



Education Training and Development Practices Sector Education and Training Authority

## MEMO

### EXAMPLAR QUESTION PAPER ONE

National Examination

**Early Childhood Development**

**(SAQA ID: 97542)**

## Question 1

- 1.1 Complete a weekly lesson plan for: (50)
- 1.1.1 the ELDA “well-being” for age group 0-6 months
  - 1.1.2 the ELDA “knowledge and understanding of the world” for age group 12-24 months.

### Note to assessor:

- Learners may have very different approaches to developing weekly lesson plans. The suggested template below is not to be regarded as the only approach. Some use a spider-web approach.
- The marking approach below is very generic; it assumes that assessors will be able to use the details in the question paper (e.g. age of cohort etc.) to develop their plans. Hence, a specified weekly plan has not been suggested. Rather, the elements or components that constitute a weekly lesson plan are given to guide the assessment.
- Assessors will note the age cohort and ELDA's addressed in the question, which will determine the range of activities.
- The entire assessment here is contingent on the candidate's weekly lesson plan.
- While a Sample Template for a Weekly Lesson Plan has been provided below, the assessor will need to exercise discretion and their prerogative when assessing candidates' responses.

**Marking template:**

Identify ELDA focussed on for the week:	No marks
Age group stipulated:	No marks
Date:	1 mark (state duration, e.g. Monday, 26 <sup>th</sup> to Friday, 30 May 2017)
All components or elements that constitute a daily programme are identified: <ul style="list-style-type: none"> <li>• Morning ring</li> <li>• Indoor/outdoor activities*</li> <li>• Story time/ music and movement</li> <li>• Routines</li> </ul> <p>*NB. Candidates may state “adult-guided and child-initiated activities” instead of indoor/outdoor activities.</p>	4 marks for stating the four components or elements.
Age appropriate activity for each component varied daily	Must state <u>one</u> activity per element/component per day. Hence, age appropriate and varied activities must be mentioned. Each activity carries 1 mark. Total: 20 marks

Total for date, components and activities = **25 marks** for a weekly plan per ELDA. Hence, **50 marks** for two weekly plans for two ELDAs.

**Below, please find a sample template for the weekly lesson plan that indicates what is expected of the learner.**

**Sample Template: Weekly Lesson Plan**

**ELDA:** \_\_\_\_\_ **Cohort:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **to** \_\_\_\_\_

<b>Day</b>	<b>Morning Ring</b>	<b>Indoor or Outdoor Activity</b>	<b>Story time/ music and movement</b>	<b>Routines</b>
<b>Monday</b>	State 1 activity	State 1 activity	State 1 activity	State 1 activity
<b>Tuesday</b>	State 1 activity	State 1 activity	State 1 activity	State 1 activity
<b>Wednesday</b>	State 1 activity	State 1 activity	State 1 activity	State 1 activity
<b>Thursday</b>	State 1 activity	State 1 activity	State 1 activity	State 1 activity
<b>Friday</b>	State 1 activity	State 1 activity	State 1 activity	State 1 activity

- 1.2 Develop a comprehensive daily programme with a variety of routines and activities for each age group identified in 1.1 above. (20)

The following is a **suggested template** of a daily schedule/programme for 0-2-year-old children. It needs to be adapted to the context in Question One.

Candidates must produce **TWO daily schedules**, one for each age group and its respective ELDA.

**Marking guide for each daily programme.**

Draw daily programme plan	2 points
Time allocation for all activities appropriate and sufficient for age group. Identified times for child initiated and adult directed play.	4 points
Routines appropriate for age-group and at appropriate times	4 points

- 1.3 Give reasons for including a variety of routines in the daily programme and demonstrate how routines address the ELDAs. (5)
- Holistic development of child
  - Managing children’s behaviour
  - Timing and routines sustain children’s concentration i.e. children don’t get bored / tired
  - Ensure children remain stimulated to meet developmental milestones
  - Catering to all children and their developmental needs – inclusive, etc.

1.4 Refer to both the weekly lesson plans developed in 1.1 above.

1.4.1 Select five activities for each ELDA and explain how these activities address that specific ELDA. (20)

The kind of activities will depend on candidate's answers in Question 1.1.

- 10 activities – 5 from each ELDA - must be presented.
- 1 mark for each activity and 1 mark for a very brief explanation how each activity address that specific ELDA (20)

1.4.2 Identify and describe at least two resources required for each activity identified in 1.4.1. (20)

The kind of resources will depend on candidate's answers in Question 1.1.

- There are 10 activities. 2 resources must be presented for each activity @  $\frac{1}{2}$  mark per resource = 10 marks.
- 1 mark for describing each resource (10)

1.4.3 How would you adapt any five of your identified activities to ensure that they are inclusive? (10)

- This will depend on candidate's answers in Question 1.1.
- Adaptation of each activity = 2 marks.

1.5 Identify child-initiated and adult-directed activities within the weekly plan for both ELDA's. (5)

This will depend on candidate's answers in Question 1.1.

**Guide:**

- Adult Directed = Morning ring (1); Storytime (1); Music and movement (1) and Outdoor games (1)
- Child initiated = free play time (1) with variety of age appropriate resources / toys and equipment and playroom layout / areas (2)

1.6 Using the scenario above, draw the best possible layout for the playroom. (10)

Candidates are expected to read the scenario carefully enough to try and approximate their drawing to it.

