



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

EDUCARE DIDACTICS THEORY AND PRACTICAL N4

20 NOVEMBER 2014

This marking guideline consists of 9 pages.

SECTION A**QUESTION 1**

- 1.1 True
- 1.2 False – Red, blue and yellow are primary colours
- 1.3 False – It should not be longer than 30 cm
- 1.4 False – By the correct use of floor covering, ceiling and furnishings
- 1.5 True
- 1.6 True
- 1.7 True
- 1.8 False – During the schematic stage the child is better prepared to share and participate in group work
- 1.9 False – Speeds up/stimulates
- 1.10 True

(10 × 2) [20]

QUESTION 2

- 2.1 H
- 2.2 F
- 2.3 J
- 2.4 K
- 2.5 I
- 2.6 N
- 2.7 D
- 2.8 B
- 2.9 A
- 2.10 G
- 2.11 R
- 2.12 M
- 2.13 C
- 2.14 L
- 2.15 P

(15 × 2) [30]

TOTAL SECTION A: 50

SECTION B**QUESTION 3**

- 3.1
- Be easy to fold and fit into the car.
 - Be easy to move up and down steps.
 - Be well balanced and not fall over easily.
 - Be well sprung, have wheels with ball bearings and good brakes.
 - Have good tyres
 - Have a handle at a comfortable height.
 - Have a safety harness.
 - Have a sun shield.
 - Be light enough to handle on one's own.
 - Have a basket between the wheels. (10)
- 3.2
- Be bright and colourful.
 - Look real.
 - Be simple (not busy) and clear (1 to 2 objects).
 - Be changed regularly.
 - Be protected by plastic (note safety).
 - Be low enough for babies to see and touch. (6)
- 3.3
- Having a cot per baby maintains good hygienic standards.
 - Each baby has his/her own space and feels safe.
 - Babies are less disturbed while asleep.
 - Babies can sleep when they are tired.
 - There is less work as the cots remain in position. (5)
- 3.4
- A toy is an object that is safe to play with,✓ and which interests the child.✓
It can be an empty tin that he hammers. The tin is multi-purposed, it can be a drum and it can be rolled or it can be a container for other toys.✓ (3)
- 3.5
- Must be durable as it will be handled by many children.
 - Wooden toys must be smoothly finished, and free of splinters and sharp corners.
 - Projectile toys such as pop-guns, bows and arrows are unsuitable for pre-school children to play with.
 - Lead free toys must be used.
 - Pre-school children must not play with electrically powered toys.
 - Battery driven toys can also be dangerous. Small batteries can be placed in their mouths and can lead to lead-poisoning.
 - The seams of soft toys have to be well finished to prevent the stuffing and small parts like buttons and bows from being removed by children.
 - Soft toys should be fire-resistant.

- Cords or string on toys which are pulled should not be longer than 30 cm to prevent strangulation.
- Toys that make a loud noise should not be played with for long periods at a time. They can damage the child's hearing.
- All toys must be checked on a regular basis. Broken or damaged toys must be removed until they have been repaired. (10 × 1) (10)

- 3.6
- Carts
 - Wagons
 - Scooters
 - Tricycles
 - Prams
 - Wheelbarrows
 - Trucks
- (Any 4 × 1) (4)

- 3.7
- 3.7.1
- The child generally engages in solitary play between 2 and 3 years.✓
 - During this stage the child plays with things in very basic ways by himself. During this period children are not verbal with other children and they play alone.✓
 - They are egocentric and can be very aggressive towards children who want to take 'their toys' and therefore often cry.✓
 - Ownership often occurs where the child sees the toy as his own property. They will sometimes watch other children play.✓
- 3.7.2
- Between 2 and 4 years of age.✓
 - The child mainly plays by himself.✓
 - They play alongside other children and can often play with the same material but it is still largely without interchange, the child keeps to himself. Brief interaction can occur between children.✓ They may talk to one another without actually playing together.✓
- 3.7.3
- Children engage in social play from about 4 years and older. The children begin to play with one another in social groups of two to four friends.✓
 - Leadership abilities begin to develop during this stage.✓
 - Their games are imaginative in nature.✓
 - They cooperate, share ideas and toys and interact with one another.✓
- (4 × 3) (12)
[50]

QUESTION 4

- 4.1 4.1.1 • Stringing and lacing activities – thread the shoelace through the holes around the edges of the shapes. You can also provide lengths of string and let Thembi to string dry pasta, or beads on the string.
- Nesting and stacking games – stack cups or containers of different sizes.
- A range of items for sorting, measuring, matching and making patterns with shells, bottle tops and blocks/tiles.
- Threading materials – beads, cotton reels, natural materials.
- Screwing materials – nuts, bolts, small plastic jars with lids.
- Posting boxes – post shapes.
- Interlocking sets such as Mega Blocks and Duplo. (Any 4 × 1) (4)
- 4.1.2 Give an example of resources that can be used for each ONE of your choice given in QUESTION 4.1.1. (4)
- 4.2 • Manipulation play develops a child's fine motor skills in her/his fingers and hands using small toys like crayons, puzzles and blocks.
- Manipulation play develops eye hand coordination. The hands, eyes and brain are being trained to coordinate i.e. to work together smoothly.
- Manipulation play helps the child to discover basic symbolic thinking. Toddlers enjoy shape sorting, organising tiles or blocks, to recognise and copy patterns, categorise, and classify.
- Puzzles provide opportunities to find meaning in apparent chaos, teaching a child to recreate a picture from a mental image. They require problem solving and strategising and teach about the relationship of parts and the whole.
- Manipulation play develops the child emotionally. When a child participates in manipulative play he/she is developing control of his/her body, especially the smaller muscles of hand, finger, arm, and eye. She/He practises making decisions, choosing his/her own materials, and setting and solving his/her own problems. Newly learnt skills are reinforced and perfected, and as she/he takes responsibility for his/her own learning she/he gains in confidence and self-esteem. (5 × 2) (10)

