



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

DAY CARE MANAGEMENT N6

23 November 2022

This marking guideline consists of 9 pages.

SECTION A**QUESTION 1**

- 1.1 Job description
- 1.2 Motivation
- 1.3 Subsidy/Financial assistance
- 1.4 Scheme of work
- 1.5 Budget
- 1.6 Quorum
- 1.7 Income and Expenditure Book
- 1.8 Annual General Meeting/AGM
- 1.9 Secret ballot
- 1.10 Chairperson

(10 × 2) [20]

QUESTION 2

- 2.1 A, D, E, G, J
- 2.2 B, C, F, H, J
- 2.3 B, C, E, G, H
- 2.4 A, C, D, G, J

(4 × 5) [20]

QUESTION 3

- 3.1 D
- 3.2 I
- 3.3 J
- 3.4 H
- 3.5 A
- 3.6 G
- 3.7 C
- 3.8 B
- 3.9 E
- 3.10 F

(10 × 1) [10]

TOTAL SECTION A: 50

SECTION B**QUESTION 4**

- 4.1
- Do not over-cook food. Eat as soon as possible after it has been cooked.
 - Cook food in very little water, thus few vitamins and minerals are lost.
 - Use left-over water for soups and gravy.
 - Use brown rice, brown bread, unrefined wheat and grains as they are more nutritious.
 - Green leaves of pumpkin, sweet potato, cabbage can be dried in the sun and once dry, pounded into powder. This can be used in soups/stews for extra nourishment.
 - Liver/heart/kidney – high in protein, iron and vitamins. Good for children with anaemia.
 - SOMOS products are good meat substitutes – made from soya beans.
 - To ensure children do not get constipated, give them enough water to drink and whole-wheat bread, bran and other roughage to eat. Give them fresh fruit with peels instead of laxatives.
 - Encourage them to eat raw vegetables, e.g., lettuce, carrots, green beans.
 - Provide healthy snacks. (Any 8 × 1) (8)
- 4.2
- Never bribe children to eat.
 - Give help when needed, but encourage toddlers to feed themselves even though it will be messy.
 - Eat with toddlers so that they can learn to imitate proper eating habits.
 - Don't insist on perfect table manners. It is normal for toddlers to want to eat with their hands.
 - Avoid giving toddlers foods which can cause choking (like peanuts).
 - Provide some finger food at each meal.
 - Never rush children at meal times.
 - Never force children to finish everything on their plate.
 - Don't offer new tastes and textures at once. Vary colours, tastes and textures – serve small portions at a time.
 - Protect the floor with newspaper so that spills can be easily cleaned up.
 - Use correct size table and chairs for toddlers. It must be washable.
 - Use bibs to protect toddlers' clothing.
 - Eating crockery must be of a suitable size for small children.
 - Ensure a relaxed environment during meal times.
 - Ensure toddlers' hands and faces are washed before and after meals. (Any 5 × 1) (5)
- 4.3
- | | |
|-------|--------------------------------------|
| 4.3.1 | EFT – Electronic Funds Transfer |
| 4.3.2 | PIN – Personal Identification Number |
| 4.3.3 | UIF – Unemployment Insurance Fund |
| 4.3.4 | SARS – South African Revenue Service |
| 4.3.5 | PAYE – Pay As You Earn |
- (5 × 2) (10)

- 4.4
- The repetition of certain types of food can be limited more easily.
 - Food and labour costs can be controlled.
 - It facilitates the purchasing of food, lessens waste and time can be used more effectively.
 - Less time is spent on planning menus and ordering food.
 - The menu planner can more easily see when a problem occurs, for e.g., too little fruit on the menu. Thus, we can ensure that all necessary nutrients are included.
 - New recipes, cooking methods and food combinations can be added.
 - Interesting menus can help to encourage a taste for all foods, especially in young children.
- (7)
- 4.5
- 4.5.1
- A disease caused by a lack of vitamin D.
 - Lack of exposure to the sun.
 - Children become bow-legged.
- 4.5.2
- Children have not eaten enough protein.
 - Receive a diet high in carbohydrates and low in protein.
- 4.5.3
- Caused by lack of fluids and fibre in the diet.
 - Children pass hard, dry and painful stools.
 - Tummy cramps.
 - Don't pass a stool for a few days.
- 4.5.4
- The child is too fat for his/her height.
 - Has a high intake of junk food.
 - The child is less active.
 - Caused by eating more than the body needs.
- 4.5.5
- Lack of insulin.
 - The body cannot cope with carbohydrates and sugars.
- (Any 5 × 2) (10)
- 4.6
- Plan menus with proper nutritional content.
 - Buy food.
 - Appreciate the needs and ethnic differences of parents, which may have an impact on meal services.
 - Get to know the children, their individual needs and the appropriate methods for interacting with them – especially related to eating.
 - Prepare foods using appropriate methods that maintain nutritional quality while sticking to the budget.
 - Cooperate with the teaching staff to help provide any food product related to learning materials, such as play dough.
 - Monitor costs, report to the principal and help write reports.
 - Maintain high sanitation standards for all food handling, preparation, dishwashing and garbage disposal.

