



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

**Leaving Certificate Applied 2011**

**Marking Scheme**

**Childcare Community Care**

**Common Level**



*In developing the marking scheme the following should be noted:*

- *In many cases only key phrases are given which contain information and ideas that must appear in the candidate's answer in order to merit the assigned marks*
- *The descriptions, methods and definitions in the scheme are not exhaustive and alternative valid answers are acceptable*
- *The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.*
- *Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.*

### ***Instructions to Candidates***

- Candidates should answer a total of four questions.
- Each question should be selected from a different section.
- There are five sections in this paper.
- Candidates should answer questions from four sections only.
- Each question carries 60 marks.

# 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) State **two** signs / symptoms that may indicate that a baby has wind. (8 marks)  
**2 @ 4 marks each**

1. \_\_\_\_\_  
*\*Baby squirms or grimaces \*Baby stops sucking \*Baby cries*

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

- (b) How might a parent / carer help to prevent a baby from getting wind when feeding? (8 marks)

**2 points @ 4 marks each**

\_\_\_\_\_  
*\*Keep baby as upright as possible when feeding*

\_\_\_\_\_  
*\*If bottle feeding, keep bottle tilted so that the teat is filled with milk and the baby*

\_\_\_\_\_  
*doesn't take in air \*Ensure that the hole in the teat isn't too big, otherwise the*

\_\_\_\_\_  
*baby will gulp down the milk too fast and take in air*

- (c) Describe **two** different ways to wind / burp a baby. (16 marks)  
**2 steps @ 4 marks each**

1. \_\_\_\_\_  
*\*Position the baby so that his head is resting on your shoulder and his back is*

\_\_\_\_\_  
*facing out*

\_\_\_\_\_  
*\*Support baby's bottom with one hand and with the other hand gently pat his back*

\_\_\_\_\_  
*or rub it until you hear him burp*

**2 steps @ 4 marks each**

2. \_\_\_\_\_  
*\*Lay the baby face down on your lap, across your knees, holding her firmly in*

\_\_\_\_\_  
*place with one hand*

\_\_\_\_\_  
*\*With the other hand gently pat and rub her back until you hear her burp*

\_\_\_\_\_

\_\_\_\_\_

- (d) Outline **two** practical reasons for a baby to wear a bib. (8 marks)  
**2 reasons @ 4 marks each**

1. \_\_\_\_\_  
*\*To catch spit-up during/after feeds \*To protect clothes from becoming stained*

---

*and ruined \*To reduce the amount of clothes that need to be washed*

2. \_\_\_\_\_  
*\*To protect baby's neck and chest from becoming damp and sore*

---

- (e) Shown below are two different types of baby bibs. Identify **one** advantage and **one** disadvantage of **each**. (16 marks)  
**1 advantage @ 4 marks**

Advantage \_\_\_\_\_  
*\*Soft and gentle to wear \*Easy Velcro closure*

---

*\*Lots of colours and designs available to match clothes*

---

**1 disadvantage @ 4 marks**

Disadvantage \_\_\_\_\_  
*\*Need to be washed*

---

*\*Absorbent so can become damp very quickly*

---

*\*Need to be changed regularly so that baby's chest does not become wet and sore*



**1 advantage @ 4 marks**

Advantage \_\_\_\_\_  
*\*Easy to clean \*Ready to reuse quickly*

---

*\*Catches spills \*Easy to put on and take off*

---

**1 disadvantage @ 4 marks**

Disadvantage \_\_\_\_\_  
*\*Hard and cold around the neck*

---

*\*Might feel uncomfortable*

---

*\*Not suitable to be worn all the time*



- (f) What is a baby burping cloth? (4 marks)  
**1 @ 4 marks**

\_\_\_\_\_

---

*\*A piece of absorbent cloth such as towelling that is used to protect clothing of both the baby and the adult and catch spills when a baby burps*

---



- (c) Shown below are three different styles of nightwear for babies. Select **one** style that you consider to be suitable for a six month old baby and give **three** reasons for your selection. (12 marks)



(A)



(B)



(C)

Indicate your selection (A), (B) or (C)	
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Reasons for your selection. **3 reasons@ 4 marks each**

