



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **LEAVING CERTIFICATE APPLIED 2009**

## **MARKING SCHEME**

### **VOCATIONAL SPECIALISM – CHILDCARE/COMMUNITY CARE (WRITTEN)**

**Directions to Candidates**

Candidates should answer a total of **four** questions.

**Each** question should be selected from a **different** section.

## Section 1 - The Care of Babies and Young Children

(Attempt either Question 1 or Question 2 if answering this section.  
Each question carries 60 marks)

1. (a) Identify **four** characteristics / features of a healthy baby. (12 marks)  
**4 @ 3 marks**

1. \_\_\_\_\_  
*\*Gaining weight and growing                      \*Feeding well*
2. \_\_\_\_\_  
*\*Satisfied happy and alert when awake*
3. \_\_\_\_\_  
*\*Developing well and reaching expected milestones*
4. \_\_\_\_\_  
*\*No sign of illness e.g. fever, trouble breathing, not waking for feeds etc.*

- (b) Describe **each** of the following skin conditions that are often associated with babies. Indicate the cause of **each** condition and how it might be treated. (24 marks)

*Heat rash*

**1 @ 2 marks**

Description \_\_\_\_\_

*\*An eruption of tiny red bumps on the skin, especially on the chest, stomach, folds of the legs and arms, crotch and buttocks*

**1 @ 3 marks**

Cause \_\_\_\_\_

*\*When a baby gets too hot due to hot weather or very snug fitting clothing.*

*\*Baby sweats so much that the pores get clogged and the sweat can't get out*

**1 @ 3 marks**

Treatment \_\_\_\_\_

*\*Cool baby down. \*Loosen or remove clothing. \*Bathing the baby in lukewarm water will*

*remove sweat \*Leave baby to air dry rather than rubbing with towel.*

*Cradle Cap*

**1 @ 2 marks**

Description \_\_\_\_\_

*\*Greasy scales or crusts that form on the scalp of the baby at around 4 weeks*

**1 @ 3 marks**

Cause \_\_\_\_\_

*\*Exact cause not know*

*\*One cause might be hormones that pass from the mother to the baby before birth. These hormones cause abnormal production of oil in the oil glands and hair follicles*

**1 @ 3 marks**

Treatment \_\_\_\_\_

*\* Usually clears up by its self*

*\*Washing baby's scalp daily with a mild shampoo can help to loosen the scales.*

*\*Brushing the scalp very gently with a soft brush can help to loosen the scales.*

Nappy rash

**1 @ 2 marks**

Description

*\*The skin becomes red and sore in the nappy area*

*\*Spots may appear*

**1 @ 3 marks**

Cause

*\*Leaving a baby in a wet or dirty nappy for a length of time*

*\*Caused by ammonia; made when the urine comes into contact with germs in the stools*

**1 @ 3 marks**

Treatment

*\*Leave the nappy off as often as possible*

*\*Use nappy liners*

*\*Change the nappy as soon as it becomes wet or soiled*

*\*Avoid plastic pants*

*\*Apply nappy cream when nappy is changed*

*\*Seek medical attention if wet and oozing*

- (c) Identify **two** reasons why a parent / carer might choose to use a baby bath rather than the family bath when bathing a baby. **2 @ 4 marks** (8 marks)

*\*Baby bath can be used in any warm room in the house and in any location e.g. on floor*

1.

*\* Parent/carers might feel more confident and more in control*

*\* Less risk of baby slipping*

2.

*\* Family bath may be too big to reach into putting pressure on the parent/carers back*

*\*Conservation of water with the smaller baby bath*

- (d) List the items that are needed **and** describe the routine that should be followed to 'top and tail' a baby. (16 marks)

Items

**4 items @ 1 mark each**

*\*Cotton wool*

*\* Basin of warm water*

*\* Large Soft Towel*

*\* Nappy changing items*

*\* Clean set of clothes*

Routine

**4 steps @ 3 marks each**

*\*Bring everything that you need to the place where you will top and tail the baby.*

*\* Make sure that it is a warm place with no draught*

*\*Fill two small bowls with warm water. \*Test the temperature of the water with your wrist or elbow to ensure that it is not too hot. \*Undress baby down to vest and nappy*

*\* Place baby on a large towel on your lap or on the floor or a table*

*\* Clean the baby's face, ears, under his chin and neck with warm water and cotton wool*

*\*Clean each eye with a separate piece of cotton wool wiping from the nose outwards*

*\*Next wipe the hands and feet, cleaning carefully between fingers and toes*

*\*Keeping baby's vest on, remove his nappy and clean his bottom with cotton wool and warm water from the second bowl*

*\*Dry baby gently with a soft towel as you go*

*\*Put clean nappy on and dress baby*

2. (a) Shown below are three items of baby equipment. Identify **one** advantage and **one** disadvantage of **each**. (18 marks)

1. Moses Basket

**1 @ 3 marks**

*\*Easy to carry newborn in \*Portable \*Cosy/secure for baby*  
 Advantage \_\_\_\_\_