- Operate and maintain the kitchen and dining room.
 - Check in food ordered and keep track of inventory.
 - Manage the employees who work with food.
- (Any 10 × 1) (10)
[50]

QUESTION 5

- 5.1
- Interest is earned.
 - Money may be withdrawn at any time.
 - No bank fees are payable on savings accounts.
 - Withdrawals can be done at any branch of the bank, provided that the drawer identifies him/herself.
 - Debit cards can be coupled to savings accounts.
 - Some banks even supply cheques drawn on a savings account to assist clients in the transfer of large amounts of money. You will have to go into the bank to apply for a cheque.
- (Any 5 × 1) (5)
- 5.2
- Unemployment
 - Illness
 - Maternity
 - Adoption
 - Death
- (5)
- 5.3
- Answering telephone – routine activities
 - Friendly conversations with colleagues
 - Routine correspondence
 - Searching for documents
 - People arriving late for work
 - People taking extended tea/lunch breaks
 - Don't waste time on trivial, drawn-out meetings
 - Poor organisation
 - Inaccuracy, incompleteness or improper handling
 - Excessive detail
 - Procrastination
 - Interruption
 - Failure to delegate
- (Any 5 × 1) (5)
- 5.4
- 5.4.1 Planning – manager looks at the future and plans the execution of certain business activities to their final successive implementation.
- 5.4.2 Organising – occurs when matters are arranged in such a way that everything and everyone works together systematically to form a whole. The management regulates the activities and resources of an undertaking.

- 5.4.3 Leading – this enables a person to initiate activities and keep them going. Someone must give guidance to people who have to manage specific activities.
- 5.4.4 Coordinating – a process management uses to ensure that the activities of different people or divisions are coordinated and harmonised through cooperation to ensure that the aims of the whole organisation are achieved.
- 5.4.5 Controlling – management controls the execution of plans to ensure that everything is done according to plans and objectives.
(5 × 2) (10)
- 5.5
- Never focus on the person or attack the person; make sure your focus is on the problem, the assignment, or the behaviour of an individual.
 - Listen attentively and with empathy.
 - You should always strive not to hurt a person's feelings, pride, or dignity, but rather build the person's self-image through your approach.
 - Never talk in general when you reprimand someone; be specific. E.g., 'It's the second or third time you are late', rather than 'you are always late'.
 - Never be subjective or prejudiced. Do not be influenced by your own feelings or those of other people.
 - Cooperate and participate. Take time to discuss how you feel about the issue at hand.
(Any 5 × 2) (10)
- 5.6
- Worker working for less than 24 hours a month
 - Learners
 - Foreigners working on contract
 - Workers who get a government old-age pension
 - Workers who only earn pension
(5)
- 5.7
- Support for and interaction with individual employees, parents, and children
 - Task delegation
 - Employee workshops and skills development
 - Professional development (of administrator)
 - Better overall planning, e.g., finances
 - Less burnout
 - Job satisfaction
(Any 5 × 1) (5)

- 5.8
- Opens and operates a banking account.
 - Registers with the authorities, e.g., the Receiver of Revenue, UIF.
 - Keep records of all income, fees, donations, funds raised or subsidies. The treasurer also needs to pay all accounts and fill out receipts of accounts in an Accounts Paid File.
 - Draws up budgets for the AGM.
 - Arranges for the books to be audited.
 - Draws up financial statements for the AGM.
 - Keeps a salary register.
 - Keeps all receipts books and other financial records.
 - Records all income and expenditure in the cashbook.
 - Reconciles the cashbook with the bank statement.
 - Draws up income and expenditure statement at the end of each month and sends copies to any sponsoring companies or people.

At the meeting:

- Presents the income and expenditure statement.
- Gets purchases and payments authorised.
- Has all account books on hand for examination by members.