*Reasons will depend on selection e.g.*

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

*\*Warm design with built in feet to keep baby warm*

\_\_\_\_\_  
*\*Easy to change nappy without completely undressing baby*

\_\_\_\_\_  
*\*Soft fleecy material to prevent irritation*

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

*\*Colourful pattern and design*

\_\_\_\_\_  
*\*Can be worn over a babygrow for extra warmth*

\_\_\_\_\_  
*\*Easy zip opening for dressing/undressing baby*

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

*Etc.*

- (d) Are 'brand name' or 'designer label' baby clothes really necessary? Discuss. (12 marks)

**3 points discussed at 4 marks each.**

\_\_\_\_\_  
*\*Babies grow fast and may not get to wear the designer clothes for very long so*

\_\_\_\_\_  
*overall the clothes can work out expensive for the wear that they get*

\_\_\_\_\_  
*\*Designer baby clothes are sometimes purchased to meet parent's needs and*

\_\_\_\_\_  
*wants; babies are not aware that their clothes are designer!*

\_\_\_\_\_  
*\*Baby clothes should be selected not just because they are designer but rather for comfort and suitability*



(d) What is an audio book? (4 marks)

**2 parts to explanation @ 2 marks each**

---

*\*A story that has been read aloud / recorded onto some kind of player*

---

*\*e.g. CD, I pod, MP3 player etc.*

---

*\*It can be listened to rather than being read.*

Describe **one** situation where audio books can be useful for children. (4 marks)

**1 situation @ 4 marks**

---

*\*During a car journey to help to prevent a child from becoming bored*

---

*\*At night time to help to relax a child / help him / her get to sleep*

(e) Give **two** reasons why younger children enjoy *pop up books* or *books with flaps*. (8 marks)

**2 reasons @ 4 marks each**

1. \_\_\_\_\_  
*\*Fun* *\*Element of surprise*

---

*\*Different from other books*

2. \_\_\_\_\_  
*\*Opportunity to interact with the book / story*

(f) Discuss the role of comics or magazines that are targeted at children. (8 marks)

**2 discussion points @ 4 marks each**

---

*\*Comics and magazines can work out very expensive by comparison to books as they are usually purchased weekly / monthly and read quickly.*

---

*\*Comics and magazines carry advertising which can put pressure on children and parents to make particular purchases*

---

*\*Comics and magazines can be useful for children who are reluctant readers as the articles are short, topical and colourful*

---

---

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

**1 @ 4 marks**

*\*This is when children act out situations through play*

*e.g. real life people and scenarios such as mummies and daddies, shop etc.*

(b) Give **two** reasons why role play is important for children. (8 marks)

**2 reasons @ 4 marks each**

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

*\*Its fun    \*Enables children to explore adult roles and relationships*

*\*Builds social skills    \*Helps problem solving*

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

*\*Helps develops language and vocabulary    \*Develops the imagination*

*\*Helps children to express themselves e.g fears / worries*

*\*Opportunity to show off talents / interests*

(c) Shown below are three photographs of play equipment that can be used by children when playing 'shop'.

In relation to **each** item of play equipment, indicate **one** way that it can support a child's development under the heading identified.

Physical Development      **1 @ 4 marks**

*\*Hand / eye co-ordination when putting items into trolley*

*\*Gross motor skills / balance when pushing the trolley*



Intellectual Development      **1 @ 4 marks**

*\*Learning mathematical skills    \*Understanding number*

*\*Weighing food items    \*Understanding balance*

*\*Memory / recognition skills*



Language Development      **1 @ 4 marks**

*\*Learning new words for items being purchased*

*\*Communicating with customers    \*Asking for money*

*\*Developing listening skills*





## Section 3 - Parenting and Care Provision

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

5. (a) Outline **four** factors that may influence a parent's parenting style. (12 marks)  
**4 factors @ 3 marks each**

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

*\*The way that the parents were brought up themselves*

\_\_\_\_\_

*\*Books on parenting that they have read*

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

*\*TV programmes on parenting that they have watched*

\_\_\_\_\_

*\*Number of children in the family*

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

*\*Parents occupation*

\_\_\_\_\_

*\*Parents education*

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

*\*Parents health*

\_\_\_\_\_

*\*Culture / traditions*

- (b) Give **two** reasons why it is important for a parent to be consistent in his / her approach to discipline. (8 marks)

**2 reasons @ 4 marks each**

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

*\*To avoid confusing the child*

\_\_\_\_\_

*\*So that the child knows that the parent means what they say*

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

*\*Children need predictability*

\_\_\_\_\_

*\*To ensure child grows up to be well behaved and respectful*

- (c) Suggest **three** rewards that a parent might use to reinforce good behaviour. (12 marks)  
**3 rewards @ 4 marks each**