*\*Takes up little space \*Can be placed easily beside family bed*

**1 @ 3 marks**

Disadvantage \_\_\_\_\_

*\*Baby grows out of Moses basket very quickly-only suitable for*

*newborns for first couple of months \*Costly option given that it's not used for long*



2. Crib

**1 @ 3 marks**

*\*Bigger than a Moses basket so lasts longer \*Stronger*

Advantage \_\_\_\_\_

*\*Many have rocking feature which helps baby to get to sleep*

*\*Doesn't take up too much space*

**1 @ 3 marks**

Disadvantage \_\_\_\_\_

*\*Can be expensive \*Baby grows out of it quickly*

*\*Rocking feature needs to be monitored*



3. Cot

**1 @ 3 marks**

*\*Can be used from birth for first couple of years \*Sturdy*

Advantage \_\_\_\_\_

*\*Can come with many features e.g. side that comes down for easy lifting in/out \*Some convert to a bed later*

**1 @ 3 marks**

Disadvantage \_\_\_\_\_

*\*Costs vary greatly depending on features*

*\*There may not be enough space for it beside the family bed in the early months*

*\*Not portable if you want to put baby to sleep elsewhere*



(b) Name **and** indicate the purpose of the item illustrated below. (6 marks)

**1 @ 2 marks**

Name \_\_\_\_\_

*\*Cot Bumper*

**1 @ 4 marks**

Purpose \_\_\_\_\_

*\*Soft surface if baby knocks against it*

*\*Keeps draughts out*

*\*Gives baby something to focus on*

*\*Makes the cot look attractive*



- (c) Describe how a baby should be positioned in a cot for a sleep or nap. **3 @ 4 marks** (12 marks)

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*\*Always place baby flat on his back when laying him down to sleep*

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*\*The cot should be free from pillows, stuffed toys or mobiles that could cause suffocation*

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*\*Lay the baby so that his feet touch the bottom of the cot*

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*\*Tuck the covers firmly under the mattress so that they only reach baby's shoulders*

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- (d) What is SIDS? **1 explanation @ 6 marks** (6 marks)  
*\*Sudden Infant Death Syndrome*

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*\*The sudden and unexplained death of an infant usually under 1 year old*

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- (e) State **two** advantages of a baby monitor. (8 marks)  
**2 @ 4 marks**

1. \_\_\_\_\_  
*\* Peace of mind for parent*

---

*\* Avoids having to keep going into baby's room to check on him/her*

2. \_\_\_\_\_  
*\* Relatively inexpensive*

---

*\* Many types available e.g. audio, video, infra red etc. to suit needs*

- (f) Describe **two** different types of baby monitors. (10 marks)

**1 x description @ 5 marks**

1. \_\_\_\_\_  
*\*Audio Monitor - The monitor transmits any sound a child makes to a unit that is in another room*

---

**1 x description @ 5 marks**

2. \_\_\_\_\_  
*\*Video Monitor- The monitor works using wireless technology to transmit a picture onto a monitor in another room*

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*Some monitors work in the dark using infra red LEDs so that baby can sleep undisturbed*

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## Section 2 - Child Development and Play

(Attempt either Question 3 or Question 4 if answering this section.)

Each question carries 60 marks)

3. (a) Outline **three** reasons why children play. (9 marks)

3 @ 3 marks

*\*Children learn through play      \*Children socialise through play*

1. \_\_\_\_\_

*\*Play is fun      \*Children express feelings while playing*

2. \_\_\_\_\_

*\*Play can be stimulating      \*Children can experiment and explore while playing*

3. \_\_\_\_\_

*\*Children can be creative and use their imagination      \*Children can role play situations or people during play*

- (b) Identify **six** factors that a parent / carer should consider when shopping for children's toys at Christmas. (18 marks)

6 @ 3 marks

1. \_\_\_\_\_

*\*The developmental value of the toy*

\_\_\_\_\_

*\*The cost/ value for money*

2. \_\_\_\_\_

*\*The play value -how long will it hold the child's interest?*

\_\_\_\_\_

*\*Age appropriateness*

3. \_\_\_\_\_

*\*Suitability for the individual child – have they been overly influenced by advertising/peers*

\_\_\_\_\_

*\*The child's own interests-what toys has worked well with them before*

\_\_\_\_\_

*\*Will the child have fun with the new toy      \*Durability*

\_\_\_\_\_

*\*Panic buying – not thinking it through*

4. \_\_\_\_\_

*\*Buying early to avoid disappointment, long queues      \*Possibility of items out of stock*

\_\_\_\_\_

*\*Children changing their minds at last minute*

5. \_\_\_\_\_

*\*Importance of shopping around to get best value*

\_\_\_\_\_

- (c) Why do children sometimes get more play value from the cardboard box that a toy comes in rather than the toy itself? (8 marks)

2 @ 4 marks

*\*Cardboard box encourages imaginative play – can be whatever the child wants it to be*

