intellectual: Thinking skills develop; start of basic math such as shapes, size and volume. Problem-solving skills e.g. how to hold a crayon. Learn what different things look like, feel, smell, and taste. They learn about different textures. Cause and effect.✓✓
 - Messy play is creative. Open media.
 - Language: new vocabulary
- (Any 4 × 2) (8)

- 2.3.2
- Finger painting
 - Playing with play dough
 - Scribbling
 - Painting
 - Tearing and pasting activities
 - Sand and mud playing
 - Playing with water
 - Playing with jelly
 - Playing with Gloop
 - Playing with shaving cream
- (Any 4 × 1) (4)
- 2.3.3
- Place – will depend on the activity – Scribbling, tearing pasting, dough – indoors. Sand, mud and water play – outdoors. ✓✓
 - Time – Presented throughout the day, but usually during the morning. At least one messy play per day. ✓✓
 - Method – Small babies on your lap. Older children independent with little or no help from an adult. ✓✓
 - All resources prepared beforehand. ✓✓
 - Wear aprons; pull up sleeves if necessary. ✓✓
 - Indoors, floor protected; outdoors covered veranda for rainy days.
- (Any 3 × 2) (6)
- 2.4
- different fruits
 - coffee
 - essential oils like lavender
 - shampoo
 - soap
 - vanilla
 - cinnamon
 - flowers
 - perfume
 - food
- (Any 4 × 1) (4)
- 2.5
- 2.5.1 Parallel play✓
- Children may appear to be playing together, but actually playing alone.
 - E.g. two children building blocks – each building own tower
 - The child will speak to himself or others.
 - Often imaginary friend emerges. ✓✓✓
- (4)
- 2.5.2 Social play✓
- Child slowly starts engaging in co-operative play in groups of 2 to 4 children
 - Games are played according to rules
 - They can co-operate, take turns, share ideas and win or lose.
 - Enjoy make believe – house-house, mommy, daddy etc. ✓✓✓
- (4)

2.5.3 Solitary play✓

- The child plays alone
- The child shows no real interest in other children
- Often watches other children play
- The child is absorbed in exploring objects, rather than actually playing with them.✓✓✓

(4)
[50]**QUESTION 3**

- 3.1 3.1.1
- The gathering of information about the child's abilities, strengths and weaknesses by attentively watching the child in order to gather information using informal interviews, direct observation, listening how the child communicates and the child's reaction to others.✓✓✓

OR

- Observation is looking for a specific reason. To take notice, to watch attentively and to focus on one particular aspect of the child. The educator must consciously take note of what is happening to the children around her – make mental notes, video can be used.

OR

- Observation refers to the practice of watching children during their normal daily activities to assess their progress or any challenges they might experience. It requires careful and informed consideration of the child in action.

(3)

3.1.2 Ensure proper observation

- Professional and confidential
 - No info lying around
 - Do not discuss children with other parents
 - Specialist feedback to be filed
 - Children should not be aware that observation is taking place
- Proper planning for observation is important
 - Keep a small notebook
 - Know what to observe
 - Evaluate throughout the day
 - Evaluation sheet will help
- Be objective
 - Observe each aspect individually
 - Don't get personal
 - Interpret results carefully

- Be honest.
- Stay in background of area where children are observed – come and go quietly.
- Sit on low chair – attract least attention.
- Sit on border of activity – against wall.
- Move unobtrusively when following from one activity to the next.
- Answer questions, but avoid a conversation.
- Don't attract the child's attention – no smiling, winking.
- Avoid conversations with adults during observation.

(Any 4 × 2) (8)

3.2 The staff and day mother's needs

- Comfortable office/staffroom – chairs✓✓
- Private place to meet with parents.✓✓
- Safe place to keep personal belongings.✓✓
- Easily have access to material in the room, resources available for planning e.g. internet and computers.✓✓
- Enough storage space
- Adult bathroom
- Safe place to park vehicles
- Layout of day care should ensure resources and equipment are placed near appropriate stations to make it easy for the educator to access.

(Any 4 × 2) (8)

3.3 Value of written planning

- Written planning equals better planning, carefully consider presentation.
- Developmentally appropriate curriculum can be planned.
- Can see what is planned for the whole week – everything covered adequately.
- Human memory can fail.
- Replacement educator will know what to do.
- It provides continuity.
- Planning would be easier the following year.
- Refer to planning when report for principal must be written.
- Report for specialist – refer to what work has been done.
- Educator will be better prepared.
- Get correct materials and aids in advance.
- Can ask for help if needed in advance (e.g. extra help with art activity).
- Presentations can be compared.
- The realisation of aims is made possible, know what you want to achieve.
- Gives a measure of security, performs with confidence.
- Evaluation is made easier for report writing.