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

*\*Praise the child*

\_\_\_\_\_

*\*Tell other parent, grandparent etc. about the good behaviour*

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

*\*Use a reward chart and award stars. After a target number have been awarded*

\_\_\_\_\_

*child gets a small treat*

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

*\*Spend extra time with the child and do something special together*

\_\_\_\_\_

*\*Child gets to choose something for the family e.g. a movie, board game, favourite dinner or dessert etc.*

- (d) Suggest **three** sanctions (punishments) that a parent might use to help to prevent inappropriate (bad) behaviour. (12 marks)

**3 sanctions @ 4 marks each**

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

*\*Sit child down and talk to them / Verbal warning*

\_\_\_\_\_

*\*Loss of privileges e.g. No TV, game or toy for a period*

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

*\*Assign an extra job around the house*

\_\_\_\_\_

*\*Isolating child from others for a period of time*

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

*\*Time out*

\_\_\_\_\_

*\*Loss of a star e.g. on a behaviour chart*

- (e) Identify **two** possible risks associated with a parent, who is angry, disciplining his / her child. (8 marks)

**2 risks @ 4 marks each**

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

*\*The punishment is excessive and doesn't match the behaviour*

\_\_\_\_\_

*\*The parent hurts the child*

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

*\*The child becomes frightened*

\_\_\_\_\_

*\*The child learns that this is normal behaviour*

- (f) Explain the term 'time out'. (8 marks)

**2 points @ 4 marks each**

\_\_\_\_\_

*\*Time out is a form of discipline where a child is removed from the situation where*

\_\_\_\_\_

*he is misbehaving.*

\_\_\_\_\_

*\*The child is moved to a pre determined place e.g. particular chair, bottom step of*

\_\_\_\_\_

*stairs etc. for a set period of time.*

*\*When time out is over parent talks with the child.*

6. (a) Suggest **four** methods that new parents might use to find information on nurseries / crèches in their locality. (12 marks)

**4 methods @ 3 marks each**

1. \_\_\_\_\_  
*\*Contact the National Children's Nurseries Association (NCNA)*

\_\_\_\_\_

*\*Ask neighbours with young children*

2. \_\_\_\_\_  
*\*Look up 'Golden Pages'*

\_\_\_\_\_

*\*Check advertisements in newspapers etc.*

3. \_\_\_\_\_  
*\*Do a search for nurseries/crèches on the internet*

\_\_\_\_\_

*\*Check with County Childcare Committees*

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

- (b) Explain why it is important for a parent to visit several nurseries / crèches before making a final selection. Give **two** points. (8 marks)

**2 points @ 4 marks each**

1. \_\_\_\_\_  
*\*To be able to compare the nurseries in terms of cost, facilities etc.*

\_\_\_\_\_

*\*To ensure that they match the description etc. in the brochures*

2. \_\_\_\_\_  
*\*To meet the staff \*To check suitability e.g. do they meet your needs?*

\_\_\_\_\_

- (c) Give an account of **two** factors, under **each** of the headings listed below, that a parent should consider when visiting each nursery / crèche.

Facilities **2 factors @ 4 marks each** (8 marks)

1. \_\_\_\_\_  
*\*Range of activities, toys, books etc. on offer*

\_\_\_\_\_

*\*Provision for sleep, rest and relaxation*

2. \_\_\_\_\_  
*\*Safety and maintenance of environment \*Outdoor area for play*

\_\_\_\_\_

Daily programme **2 factors @ 4 marks each** (8 marks)

1. \_\_\_\_\_  
*\*Length of programme \*Activities children can participate in*

\_\_\_\_\_

*\*Evidence of creative work*

2. \_\_\_\_\_  
*\*Special programmes on offer e.g. Montessori*

\_\_\_\_\_

Food preparation and menu provided (8 marks)  
**2 factors @ 4 marks each**

1. \_\_\_\_\_  
*\*Where food, snacks and bottles are prepared*
- \_\_\_\_\_
- \*The menu on offer- is it balanced and varied*
2. \_\_\_\_\_  
*\*Hygiene*
- \_\_\_\_\_

Staff (8 marks)  
**2 factors @ 4 marks each**

1. \_\_\_\_\_  
*\*Are the staff warm and attentive to the children \*Child/staff ratios*
- \_\_\_\_\_
- \*Are staff friendly \*Turn over of staff*
2. \_\_\_\_\_  
*\*What qualifications do staff hold \*First-aid qualifications*
- \_\_\_\_\_