\_\_\_\_\_

*\*Many toys don't hold child's interest for long e.g. limited /prescriptive way toy has to be used*

\_\_\_\_\_

*\*Toy overload      \*Overwhelmed by the number of toys they receive*

\_\_\_\_\_

*\*The toy wasn't really what they wanted; they just asked for it because friends have it or were getting it*

- (d) Name **and** describe **one** board game that is suitable for children and indicate the age group that it is aimed at. (10 marks)

**1 @ 2 marks** e.g. Snakes & Ladders

Name of board game \_\_\_\_\_

**3 @ 2 marks**

Description \_\_\_\_\_

*\*Needs at least 2 players \*Board made up of 100 squares each large enough to hold a counter. Board has a number of snakes and ladders on it \* Each person throws a dice in turn, the number on the dice represents the number of squares that they can move along*

*If a player lands at the tip of a snake's head he has to slide his counter down to the square at the bottom of the snake's tail*

*If a player lands on the base of a ladder he has to slide his counter up to the square at the top of the ladder. \*The first person to get to the end of the board is the winner*

Age suitability \_\_\_\_\_ **1 @ 2 marks** \_\_\_\_\_

*\*4 years up*

- (e) Referring to the five main areas of development as set out below, identify a range of skills that a child might develop through playing with board games. (15 marks)

**1 @ 3 marks**

Physical \_\_\_\_\_

*\*Fine motor skills in the manipulation of small objects*

*\*Hand eye co-ordination*

**1 @ 3 marks**

Intellectual \_\_\_\_\_

*\*Following instructions \*Planning strategy \*Visualising outcomes*

*\*Following and implementing rules \*Concentration*

**1 @ 3 marks**

Language \_\_\_\_\_

*\*Practicing conversation while relaxing with friends or family playing a game*

*\*Learning new words related to the game \*Practicing particular body language*

**1 @ 3 marks**

Emotional \_\_\_\_\_

*\*Patience \*Releasing anxiety \*Dealing with disappointment*

*\*Enjoyment*

**1 @ 3 marks**

Social \_\_\_\_\_

*\*Turn taking \*Observing rules \*Participating*

*\*Being a good sport \*Learning how to win and loose*

4. (a) What is *creative play*? (4 marks)

**2 @ 2 marks**

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*\* unstructured play \* open-ended \* imaginative \* carefree and fun*

---

*\* involves exploring \* experimenting \* solving problems*

---

*\*spontaneous \* expressive*

(b) List **four** examples of creative play activities. **4 @ 3 marks** (12 marks)

*\*Music, singing, movement, drama \*Story telling*

1. \_\_\_\_\_

*\*Arts and crafts, painting \*Role play, dressing up, using puppets*

2. \_\_\_\_\_

*\*Building with blocks*

3. \_\_\_\_\_

*\*Playing with sand, playdough...*

3. \_\_\_\_\_

(c) Identify **four** reasons why playing with *playdough* is an appropriate activity for a preschool child. **4 @ 3 marks** (12 marks)

*\*Fun \*Encourages creativity \*Can be used in many ways*

1. \_\_\_\_\_

*\*Promotes hand eye co-ordination*

2. \_\_\_\_\_

*\*Can help to release frustration etc. \*Soothing & relaxing*

3. \_\_\_\_\_

*\*Encourages language, child can talk about what they are making, doing etc.*

4. \_\_\_\_\_

*\*Can be used in role play e.g. made into play food when playing house etc.*

(d) Identify **two** skills that the child is using in the photograph below. **2 @ 4 marks** (8 marks)



*\*Hand eye co-ordination*

1. \_\_\_\_\_

*\*Recognition of shape, colour*

1. \_\_\_\_\_

*\*Maths- space, size, number etc*

2. \_\_\_\_\_

*\*Concentration*

2. \_\_\_\_\_

(e) Name **two** items that could be given to a child to enhance the child's experience of playing with playdough. **2 @ 3 marks** (6 marks)

*\*Rolling pin \*Cookie Cutter \*Plastic knives and forks*

1. \_\_\_\_\_

*\*Potato masher \*Garlic press etc.*

2. \_\_\_\_\_



- (f) Identify a creative play activity for a preschool child.  
Describe how you would plan, implement (carry out) and evaluate the activity. (18 marks)

**1 @ 2 marks** e.g. finger painting

Name of activity \_\_\_\_\_

**3 @ 2 marks = 6**

Planning \_\_\_\_\_

e.g. *\*Identify area where activity will take place*

\_\_\_\_\_  
*\*Prepare the area e.g. cover floor, table etc.*

\_\_\_\_\_  
*\*Collect everything that you need e.g. paint, large sheets of paper*

\_\_\_\_\_  
*\*Prepare the child e.g. roll up sleeves, tie back hair, cover with apron etc.*

**3 @ 2 marks = 6**

Implementation \_\_\_\_\_

*\*Pour some paint into containers e.g. baking tins or bowls \*Lay paper on table*