4.3

- Set aside a special area with a selected range of resources for manipulation play, including natural resources.
- Support children to try things and solve problems for themselves as much as possible.
- Encourage children to use trial and error, as well as previous experience to solve problems.
- Support children by talking to them about what they are doing and using language which will extend children's thinking and understanding.
- Keep the area and the resources tidy and orderly.
- Help with literacy and numeracy use words like: the same as, different from, long, longer, longest, short, fat, thin, thick, wide, narrow, heavy, light, full, empty, colours, shapes, rough, smooth.

(Any 4 × 2)

(8)

- 4.4 General information:
 Lesson type: Manipulation play✓
 Duration: 10 minutes✓
 Number of children: 6✓
 Age group: 12–18 months✓
 Theme: My family✓
 Date: 24 May✓

(6)

INTRODUCTION	TEACHING AIDS	OUTCOMES/OBJECTIVES
- Get the toddlers in the manipulation area✓ - Sing a song (I love my family) – relate to theme✓	none✓✓	To get the children's attention✓✓
BODY	TEACHING AIDS	OUTCOMES/OBJECTIVES
Set out any THREE manipulative play activities with appropriate teaching aids and Learning Outcomes/Objectives: - Stringing and lacing activities - thread the shoelace through the holes around the edges of the shapes. Provide lengths of string to string dry pasta, or beads on the string. - Nesting and stacking games - stack cups or containers of different sizes - A range of items for sorting, measuring, matching, and making patterns with shells, bottle tops and blocks/tiles - Screwing materials – nuts, bolts, small plastic jars with lids - Educarer supervises✓✓	Stringing and lacing dry pasta, or beads Nesting and stacking games shells, bottle tops and blocks/tiles nuts, bolts, small plastic jars with lids✓✓	- To develop fine motor skills in fingers and hands - To develop eye hand coordination. - To discover basic symbolic thinking. - To engage in sorting, organising tiles or blocks, to recognise and copy patterns, categorise, and classify. - To develop the child emotionally. through control of body, especially the smaller muscles of hand, finger, arm and eye To practise making decisions, choosing own materials, and setting and solving own problems. ✓✓
CONCLUSION	TEACHING AIDS	OUTCOMES/OBJECTIVES
- Toddlers tidy up - Toddlers lie down on carpet and listen to soft music.✓✓	- CD - CD Player✓✓	- To teach toddlers to tidy up after an activity - To get the toddlers to rest✓✓

[50]

QUESTION 5

- 5.1
- Hand puppets
 - Sock puppets
 - Glove puppets
 - Stick puppets
 - Finger puppets
 - Vegetable puppets
 - Paper plate marionette
- (Any 6 × 1) (6)
- 5.2
- It forces the educarer to think about her presentations.
 - The replacement educarer can continue without problems should the educarer leave unexpectedly or become ill and cannot attend that day.
 - Ensures continuity of activities and makes planning for the following year easier.
 - It helps to understand how the children progress.
 - Makes report writing easier.
 - Educarer will be better prepared and confident.
 - Planning for resources and equipment can be done in advance.
 - Children enjoy activities when the educarer has relevant, well selected activities and resources for each activity.
 - It makes evaluation of the educarer easier.
- (Any 5 × 2) (10)
- 5.3
- Crayons
 - Felt pens
 - Pencils
 - Chalk
 - Oil pastels
 - Charcoal
 - Colour pencils
 - Shale
- (8)
- 5.4
- To practice fine motor coordination when handling drawing media such as pencils
 - To offer opportunities to distinguish foreground and background when drawing
 - To offer opportunities for free experimentation with drawing media
- (3 × 2) (6)

5.5	• Children with food allergies for example to milk, chocolates and eggs have to be considered. • Discourage recipes that take too long to prepare and that take a lot of adult preparation. • Discourage food that has no nutritional value: honey can be used instead of sugar, whole grain flour instead of refined flour. It is important that the attitude of good food must be brought across to the children. Healthy eating habits and knowledge of good nutritional value must be communicated to the children at an early age. • Select recipes where the children can measure, pour, sift, cut, peel, mix, knead etc. • Keep the age group in mind when selecting recipes, the younger child will not be able to do difficult activities. • When selecting a recipe make sure that all the activities will be safe for the children.	(Any 5 × 2)	(10)
5.6	5.6.1 • Separation from parent or guardian • Does he know where to store his/her belongings 5.6.2 • Does the child have a healthy appetite? • Can he/she eat independently? 5.6.3 • How did he/she respond to the problem, for example, did the child cry and just looked helpless? • How did he/she solve the problem? 5.6.4 • How did he/she respond to the problem, for example, did the child cry and just looked helpless? • How did he/she solve the problem? 5.6.5 • Story time • Can the child listen to the story? • Is he/she eager to learn new words?	(5 × 2)	(10) [50]
TOTAL SECTION B:			150
GRAND TOTAL:			200