Finance (8 marks)  
**2 factors @ 4 marks each**

1. \_\_\_\_\_  
*\*The weekly cost \*How and when fees are paid*
- \_\_\_\_\_
- \*Deposit needed*
2. \_\_\_\_\_  
*\*Payment arrangements for holidays and illness*
- \_\_\_\_\_

## Section 4 - People with Special Needs

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

7. (a) Explain the term *disability*. (4 marks)  
**1 explanation @ 4 marks**

\_\_\_\_\_  
*\*A physical or mental impairment that can hamper or reduce a person's ability to*  
\_\_\_\_\_  
*carry out his day to day activities*  
\_\_\_\_\_

- (b) Name **four** *acquired* disabilities that can result from illness or accident. (12 marks)  
**4 disabilities @ 3 marks each**

1. \_\_\_\_\_  
*\*Hearing impairment*  
2. \_\_\_\_\_  
*\*Visual impairment*  
3. \_\_\_\_\_  
*\*Intellectual disability*  
4. \_\_\_\_\_  
*\*Mobility impairment*

- (c) Outline **four** challenges that a person who acquires a disability later in life may have to deal with. (12 marks)

**4 challenges @ 3 marks each**

1. \_\_\_\_\_  
*\*Adapting to change      \*Difficulty accepting the situation*  
\_\_\_\_\_  
*\*Needing to rebuild one's life      \*Loosing job / accepting alternative work*  
2. \_\_\_\_\_  
*\*Depression      \*Fear about the future      \*Anger*  
\_\_\_\_\_  
3. \_\_\_\_\_  
*\*Loss of friends      \*Loss of social life / change in social life      \*Isolation*  
\_\_\_\_\_  
4. \_\_\_\_\_  
*\*Relying on others / family members for support*  
\_\_\_\_\_  
*\*People looking at you/dealing with you differently*

- (d) Explain the meaning of this symbol. (4 marks)  
**1 explanation @ 4 marks**

\_\_\_\_\_  
*\*Used to indicate parking space reserved for a vehicle used by*  
\_\_\_\_\_  
*a person who has a disability / blue badge holder*  
\_\_\_\_\_  
*\*Used to indicate toilet facilities for people with disabilities*  
\_\_\_\_\_





8. (a) What is meant by the term *discrimination*? (4 marks)

**1 explanation @ 4 marks**

*\*The unfair treatment of individuals based on e.g. age, race, religion, sex, gender disability etc.*

(b) Suggest **three** reasons why discrimination against people with special needs sometimes takes place. (12 marks)

**3 reasons @ 4 marks each**

1. *\*Stereotypical assumptions about people with special needs e.g. what they can do, how they behave etc.*

2. *\*Ignorance*

*\*Don't give their actions / position any proper thought*

3. *\*Fear \*Uncomfortable around people with special needs*

(c) Identify **four** possible negative effects of discrimination on the person who is being discriminated against. (12 marks)

**4 effects @ 3 marks each**

1. *\*They become resentful of the negative attitudes*

*\*They feel isolated and alone*

2. *\*They feel misunderstood and ostracized*

*\*They lose their confidence*

3. *\*They are prevented from reaching their potential*

*\*They don't get the same opportunities as others*

4. *\*They feel judged*

*\*They feel labelled*

(d) Give **two** examples of how a person with special needs may experience discrimination in the workplace. (8 marks)

**2 examples @ 4 marks each**

1. *\*May not get called for job interviews \*Not included in social activities*

*\*May get passed over for promotion*

2. *\*Infrastructure – wide doors, ramps, toilets, adapted technology etc. not provided*



## Section 5 - Older People

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

9. (a) Gradual hearing loss is a natural part of ageing.  
Identify **four** indicators (signs) that might suggest that an older person is experiencing hearing loss. (12 marks)

**4 indicators @ 3 marks each**

1. \_\_\_\_\_  
*\*Regularly requests repetition for clarification*

\_\_\_\_\_

2. \_\_\_\_\_  
*\*Missing the essence of a story/conversation*

\_\_\_\_\_

3. \_\_\_\_\_  
*\*Staring at people when they are talking to try and understand what they are saying*

\_\_\_\_\_

4. \_\_\_\_\_  
*\*Avoiding social situations or noisy environments*

\_\_\_\_\_

- (b) Suggest **two** people that an older person can talk to if they are worried about hearing loss. (8 marks)