\_\_\_\_\_  
*\*Invite the child to use their fingers, a spoon or a brush to scoop a generous amount  
of paint onto the large sheet of paper on the table*

\_\_\_\_\_  
*\*Invite the child to smear the paint around the paper with the palms of their hands,  
fingers etc. \* Shapes and designs can be created in the paint*

\_\_\_\_\_  
*\*Different colours can be added \* Clean up afterwards*

**2 @ 2 marks = 4**

Evaluation \_\_\_\_\_

*Ask yourself the following questions:*

\_\_\_\_\_  
*\*Did I plan well for the activity?*

\_\_\_\_\_  
*\*Was the area well protected? \*Was it suitable for the activity?*

\_\_\_\_\_  
*\*Did I have everything I needed? \*Are there other materials that would have made the  
activity more interesting?*

\_\_\_\_\_  
*\*Was the activity suitable for the child? \*Did it hold their interest? Did it support their  
development?*

*\*Would I change anything if I were doing the activity again?*

*\*What activity will I do with the child next time?*

## Section 3 - Parenting and Care Provision

(Attempt either Question 5 or Question 6 if answering this section.  
Each question carries 60 marks)

5. (a) State **two** reasons why childcare services are needed by parents. (8 marks)  
**2 @ 4 marks**

1. \_\_\_\_\_  
*\*To enable both parents to go to work*

\_\_\_\_\_  
*\*To give a stay at home parent a break to pursue other interests at particular times*

2. \_\_\_\_\_  
*\*To enable children to socialise with other children*

- (b) Identify **two** challenges that many parents experience in relation to finding suitable childcare. (8 marks)  
**2 @ 4 marks**

*\* Many childcare services are full with waiting lists*

1. \_\_\_\_\_  
*\*Availability close to home can be difficult*

\_\_\_\_\_  
*\*Matching a childcare service to work schedule /shift work/ home life etc. can be difficult*

2. \_\_\_\_\_  
*\*Cost can be prohibitive*

\_\_\_\_\_  
*\*Choosing one that meets the brief of parents, what they want for their children in terms of facilities, style of operation etc.*

- (c) What is an *Au-Pair*? (4 marks)  
**2 parts to definition @ 2 marks each**

\_\_\_\_\_  
*\*A person who helps a host family part time with childcare and/or housework*

\_\_\_\_\_  
*\*while living as a guest with the family*

\_\_\_\_\_  
*\* usually from another country and attends English classes while working as the Au-Pair*

- (d) Describe how a parent might find an *Au-Pair*. (6 marks)  
**2 @ 3 marks**

\_\_\_\_\_  
*\* Apply to an Au-Pair Agency*

\_\_\_\_\_  
*\*Contact an English Language school*

\_\_\_\_\_  
*\*Through another Au-Pair who may have an interested friend*

\_\_\_\_\_  
*\*Answering / placing an advertisement*

- (e) List **two** advantages and **two** disadvantages of an *Au-Pair*. (16 marks)

**2 @ 4 marks**

Advantages

*\*Children can be cared for in their own home*

1. \_\_\_\_\_

*\*Family is exposed to another culture*

*\*Costs less than other childcare options*

2. \_\_\_\_\_

*\*Flexibility in terms of how the hours are divided up*

*\*Parents get a chance to get to know the person who is looking after their children*

**2 @ 4 marks**

Disadvantages

*\*The Au-pair stays only for a specified amount of time e.g. one year.*

1. \_\_\_\_\_

*\*It can be disruptive and upsetting for the children when they leave*

*\*They are often young and inexperienced*

2. \_\_\_\_\_

*\*They are living in a new culture /environment and can suffer from home sickness*

*\*They need to attend language classes and this may not suit your schedule*

*\*A spare bedroom is needed/taken up    \*Lack of privacy*

- (f) Outline **six** items of information that an *Au-Pair* would need to have before being left alone to look after a child. (18 marks)

**6 @ 3 marks**

1. \_\_\_\_\_

*\* Contact details for parents: names, work addresses, mobile / work telephone numbers*

*\*Alternative contacts if parents can't be reached e.g. relative or neighbour*

2. \_\_\_\_\_

*\*Doctors details*

*\* Emergency services tel nos: fire, ambulance, poisoning etc.*

3. \_\_\_\_\_

*\*Location of first-aid kit*

*\*Instruction about answering the door and phone*

4. \_\_\_\_\_

*\*Parents schedule and when they plan to be back*

*\*Location of keys for doors and windows*

5. \_\_\_\_\_

*\*Any health/allergies relating to child*

*\*Childs normal routine: play, sleep etc.*

6. \_\_\_\_\_

*\*Childs likes/dislikes e.g. favourite book etc.*

*\*Childs food requirements*

*\*What to do if child becomes upset*

6. (a) Explain the term *parenting style*. (8 marks)  
**2 @ 4 marks**

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*\*The approach parents take to bringing up their children*

---

*\*The approach parents take to controlling, disciplining and socialising their children*

---

*\* Some parents are strict, some are lax and casual and some are a mix of the two*