**Marking guide:**

- Identified activity areas/space and appropriate layout for age cohort (2)
- 1 point for each area identified up to a maximum of 4 points (4)
- 2 points for showing doors / windows / light / ventilation (2)
- 2 points if provided explanation / elaborated on room layout (2)

**Marks Question One: 140**

## Question 2

### Note to assessors:

While suggested answer have been provided, assessors can use their discretion. Candidates may provide other acceptable answers.

- 2.1 The scenario contains an example of either an accident or emergency
- 2.1.1 Explain how you would respond to the accident, or emergency. (5)

**Learners can present this answer in narrative form or in a step-by-step form or in the form shown below.**

### Suggestion: 1 mark for each point mentioned.

- Wash hands. Put on latex gloves. If gloves are not available, use several layers of fabric or plastic bags.
- Have Nomsa lie down, elevate the body part that is bleeding.
- Treat the child's wound. Apply firm and direct pressure to the wound. If blood soaks through the cloth, apply another piece of cloth without lifting the first. Do not stop applying pressure.
- Call the caregiver/parent and or an ambulance, if necessary.
- During morning ring (news time) I'll allow the children to talk about their feelings.

- 2.1.2 Write a report based on what you identified in Question 2.1.1. (10)

**Learners could either create their own template (as per example below) or write the report in narrative form.**

At least **10 aspects** are to be covered for **10 marks**; 1 mark for each aspect.

<b>Accident/Incident Report</b>	
Child's name:	Nomsa Mazibuko
Date and time of accident/incident:	16 April 2017; 11h00
Nature of injury/symptom:	Wound to forehead; bleeding profusely
Place of accident/ incident:	Sitting area in Simphiwe's home
What the child was doing:	Playing in the room
ECD Practitioner's response:	Administered basic first aid; instructed someone to call caregiver/parent and an ambulance.
Name of parent contacted:	Patrick Mazibuko
Who contacted parent and at what time?	Ms Judy Thlale; 11h15

2.2 From the scenario:

2.2.1 Identify the environmental risk/s. (3)

- Short steel TV stand
- Pot plants, red berries and seeds
- Overcrowding in the sitting area used for the children

2.2.2 Explain the consequences of the environmental risks identified. (6)

- Severe injury from TV stand
- Poisoning from berries and plants
- Uncomfortable learning environment (crowded)

2.2.3 Explain how to mitigate or deal with the identified environmental risks. (4)

- Raise the short steel TV stand beyond reach of the children
- Check if plants, red berries and seeds are poisonous. If so, remove completely
- Adhere to practitioner-child ratio

2.3 Develop a weekly meal menu.

(8)

The template below is an example of a weekly meal menu. Candidates must develop a weekly meal menu in the manner shown in the template.

**NB.**

- The weekly meal menu must take cognisance of any allergies or dietary requirements
- The type of the weekly meal menu will depend on the candidate's interpretation of whether the children spend a full or half day at the ECD Centre.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast</b>	Oats	Mielie Meal	Morvite	Oats	Mielie Meal
<b>Snacks</b>					
<b>Lunch</b>	Rice, butternut and chicken	Canned fish and pap	Samp and beans	Chicken soup and Bread	Soya mince with vegetables and rice
<b>Snacks</b>					

**10 items mentioned x ½ marks = 5 marks.**

- 2.4 Identify routines for the scenario and strategies to promote healthy behaviour. (9)  
These routines will vary, depending on the age of the cohort. This is a guideline only.

**Marking suggestion: Any 9 points made by candidate.**

Time	Activity
07:00 – 07:30	Arrival and reception
07:30 – 07:45	Toilet routine
07:45 – 08:30	Religious reading (e.g. Bible), calendar and theme discussion
08:30 – 09:30	Art, free play and educational games
09:30 – 10:00	Snack time
10:20 – 10:30	Toilet routine
10:30 – 11:30	Free play (indoor or outdoor – weather depending)
11:30 – 12:00	Numeracy
12:00 – 12:20	Literacy and story time
12:20 – 12:30	Toilet routine
12:30 – 13:00	Lunch
13:00 – 13:30	Home time
13:30 – 17:00	Aftercare/free play
17:00	Home time

- Providing the children with a daily routine promotes healthy behaviour.
- When taking them to the toilet they will learn that they have to wash their hands after going to the toilet and other basic hygiene principles.
- Before they eat their lunch, they will be taught to wash their hands and say a prayer.
- If they notice see that some children do not have lunch they will be encouraged to share.
- During various activities they will be taught that they have to take turns, resolve conflict with each other, show empathy, patience and listen when others talk.

2.5 From the scenario:

2.5.1 Identify the signs of distress or trauma. (2)

John has been extremely nervous and crying a lot since arriving at the centre this morning.

2.5.2 Make recommendations on how to deal with this situation. (3)

Simphiwe will need to monitor John. Should the situation persist, he will need to ask John's caregiver if they have noticed any changes in his behaviour and let them know what he has observed. Depending on the outcome of those discussions they will need to see if they then have to involve a social worker.

**Marks Question 2: 50**

**Total Marks: 190**