**2 people @ 4 marks each**

1. \_\_\_\_\_  
*\*Doctor \*Family member or friend \*Audiologist*

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

- (c) Name the item shown in the photograph. (4 marks)

**1 item @ 4 marks**  
*\*Hearing aid*



Give **two** reasons why some older people may be reluctant to wear this item. (8 marks)

**2 reasons @ 4 marks each**

1. \_\_\_\_\_  
*\*Embarrassment \*Denial they have a problem*

\_\_\_\_\_

2. \_\_\_\_\_  
*\*Effort that is required to find one that suits them – negative stories from others*

\_\_\_\_\_

\_\_\_\_\_

- (d) Give **four** helpful tips on communicating with someone with hearing loss. (12 marks)

**4 tips @ 3 marks each**

1. \_\_\_\_\_  
*\*Move the conversation away from background noise*
- \_\_\_\_\_
- \*Speak in a low pitched voice and do not shout*
2. \_\_\_\_\_  
*\*Repeat your statement if it's not understood and try to rephrase it*
- \_\_\_\_\_
- \*Wait until the person with the hearing loss can see you before speaking*
3. \_\_\_\_\_  
*\*Watch the expression on the person's face to see if they are following the conversation*
- \_\_\_\_\_
- \*Avoid chewing or covering your mouth when speaking*
4. \_\_\_\_\_  
*\*Be patient*
- \_\_\_\_\_

- (e) Name and describe **two** items / aids that can be purchased for the home that would help a person with hearing loss to hear particular sounds around the house. (16 marks)

**1 x name @ 4 marks**  
e.g. light alerting device

Name of item / aid \_\_\_\_\_

**1 x description @ 4 marks**

Description \_\_\_\_\_

*\*Light flashes on and off to indicate that the door bell is ringing, telephone is ringing or baby is crying*

\_\_\_\_\_

\_\_\_\_\_

**1 x name @ 4 marks**  
*\*Home Loop System*

Name of item / aid \_\_\_\_\_

**1 x description @ 4 marks**

Description \_\_\_\_\_

*\*This is a special type of sound system that can be used by people with hearing aids*

*\*The system enables clearer sound quality to be picked up e.g. TV and radio sound*

\_\_\_\_\_

\_\_\_\_\_

10. (a) Explain the term *life expectancy*. (4 marks)

**1 explanation @ 4 marks**

*\*The length of time the average person is expected to live*

(b) Outline **four** factors that affect life expectancy. (12 marks)

**4 factors @ 3 marks each**

1. \_\_\_\_\_  
*\*Sex- male or female; females live longer*

\_\_\_\_\_ *\*Genetics*

2. \_\_\_\_\_  
*\*Stress*

\_\_\_\_\_ *\*Health \*Diet \*Exercise \*Smoking \*Drinking/drug taking*

3. \_\_\_\_\_  
*\*Socio economic factors*

\_\_\_\_\_ *\*Occupation \*Hobbies*

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

(c) Describe **three** ways that the lives of older people today are different from previous generations. (12 marks)

**3 ways @ 4 marks each**

1. \_\_\_\_\_  
*\*Health treatments are better and older people are on average living longer*

\_\_\_\_\_ *healthier lives \*Many older people are living independently /not with their*

2. \_\_\_\_\_  
*Families \*Higher level of activity e.g. air travel is easier and cheaper*

\_\_\_\_\_ *and older people are travelling more*

3. \_\_\_\_\_  
*\*Many are more focused on image e.g. fashion, hair colour, treatments for wrinkles*

\_\_\_\_\_ *etc.*

(d) Identify **four** different types of activities that grandparents and grandchildren can engage in together. (8 marks)

**4 activities @ 2 marks each**

1. \_\_\_\_\_  
*\*Reading books / stories to each other \*Going on walks*

2. \_\_\_\_\_  
*\*Teaching each other new skills \*Sharing hobbies*

3. \_\_\_\_\_  
*\*Playing board games \*Card games etc.*

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

- (e) Describe briefly the relationship that grandparents can have with their grandchildren under **each** heading below. (16 marks)



**1 point @ 4 marks**

Friend

*\*Grandparents are not responsible for the day to day care and discipline of grandchildren so can assume the role of friend and confidant. \*Children often feel more comfortable discussing problems and issues with grandparents.*