- (b) Outline **two** ways that parents can help to make home a happy place for their children. (8 marks)  
**2 @ 4 marks**

1. \_\_\_\_\_  
*\*Parents love their children, give them lots of hugs and make them feel special*

---

*\*Parents give praise and recognition to their children \*Parents encourage their children*

2. \_\_\_\_\_  
*\*The family spends time together e.g. eats together, plays together etc*

---

*\*Children observe happy parent(s)*

*\*Children are guided and corrected when necessary*

*\*Basic needs for food, shelter and clothing are provided*

- (c) State **two** reasons why children need discipline. (8 marks)  
**2 @ 4 marks**

1. \_\_\_\_\_  
*\*Children need boundaries set for their behaviour*

---

*\*They need to learn right from wrong*

2. \_\_\_\_\_  
*\*They need to behave acceptably in society*

---

*\*They need to know there are consequences*

- (d) Identify **four** factors that a parent should consider before deciding that a child should be disciplined. (12 marks)

**4 @ 3 marks**

*\*Is the parent calm?*

1. \_\_\_\_\_  
*\*Is the behaviour they are expecting reasonable?*

---

*\*Why did the child misbehave? Are they tired? hungry? ill? feeling neglected?*

2. \_\_\_\_\_  
*\*Discipline should not resort to using physical punishment*

---

*\*Consequences shouldn't be so long or harsh that they lose their meaning for the child*

3. \_\_\_\_\_  
*\*Is the punishment about to be given matching the crime/behaviour?*

---

*\*Does the child understand what they did wrong? Are they old enough to discipline?*

4. \_\_\_\_\_  
*\*Are you about to act in haste? In anger? Why?*

- (e) List **two** effects of excessive discipline. (8 marks)

**2 @ 4 marks**

1. \_\_\_\_\_  
*\*Low self esteem / self worth                      \*Nervousness                      \*Regression*

---

*\*Fear                      \*Anger                      \*Withdrawal                      \*Incontinence*

2. \_\_\_\_\_  
*\*Rebelliousness                      \*Poor relationship*

---

- (f) Why is it not appropriate to discipline a baby? (8 marks)

**2 @ 4 marks**

\_\_\_\_\_

*\*Too young to understand                      \*It doesn't work*

---

*A baby is unable to: \*think ahead,                      \*understand reason                      \*remember what you want*

---

- (g) Explain why it is important for parents to mean what they say when disciplining their children. (8 marks)

**2 @ 4 marks**

\_\_\_\_\_

*\*Children will catch on quickly to the fact that you don't follow through*

---

*\*The pattern of misbehaviour will continue*

---

*\*Consistency is important                      \* the child must understand that you mean what you say*

---

## Section 4 - People with Special Needs

(Attempt either Question 7 or Question 8 if answering this section.  
Each question carries 60 marks)

7. (a) What is a *disability*? (8 marks)

*2 parts @ 4 marks*

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*\*An impairment or condition \*physical or mental,*

---

*\*which can make routine tasks more difficult or impossible*

---

*\* can be congenital*

---

(b) Identify **four** challenges that may be experienced by a person, who has a physical disability, when shopping in a supermarket or department store. (12 marks)

*4 @ 3 marks*

1. 

---

*\*Difficulty carrying items while shopping*

2. 

---

*\*Layout of store: \*Width of aisles \*Height of shelves*

3. 

---

*\*Size and access to dressing rooms*

4. 

---

*\*Signage that's too small or at the wrong level*  
*\*Little or no assistance in some stores*

(c) The shopping trolley shown below has been specially designed for a wheelchair user. Identify **two** advantages of this type of shopping trolley. (8 marks)

*2 @ 4 marks*



Advantage 1. 

---

*\* Wheelchair user no longer has to struggle*

---

*to push a trolley and manoeuvre a wheelchair at*  

---

*the same time or try to carry a basket on their lap*

---

*\* fits onto wheelchair*

Advantage 2. 

---

*\*Basket is at an easy to reach level*

---

*\* Adds to the users independence*

---

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- (d) Suggest **four** methods, other than personally visiting a shop that can be used to purchase goods. **4 @ 3 marks** (12 marks)

*\*Purchase from mail order catalogues*

1. \_\_\_\_\_

*\* Shop online*

2. \_\_\_\_\_

*\*Order over the phone and have item delivered*

3. \_\_\_\_\_

*\*Ask a relative, friend or neighbour to shop for you*

4. \_\_\_\_\_

*\*Caller/ salesperson comes to your home*

- (e) Some businesses provide disability awareness training for their staff. Give **two** reasons why the provision of this type of training is important. (8 marks)

**2 @ 4 marks**

*\*Companies need to know how their buildings and services can be made more*

1. \_\_\_\_\_

*accessible to people with disabilities*

*\*Helps to remove some of the communication barriers*

2. \_\_\_\_\_

*\*Helps to overcome attitudinal barriers*

*\*Helps to improve general knowledge and understanding of disability with employees and customers*

- (f) Identify **four** topics / areas that should be included in disability awareness training. **4 @ 3 marks** (12 mark)

1. \_\_\_\_\_

*\*Fears about meeting people with disabilities*

*\* Addressing attitudes, stereotypes, misconceptions people have*

2. \_\_\_\_\_

*\*Practical needs of people with disabilities doing business with their company or*

*fellow employees with disabilities and how their needs might be met*

3. \_\_\_\_\_

*\*Appropriate terms/ language to use*

4. *\*Communication* *\*Effectively and respectfully serving customers with disabilities*

*\*Legislation*

8. (a) Some people are born with a hearing impairment (congenital hearing loss) while other people acquire a hearing impairment after birth (acquired hearing loss).