(7)

3.4 Plan a language activity for a group of 3 (1–2 year old) babies.

General information:		
- Type of lesson – Language✓ - Theme – Any✓ - Age of children – 1–2 years✓ - Date of activity – Any✓ - Number of children – 3✓ - Duration – 5–8 min✓		
Introduction – Objective	Activity	Apparatus
E.g. Get children's attention ✓✓	E.g. Sing 'Tommy thumb' Any other relevant activity✓✓	E.g. none ✓✓
Main activity/Core – Objective	Activity	Apparatus
E.g. New vocabulary ✓✓	E.g. activities: singing, looking at picture books, point to parts of the body, copying sounds e.g. animal sounds Any other relevant activity✓✓	E.g. Picture books ✓✓
Conclusion – Objective	Activity	Apparatus
Calm children down ✓✓	E.g. Sing a lullaby Any other relevant activity✓✓	E.g. none ✓✓
Evaluation:		

(24)
[50]

QUESTION 4

4.1 4.1.1 Music is defined as 'the art of combining sounds with a view to beauty of form and expression of emotion' – Oxford Dictionary✓✓

OR

'Vocal or instrumental sounds combined in such a way as to produce beauty of form, harmony and expression of emotion'

OR

In music sounds and rhythm are joined together. Music is pleasing to the ear. Music includes singing, listening, playing instruments and movement to music.

(Any 1 × 2)

(2)

- 4.1.2 Role of the educator in music activities
- Plan activities with care.
 - Also sing during routine activities (changing nappies; washing hands).
 - Help children be aware – sounds-silence; volume; rhythm. Help them listen for something specific.
 - Get children to tap objects on bodies.
 - Explore rhythm together.
 - Choose rhymes and songs that make sense to children.
 - Sing positive message songs.
 - Repetition of suitable sounds.
 - Never force a child to participate.
 - Use songs from different cultures and languages.
 - Be enthusiastic.
 - Have appropriate noise makers or aids for all the children.
 - Let them move freely – not stay in a circle.
 - Praise constantly.
 - Observe how children use instruments and participate in singing activities.
- (Any 6 × 1) (6)

- 4.1.3
- rattles
 - drums
 - maracas
 - shakers
- (Any other age-appropriate instrument) (4)

- 4.2 Parental involvement in the ECD centre.
- Parents meetings – arrange a meeting and get a speaker to talk about a topic regarding development of children.✓✓
 - Displays – Have a display of home-made toys/aids to encourage play.✓✓
 - Posters – make a poster for e.g. 'toys that promote fantasy play'.✓✓
 - Articles – Send an article home about a topic that will be helpful to parents.✓✓
 - Talks on arrival and departure – Talk about the importance of play.✓✓
 - Workshop – Plan a workshop for parents to help make toys.✓✓
 - Videos – show a short video about teaching methods used in the ECD centre.
 - Photographs – Put photos on display of the children at play.
 - Observation – Invite parents to spend time in the centre.
 - Report – send a report on the child's development.
- (Any 6 × 2) (12)

Handling of drawing material

- Always check that media is handled correctly by the child – correct unobtrusively without a fuss.
 - Hold paper with free hand.
 - Babies use a fist grip – all fingers wrapped around the crayon. Fine motor muscles not developed fully.
 - The crayon is usually held in the palm, with fingers clenched around it – Palmer grip. Elbow to one side. Whole arm involved in drawing.
- (4)

4.4	• Fingers (in e.g. sand) • Wax crayons • Chalk • Felt tipped pens (kokis) • Coloured pencils • Ordinary pencils • Charcoal • Pastels	(5)
4.5	4.5.1 Value of box construction • Opportunity for exploration and experimentation of shape, colour and texture.✓✓ • It exercises hand and eye co-ordination.✓✓ • Learn about mathematical concepts (grouping; special awareness; numbers; shape).✓✓ • Helps develop creativity.✓✓ • Promotes language skills when creations are explained.✓✓ • Self-confidence develops if the child feels proud of his creation.✓✓ • Promotes socialisation where children learn to share and take turns using the equipment. • Large and small muscles develop from handling the materials (Any 6 × 2) 4.5.2 Box construction materials • boxes of all shapes and sizes/yogurt containers/polystyrene containers • wood/paper glue • paint/kokis • masking tape • scissors • tin foil/ bubble wrap • bottle tops • pegs • string/wool (Any 5 × 1)	(12)
		[50]
		TOTAL SECTION B: 150
		GRAND TOTAL: 200