(Any 5 × 1)

(5)
[50]

QUESTION 6

- 6.1
- Playground should be free from litter, animal faeces and also any objects that could injure the children.
 - Grass should be short, and wet, marshy areas must be out of bounds for the children.
 - No pools of stagnant water should be allowed to accumulate on the grounds as this is an excellent breeding ground for mosquitoes.
 - Rubbish control and removal – all rubbish is a potential danger to health. If rubbish is not covered, it becomes a breeding ground for flies. The educator should have sufficient rubbish containers with well-fitting lids.
 - These should be lined with plastic bags and washed regularly – both inside and outside. Empty regularly – depends on local authority.
 - Compost heaps – these should be turned regularly and covered with a layer of sand after biodegradable refuse has been placed on it. Ensure that rodents don't use it as a breeding ground. Must be out of reach of the children.
 - If any outdoor animals are kept at centre, e.g., rabbits or birds, ensure that their cages are kept very clean and dry.
 - Ensure that all gates and fences are in good order.

(Any 5 × 1)

(5)

- 6.2
- Children are not allowed in the kitchen without supervision.
 - Burns often occur in the kitchen. Handles of pots and pans must be turned to the inside of the stove.
 - Electrical cords must not hang from the cupboards.
 - Glassware and crockery must be put in a safe place.
 - All household cleaners and chemicals must be stored out of reach and under lock and key.
 - Table cloths are dangerous because they can be pulled down.
 - Be careful with boiling water/oil near children.
 - There must be at least one fire extinguisher at hand.
 - All knives/dangerous utensils must be out of reach.
 - Keep electrical appliances away from water and unplugged when not in use.
 - Do not place a high chair near the stove or around busy areas.
 - Keep the washing machine door closed at all times.
 - Watch for dangerous spills which will make the floor slippery.
 - Avoid clutter on the floor and work surface to cut down the risk of accidents.
 - Keep all electrical equipment out of reach.
 - Keep all chemicals away from sources of heat.
 - Label all containers carefully.
 - Nobody should smoke in the kitchen.
 - Use safety guard on the stove.
 - It is best to keep children out of the kitchen; certainly, never leave them unattended.
- (Any 10 × 1) (10)
- 6.3
- Drain, metal and oven cleaners
 - Dishwasher soap
 - Food extract and spices
 - Furniture cleaners and polishers
 - Aspirin and other medicine
 - Vitamin supplements
 - Soaps and scouring pads
 - Insecticides
 - Room deodoriser
 - Ammonia
- (Any 5 × 1) (5)
- 6.4
- Long ribbons or bows on clothing are dangerous as they could strangle the baby.
 - Buttons on clothing can be swallowed.
 - Pillows are dangerous as they can smother the baby.
 - Do not 'prop feed' babies. Hold them during feeding times until they are able to hold the bottle themselves.
 - Ensure that babies cannot push their heads through playpen and cot bars.
 - Do not use plastic sheets. However, the mattress may be covered with plastic.
 - Beware of small, dangerous objects that can be pulled off cot mobiles.
- (Any 5 × 1) (5)

- 6.5
- There must be rules and the children must follow the rules, e.g., no splashing water in the toilet.
 - Boys and girls can use the same toilet – promotes learning about sexual differences.
 - Do not force the child to use the toilet during the toilet routine time – however, ensure they use the toilet regularly during the day.
 - Children with bladder problems must go to the toilet first.
 - Proper supervision in the bathroom is important.
 - Allow children to take their time.
 - Toilets must be clean and hygienic.
 - It is better if the toilets do not have doors or if they have low swing doors.
 - Teach boys to lift the toilet seat and lower it again after use.
 - Children must wear comfortable clothes. They must be independent and able to help themselves when they go to the toilet. Avoid dressing children in jeans and dungarees as these can cause difficulties when they want to remove it. Simple pull-on pants/shorts are best.
- (10)
- 6.6
- Reassure the child.
 - Do not transport the child.
 - Be ready to apply cardiac massage and mouth-to-mouth resuscitation if required.
 - Never leave the child alone.
 - Keep him/her comfortably warm (not too hot).
 - Treat any obvious problems (e.g., bleeding).
 - Lie the child down with his/her legs slightly raised.
 - Reassure the child and comfort him/her.
 - Do not give them fluid to drink.
 - Only moisten the lips if the child complains of thirst.
 - Call for an ambulance immediately.
- (10)
- 6.7
- Never eat mushrooms that are not commercially grown.
 - Teach children not to play with plants.
 - They should not use plants to make tea.
 - They should not put seeds or berries in their mouths.
 - They should not use sticks to stir their drinks or food.
 - Keep plants, seeds, fruit and bulbs away from small children – especially when they are still putting everything into their mouths.
 - Do not plant poisonous plants in areas that are accessible to children.
 - Know which are the dangerous plants in your garden.
- (Any 5 × 1) (5)
- [50]

TOTAL SECTION B: 150
GRAND TOTAL: 200