List **two** of the possible causes of **each** type of hearing loss. (12 marks)

Causes of congenital hearing loss **2 @ 3 marks**

1. \_\_\_\_\_  
\*Genetic factors      \*Prenatal infections      \*German Measles
- \_\_\_\_\_
- \*Herpes Simple Virus      \*Prematurity      \* Maternal diabetes
2. \_\_\_\_\_  
\*Complications associated with Rh factor in blood      \*Toxaemia during pregnancy
- \_\_\_\_\_
- \*Lack of oxygen      \*Toxins consumed by the mother during pregnancy

Causes of acquired hearing loss

**2 @ 3 marks**

1. \_\_\_\_\_  
\*Measles      \*Encephalitis      \*Ear infections      \*Meningitis
- \_\_\_\_\_
- \*Chicken Pox      \*Influenza      \*Mumps
2. \_\_\_\_\_  
\*Head Injury      \*Noise Exposure
- \_\_\_\_\_

- (b) Explain **each** of the following: (8 marks)

Hearing impaired **1 @ 4 marks**

*\*Usually refers to people with a degree of hearing loss from mild to profound, including those who are deaf*

\_\_\_\_\_

\_\_\_\_\_

Deaf **1 @ 4 marks**

*\*Usually refers to a hearing loss so severe that there is very little or no functional hearing*

\_\_\_\_\_

\_\_\_\_\_

- (c) List **four** indicators that might suggest to a parent / carer that a young child has a hearing impairment. (12 marks)

**4 @ 3 marks**

- \* Delayed speech / language development      \*Unclear speech
1. \_\_\_\_\_  
\*Shows difficulty locating the sound source      \*Poor attention
2. \_\_\_\_\_  
\*Delayed responses      \*Gives irrelevant answers or misinterprets questions/instructions
3. \_\_\_\_\_  
\*Has earache or ear discharge      \*Leans forward to listen
4. \_\_\_\_\_  
\*Confuses words with similar sounds



- (d) Identify **two** ways that the parents / carers of children with a hearing impairment might support each other. (8 marks)

**2 @ 4 marks**

1. \_\_\_\_\_  
*\*Greater understanding of the challenges that sometimes have to be faced*

\_\_\_\_\_

2. \_\_\_\_\_  
*\*Can get emotional support from each other*

\_\_\_\_\_

- (e) Suggest **three** practical ways that a parent / carer might encourage a child with a hearing impairment to communicate. (12 marks)

**3 @ 4 marks**

1. \_\_\_\_\_  
*\*Maintain eye contact, if necessary give a wave of the hand or tap on the shoulder*

\_\_\_\_\_

2. \_\_\_\_\_  
*\* Speak in front of the child because lip movements, facial expressions and gestures*

\_\_\_\_\_

3. \_\_\_\_\_  
*\*Rephrase what they are saying if it's not clear \* reduce background noise*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (f) Name and describe **one** type of *assistive technology* that could be used by a student who has a hearing impairment to support him / her with school work. (8 marks)

**1 @ 4 marks** \* e.g. radio aid

Name \_\_\_\_\_

**1 @ 4 marks**

Description \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section 5 - Older People

(Attempt either Question 9 or Question 10 if answering this section.  
Each question carries 60 marks)

9. (a) Many older people like to give something back to their community by doing voluntary work.  
What is voluntary work? (8 marks)  
**2 parts to explanation @ 4 marks**

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*\*Giving ones time freely*

---

*\*Using ones skills to help others*

---

*\*Working for a project or cause*

- (b) Identify **four** benefits of voluntary work for **each** of the following:  
Benefits for the older person (12 marks)  
**4 @ 3 marks**

1. \_\_\_\_\_  
*\*Opportunity to explore avenues not normally open to them*

---

*\*Chance to: \*Learn new skills \*Develop new interests*

2. \_\_\_\_\_  
*\*Opportunity to: \*Socialise \*Meet people and make new friends*

---

*\*Doing something they enjoy*

3. \_\_\_\_\_  
*\*Giving something back to the community \*Sharing a lifetime of skills*

---

*\* Supporting an organisation or issues that is important to them*

4. \_\_\_\_\_  
*\* Staying active and involved \*Fulfilling*

- Benefits for the community (12 marks)  
**4 @ 3 marks**

1. \_\_\_\_\_  
*\*Survival, as many community organisations can't function without volunteers*