**1 point @ 4 marks**

Role model

*\*Grandchildren can learn things such as values, rules and honesty by engaging with and observing their grandparents*

**1 point @ 4 marks**

Teacher / student

*\*Older people can pass on skills to younger people e.g. needlework, knitting, cooking etc. and younger people can teach skills to older people e.g. computer skills*

**1 point @ 4 marks**

Historian

*\*Grandparents are a link to the grandchild's ancestors.*

*\*Grandparents can tell stories about their lives and experiences to their grandchildren*

- (f) Discuss the role and place of older people in the family / society in other countries / cultures. (8 marks)

**2 points discussed @ 4 marks each e.g.**

*\*In Nigeria age and position are believed to confer wisdom so older people are granted respect e.g. in a social situation they are greeted and served first.*

*\*In the Islamic world there are no old people's homes. Caring for ones parents is considered an honour and a blessing.*

*\*In China the elderly enjoy high status. Younger people are expected to show respect e.g. let them speak first, sit down after them and not contradict them.*

**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

*Leaving Certificate Applied 2011*

**Vocational Specialism –  
Childcare/Community Care**

**Practical Coursework**

**Marking Scheme**

**Childcare/Community Care  
Practical Course work Examination 2011**

**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 terms <i>ultra violet rays</i>, <i>UV index</i>, <i>sun protection factor</i> and <i>melanoma</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>• Survey of the local or wider community to identify sun protection products, clothing and equipment that are available</li> </ul> <p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Details of how doctor, nurse, pharmacist or staff member from one of the cancer protection and awareness organisations 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>• Interview conducted using pre prepared questionnaire and responses recorded. (Interview focus is on the risks associated with exposure to sun for babies and young children and the measures that can be taken to reduce the risks).</li> </ul> <p><b>Information leaflet</b></p> <ul style="list-style-type: none"> <li>• Evidence of planning the leaflet with details of how the information was sourced and compiled</li> <li>• Time and costs involved</li> </ul>	<b>10</b>  <b>10</b>  <b>10</b>
<b>Product</b>	<p><b>Information leaflet</b></p> <ul style="list-style-type: none"> <li>• Meets the brief and includes the required content on <ul style="list-style-type: none"> <li>- sun protection for babies and young children (Information appropriate for leaflet and suitable for target audience of parents / carers)</li> </ul> </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>20</b>  <b>10</b>
<b>Evaluation</b>	<p><b>Analysis of findings/outcomes</b></p> <ul style="list-style-type: none"> <li>• Analysis of findings /outcomes 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>

**Childcare/Community Care  
Practical Course work Examination 2011**

**Marking Criteria – Assignment B**

**Total Mark: 100**

<b>Research &amp; Investigation</b>	<b>Research and Analysis</b> <ul style="list-style-type: none"> <li>• Explanation of the terms: <i>will, legacy, testator</i> and <i>executor</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>	<b>Survey</b> <ul style="list-style-type: none"> <li>• Survey of bookshops / internet to identify books / information covering the topic of making a will.</li> </ul> <b>Interview</b> <ul style="list-style-type: none"> <li>• Details of how person who has made a will or a member of staff from an organisation that provides information about making a will or a staff member from a legal office 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>• Interview conducted using pre prepared questionnaire and responses recorded (Interview focus is on the process involved in making a will and some of the typical concerns and questions a person might have).</li> </ul> <b>Information leaflet</b> <ul style="list-style-type: none"> <li>• Evidence of planning the leaflet with details of how the information was sourced and compiled</li> <li>• Time and costs involved</li> </ul>	<b>10</b> <b>10</b> <b>10</b>
<b>Product</b>	<b>Information leaflet</b> <ul style="list-style-type: none"> <li>• Meets the brief and includes the required content on: <ul style="list-style-type: none"> <li>- making a will</li> </ul> (Information appropriate for leaflet and suitable for target audience) </li> </ul> <b>Log/Diary</b> <ul style="list-style-type: none"> <li>• Details progressing through planning, carrying out and evaluation stages of assignment</li> </ul>	<b>20</b> <b>10</b>
<b>Evaluation</b>	<b>Analysis of findings /outcomes</b> <ul style="list-style-type: none"> <li>• Analysis of findings e.g. from research, &amp; interview / questionnaire</li> </ul> <b>Critical evaluation of completed assignment</b> <ul style="list-style-type: none"> <li>• Personal strengths and weaknesses identified</li> <li>• Suggestions for modifications/improvements to overall assignment</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>