---

*\*Keeping running costs of community organisations down*

2. \_\_\_\_\_  
*\*Quality of peoples lives or situations in the community can be improved / changed by*

---

*volunteers*

3. \_\_\_\_\_  
*\*Tapping into the skills and knowledge gained over a lifetime of work which would*

---

*otherwise go waste / be lost*

4. \_\_\_\_\_  
*\*Opportunity for the community to see older people in a different light e.g. challenge*

---

*stereotypical perceptions of older people being dependent and receiving rather than giving*

---

*\*Role models: Encourage others to give something back*

- (c) Give **four** examples of different types of voluntary work that could be carried out by an older person. (12 marks)

**4 @ 3 marks**

*\*Fundraising*

*\*Mentoring*

1. \_\_\_\_\_

*\*Befriending someone*

*\*Campaign and awareness raising*

2. \_\_\_\_\_

*\*Childcare*

*\*Church work*

*\*Office work*

*\*Dog walker*

3. \_\_\_\_\_

*\*Phone line help*

*\*Charity shop assistant*

4. \_\_\_\_\_

*\*Helping with homework*

*\*Environmental/conservation work etc.*

- (d) Describe **two** ways that an older person might find voluntary work. (8 marks)

**2 @ 4 marks**

1. \_\_\_\_\_

*\*Through the web e.g. [www.volunteer.ie](http://www.volunteer.ie)*

*\*Approach local organisations/companies directly*

2. \_\_\_\_\_

*\*Word of mouth*

*\*Answering advertisements*

- (e) Discuss the qualities / skills that an organisation might look for in an older volunteer. (8 marks)

**4 @ 2 marks**

*\*Professional approach*

*\*Enthusiasm*

*\*Open to change*

*\*Non judgemental*

*\*Flexible in expectations*

*\*Awareness*

*\*Able to adapt*

*\*Common sense*

*\*Reliable*

*\*Compassionate*

*\*Committed*

*\*Self confident*

*\*Good communicator*

*\*Someone who has experienced problems/issues themselves*

10. (a) List **four** factors that contribute to an older person's sense of independence and well being. (12 marks)

**4 @ 3 marks**

1. *\*Financial security* *\*Access to services*
- 
2. *\*Good health* *\*Mobility*
- 
3. *\*Security at home* *\*Friendship / social opportunities*
- 
4. *\*Comfortable home* *\*Interests/hobbies*
- 

- (b) Identify **four** reasons why some burglars / intruders see an older person as an easy target. (12 marks)

**4 @ 3 marks**

1. *\*Many older people live alone*
- 
- \*Some live in isolated areas* *\*May be isolated in their community*
- 
2. *\*Some may have impaired vision, hearing or mobility*
- 
- \*May not be as quick to react to an intruder and may be quicker to overcome*
- 
3. *\*Stereotypical images of older people as defenceless or helpless – seen as easy targets*
- 
4. \_\_\_\_\_

- (c) Outline **four** security measures that an older person should take at home. (12 marks)

**4 @ 3 marks**

1. *\*Ensure that locks, doors and windows are strong and cannot be broken easily*
- 
- \*Keep doors locked including back doors, side gates etc.*
- 
2. *\*Install a good house alarm system* *\*Install a chain on the door*
- 
- \*Get a personal alarm/panic button*
- 
3. *\*Consider a dog*
- 
- \*Don't open the door before knowing who is there* *\*Always look through peephole*
- 
4. *\*Ask for proof of identity of callers*
- 
- \*Don't give business to cold callers at door*  
*\*Don't keep large amounts of money at home*  
*\*Close curtains at night*  
*\*Install a security light outside*  
*\*Agree to have neighbours check on them*  
*\*Carry mobile phone*  
*\*Become knowledgeable about frauds and scams and how they are perpetrated*

- (d) Describe how an older person might deal with the problem of an overly assertive salesperson. (12 marks)

**3 @ 4 marks**

---

*\*Hang up immediately if they make telephone contact \*Install caller ID*

---

*\*Ignore them \*Say No*

---

*\*Don't open the door to them*

---

*\*If you have opened the door, close it quickly the moment you realise it's a sales pitch*

---

*\*Inform them that aggressive sales techniques are prohibited under EU law*

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- (e) Give **one** example of a personal alarm system and explain how it can protect the person. (12 marks)

**1 @ 4 marks**

Example of personal alarm system \_\_\_\_\_  
*e.g. \*Portable alarm that is battery operated*

---

**2 @ 4 marks**

How it protects the person \_\_\_\_\_  
*\*Emits a loud noise when the trigger is pulled out*

---

*\*Summons help from a person within hearing distance*

---

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**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **LEAVING CERTIFICATE APPLIED 2009**

## **MARKING SCHEME**

### **VOCATIONAL SPECIALISM – CHILDCARE/COMMUNITY CARE (PRACTICAL COURSEWORK)**

**Childcare/Community Care  
Practical Course work Examination 2009**

**Marking Criteria – Assignment A**

**Total Mark: 100**

<b>Research &amp; Investigation</b>	<p><b>Research and Analysis</b></p> <ul style="list-style-type: none"> <li>• Explanation of the term ‘<i>toilet training</i>’</li> <li>• Evidence of consulting at least two sources e.g. books, web sites, organisations etc.</li> <li>• Sources of information identified / bibliography</li> <li>• General research on topic</li> </ul>	<b>20</b>
<b>Planning/ implementation</b>	<p><b>Survey</b></p> <ul style="list-style-type: none"> <li>• How the survey was planned and conducted</li> <li>• Details recorded identifying specific toilet training supports, resources and equipment that a new parent would find helpful that are available in local / wider community</li> </ul> <p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• How interviewee was identified / selected for interview</li> <li>• Preparation of questionnaire for interview <ul style="list-style-type: none"> <li>– structure, range, relevance and quality of questions etc.</li> </ul> </li> <li>• Conducted using pre prepared questionnaire and responses recorded</li> </ul>	<b>10</b>  <b>10</b>
<b>Products</b>	<p><b>Resource pack</b></p> <ul style="list-style-type: none"> <li>• How items for the resource pack were sourced and compiled</li> <li>• Costs and time involved in making pack</li> <li>• Meets the brief</li> <li>• Pack includes a range of items that provide information relevant to toilet training useful for first time parents <i>(how to identify when child is ready, equipment / resources available, advice e.g. routine, do’s/don’t, rewards etc.)</i></li> </ul> <p><b>Log/Diary</b></p> <ul style="list-style-type: none"> <li>• Details progressing through planning, carrying out and evaluation stages of assignment</li> </ul>	<b>30</b>  <b>10</b>
<b>Evaluation</b>	<p><b>Analysis of outcomes</b></p> <ul style="list-style-type: none"> <li>• Analysis of findings e.g. from research, survey, interview / questionnaire</li> </ul> <p><b>Critical evaluation of the completed assignment</b></p> <ul style="list-style-type: none"> <li>• Personal strengths and weaknesses identified</li> <li>• Suggestions for modifications/improvements to overall assignment if any</li> </ul>	<b>10</b>
<b>Presentation &amp; Communication</b>	<ul style="list-style-type: none"> <li>• Presentation of assignment – structure, layout, neatness, legibility etc.</li> <li>• Oral communication skills, ability to convey ideas – clarity, fluency, coherence etc.</li> </ul>	<b>10</b>

**Childcare/Community Care  
Practical Course work Examination 2009**

**Marking Criteria – Assignment B**

**Total Mark: 100**

<b>Research &amp; Investigation</b>	<p><b>Research and Analysis</b></p> <ul style="list-style-type: none"> <li>• Definition of the term ‘Emotional Development’</li> <li>• Evidence of consulting at least two sources e.g. books, web sites, etc.</li> <li>• Sources of information identified / bibliography</li> <li>• General research on topic</li> </ul>	<b>20</b>
<b>Planning / implementation</b>	<p><b>Survey</b></p> <ul style="list-style-type: none"> <li>• How the survey was organised and conducted,</li> <li>• Details of the range of themed books / information available that address the fears and anxieties of children</li> </ul>	<b>10</b>
	<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• How interviewee was identified / selected for interview</li> <li>• Preparation of questionnaire for interview <ul style="list-style-type: none"> <li>- structure, range, relevance and quality of questions etc.</li> </ul> </li> <li>• Conducted using pre prepared questionnaire and responses recorded</li> </ul>	<b>10</b>
<b>Products</b>	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>• How the theme for the book was selected</li> <li>• Step by step how the book was designed and made</li> <li>• Costs and time involved in making</li> <li>• Meets the brief</li> <li>• Book designed and made which includes material appropriate to addressing <u>one</u> fear or anxiety that a preschool child might experience (<i>how the content addresses dealing with a fear / anxiety, quality of book etc.</i>)</li> </ul>	<b>30</b>
	<p><b>Log/Diary</b></p> <ul style="list-style-type: none"> <li>• Details progressing through planning, carrying out and evaluation stages of assignment</li> </ul>	<b>10</b>
<b>Evaluation</b>	<p><b>Analysis of outcomes</b></p> <ul style="list-style-type: none"> <li>• Analysis of findings e.g. from research, survey , interview / questionnaire</li> </ul> <p><b>Critical evaluation of completed assignment</b></p> <ul style="list-style-type: none"> <li>• Personal strengths and weaknesses identified</li> <li>• Suggestions for modifications/improvements to overall assignment if any</li> </ul>	<b>10</b>
<b>Presentation &amp; Communication</b>	<ul style="list-style-type: none"> <li>• Presentation of assignment – structure, layout, neatness, legibility etc.</li> <li>• Oral communication skills, ability to convey ideas – clarity, fluency, coherence etc.</li> </ul>	<b>10</b>